Université Grenoble Alpes

Doctoral College

Competency Guide

October 2025

UGA COLLÈGE DOCTORAL

Capitalise on your PhD competencies!

A guide to highlighting the competencies acquired during your PhD to actively pursue your career goals.

01

Why a competency-based approach?

The self-assessment approach presented here **is designed to help you think about the range of competencies you have gained during your PhD.** It will help you demonstrate and highlight these competencies as you pursue your career goals. It can also help you identify how these competencies allow you to expand your career opportunities after your PhD.

There is often a **disconnect** between what PhD graduates feel that they have acquired – often summed up by advanced knowledge and methods in a specialised field – and what they have actually acquired, which is what interests recruiters, whether inside or outside academia. All PhD graduates have learnt through research and are therefore able to handle complex problems, propose innovative solutions, establish a strict protocol, conduct literature surveys, adapt their language to a specific audience, and have also developed a wide range of soft skills.

▲ What exactly is meant by competency?

The notion of "competency" has been studied in educational science. Several theoretical approaches to this notion have been proposed, for example the one inspired by the work of Jacques Tardif (2006): **a complex know-how that draws on and combines resources (knowledge, expertise and interpersonal skills) from various disciplinary fields**[1].

From the perspective of the business world, one definition of "competency" is **the ability required to carry out an assignment within a professional activit.**

The RNCP, the **French National Register of Professional Qualifications,** has identified a set of PhD competencies that are transferable to a wide range of careers (Order of 22 February 2019). They are divided into six main **areas**: "Homogeneous and consistent sets contributing to the autonomous fulfilment of a professional activity"[2]. These are not independent areas: they provide insights for thinking about your career path, in line with recruiters' expectations.

// The 6 Competency Areas developed during a PhD identified by the RNCP (complete version at end of document)

1 L'évaluation des compétences. Chenelière éducation, 2006 p104
2 https://www.francecompetences.fr/fiche/certifications-le-role-de-france-competences/

UGA has also sought to ensure that this self-assessment of PhD competencies takes into account R&D activities and their management:

· **Social and environmental responsibility (SER) issues:**[3] to ensure that, as future R&D players trained through research, PhD graduates are able to contribute to and promote sustainable development[4] and the ecological transition in its various aspects, including conduct, ethics and integrity issues.

· **Professional interpersonal skills:** qualities that reflect how someone behaves in a work environment (ex: ability to adapt, autonomy, curiosity, openness, commitment, perseverance) They may also be referred to as behavioural intelligence or soft skills. It is important to note that these qualities are not necessarily innate; they may be acquired, and are related to the professional environment, meaning that they may be different than those you may display in your private life.

▲ A self-assessment approach: the importance of "talking about" your skills

The goal is not to "tick" all the boxes by the end of your PhD. It is rather to **reach an overall balance,** to acquire a minimum level of competence in each area, which you may continue to develop throughout your career. Nor is the goal to complete this competency assessment as quickly as possible, thinking that since you have a PhD, you have competencies in all of the areas, and hastily identify just a few examples. On the contrary, the idea is **to take the time to develop a way of talking about yourself professionally,** and in a **persuasive way,** with all professional contacts, not just recruiters. This will be useful throughout your career.

There are no right or wrong answers; it is an **individual self-assessment** to help you think about your strengths and areas for improvement and determine your career goals and the best ways to achieve them. This means that each self-assessment is **unique.** Moreover, a situation you have experienced may involve different competency areas. It is how you use this experience to illustrate your assessment that makes the process effective.

This guide is a way for you to **demonstrate your competencies,** and must be based on factual evidence-based information explaining how you have reached a given level of competency development. It also helps you plan how to further develop your competencies in the future.

This self-assessment is part of an **overall development path:** competencies may be acquired to various degrees:

· **novice or introductory:** you have heard about …

· **proficient:** you are able to, you can implement …

· **expert:** you have gained proficiency and experience, you can pass on your expertise and train someone in…

It is important to be as objective and honest as possible in determining your level of competency.

Remember to talk about your competencies and experiences **as if you were speaking to someone outside of academia** (friends or recruiters), to persuade them about what you are explaining.

