**JOB HUNTING  
The PhD: a successful professional experience**

Workbook

Day 1  
SELF-ASSESSMENT



Gicomo Puccini, ***La Bohème***, Libretto by Luigi Illica and Giuseppe Giacosa,   
based on *Scènes de la vie de bohème* by Henri Murger

**Mi chiamano Mimì**,

ma il mio nome è Lucia.

La storia mia è breve.

A tela o a seta

ricamo in casa e fuori...

Son tranquilla e lieta

ed è mio svago

far gigli e rose.

Mi piaccion quelle cose

che han sì dolce malìa,

che parlano d'amor, di primavere,

di sogni e di chimere,

quelle cose che han nome poesia...

Lei m'intende?

Mi chiamano Mimì,

il perché non so.

Sola, mi fo

il pranzo da me stessa.

Non vado sempre a messa,

ma prego assai il Signore.

Vivo sola, soletta

là in una bianca cameretta:

guardo sui tetti e in cielo;

ma quando vien lo sgelo

il primo sole è mio

il primo bacio dell'aprile è mio!

Germoglia in un vaso una rosa...

Foglia a foglia la spio!

Cosi gentile il profumo d'un fiore!

Ma i fior ch'io faccio

Ahimè! non hanno odore.

Altro di me non le saprei narrare.

Sono la sua vicina   
che la vien fuori d'ora a importunare.

**They call me Mimi,**

but my real name is Lucia.

My story is short.

On canvas or on silk

I embroider at home and away...

I am cheerful and at peace

and my pastime

is making lilies and roses.

I love all the things

that have gentle sweet smells,

that speak of love, of spring,

of dreams and fanciful things,

those things that are called poetry ...

Do you understand me?

They call me Mimi,

I do not know why.

Alone, I make

lunch by myself.

I don't always go to church,

but I pray a lot to the Lord.

I live all alone

there in a little white room

and look upon the roofs and the sky

but when the thaw comes

The first sun is mine,

The first kiss of April is mine!

A rose is budding in a vase...

I study it leaf by leaf!

How sweet the perfume of a flower!

But the flowers that I make

Alas! have no smell.

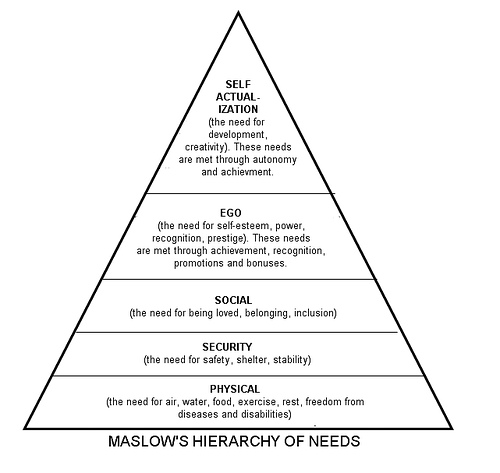
I know nothing else to tell you.

I am only your neighbor  
who is coming out to bother you.

**Personal branding worksheet**Adapted from Renard, Nathalie & Isabel Fouchécour. 2013. *Personal Branding® Démarquez-vous !* Paris: ESF Éditeur.

**Start-up**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | ? |
| Can you speak about yourself for one minute and give a clear picture of who you are and what you're about? |  |  |  |
| Do you have a calling/business card that matches your personal brand? |  |  |  |
| Do you know how to present yourself positively and distinguish yourself from your colleagues? |  |  |  |
| Does your wardrobe match your personal brand? |  |  |  |
| Do you have an internal and/or an external communication plan for the next year? |  |  |  |
| Have you published an article or appeared in the press during the past 3 months? |  |  |  |
| Are you visible on the Internet? |  |  |  |
| Do you have a network of friends, colleagues, and superiors that you can mobilize for projects, etc.? |  |  |  |

**Needs**

Are your needs met? What would help? What is missing?

/20

/20

/20

/20

/20

**Quotation**

**Passions** (games, hobbies, sports, arts; professional; relationships; money…)

In youth

Present and future

**Action plan for passion #1**

What? Where? When? How?

**Values**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| love | freedom | peace | justice | creativity | beauty | equality | confidence |
| stimulation | harmony | responsibility | respect | joy | family | fraternity | kindness |
| health | nature | money | humanism | loyalty | pleasure | security | happiness |
| simplicity | success | passion | excitement | service | fame | spontaneity | organization |
| logic | honesty | passion | intelligence | discipline | sincerity | independence | recognition |
| tolerance | recognition | dignity | wisdom | spirituality | tradition |  |  |

**Future**

Draw your dream ***of the world*** of the future. Write 3 verbs that say ***how you will contribute***.

