

Taking time to identify your skills is essential to making the most of them throughout your career. These skills can come from your experience (labs, associations, or other) and your education before and during your thesis.

This document offers a self-analysis method based on the six skill blocks of the RNCD (*Réseau National des Collèges Doctoraux*) at PhD level to help you map your skills, give you a summary of where you are at this specific moment and aid you in setting goals for yourself. This analysis should be carried out at the start of the thesis and before each individual progress committee meeting (CSI - *comité de suivi individuel*).

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| Notes, comments and personal recommendations that you have received from your supervisor, your CSI, the Doctoral College's career/training space, or elsewhere. |

*Table summarising the six RNCD skill blocks (see the* [*skills guide*](https://doctorat.univ-grenoble-alpes.fr/pendant-la-these/competences-du-doctorat/les-competences-du-doctorat-1415893.kjsp)*)*

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| Code | Description |
| **B1** | **Designing and developing an approach to research and development, studies and forecasts** |
| B1 C1 | Have both general and specific scientific expertise in a field of research and work. |
| B1 C2 | Take stock of the state and limits of knowledge within a given sector of activity, at the local, national and international levels. |
| B1 C3 | Identify and solve new, complex problems involving multiple domains, using the most advanced skills and know-how. |
| B1 C4 | Identify potential for conceptual breakthroughs and devise innovative approaches for a professional sector. |
| B1 C5 | Offer innovative contributions in high-level exchanges in international contexts. |
| B1 C6 | Constantly adapt to the needs of research and innovation in a professional sector. |
| **B2** | **Implementing an approach to research and development, studies and forecasts** |
| B2 C1 | Implement research tools and methods connected to innovation.  |
| B2 C2 | Apply the principles, tools and procedures for evaluating the costs and financing of an innovation or R&D project. |
| B2 C3 | Implement appropriate control systems to guarantee the validity, ethics and confidentiality of the work. |
| B2 C4 | Manage the time constraints of research, innovation and R&D activities. |
| B2 C5 | Demonstrate the commitment, risk management and autonomy required to complete an R&D, research or innovation project. |
| **B3** | **Transferring and increasing the value of the results from an R&D, studies and forecasting approach** |
| B3 C1 | Implement transfer mechanisms to exploit and derive value from results and products in economic and social sectors. |
| B3 C2 | Respect the rules of intellectual and industrial property related to a sector. |
| B3 C3 | Respect the principles of good conduct and ethics in relation to the integrity of the work and its potential impact. |
| B3 C4 | Implement all international publication mechanisms to promote new knowledge and know-how. |
| B3 C5 | Leverage "open data" communication techniques to improve the value of the approaches and results. |
| **B4** | **International monitoring of development in science and technology** |
| B4 C1 | Acquire, synthesise and analyse cutting-edge scientific and technological data and information on an international scale. |
| B4 C2 | Understand, step back and take a critical look at all the cutting-edge information available. |
| B4 C3 | Go beyond the boundaries of available data and knowledge by cross-referencing them with different fields of knowledge or other professional sectors. |
| B4 C4 | Build international networks for scientific and professional cooperation. |
| B4 C5 | Possess the curiosity, adaptability and openness needed to develop and maintain a high level of general and international culture. |
| **B5** | **Training and dissemination of scientific and technical culture** |
| B5 C1 | Report and communicate in several languages on scientific and technological work for different audiences or publications, both verbally and in writing. |
| B5 C2 | Teaching and training diverse audiences in advanced concepts, tools and methods. |
| B5 C3 | Adapt to a diverse audience to convey and promote cutting-edge concepts and approaches. |
| **B6** | **Managing teams dedicated to research and development, studies and forecasting** |
| B5 C1 | Lead and coordinate a team in complex or interdisciplinary tasks. |
| B5 C2 | Identify skills that are lacking within a team and participate in recruiting or approaching service providers. |
| B5 C3 | Foster approaches to boost the entrepreneurial spirit within a team. |
| B5 C4 | Identify the key resources for a team and prepare for changes in terms of training and personal development. |
| B5 C5 | Assess the work of individuals and the team in relation to projects and objectives. |

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| **B1 - Your skills developed in line with** **Designing and developing an approach to research and development, studies and forecasts** |

**List professional and other** experience with facts and proof (links, videos, etc.)

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**What knowledge** (facts, theories, etc.) have you used? What **expertise** have you developed (action verbs)? What **expertise** have you used (personal qualities)?

 **At what level?** Awareness, Control, Expertise (factual details)

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**In what areas do you want to progress?** How (training, assignments, etc.)?

**What deadline will you set?**

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| **B2 - Your skills developed in line with****Implementing an approach to research and development, studies and forecasts** |

**List professional and other** experience with facts and proof (links, videos, etc.)

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**What knowledge** (facts, theories, etc.) have you used? What **expertise** have you developed (action verbs)? What **expertise** have you used (personal qualities)?

 **At what level?** Awareness, Control, Expertise (factual details)

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**In what areas do you want to progress?** How (training, assignments, etc.)?

**What deadline will you set?**

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| **B3 - Your skills developed in line with****Transferring and increasing the value of the results from an R&D, studies and forecasting approach** |

**List professional and other** experience with facts and proof (links, videos, etc.)

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**What knowledge** (facts, theories, etc.) have you used? What **expertise** have you developed (action verbs)? What **expertise** have you used (personal qualities)?

 **At what level?** Awareness, Control, Expertise (factual details)

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**In what areas do you want to progress?** How (training, assignments, etc.)?

**What deadline will you set?**

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| **B4 - Your skills developed in line with****International monitoring of development in science and technology** |

**List professional and other** experience with facts and proof (links, videos, etc.)

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**What knowledge** (facts, theories, etc.) have you used? What **expertise** have you developed (action verbs)? What **expertise** have you used (personal qualities)?

 **At what level?** Awareness, Control, Expertise (factual details)

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**In what areas do you want to progress?** How (training, assignments, etc.)?

**What deadline will you set?**

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| **Your skills developed in line with****Training and dissemination of scientific and technical culture** |

**List professional and other** experience with facts and proof (links, videos, etc.)

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**What knowledge** (facts, theories, etc.) have you used? What **expertise** have you developed (action verbs)? What **expertise** have you used (personal qualities)?

 **At what level?** Awareness, Control, Expertise (factual details)

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**In what areas do you want to progress?** How (training, assignments, etc.)?

**What deadline will you set?**

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| **Your skills developed in line with****Managing teams dedicated to research and development, studies and forecasting** |

**List professional and other** experience with facts and proof (links, videos, etc.)

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**What knowledge** (facts, theories, etc.) have you used? What **expertise** have you developed (action verbs)? What **expertise** have you used (personal qualities)?

 **At what level?** Awareness, Control, Expertise (factual details)

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