3 Social and Environmental Responsibility is one of our institution's major strategic focuses. For more information see the SER Blueprint – Université Grenoble Alpes 2022
https://www.univ-grenoble-alpes.fr/universite/engagements/engagements-societaux-et-environnementaux/schema-directeur-de-la-responsabilite-societale-et-environnementale-de-l-universite-grenoble-alpes-juin-2021-940233.kjsp?RH=1573210606572

4 https://www.agenda-2030.fr/agenda-2030/presentation/article/presentation-origines-et-principes

EXEMPLE

You have published or co-published a research paper

In principle, writing a paper involves Area 3 (“implementing all publication processes”) and Area 1 (“review the state of knowledge and limitations”).
To highlight and promote your experience with recruiters, especially if they are outside of academia, you must provide factual details to show what you have learnt through the experience in terms of competencies. For example:

- By whom was the publication material chosen and based on what criteria?
  Was it in France or abroad, why, and what were the implications for you (language, reputation, difficulty or ease of getting published, other)
- How did you adapt the research goal or question to the journal’s positioning?
  Did this possible slight shift compared to your thesis work lead you to overcome difficulties or constraints (time, topic, method, experiments, length, or other)?
- Were you the only author, or were there several? In the second case, what was your role, who was the leader, what was it like to work with a group and how was work organised, what did you learn from this experience?
- What was your experience with the assessment reports: were they constructive in their recommendations and criticism? How did you handle criticism, did you have the opportunity to discuss points raised with others around you, what did they have to say? What did you learn for the day you were/will be reviewed, and more broadly, for critical writing?
- How did you manage work on the second version (managing files, changes, taking into account the reviewers’ opinions)? Did this experience help you improve your methodology?
- Did you acquire competencies related to the paper format: adapting a research question, being persuasive about an innovative contribution, demonstrating the strictness of a protocol, managing a style guide, bibliographical standard or other guidelines? How can this help you in the future outside of academia?
- If it was not your first publishing experience, how did this experience help you gain competencies? How was it different to other publishing experiences, in terms of the journal, context or your own enhanced competencies thanks to previous experience?
- Did you make your pre-prints or the paper available in open access? How? Did you learn about open science issues? Provide details.
- Did you face issues related to conduct, scientific integrity, confidentiality management, SER or other issues? Did you have to adapt to goals or constraints identified by your employer?
- Did you take part in training (before or after publishing) that helped you develop a competency? How was it useful? Have you identified other training needs that could help you go further?

Such an example therefore provides an opportunity to identify your strengths and areas for improvement well beyond the scientific content involved in the project.

▲ How to use this guide

This guide is designed to help **launch your self-assessment,** to break with the idea of a researcher who is simply a leading specialist in his or her research field, and help you think about the many other strengths you have developed, and your real positioning.

It includes a **two-page** overview of each competency area, presenting the reasoning behind the area, the RNCP description of competencies and a list of helpful tools: examples of these competencies that may help you reflect on your experience, tips for how to talk about them, and examples of professional situations you may have encountered.

You will be asked to talk about these competencies during professional and job interviews. Your ability to present them effectively will determine how well others understand them and is therefore critical to your advancement in an organisation or a to a successful job interview. You will need to provide proof of your competencies, factual information and demonstrable evidence.

This process will help you enhance your portfolio.

▲ When and how to start the self-assessment?

The first step, right from the start of your thesis, is to take a look at the competency framework presented in this guide and start thinking about the competencies you have already acquired.

You will have more experience to draw on for your self-assessment over the course of the first year of your thesis.

We urge you to **assess your competencies at least once a year,** for example, ahead of the Individual Monitoring Committee (CSI), and to take advantage of cross-disciplinary training and career programs offered by the Doctoral College to advance in your thinking.

This assessment must both serve an **interim review,** and help you **look to** the near future, to better identify your goals for training and experience for the coming year – or for your career at the end of your PhD.

▲ May I also include extra-curricular examples?

All relevant experience may be included in your self-assessment. We advise you to clearly distinguish between:

- **activities that are not eligible during a PhD, but which actively contribute to your professional training:** recognised by the Doctoral College or Doctoral School, they count for an equivalent number of hours which contribute to the number of hours of training completed during your PhD. Examples include a commitment as an elected PhD representative, an outreach activity for the general public for the Nuit des Chercheurs (Researchers' Night) or organising a scientific event.
- other **activities** you may take part in **outside the scope of your PhD** (including those completed prior to your PhD): they demonstrate your commitment to society as a whole, and may therefore be highlighted in relation to a competency included in the framework (Areas 5 and 6 especially). For example, belonging to a sports association, volunteering or any experience that has helped introduce you to environmental, team or project management issues may be taken into consideration in your assessment.

