

GRADUATE SKILLS ASSESSMENT

Check the appropriate box for how developed each skill is for you. For those that are well-developed, briefly list your 3 best examples

| Skill                                    | Description  | Very Developed | Somewhat Developed | Not Developed | Mentoring Needs |
|--|--|----------------|--------------------|---------------|-----------------|
| Research                                 | Independent, critical thinking, problem-solving, data analysis and synthesis, and the ability to research documents, write clearly, develop and reflect on original ideas, and defend these ideas to peers |                |                    |               |                 |
|  | An ability to form and make use of concepts and to understand how and when rules apply   |                |                    |               |                 |
|  | The ability to define a problem, identify relevant resources, and analyze those resources  |                |                    |               |                 |
|  | Management skills, from defining the parameters of a project, to harnessing a range of resources and prioritizing tasks  |                |                    |               |                 |
|  | An understanding of research methodologies applicable to and beyond a discipline   |                |                    |               |                 |
|  | Ability to work independently, Interdisciplinary training  |                |                    |               |                 |
| Teaching                                 | Ability to design instruction  |                |                    |               |                 |
|  | An ability to assess effectiveness of instruction/teaching   |                |                    |               |                 |
|  | Ability to deliver Instructional instruction/teaching effectively  |                |                    |               |                 |
|  | Course Management from beginning to end  |                |                    |               |                 |
|  | Ability to use learning theory with teaching   |                |                    |               |                 |
|  | Ability to use knowledge of human development in instruction/teaching  |                |                    |               |                 |
|  | Public Speaking  |                |                    |               |                 |
|  | Have an ability to perform conflict management   |                |                    |               |                 |
|  | Experience teaching in diverse settings with diverse groups of students,   |                |                    |               |                 |
|  | Ability to consider education level of students when tailoring expectations of them  |                |                    |               |                 |
|  | Familiarity with classroom technology  |                |                    |               |                 |
|  | Ability to teach a variety of courses  |                |                    |               |                 |
| Experience teaching in smaller classroom |  |                |                    |               |                 |
| Communication                            | Facilitate learning in small and large groups  |                |                    |               |                 |
|  | Explain technical information to lay audiences   |                |                    |               |                 |
|  | Speak and write clearly to diverse, lay, and professional audiences; Apply principles of active and cooperative learning to diverse audiences  |                |                    |               |                 |
|  | Use various delivery systems including technology to effectively communicate ideas   |                |                    |               |                 |
|  | Assess the effectiveness of one's communication and teaching skills to determine student learning  |                |                    |               |                 |
|  | Understand and use verbal and non-verbal cues, actively listen and empathize with the learner and audience   |                |                    |               |                 |
| Collaboration                            | Build and sustain networks of faculty and peers within and outside universities  |                |                    |               |                 |
|  | Partner with diverse groups and interests to pursue a common goal  |                |                    |               |                 |
|  | Be in a mentor-mentee relationship with those of varying degrees of knowledge and experience   |                |                    |               |                 |
|  | Be an effective member of a team, group or organization  |                |                    |               |                 |
|  | Assume responsibility for communicating, problem-solving, and completing tasks   |                |                    |               |                 |
|  | Knowing when to lead, and when to follow   |                |                    |               |                 |
|  | Communicate across disciplines and across audiences, both academic and non-academic  |                |                    |               |                 |
| Give and receive constructive feedback   |  |                |                    |               |                 |

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| <b>Developing Technical Skills</b>                                 | Mastering tools or techniques that improve your craft and workflow  |                |                    |               |                 |
|  | Knowing the potential and limits of a technology or method, as well as its best application   |                |                    |               |                 |
|  | Acquiring formal training when appropriate; respecting formal standards   |                |                    |               |                 |
|  | Continually upgrading skills and keeping abreast of new technologies or methods   |                |                    |               |                 |
| <b>Leadership</b>  | Lead teams and manage diverse personalities   |                |                    |               |                 |
|  | Adapt to new challenges and changes with resourcefulness  |                |                    |               |                 |
|  | Purposefully build, maintain, and evaluate teams and communities  |                |                    |               |                 |
|  | Foster collaboration by promoting cooperative goals and trust   |                |                    |               |                 |
|  | Enable, empower, motivate, and inspire others to act by appealing to their values, interests, hopes, and dreams   |                |                    |               |                 |
|  | Facilitate learning by sharing knowledge  |                |                    |               |                 |
|  | Be inclusive of diverse people and multiple realities   |                |                    |               |                 |
|  | Identify and diagnose problems, generate and select solutions, implementation, evaluation and adjustment  |                |                    |               |                 |
|  | Demonstrating commitment to human diversity through supportive actions  |                |                    |               |                 |
|  | Ability to manage politics; Recognizing common interests  |                |                    |               |                 |
|  | Ability to organize and manage a large project  |                |                    |               |                 |
|  | Manage human and economic capital and make decisions in a timely manner. Budgeting experience   |                |                    |               |                 |
|  | Ability to network  |                |                    |               |                 |
| Understand the multiple missions and expectations of your employer |   |                |                    |               |                 |
| Adjusting quickly to new environments                              |   |                |                    |               |                 |
| <b>Integration</b>   | Set reasonable goals for work, personal, and family life  |                |                    |               |                 |
|  | Be able to prioritize work responsibilities and organize your schedule, and to set boundaries and tackle the most important tasks during those times                            |                |                    |               |                 |
|  | Learn from colleagues who appear to successfully balance personal and professional responsibilities   |                |                    |               |                 |
|  | Communicate frequently with your supervisor(s) regarding expectations, job responsibilities, priorities, and personal responsibilities  |                |                    |               |                 |
|  | Be resilient and flexible to the challenges that will arise in your professional and personal lives   |                |                    |               |                 |
|  | Negotiate and resolve conflicts   |                |                    |               |                 |
|  | Maintain a balanced health and wellness program that includes exercise, good nutrition, recreation, stress reduction, sleep, and personal/family, and friendship relationships. |                |                    |               |                 |