

MY SKILLS PORTFOLIO

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# Sources of information

* **Arrêté du 22 février 2019 définissant les compétences des diplômés du doctorat et inscrivant le doctorat au répertoire national de la certification professionnelle (RNCP)**

<https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000038200990/>

* **Doc Pro**

<http://www.mydocpro.org/fr>

* « **passeport docteur » de l’ANDES**

<https://andes.asso.fr/passeport-docteur/>

# Introduction

The main part of the doctoral activity consists of a time-limited innovative research work, supervised by a thesis supervisor, within a research unit. It is often also a first professional experience. The doctorate is characterised by the production of new knowledge in an international context, as well as by the dissemination of this knowledge, for example through teaching or written and oral communication within the specialist community and to other communities. The doctorate ends with the writing of a thesis manuscript and a defence, i.e. a restitution of the scientific work carried out and its validation by the scientific community.

The doctorate is also a period of skills development. Doctoral candidates have expertise in the thematic field they have explored, but they also have transversal skills that can be transferred to other activities. The highest level of the national framework of professional qualifications, to which the doctorate is attached, thus indicates that graduates know how to "identify and solve complex and new problems involving a plurality of fields, by mobilising the most advanced knowledge and know-how; design and manage research and innovation projects and processes; propose innovative contributions in the context of high-level exchanges and in international contexts". Moreover, as each professional experience is unique, each doctor has developed all the skills related to the doctorate, and each of them, to a greater or lesser extent.

Faced with the current competition on the labour market, knowing that PhDs can aim for several types of careers, it is necessary to be able to identify these skills, to know how to name them and talk about them. Knowing how to refer to them in different ways is particularly useful in order to adapt to the person you are talking to, for example according to the proximity you have with him or her, his or her knowledge of the doctorate, the specific vocabulary he or she uses in his or her activities, or even according to the profile sought by a recruiter.

The Répertoire National de la Certification Professionnelle (RNCP) lists all the training courses and titles certified by the Commission Nationale de la Certification Professionnelle (CNCP). It contains descriptive sheets for each training course detailing the skills acquired. These sheets are tools that can be used to facilitate a presentation to a potential employer.

In 2018, the doctorate entered the RNCP at the national level. AgroParisTech had already produced a doctoral RNCP sheet in 2014.

The six blocks of skills identified by the RNCP for the doctorate at a national level are as follows

-Design and planning of a research and development, study and prospective approach;

-Implementation of a research and development, study and prospective approach;

-Valorisation and transfer of the results of a research and development, studies and prospective process;

-Scientific and technological watch on an international scale;

-Training and dissemination of scientific and technical culture;

-Management of teams dedicated to research and development, studies and foresight activities

The aim of this portfolio is to help you show the match between your career plans and the skills you have acquired and which could be of use to you, in relation to the job market. It invites you first to think about your professional project, a part that can be filled in at the beginning of your thesis and completed during your reflections, and then, in a second phase, rather in the second part of your thesis, to draw up an assessment of your skills by referring to the six blocks identified in the RNCP sheet. You can also add a complementary field corresponding to skills that you have identified and that are not presented here, and that seem important to you in your professional project.

We invite you to discuss this portfolio and to complete it with your thesis supervisor as well as during the monitoring committee and interviews with your correspondents at the ABIES Doctoral School.

This portfolio aims to help you to make the most of your doctoral experience; it is not in any way prescriptive of what you should do during your thesis. Each doctoral experience is unique (different professional projects, different disciplines, different funding, different opportunities...).

For ease of reading, this text is written in the masculine gender but is equally addressed to female and male doctoral candidates.

# Professional Project

At the moment, you may be more concerned with the progress of your research project... "We'll see later". However, afterwards will come very quickly and anticipation can enable allow you to envisage consider unexpected positions, or to put all the assets on your side for the career that tempts you. Even if your supervisors can help you with your future integration, it is above all in your hands. A project is built, sometimes slowly, evolves, changes... but its success can be anticipated. It is therefore important that you start thinking about the outline of your future professional project from the beginning of your thesis, so that you can gradually refine, enrich and develop it throughout your thesis.