Once again, **what is important is how you think about and consider the example.**

SOME ACRONYMS

CED: UGA Doctoral College
CERGA: Grenoble Alpes Research Ethics Committee
CNIS: The French National Council for Statistical Information
CNIL: French Data Protection Authority
CPP: Committee for Personal Protection (Ethics Committee)
CSI: Individual Monitoring Committee
ED: Doctoral School
RNCP: The French National Register of Professional Qualifications
SER: Social and Environmental Responsibility

02

The 6 Competency Areas defined by the RNCP

B1 Design and development of a research, R&D and innovation strategy

- C1 | Possess both general and specific scientific expertise in a given field of research and work
- C2 | Develop a research question (problem posed, state of the art, identification of obstacles, planning of the research strategy)
- C3 | Engage in reflexivity and critical thinking in the different stages and activities
- C4 | Take stock of the state and limits of knowledge and practices within a given sector of activity, at local, national and international levels
- C5 | Identify mechanisms to solve complex and new problems involving multiple domains, using the most advanced knowledge and expertise
- C6 | Identify potential for conceptual breakthroughs and, where appropriate, devise innovative approaches for a professional sector
- C7 | Identify the players involved in a given sector of activity and situate their questions and approaches within this system of players
- C8 | Comply with the rules of professional conduct and ethics in relation to the integrity of work and the potential impacts on societies and planets

B2 Implementation of a research, R&D and innovation strategy

- C1 | Implement research tools and methods, where appropriate in connection with innovation
- C2 | Apply the principles, tools and procedures for evaluating the costs and financing of an innovation or R&D project
- C3 | Implement appropriate control systems to guarantee the validity, ethics and confidentiality of the work
- C4 | Manage the financial, human and temporal resources of research, R&D and innovation activities
- C5 | Demonstrate the commitment, risk management and autonomy required to complete a research, R&D or innovation project
- C6 | Implement and manage the retention of data acquired during the project in compliance with current standards
- C7 | Offer innovative contributions in high-level exchanges in international contexts

B3 Commercialisation and transfer of the results of a research, R&D and innovation strategy

- C1 | Implement transfer procedures and/or mechanisms and/or methods to exploit and derive value from results and products in economic and social sectors
- C2 | Comply with the rules of professional conduct concerning intellectual and industrial property related to a sector
- C3 | Implement all national and international publication and/or patent systems to promote new knowledge and expertise
- C4 | Leverage “open data” communication techniques and, more generally, open science principles, to promote approaches and results

B4 High-level monitoring of international scientific and technological developments

- C1 | Acquire, synthesise and analyse cutting-edge scientific and technological data and information on an international scale while developing a critical and detached perspective
- C2 | Go beyond the boundaries of available data and knowledge by cross-referencing them with different fields of knowledge or other professional sectors
- C3 | Build international networks for scientific and professional cooperation
- C4 | Develop and maintain a high level of scientific culture along with the necessary curiosity, adaptability and openness
- C5 | Make informed, critical and ethical use of new ways of producing knowledge, aided notably by artificial intelligence

B5 Contribution to the dissemination of scientific and technical culture, mediation and training

- C1 | Report on and disseminate the results of scientific work to different audiences, both orally and in writing
- C2 | Teach and train diverse audiences about advanced concepts, tools and methods
- C3 | Adapt to diverse audiences in order to convey and promote cutting-edge concepts and approaches
- C4 | Capitalise on the diversity of scientific cultures and build consensus on practices to facilitate individual and collective understanding
- C5 | Develop and maintain national and international, interdisciplinary and/or cross-sectoral professional cooperation networks

B6 Management of teams dedicated to research, R&D and innovation activities

- C1 | Identify the competencies required within a team
- C2 | Set up a project team
- C3 | Identify the key resources for a team and prepare for changes in terms of training and personal development
- C4 | Assess the work of individuals and the team in relation to projects and objectives
- C5 | Lead and coordinate a team engaged in complex or interdisciplinary tasks that may involve multiple partners at national or international level

B1 Design and development of a research, R&D and innovation strategy

This expertise is important for employers: it implies strong knowledge in your speciality field and, on a broader level, the ability to seek out various information sources, identify points of contention, break down a complex problem and provide a summary/hierarchical argument. It implies adapting to an objective and to your audience, and evolves over time.

RNCP

DESIGN AND DEVELOPMENT OF A RESEARCH, R&D AND INNOVATION STRATEGY

- **Possess both general and specific scientific expertise** in a given field of research and work
- **Develop a research question** (problem posed, state of the art, identification of obstacles, planning of the research strategy)
- **Engage in reflexivity and critical thinking** in the different stages and activities
- **Take stock of the state and limits of knowledge and practices** within a given sector of activity, at local, national and international levels
- **Identify mechanisms to solve complex and new problems** involving multiple domains, using the most advanced knowledge and expertise
- **Identify potential for conceptual breakthroughs** and, where appropriate, devise innovative approaches for a professional sector
- **Identify the players involved in a given sector of activity** and situate their questions and approaches within this system of players
- **Comply with the rules of professional conduct and ethics** in relation to the integrity of work and the potential impacts on societies and planets

