

## Part 1: Skills Self-Assessment

### Instructions:

Consider these skills that are frequently practiced by graduate students. For each skill, decide whether it is something you **WANT** to be doing, something you would be **OKAY** doing, or something you would rather **AVOID** doing. Leave it blank if it's not something you do now. Add additional skills you have that aren't listed.

	Want	Okay	Avoid
<b>Academic Environment.</b> Understand how a university works.			
<b>Administration.</b> Organize and maintain a program.			
<b>Assessment.</b> Design fair, consistent rubrics and tools.			
<b>Budgeting.</b> Track funds, allocate resources, write reports.			
<b>Cross-Cultural Communication.</b> Understand and translate across cultures.			
<b>Cultural Analysis.</b> Engage with and understand people, books, art, etc.			
<b>Curriculum Design.</b> Conceptualize big-picture training goals.			
<b>Data Analysis.</b> Craft a narrative from quantitative information.			
<b>Data Management.</b> Organize large amounts of information.			
<b>Discussion Leadership.</b> Lead productive, structured conversations.			
<b>Editing.</b> Make written text stronger; ensure it meets standards.			
<b>Event Planning.</b> Plan and organize publicity, logistics, etc.			
<b>Faculty Development.</b> Teach peers; lead professional development.			
<b>Foreign Languages.</b> Facilitate understanding and use of languages.			
<b>Marketing.</b> Advertise events; blogging or social media.			
<b>Leadership.</b> Lead meetings, make decisions, change policy.			
<b>Lesson Planning.</b> Design structured activities to meet learning objectives.			
<b>Persuasion.</b> Make arguments that convince people.			
<b>Project Management.</b> Organize timelines and resources.			
<b>Public Speaking.</b> Structure a talk or presentation.			
<b>Researching.</b> Gain a nuanced understanding of a topic.			
<b>Summarizing.</b> Process research into shortened essentials.			
<b>Teamwork.</b> Work with a small team to meet a common goal.			
<b>Technology Use.</b> Utilize tech tools; learn new software.			
<b>Tutoring.</b> Work one-on-one to help develop a particular skill.			
<b>Writing.</b> Create clear, compelling prose from complex ideas.			
<b>Youth Engagement.</b> Work with adolescents/young adults.			



## Part 2: Job Ad Analysis

### Instructions:

The following job ads are for real jobs posted in the last two years. They represent seven different types of work that language and literature PhDs might do.

1. Program director, New Jersey Council for the Humanities (public humanities nonprofit)
2. Associate dean, liberal arts programs, University of Chicago (academic administration)
3. Staff writer, culture, Vox Media (writing and media)
4. Faculty member, world literature, Bard High School Early College (teaching)
5. Humanities librarian, English literature, Emory University (libraries)
6. Analyst, Educational Transformation Assessment, Ithaka S+R (educational consulting)
7. Assistant director, Center for Teaching and Assessment, University of Delaware (teaching and learning)

1. Skim all the job ads, jotting down any first impressions in the margins. Try not to fixate too much on whether you have all the credentials needed for these jobs. Instead, imagine what it might be like to do these jobs.

2. Pick two or three ads to consider in more depth.

3. Fill out the chart below and make notes on the following:

**First impressions.** Can you imagine yourself doing this job? What appeals to you about it? What doesn't?

**Values.** Does this job align with your values—your beliefs about what sort of work is important and worthwhile? Would it match your lifestyle preferences? Why or why not?

**Skills.** What skills do you already have that would be useful for this job? What skills would you want to develop before applying for such a job?

Job title	First impressions	Values	Skills

**Next Steps:** Check out the MLA's [primer](#) on how—through the work you're already doing for your PhD—you can build skills essential for the types of jobs that interest you.

### Part 3: Career Action Steps

**Instructions:**

You don't need to have it all figured out right now, but this is a good time to get some ideas down. Reflecting on what you've learned from the previous exercises, create some next steps.

1. I am going to research the following 2–3 fields or careers:

2. I am going to develop the following skills:

3. One thing I can do to start building a broader career profile is the following (try to come up with a task or skill that will also build your academic profile, help you eat, or bring you joy):

4. I am going to contact the following person for career advice or information about the career development process:

**Next Steps:** See the MLA's advice on [informational interviewing](#) and [networking](#) for more on making career connections. When you're ready, check out the MLA's advice on [how to write a résumé](#) (tip: start fresh instead of trying to convert your CV).