* **Why did you decide to undertake a thesis?**
* **What are your favourite doctoral activities?**
* **What are the activities of the doctorate that you dislike?**
* **What do you expect from your future job?**

*(For example: job security, high pay, deepening of a field, important responsibilities, "reasonable" and flexible working hours, social status, multi-tasking, defending a "cause", making myself useful to society, etc.)*

* **How do you prioritise these different expectations?**
* **What job(s) would you like to do?**

*For example: lecturer-researcher, researcher (public or R&D), consultant, expert, actor in* *the valorisation or organisation of research, of scientific communication, scientific journalist, technical salesman, Business creator, etc.; management activities; expertise; team work*

* **Which scientific field(s) or branch(es) of activity would you like to work in?**

*For example: agronomy, agri-food, bioinformatics, biotechnology, genetics, genomics, health, environment...*

* **In which type of organisation would you like to work?**

*For example: public research body, university or school of higher education, agency (ANSES, ADEME, etc.), group or international organisation, large company, SME, start-up, local authority, consultancy, association, NGO, self-employed / self-employed contractor, etc.*

* **Where would you like to work (international mobility, personal obligations...)?**
* **What is your knowledge of the current employment sectors in the fields you are interested in and of the expectations of future employers?**
* **To date, have you taken any action to prepare your professional future after the thesis?**
* Getting information on jobs (internet, specialised press, consultation of job offers...)
* Updating your CV for certain types of jobs
* Complementary doctoral training courses to make you more professional
* Creation/maintenance of professional and scientific network
* Making contact with the professional world: participation in professional and/or academic trade fairs, meeting people working in companies or laboratories, participation in meetings/days between "research" and "companies", etc. Staying in an establishment not directly involved in the thesis (company, research unit, other, international or not)
* Other?

**Auto-evaluation**

**My professional project after the PhD**

Today, do you believe that your career plan is

☐ Clear and well-defined

☐ In the process of being defined

☐ Not very well defined

☐ Not defined at all

**Describe in a few lines your professional project as it stands today.**

**Describe the concrete actions you plan to take to help you clarifying your future.**

# My doctoral skills

# 1st block of skills: Design and planning of a research and development, study and prospective process

Designing a feasible and innovative research project is an essential skill for a researcher. Designing a project includes formulating a research problem based on knowledge of the existing literature, designing experimental approaches, identifying the material and human resources needed to carry out the project (seeking funding and responding to calls for tenders, identifying the public and/or private partnerships to be established, etc.), and being able to set a work schedule, milestones and final expectations.

The questions below will help you to describe and assess your degree of competence in this area. We advise you to describe the activities you have carried out as concretely and precisely as possible.

***RNCP***

* *I have both general and specific scientific expertise in a given field of research.*
* *I can comprehend the state of the art and its limitation within a given sector of activity, at local, national and international levels.*
* *I can identify and solve complex and new problems involving a plurality of fields, mobilizing the most advanced knowledge and skills in different areas of science.*
* *I can identify opportunities for conceptual breakthroughs and design innovative directions for a professional sector.*
* *I can make innovative contributions in the context of exchanges, including in international contexts.*
* *I can adapt continuously to the needs of research and innovation within a professional sector.*

## Was the project already defined before you arrived

Yes, completely ☐ Yes, partly ☐ No, hardly ☐ Not at all ☐

## If it was, how have you made it your own?

## Otherwise, how did you participate in its construction or further elaboration (if it was partly defined)?

Did you use knowledge from different fields? How did you make the state of the art yours to lead to the scientific question?

## How did you participate in the modification (change / reorientation) of your thesis project during the doctorate?

Describe when it happened, on which aspects, with whom, why?

## Did you have to defend the innovation in your thesis project, its added value?

If so, indicate what were the actions and their outcomes.

## Did you have to defend your thesis feasibility?

If so, indicate what were the actions and their outcomes.

## Did think about the ethical aspects of your research project and had to take them into account?

## Were you able to identify and/or argue on the possible impacts of your research (scientific, industrial, environmental, health impacts, etc.)?

## Did you have the opportunity to participate in the design of the research projects, either directly or not?

For example: responding to calls for tender, seeking grants, building a post-doctoral project, supervising a trainee, a stay abroad, etc.