Examples of competencies

- Develop a concise, representative state of the art/bibliography on a topic, taking into account the timetable, objective and intended audience
- Identify different approaches and their limitations, and situate your personal expertise
- Describe your personal contribution (incremental or breakthrough approach)
- Choose a rigorous scientific methodology and explain your choice
- Identify a need for training or collaboration to overcome an obstacle

- SER: identify issues related to combating climate change and environmental protection and propose innovative solutions
- Soft skills: curiosity, ability to break with existing methods to propose an innovative approach, ability to adapt (understand and effectively respond to a need)

B1 Design and development of a research, R&D and innovation strategy

TO HELP GET YOU THINKING

For each competency you feel you have developed:

- Would you say that you have simply been introduced to it (you have heard about X), or that you have achieved proficiency (you are able to do it), or an advanced level (you could pass on this competency and train someone)? Explain fully, with factual details to support your assessment.
- Based on a professional situation/situations you've experienced, explain in detail
  - How this situation helped you develop this competency (provide factual details, evidence)
  - What you found easy/difficult; did you need help? For what, precisely, and would you still need help today?
  - Were you the leader, or did you follow others, and to what extent?
- How would you discuss this competency and these examples with people outside of academia (friends or recruiters) in a convincing way? What would you highlight?

▲ What examples of professional situations can you provide?

- Have you prepared a bibliography? Written a state of the art for your thesis, or for a paper or publication?
- Have you written a thesis topic? Responded to a call for projects? Designed a strict scientific protocol from scratch to test your hypotheses?
- Is your thesis topic directly related to a social or environmental responsibility issue? If not, does it take these issues into account?
- Have you had the opportunity to explain your field of expertise to people with varying degrees of expertise (e.g. at a break during a symposium or with friends), and explain why it is useful?
- Have you had the opportunity to position your research in relation to other specialists in the field, and identify innovative aspects? (e.g. abstract, paper, publication; work within a team)
- Have you identified the main forums for discussion in France and internationally?
- Other

▲ Have you completed training that has helped you strengthen your competency in this area? If so, how?

- Think about training courses completed through the College, offered or recognised by the Doctoral School or in-house training offered by your laboratory or employer
- Explain; see the course catalogue for the College and your Doctoral School

TO HELP YOU PREPARE YOUR REGULAR ASSESSMENT FOR THIS AREA

→ **Identify a strength you have** acquired this year

→ **Identify an area you would like to improve** over the coming year and how you plan to do so (training, activities etc.)

B2 Implementation of a research, R&D and innovation strategy

This area focuses on the experimentation, application, and research project stage: collecting and managing data, conducting laboratory experiments and ensuring reproducibility, managing resources and expenses, handling the unexpected and learning from failure.

RNCP

IMPLEMENTATION OF A RESEARCH, R&D AND INNOVATION STRATEGY

- **Implement research tools and methods,** where appropriate in connection with innovation
- **Apply the principles, tools and procedures for evaluating the costs and financing** of an innovation or R&D project
- **Implement appropriate control systems** to guarantee the validity, ethics and confidentiality of the work
- **Manage the financial, human and temporal resources** of research, R&D and innovation activities
- **Demonstrate the commitment, risk management and autonomy required** to complete a research, R&D or innovation project
- **Implement and manage the retention of data acquired** during the project in compliance with current standards
- **Offer innovative contributions in high-level exchanges in international contexts**

Examples of competencies

- Adhere to a methodological protocol and adjust it in response to unforeseen circumstances
- Organise data management: management plan, reports, archiving, ensuring confidentiality and reproducibility rules
- Assess the validity of your approach and identify risks, propose alternatives
- Identify funding sources and take into account possible financial constraints
- Recognise limitations, ask for help: ability to identify your strengths while working in a team and make sure that others recognise them

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- SER: develop ethical, responsible methods and tools, adopt an approach compatible with societal and environmental issues
- Soft skills: adapt to constraints related to timeline, resources (financial, human and material), confidentiality; ability to bounce back after relative failure (an integral part of research) and criticism; express constructive criticism; manage your priorities, remain committed and motivated

B2 Implementation of a research, R&D and innovation strategy

TO HELP GET YOU THINKING

For each competency you feel you have developed:

- Would you say that you have simply been introduced to it (you have heard about X), or that you have achieved proficiency (you are able to do it), or an advanced level (you could pass on this competency and train someone)? Explain fully, with factual details to support your assessment.
- Based on a professional situation/situations you've experienced, explain in detail
  - How this situation helped you develop this competency (provide factual details, evidence)
  - What you found easy/difficult; did you need help? For what, precisely, and would you still need help today?
  - Were you the leader, or did you follow others, and to what extent?
- How would you discuss this competency and these examples with people outside of academia (friends or recruiters) in a convincing way? What would you highlight?

