**SKILLS NEEDED TO BECOME A PI**

How do you rate yourself against these criteria? Can you say, ‘Yes, I definitely meet that criterion’? Or do you meet the criterion, but only ‘somewhat’. Or have you no experience in that area, or any way of showing that you meet the criterion?

This list is based on the MRC’s list of *Skills needed to win support*.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Definitely | Somewhat | No |
| 1 | Has own research plans that do not significantly overlap with their current group leader’s or sponsors. |  |  |  |
| 2 | Can describe how their research plans fit into an international context. |  |  |  |
| 3 | Can explain how they plan to establish themselves in their own intellectual niche |  |  |  |
| 4 | Can explain plans to establish their own research group |  |  |  |
| 5 | Has a network of research contacts independent of their current leader |  |  |  |
| 6 | Can show contacts or collaborations nationally, internationally and across disciplines |  |  |  |
| 7 | Has a track record of challenging, original and productive research. |  |  |  |
| 8 | Has had at least one postdoc appointment. |  |  |  |
| 9 | Can show upward trajectory (for example through first author publications) |  |  |  |
| 10 | Has collaborated with teams in other departments, research organisations and/or disciplines  |  |  |  |
| 11 | Has won small amounts of independent funding |  |  |  |
| 12 | Has started to be recognised in the community on an international scale (e.g., via citations, invitations to seminars and conferences etc.) |  |  |  |
| 13 | Has pursued opportunities for development, such as time in a second research establishment, time overseas, within industry and by learning new skills. |  |  |  |
| 14 | Has identified opportunities to access career development support (e.g., mentoring, professional training and development, relevant training courses) |  |  |  |
| 15 | Shows an ability to recognise and maximise development in others (e.g., day-to-day support of Maters or PhD students or early career scientists) |  |  |  |
| 16 | Has excellent communication and interpersonal skills across different audiences (e.g., through presentations at conferences and public science fairs) |  |  |  |
| 17 | Can clearly show how outcomes can be disseminated within and outside the research community. |  |  |  |
| 18 | Understands how to influence their research field. |  |  |  |
| 19 | Aware of ways to influence the wider research agenda (e.g., participating in peer reviews, invitations to give lectures, participation in internal committees). |  |  |  |
| 20 | Can demonstrate productivity across past appointments |  |  |  |