**I'll**

**I'll**

**I'll**

Now, think of where you hope to be at in 5 years' time — who are you, where are you, with whom, etc.?

On the timeline below, draw the path you should follow to achieve your goals. Mark and label as many fixed points, stages, places, people who are involved, etc. as you can.

**2025**

**Now**

**Talents**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| communications | organization | time mgmt | problem-solver | charismatic | empathy |
| leadership | mediator | methodical | creative | adaptability | analytic |
| good listener | teacher | strategist | clear-thinking |  |  |

|  |  |
| --- | --- |
| Talent | An accomplishment that exemplifies it |
|  |  |
|  |  |
|  |  |

**The 5 senses**

|  |  |  |
| --- | --- | --- |
| Sense | A big feast — what do you remember | rate |
| sight |  |  |
| hearing |  |  |
| taste |  |  |
| smell |  |  |
| touch |  |  |

**Your cocktail**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sense** | **Verb** | **Value** | **Talent** | **Passion** |

**Education and training**

**List briefly your academic degrees and programs.**

|  |
| --- |
|  |

**Why and how did you choose these programs?**

|  |
| --- |
|  |

**What other training (workshops, etc.) have you had besides these programs?**

|  |
| --- |
| **Academic**  **Other** |

**Why and how did you choose these programs?**

|  |
| --- |
|  |

**What are your major accomplishments so far, in and out of your chosen field?** *(associations, articles, awards…)*

|  |
| --- |
| Master's thesis |

**What jobs have you done so far?** *(Start from earliest.)* **What skills did you acquire in each?**

|  |  |
| --- | --- |
|  |  |

**What are the most important skills that you have learned so far?**

|  |
| --- |
| **Field -related**  **Other**  English |

**What would you consider to be your greatest personal and academic successes so far?**

|  |
| --- |
|  |

**What moments of your life so far are you proudest of? Why?**

|  |
| --- |
|  |

**What moments have been the worst? Why?**

|  |
| --- |
|  |

**My attributes and skills**

***The following is a list of the top qualities that French employers said that they looked for in a candidate.***

***First, are there any qualities that you would add to the list?***

1. **Adaptability** Change behaviors, opinions in light of developments
2. **Leadership** Gain respect and compliance via behavior, arguments…
3. **Persuasion** Persuade and convince
4. **Teamwork** Effectively organize the atmosphere and work of a group of persons
5. **Self-confidence** Assert personality comfortably
6. **Creativity** Imagine and propose innovative solutions
7. **Delegation** Involve others, share responsibilities
8. **Accessibility** Be available physically and mentally, adapting schedule and organization
9. **Listening skills** Listen to and understand the problems, questions, ideas of others
10. **Commitment** Invest energy and self to obtain outcomes
11. **Perseverance** Provide continued efforts
12. **Availability** Be ready to change missions, projects, workplaces…
13. **Motivation** Orient thoughts, interests, energy to achieve an objective
14. **Negotiation skills** Find satisfactory solutions in cases of different ideas, desires, needs…
15. **Decisiveness** Make decisions in a timely, considered manner, including risk-taking
16. **Organization** Prepare and execute work logically and efficiently
17. **Sociability** React favorably and easily in relation to others
18. **Teaching skills** Clearly explain processes, etc., adapting to others
19. **Emotional stability** Remain calm and rational, resist stress
20. **Rigor** Demonstrate method and exactness
21. **Cooperation** Reconcile own objectives, behaviors with other people's
22. **Analytic skills** Grasp and organize details
23. **Perception** Grasp overall picture
24. **Autonomy** Find solutions on one's own
25. **Initiative** Make suggestions or take actions beyond one's strict responsibility
26. **Writing skills** Clarity, articulateness…
27. **Speaking skills** Clarity, articulateness…
28. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
29. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
30. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Now, identify your 5 strongest points* ✓*… and your 2 weakest points*🗶*.***

***On the following pages, rate yourself in each category and, starting with your 5 strong points,   
note accomplishments that demonstrate your abilities.***

**Rating my attributes and skills**

**1. Adaptability**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**2. Leadership**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**3. Persuasion**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**4. Teamwork**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**5. Self-confidence**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**6. Creativity**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**7. Delegation**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**8. Accessibility**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**9. Listening skills**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**10. Commitment**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**11. Perseverance**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**12. Availability**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**13. Motivation**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**14. Negotiation skills**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**15. Decisiveness, risk-taking**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**16. Organization**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**17. Sociability**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**18. Teaching skills**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**19. Emotional stability**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**20. Rigor**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**21. Cooperation**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**22. Analytic skills**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**23. Perception**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**24. Autonomy**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**25. Initiative**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**26. Writing skills**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**27. Speaking skills**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**28.**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**29.**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**30.**

|  |
| --- |
| My evaluation 1 2 3 4 5 6 7 8 9 10 |
| Supporting facts 1.  2.  3. |