▲ What examples of professional situations can you provide?

- Have you experienced the challenges of mana-ging a tight schedule? On what occasion?
- Have you taken part in developing specifi-cations and setting a budget? In submitting a project to an ethics or professional conduct com-mittee (CPP, CNIL, CERGA, CNIS)?
- Have you conducted experiments on living beings and had to manage ethical aspects (e.g. biology research charter on animal and human experimentation)?
- Have you developed an eco-friendly digital practice?
- Have you had the opportunity to set up, or create a quality control process?
- Have you had to handle confidentiality issues (e.g. Zone à Régime Restrictif (ZRR), Cifre contract etc.) or copyright issues?
- Have you had to handle negative or unexpected outcomes (such as results of experiments, rejected publications)?
- IMC: How did you manage this "project" (time-line, contacts, preparation)? What were the stren-gths and weaknesses? How did you manage the discussion during the IMC? How did you handle suggestions or possible criticism?

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▲ Have you completed training that has helped you strengthen your competency in this area? If so, how?

- Think about training courses completed through the College, offered or recognised by the Doctoral School or in-house training offered by your laboratory or employer
- Explain; see the course catalogue for the College and your Doctoral School

TO HELP YOU PREPARE YOUR REGULAR ASSESSMENT FOR THIS AREA

→ **Identify a strength you have** acquired this year

→ **Identify an area you would like to improve** over the coming year and how you plan to do so (training, activities etc.)

B3 Commercialisation and transfer of the results of a research, R&D and innovation strategy

Commercialisation is the process of "making research results, knowledge and skills usable and marketable". (Conseil National d'Evaluation de l'enseignement supérieur).
The focus is therefore on transferring results to socioeconomic and cultural sectors, and the dissemination of knowledge through expertise, scientific publishing and open science.

RNCP

COMMERCIALISATION AND TRANSFER OF THE RESULTS OF A RESEARCH, R&D AND INNOVATION STRATEGY

- **Implement transfer procedures and/or mechanisms and/or methods** to exploit and derive value from results and products in economic and social sectors
- **Comply with the rules of professional conduct concerning intellectual and industrial property** related to a sector
- **Implement all national and international publication** and/or patent systems to promote new knowledge and expertise
- **Leverage "open data" communication techniques** and, more generally, open science principles, to promote approaches and results

Examples of competencies

- Identify possible ways to transfer results, marketable objects, knowledge to be protected, applications
- Understand the value of your results and work, and your role in a team
- Give a structured presentation / summary tailored to a specific aim (e.g. dissemination, publication, commercialisation, seeking partners and funding)
- Analyse your project through the lens of the intellectual property rules for the sector; Apply the sector's conduct and integrity rules (e.g. in expertise, partnership and publishing activities), and confidentiality rules

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- SER: analyse your project through the lens of socioeconomic and environmental impacts, and apply the relevant ethical principles
- Soft skills: ability to convince others, daring to express thoughts that may be judged and criticised, ability to express constructive criticism in a positive way

B3 Commercialisation and transfer of the results of a research, R&D and innovation strategy

TO HELP GET YOU THINKING

For each competency you feel you have developed:

- Would you say that you have simply been introduced to it (you have heard about X), or that you have achieved proficiency (you are able to do it), or an advanced level (you could pass on this competency and train someone)? Explain fully, with factual details to support your assessment.
- Based on a professional situation/situations you've experienced, explain in detail
  - How this situation helped you develop this competency (provide factual details, evidence)
  - What you found easy/difficult; did you need help? For what, precisely, and would you still need help today?
  - Were you the leader, or did you follow others, and to what extent?
- How would you discuss this competency and these examples with people outside of academia (friends or recruiters) in a convincing way? What would you highlight?

▲ What examples of professional situations can you provide?

- Have you been involved in partnership agreements (research and/or public), participatory research (e.g. citizen involvement)? What did you get out of this experience? What did you contribute?
- Have you carried out expert or consulting mis-sions within or outside the academic environment?
- Have you presented your research at symposia or conferences? How did you feel when questions were asked? How did you respond? Have you published in an international or national context? Have you been the driving force in writing a paper?
- Have you sought to publish in open access (e.g. HAL, laboratory notebooks, data deposit platforms, data sets)
- Have you had to convince a partner or other stakeholders about your SER impact or the ethical conduct of your research?

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▲ Have you completed training that has helped you strengthen your competency in this area? If so, how?