**Self-evaluation**

**Do you feel competent to design a research project?**

**Your self-assessment:**

I consider myself competent and autonomous ☐

I consider myself competent but need help ☐

I do not consider myself competent but I am improving ☐

I do not consider myself competent and I feel I won’t manage ☐

**Identified strength and weaknesses**

**What concrete actions do you plan to implement to strengthen your skills in this area?**

# 2nd block of skills: Implementation of a research and development, study and prospective approach

You have actively participated in the completion of your thesis project: implementing and performing experimental approaches, collection, archiving and processing of data, interpretation of results, bibliographical research and comparison of results with the work of peers, construction/establishment of partnerships (public and private), possible reorientation of the project, etc...

This is a young researcher's "core" skill. Without being exhaustive, the questions below will help you to describe and evaluate your skill in implementing a research project. In particular, it is important to specify what is your personal contribution, beyond your supervisor(s)’ recommendations.

* ***RNCP***
* *I can implement the methods and tools of research in my field of expertise*
* *I can implement the principles, tools and approaches for evaluating the costs and funding of a research, innovation or R&D process.*
* *I can guarantee the validity of the work as well as its ethics and confidentiality by implementing the appropriate control mechanisms.*
* *I can manage the time constraints of research, innovation or R&D activities.*
* *I can analyse and identify the risks associated with a project*
* *I can implement the commitment, risk management and autonomy factors required for the finalisation of an R&D, study or innovation project.*

## What was your precise contribution to the conduct your thesis project?

Briefly describe the main modelling / experimental / data collection and analysis approaches you used.

## What were the main steps and how autonomous were you in carrying out each of them?

## How have you organised and managed your working time? Did you plan a timetable (alone? with your supervisor(s)?) Did you respect it?

## How was the project monitored?

What kind of meetings (regular, review at the end of each step, “crisis” meetings)? With whom? How often? What was your part in the preparation and facilitation of these meetings?

## How did you use the discussions and recommendations from these meetings in your project?

## Have you implemented a quality plan in your research project?

Lab books, sample and data traceability, protocol standardization….

## What hurdles and unexpected difficulties have you encountered? What solutions did you propose to solve, overcome or bypass them?

If concerned, how did you deal with unsuccessful experiments or unintended outcomes?

## Overall, have you met the initial deadlines? What made that possible?

## Did you plan and manage the research project budget and how did you meet the cost originally planned?

## Did you achieve technical or technological innovations? Describe

## What was your data validation process? Did you encounter in your analysis and result interpretation questions related to deontology and scientific integrity?

As an example, have you been faced with a questioning on your data analysis or a request to select data before analysis? How did you deal with this?

Have you discussed about scientific integrity with your supervisors?

Have you followed a training course on ethics and research integrity (required by law before the defence)?

## Were you involved in conducting other research projects? At what level? Describe

## Did you carry out (with or without your supervisors) an assessment of the success and risk factors of your research project?

* Regarding the risks, have you identified them and then assessed and prioritised them (according to their probability of occurrence, potential severity)?
* For each of the main identified risks, have you thought about preventive measures (aimed at reducing the probability of occurrence of the risk concerned) and/or corrective measures (back-up plans, spare wheels)?

## 2.14 Did you have the opportunity to participate in the cost and funding evaluation of a research project?

**Self-assessment**

**Do you feel competent to implement a research project?**

**Your self-assessment:**

I consider myself competent and autonomous ☐

I consider myself competent but need help ☐

I do not consider myself competent but I am improving ☐

I do not consider myself competent and I feel I won’t manage ☐

**Identified strength and weaknesses**

**What concrete actions do you plan to implement to strengthen your skills in this area?**

# 3rd block of skills: valorisation and transfer of the results of a research and development, studies and prospective process

During your thesis, you will be required to valorise your research work with certain scientific and/or professional communities. Valorisation can take various forms and be addressed to diverse communities: scientific and technological communities, in the first place; socio-economic actors including the public sector; students, trainees, technicians and auditors of the socio-economic sectors; media and various publics not very familiar with the field concerned.

The questions below will help you to better describe and assess your skill in "valorisation of research".