**Action verbs to describe your experiences**

accomplished

achieved

acquired

activated

adapted

addressed

adjusted

administered

advanced

advised

advocated

allocated

analyzed

anticipated

applied

appraised

approved

arranged

articulated

assembled

assessed

assigned

assisted

attained

authored

automated

balanced

briefed

brought

budgeted

built

calculated

carried out

catalogued

chaired

changed

charted

clarified

classified

coached

collected

communicated

compared

compiled

completed

composed

computed

computerized

conceptualized

conceived

concluded

conducted

conserved

consolidated

constructed

contained

continued

contracted

contributed

controlled

convened

conveyed

convinced

coordinated

corrected

corresponded

counseled

created

critiqued

cut

decided

decreased

defined

delegated

delivered

demonstrated

designed

determined

detected

developed

devised

diagnosed

directed

discovered

dispatched

distinguished

distributed

diversified

doubled

drafted

earned

edited

educated

eliminated

enabled

encouraged

engineered

enhanced

enlisted

ensured

established

estimated

evaluated

examined

executed

expanded

expedited

explained

explored

extracted

facilitated

familiarized

finalized

focused

forecast

formed

formulated

found

founded

gathered

generated

graded

guided

handled

headed up

helped

identified

illustrated

implemented

improved

increased

informed

influenced

initiated

innovated

inspected

instilled

instructed

insured

integrated

interpreted

interviewed

introduced

invented

investigated

kept

launched

lectured

led

located

maintained

managed

manufactured

marketed

mastered

measured

mediated

moderated

modified

monitored

motivated

negotiated

observed

offered

operated

ordered

organized

originated

outlined

outsold

overhauled

oversaw

participated

performed

persuaded

planned

predicted

prepared

prescribed

presented

presided

prioritized

processed

produced

programmed

projected

promoted

proposed

proved

provided

publicized

published

purchased

rated

recommended

reconciled

recorded

recruited

reduced

referred

regulated

rehabilitated

related

remodeled

reorganized

repaired

reported

represented

researched

resolved

restored

restructured

retrieved

revamped

reversed

reviewed

revised

revitalized

saved

scheduled

screened

selected

serviced

set

set up

simplified

skilled

sold

solidified

solved

staged

stimulated

streamlined

strengthened

structured

suggested

summarized

supervised

supported

surpassed

surveyed

systemized

tabulated

targeted

taught

teamed with

tested

trained

transformed

translated

traveled

trimmed

tripled

united

updated

upgraded

validated

verified

worked

wrote

**Other person’s evaluation of my qualities**

*Rate this person in the following categories and note accomplishments that demonstrate his/her abilities.*