- Think about training courses completed through the College, offered or recognised by the Doctoral School or in-house training offered by your laboratory or employer
- Explain; see the course catalogue for the College and your Doctoral School

TO HELP YOU PREPARE YOUR REGULAR ASSESSMENT FOR THIS AREA

→ **Identify a strength you have** acquired this year

→ **Identify an area you would like to improve** over the coming year and how you plan to do so (training, activities etc.)

B4 High-level monitoring of international scientific and technological developments

The ability to effectively monitor scientific and technological developments is an important asset for many R&D organisations, whether public or private. This means constantly keeping up with and managing the latest advances and proactively considering ways to propose opportunities for innovation.

RNCP

HIGH-LEVEL MONITORING OF INTERNATIONAL SCIENTIFIC AND TECHNOLOGICAL DEVELOPMENTS

- **Acquire, synthesise and analyse** cutting-edge scientific and technological data and information on an international scale while developing a critical and detached perspective
- **Go beyond the boundaries of available data and knowledge** by cross-referencing them with different fields of knowledge or other professional sectors
- **Build international networks** for scientific and professional cooperation
- **Develop and maintain a high level of scientific culture** along with the necessary curiosity, adaptability and openness
- **Make informed, critical and ethical use** of new ways of producing knowledge, aided notably by artificial intelligence

Examples of competencies

- Collect information in a scientific way (rigorous, representative of research, with the necessary critical distance and without being overwhelmed by the vast amount of data available) on any topic, and keep it up to date
- Set aside part of your working time to monitor relevant literature; Identify necessary training
- Use recent data to develop your expertise
- Identify what works well in another project or a competitor's proposal and use these aspects for inspiration, without violating intellectual property rights; Identify your own advantages in relation to another project and explain them in an appropriate suitable way for the person you are addressing

- SER: monitor and critically reflect on SER issues related to the available knowledge and the societal and environmental impacts of R&D activities
- Soft skills: curiosity and openness; positive attitude about how to advance; ability to work autonomously

B4 High-level monitoring of international scientific and technological developments

TO HELP GET YOU THINKING

For each competency you feel you have developed:

- Would you say that you have simply been introduced to it (you have heard about X), or that you have achieved proficiency (you are able to do it), or an advanced level (you could pass on this competency and train someone)? Explain fully, with factual details to support your assessment.
- Based on a professional situation/situations you've experienced, explain in detail
  - How this situation helped you develop this competency (provide factual details, evidence)
  - What you found easy/difficult; did you need help? For what, precisely, and would you still need help today?
  - Were you the leader, or did you follow others, and to what extent?
- How would you discuss this competency and these examples with people outside of academia (friends or recruiters) in a convincing way? What would you highlight?

▲ What examples of professional situations can you provide?

- Have you carried out a form of literature/ bibliographical monitoring during your PhD? How? Did you include very recent contributions based on ongoing research?
- Have you identified the major sources in your field (cutting-edge researchers, laboratories or journals)? Has this helped you learn and progress?
- Have you identified gaps in your field that have led you to step outside of the boundaries of your discipline?
- Have you identified the main disciplinary and transdisciplinary forums for discussion, trade shows and other professional communities that are helpful for your project?
- Have you taken part in multidisciplinary collaborations or projects related to SER?
- Have you created or grown your professional network (within or outside your research project partners)? Have you completed a research residency in ano-ther laboratory? Are you a member of a learned society? Do you share your CV?

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▲ Have you completed training that has helped you strengthen your competency in this area? If so, how?

- Think about training courses completed through the College, offered or recognised by the Doctoral School or in-house training offered by your laboratory or employer
- Explain; see the course catalogue for the College and your Doctoral School

TO HELP YOU PREPARE YOUR REGULAR ASSESSMENT FOR THIS AREA

→ **Identify a strength you have** acquired this year

→ **Identify an area you would like to improve** over the coming year and how you plan to do so (training, activities etc.)

B5 Contribution to the dissemination of scientific and technical culture, mediation and training

This area focuses on disseminating scientific and technical knowledge through training and outreach, for the general public and all kinds of audiences with vastly different levels of knowledge in your field of expertise.

