LSE Careers: Transferable Skills Developed through Employment and Study

As well as specialist knowledge, you will have developed many transferable skills during your professional, personal and educational experience. These transferable skills are sought after by employers – you can adapt the table below to include additional skills sought for job descriptions and roles you’re applying for. A good knowledge of these will help you to present a positive case to a prospective employer in your applications and interviews. You can also use the table to work out areas you would like to focus on developing in the future.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Skill** | **My examples from:** | | | **Want to develop?** | **Want to use?** |
| **Work** | **Extra-curricular** | **Academic** |
| **COMMUNICATION**  **(oral, written, interpersonal)** | | | | | |
| ▪ liaising effectively internally/externally with people at all levels |  |  |  |  |  |
| ▪ writing reports/papers/letters |  |  |  |  |  |
| ▪ presenting findings to groups |  |  |  |  |  |
| ▪ ability to explain complex ideas clearly |  |  |  |  |  |
| ▪ networking (locally/nationally/internationally) |  |  |  |  |  |
| ▪ negotiating |  |  |  |  |  |
| **INNOVATION/CREATIVITY** | | | | | |
| ▪ troubleshooting |  |  |  |  |  |
| ▪ thinking laterally and creatively |  |  |  |  |  |
| ▪ developing alternative approaches |  |  |  |  |  |
| ▪ investigating and implementing new methods/techniques |  |  |  |  |  |
| **ANALYSIS/PROBLEM-SOLVING** | | | | | |
| ▪ handling/assimilating/analysing large quantities of information |  |  |  |  |  |
| ▪ using qualitative and quantitative methods |  |  |  |  |  |
| ▪ interpreting data/undertaking a wide variety of data analyses |  |  |  |  |  |
| ▪ challenging premises, questioning procedures |  |  |  |  |  |
| ▪ taking on board other points of view |  |  |  |  |  |
| ▪ evaluating findings |  |  |  |  |  |
| **ORGANISING/PRIORITISING** | | | | | |
| ▪ planning/coordinating/  monitoring activities |  |  |  |  |  |
| ▪ managing time |  |  |  |  |  |
| ▪ seeing a prolonged task through to completion |  |  |  |  |  |
| ▪ being flexible, changing direction |  |  |  |  |  |
| ▪ meeting deadlines (within budget) |  |  |  |  |  |
| **TEAM/INDIVIDUAL WORKING** | | | | | |
| ▪ ability to work both independently and in a team |  |  |  |  |  |
| ▪ ability to work in multidisciplinary project teams |  |  |  |  |  |
| **LEADERSHIP/MANAGEMENT** | | | | | |
| ▪ knowledge/experience of project management techniques |  |  |  |  |  |
| ▪ leading projects and project teams |  |  |  |  |  |
| ▪ motivating, developing, supervising others |  |  |  |  |  |
| ▪ demonstrating administrative expertise including managing budgets/generating income |  |  |  |  |  |

*The skills included in the grid are adapted from an article in the* Times *Higher Education Supplement by Pat Cryer on the transferable skills acquired during research training or work.*