***RNCP***

* *I can implement transfer processes for the purpose of exploitation, valorisation of the results or the products in socio-economic sectors;*
* *I respect the intellectual or industrial property rules from one sector;*
* *I respect the principles of ethics and deontology related to the integrity of the research work and its potential impacts;*
* *I can implement the whole process of publication at the international scale to valorise the new knowledge;*
* *I know how to mobilise techniques of open data communication to promote the approaches and the results.*

## Did you produce and present communications (oral or poster) at national or international conferences?

If yes, what were the conditions, the audience, in which year were you?

## What have you learnt from your participation in these conferences?

For example, what contributions could you make to your own research project? What feedback did you get?

## Did you participate in the writing of one or more scientific publications in peer-reviewed journals? What was your exact contribution? Did you participate in the reply to the reviewers? Is your publication open-access?

## Did you have to use a data management plan?

## Are you aware of the importance of different dimensions of open science (opening your publications, data, protocols, software; open-peer review; participatory research)?

For example, data sharing in deposit centres, training on open data…

## Did you talk with your supervisors about deontological aspects of the list and order of authors in the publications?

Are you confident with the good practices in the publication rules?

## Did you discuss about the deontological ways to acknowledge the persons involved in your publications?

For examples, technicians, trainees, collaborators, funding partners? Are you confident with the rules to acknowledge everyone contribution?

## Did you face difficulties during the publication process?

If yes, how did you overcome them and how will you use this experience in the future?

## Have you valorised your results in your professional sector?

How and where? What might be the impact of your results in this sector? Describe.

## Did you contribute in technical or technological innovations for the relevant economic sector?

For example, were you involved in a patent filing or any other ways related to intellectual property? If yes, develop.

## Did you take into account the issues related to Intellectual property, including in your thesis manuscript?

## Did you participate in an expertise activity (individual or collective) for socio-economic actors, public decision-makers or academia?

**Self-assessment**

**Do you feel competent to valorise a research project?**

**Your self-assessment:**

I consider myself competent and autonomous ☐

I consider myself competent but need help ☐

I do not consider myself competent but I am improving ☐

I do not consider myself competent and I feel I won’t manage ☐

**Identified strength and weaknesses**

**What concrete actions do you plan to implement to strengthen your skills in this area?**

# 4th block of skills: Scientific and technological watch on an international scale

Thesis work requires the appropriation of one or more research areas for which you become a specialist. In addition to appropriating the research issues at the beginning of your thesis, you need to keep up to date with the most recent advances that take place during your thesis and need to explore new fields as you encounter research questions.

The questions below will lead you to clarify your ability to consider a problem in its general context and your level of expertise on your thesis.

***RNCP***

* *I am able to acquire, synthesise and analyse cutting-edge scientific and technological data and information at an international scale;*
* *I am able to understand, step back from and look critically at all available state-of-the-art information;*
* *I am able to go beyond the borders of data and knowledge available by crossing with different fields of knowledge or other professional sectors;*
* *I am able to develop international scientific and professional cooperation networks;*
* *I have the curiosity, adaptability and openness necessary to form and maintain a high level of general and international culture.*

## Do you think you master the basic knowledge, the key concepts, their history and their scope in your field of expertise?

This is the opportunity to define the scope of your scientific expertise

## Have you carried out any scientific monitoring activity and do you feel you are familiar with recent developments in your field of activity?

If so, what tools did you use?

How do you critically review this information?

Do you know the main contributors in your research field?

## Have you ever been asked to review a submitted paper or a research project?

##

## What other areas of science do you particularly follow?

How do you follow them? What is the connection with your own research? In your opinion, are these fields part of your own scientific expertise?

## Have you ever interacted and collaborated with experts from other disciplines or fields of activity than those of your PhD?

If so, what have you learnt from it?

## Did you participate in any body of your host unit, the doctoral school, or an institution?

Research unit board, Doctoral School Research board, Scientific or management board?

## Have you developed your scientific and international collaborative network?

Which tools did you use?