RNCP

CONTRIBUTION TO THE DISSEMINATION OF SCIENTIFIC AND TECHNICAL CULTURE, MEDIATION AND TRAINING

- **Report on and disseminate the results of scientific work** to different audiences, both orally and in writing
- **Teach and train diverse audiences** about advanced concepts, tools and methods
- **Adapt to diverse audiences** in order to convey and promote cutting-edge concepts and approaches
- **Capitalise on the diversity of scientific cultures** and build consensus on practices to facilitate individual and collective understanding
- **Develop and maintain** national and international, interdisciplinary and/or cross-sectoral professional **cooperation networks**

Examples of competencies

- Identify key platforms for disseminating your research
- Identify needs and expectations of readers or audiences; structure convincing oral and written communication, taking into account their needs and expectations without introducing false ideas and tailoring your vocabulary to your audience
- Adopt an educational discourse hat makes people want to get involved and learn more
- Manage the heterogeneity of the target audience, in terms of your aims and approach

- RSE : promote responsible research; adopt an inclusive practice ensuring equal access and combating discrimination
- Savoir-être : create a positive learning environment for your audience, help them gain confidence

B5 Contribution to the dissemination of scientific and technical culture, mediation and training

TO HELP GET YOU THINKING

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- How would you discuss this competency and these examples with people outside of academia (friends or recruiters) in a convincing way? What would you highlight?

▲ What examples of professional situations can you provide?

- Have you published in English? Have you com-municated in English in front of an audience of native or non-native English speakers? Have you interacted in English or French with non-French speakers?
- Have you had the opportunity to train someone, whether informally or in a more institu-tional setting? (e.g. teaching, forum on software)
- Have you presented your research at a team meeting or seminar, in which all of the participants were not specialists of your topic?
- Have you published materials for the "general public" (such as a newsletter, newspaper or scien-tific outreach magazine)?
- Have you taken part in outreach events for the general public (such as MT180, Nuit des Cher-cheurs (Researchers' Night), Science Festival, etc.)?
- Have you helped raise awareness of SER issues among the general public? Have you promoted an innovation or a finding from your field that allows for greater inclusion or has a positive impact on the environment or biodiversity?

...

▲ Have you completed training that has helped you strengthen your competency in this area? If so, how?

- Think about training courses completed through the College, offered or recognised by the Doctoral School or in-house training offered by your laboratory or employer
- Explain; see the course catalogue for the College and your Doctoral School

TO HELP YOU PREPARE YOUR REGULAR ASSESSMENT FOR THIS AREA

→ **Identify a strength you have** acquired this year

→ **Identify an area you would like to improve** over the coming year and how you plan to do so (training, activities etc.)

B6 Management of teams dedicated to research, R&D and innovation activities

Here, the notion of "management" should be understood in a broad sense: it may include managing a team or individual – another PhD student, intern, technician or an outside individual. You may draw on your personal management experience or thoughts related to your experience being managed (see "introductory" below).
For employers, it is important to distinguish between "management" (responsibility for the activity and its successful implementation, decision-making) and "leadership" (ability to bring people together, inspire, motivate).

RNCP

MANAGEMENT OF TEAMS DEDICATED TO RESEARCH, R&D AND INNOVATION ACTIVITIES

- **Identify the competencies required within a team**
- **Set up a project team**
- **Identify the key resources** for a team and prepare for changes in terms of training and personal development
- **Assess the work of individuals and the team in relation to projects and objectives**
- **Lead and coordinate a team** engaged in complex or interdisciplinary tasks that may involve multiple partners at national or international level

Examples of competencies

- Organise a shared calendar, regular updates, with a positive mindset; prioritise goals
- Ability to identify everyone's specific way of working, leveraging their strengths and taking their limitations into consideration
- Ability to help team members fit into the project "culture" (respecting deadlines, communication methods etc.)
- Give everyone a role to foster engagement

- RSE : uphold and promote equal opportunity, inclusion and efforts to combat discrimination: detect problematic situations (e.g. gender-based and sexual violence) and respond in a responsible way
- Savoir-être : manage conflict through dialogue and understanding, encourage dialogue at all levels; distinguish between what is negotiable and non-negotiable

B6 Management of teams dedicated to research, R&D and innovation activities

TO HELP GET YOU THINKING

For each competency you feel you have developed:

- Would you say that you have simply been introduced to it (you have heard about X), or that you have achieved proficiency (you are able to do it), or an advanced level (you could pass on this competency and train someone)? Explain fully, with factual details to support your assessment.
- Based on a professional situation/situations you've experienced, explain in detail
  - How this situation helped you develop this competency (provide factual details, evidence)
  - What you found easy/difficult; did you need help? For what, precisely, and would you still need help today?
  - Were you the leader, or did you follow others, and to what extent?
- How would you discuss this competency and these examples with people outside of academia (friends or recruiters) in a convincing way? What would you highlight?

▲ What examples of professional situations can you provide?