## Did you organise seminars or conferences and did you moderate sessions?

**Self-evaluation**

**Do you feel competent in scientific watch?**

**Your self-assessment:**

I consider myself competent and autonomous ☐

I consider myself competent but need help ☐

I do not consider myself competent but I am improving ☐

I do not consider myself competent and I feel I won’t manage ☐

**Identified strength and weaknesses**

**What concrete actions do you plan to implement to strengthen your skills in this area?**

# 5th block of skills: Training and dissemination of scientific and technical culture

The science produced by research is not only communicated through publications and conferences. Research feeds into teaching, technological innovations and the appropriation of science by society. This dissemination is an important part of the researcher's job.

This block will enable you to explain how you are an actor in this transmission of knowledge.

***RNCP***

* *Report and communicate in several languages, and in particular in English, scientific and technological work to different audiences or publications, both written and oral;*
* *Teach and train diverse audiences in concepts, tools and advanced methods;*
* *Adapt to a diverse audience to communicate and promote cutting-edge concepts and approaches.*

## Did you have any teaching experience?

If so, detail and describe what it taught you.

How did you train about pedagogy?

## Did you participate in the enrichment and dissemination of written scientific and technical culture?

For example, articles in non-specialized journals, daily or weekly newspaper …

## Did you make oral interventions in media debates?

For example, « Science café », radio or TV programmes….

## Did you participate in events to disseminate scientific culture to the general public?

For example, « Fête de la Science », « Nuit des chercheurs européens », intervention with schoolchildren, non-research activities of scientific mediation, MT180s etc…

## Did you participate in the development of protocols or tools that led to training sessions for students, trainees or technicians and other public and/or private research staff?

If so, specify how and to whom you transferred these skills.

**Self-assessment**

**Do you feel competent to teach and disseminate science?**

**Your self-assessment:**

I consider myself competent and autonomous ☐

I consider myself competent but need help ☐

I do not consider myself competent but I am improving ☐

I do not consider myself competent and I feel I won’t manage ☐

**Identified strength and weaknesses**

**What concrete actions do you plan to implement to strengthen your skills in this area?**

# 6th block of skills: Management of teams dedicated to research and development, studies and foresight activities

During your thesis, you may be required to carry out supervisory activities (of trainees, in particular), or even, but more rarely, to lead a team.

The questions below will lead you to specify the acquisition of managerial skills during your thesis.

***RNCP***

* *Lead and coordinate a team in complex or interdisciplinary tasks;*
* *Identify missing skills within a team and participate in the recruitment or solicitation of service providers;*
* *Build the necessary steps to foster the spirit of entrepreneurship within a team;*
* *Identify the key resources for a team and prepare for changes in terms of training and personal development.*
* *Evaluate the work of the people and the team in relation to projects and objectives;*

## Did you have the opportunity to work with technicians, research assistants, trainees… on your project?

How did it go and what have your learned? Did you lead or co-lead?

## Were you directly responsible for the supervision of a trainee?

If so, what experience did you learn from this supervision? Were you part of the hiring process?

## During your thesis, did you have the opportunity to seek collaborations to support your work?

Indicate the part of the project, when and with whom…

**Self-assessment**

**Do you feel competent to manage?**

**Your self-assessment:**

I consider myself competent and autonomous ☐

I consider myself competent but need help ☐

I do not consider myself competent but I am improving ☐

I do not consider myself competent and I feel I won’t manage ☐

**Identified strength and weaknesses**

**What concrete actions do you plan to implement to strengthen your skills in this area?**

# Skills not included in the RNCP

In addition to the skills mentioned above, you may have developed additional skills that you will be able to use in the course of your career, such as the ability to work in an international and/or intercultural environment, to know yourself and others (career development, stress management, etc.), to negotiate, etc.

## What are your international / intercultural work experiences? What were the benefits and the difficulties?

## During your thesis, did you develop skills in listening and dialogue?

## Did you have to negotiate during your thesis, and how would you evaluate your negotiations afterwards? Did you use any specific tools?

## Were you involved in conflict management? What was your involvement? What did you use to help you?

## Did you implement any self-development tools during your thesis (stress management, personality awareness…)?

##  This open field can be used to list additional skills that you would like to highlight and that can be useful in your professional project.

# Conclusion

We do hope that this portfolio will help you to better understand the skills you have already acquired and the ones that might be relevant to develop for your professional project. Do not hesitate to give us any comments or suggestions to improve it; this tool must be yours.