- Have you managed a person, team or group project? Have you had to assess each member's work in these groups and report on it?
- Have you been in a situation where there was a misunderstanding or conflict? How was it resol-ved? Were you directly responsible for resolving the problem?
- Have you helped organise a seminar, scientific event, and have you been a driving force in it at some point?
- Have you had to handle intercultural aspects in your activity?
- Are you involved in one of your university/ laboratory/employer's decision-making bodies and do you contribute to its continuous improve-ment? (e.g. elected PhD representative for a laboratory, Doctoral School, Doctoral College, or other orga-nisation, SER adviser)
- Have you ever been in a situation where you had to take issues related to combating discrimi-nation into consideration, and/or have you implemented a carefully considered inclusive approach?

...

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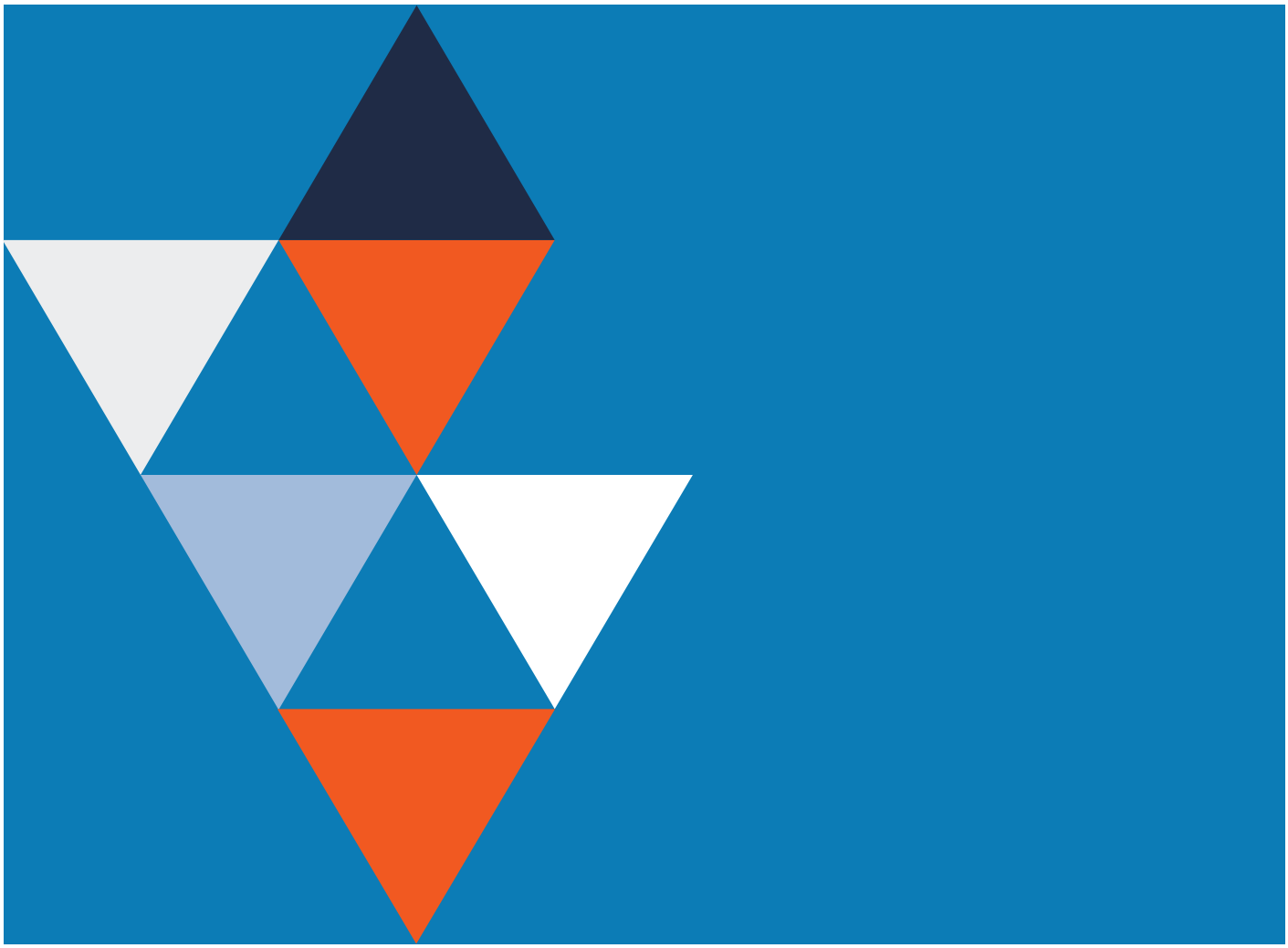
TO HELP YOU PREPARE YOUR REGULAR ASSESSMENT FOR THIS AREA

→ **Identify a strength you have** acquired this year

→ **Identify an area you would like to improve** over the coming year and how you plan to do so (training, activities etc.)



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