**1. Adaptability 1 2 3 4 5 6 7 8 9 10**Supporting facts

**2. Leadership 1 2 3 4 5 6 7 8 9 10**Supporting facts

**3. Persuasion 1 2 3 4 5 6 7 8 9 10**Supporting facts

**4. Teamwork 1 2 3 4 5 6 7 8 9 10**Supporting facts

**5. Self-confidence 1 2 3 4 5 6 7 8 9 10**Supporting facts

**6. Creativity 1 2 3 4 5 6 7 8 9 10**Supporting facts

**7. Delegation 1 2 3 4 5 6 7 8 9 10**Supporting facts

**8. Accessibility 1 2 3 4 5 6 7 8 9 10**Supporting facts

**9. Listening skills 1 2 3 4 5 6 7 8 9 10**Supporting facts

**10. Commitment 1 2 3 4 5 6 7 8 9 10**Supporting facts

**11. Perseverance 1 2 3 4 5 6 7 8 9 10**Supporting facts

**12. Availability 1 2 3 4 5 6 7 8 9 10**Supporting facts

**13. Motivation 1 2 3 4 5 6 7 8 9 10**Supporting facts

**14. Negotiation skills 1 2 3 4 5 6 7 8 9 10**Supporting facts

**15. Decisiveness, risk-taking 1 2 3 4 5 6 7 8 9 10**Supporting facts

**16. Organization 1 2 3 4 5 6 7 8 9 10**Supporting facts

**17. Sociability 1 2 3 4 5 6 7 8 9 10**Supporting facts

**18. Teaching skills 1 2 3 4 5 6 7 8 9 10**Supporting facts

**19. Emotional stability 1 2 3 4 5 6 7 8 9 10**Supporting facts

**20. Rigor 1 2 3 4 5 6 7 8 9 10**Supporting facts

**21. Cooperation 1 2 3 4 5 6 7 8 9 10**Supporting facts

**22. Analytic skills 1 2 3 4 5 6 7 8 9 10**Supporting facts

**23. Perception 1 2 3 4 5 6 7 8 9 10**Supporting facts

**24. Autonomy 1 2 3 4 5 6 7 8 9 10**Supporting facts

**25. Initiative 1 2 3 4 5 6 7 8 9 10**Supporting facts

**26. Writing skills 1 2 3 4 5 6 7 8 9 10**Supporting facts

**27. Speaking skills 1 2 3 4 5 6 7 8 9 10**Supporting facts

**28. 1 2 3 4 5 6 7 8 9 10**Supporting facts

**29. 1 2 3 4 5 6 7 8 9 10**Supporting facts

**30. 1 2 3 4 5 6 7 8 9 10**Supporting facts

**Results**

**1. Adaptability** Me

**2. Leadership** Me

**3. Persuasion** Me

**4. Teamwork**  Me

**5. Self-confidence** Me

**6. Creativity** Me

**7. Delegation** Me

**8. Accessibility** Me

**9. Listening skills** Me

**10. Commitment** Me

**11. Perseverance** Me

**12. Mobility** Me

**13. Motivation** Me

**14. Negotiation skills** Me

**15. Decisiveness** Me

**16. Organization** Me

**17. Sociability** Me

**18. Teaching skills** Me

**19. Emotional stability** Me

**20. Rigor**  Me

**21. Cooperation** Me

**22. Analytic skills** Me

**23. Perception** Me

**24. Autonomy** Me

**25. Initiative** Me

**26. Writing skills** Me

**27. Speaking skills** Me

**28.**  Me

**29.**  Me

**30.**  Me

**Career projects**

**What are your long-term career goals?**

|  |
| --- |
|  |

**What factors motivate this choice?**

|  |
| --- |
|  |

**What skills do you need to acquire or improve in order to achieve this goal?**

|  |
| --- |
| **Field-related**  **Other** |

****

**How to Write an Obituary, Sentence by Sentence**

If you've read obituaries in the newspaper or online, you'll notice that there is a pattern to them. They always have certain elements included and the information flows from specifics of the death and funeral, to details about the deceased and surviving family.

The first sentence starts with the **full name** of the deceased, the **city** in which they resided, the **date** they died, **where** they died and sometimes **cause of death**.

The next sentence often tells **when and where the deceased was born**, and the names of parents.

Then the obituary can go on to give **accomplishments and a chronological account** of the person's life and education.

A **list of surviving family** usually is at the end, but can also be included right after the first sentence announcing the death.

The obituary closes with the **funeral, burial, wake, or memorial details** and a **foundation where memorial gifts can be donated**.

Example of a simple obituary

**Dale Schenk, Who Saw Immune System as Weapon Against Alzheimer’s, Dies at 59**10/7/2016 http://www.nytimes.com/2016/10/08/science/dale-schenk-who-saw-immune-system-as-weapon-against-alzheimers-dies-at-59.html

His research on Alzheimer’s disease “pivoted the field,” one expert said. Credit Nana Kofi Nti

Dale B. Schenk, a scientist and industry leader whose discoveries opened new paths into research on Alzheimer’s disease, died on Sept. 30 at his home in Hillsborough, Calif. He was 59.

The cause was pancreatic cancer, said Ellen Rose, the head of communications at Prothena, a Dublin-based biotechnology company that Dr. Schenk had led as president and chief executive since its founding in 2012.

Alzheimer’s is the most common form of dementia. It affects 5.4 million people in the United States and is the sixth-leading cause of death. There is no cure or means of prevention, and current treatments cannot stop it from eating away the brain.

Dr. Schenk made a major contribution in the 1990s by proposing and testing the idea that the body’s immune system — which normally fights infection — might be enlisted to fight Alzheimer’s through the use of vaccines and other immune-based treatments.

“It was a novel approach that took the field by surprise and captured the imagination of the world,” said Dr. Eric M. Reiman, the executive director of the Banner Alzheimer’s Institute in Phoenix.

Success has been elusive — the seemingly promising avenue of research has not produced a treatment. But studies continue, hints of progress have emerged, and researchers say that results of the research, expected in the next few years, should determine whether Dr. Schenk was on the right track.

A hallmark of Alzheimer’s is the buildup of a sticky protein, amyloid, between nerve cells in the brain. Many scientists think amyloid causes the disease. Dr. Schenk agreed, and he suspected that if the immune system could be prompted to attack amyloid, it might curtail or even eliminate the disease.

In 1999, he led a team from Elan Pharmaceuticals that published a landmark report in the prestigious journal Nature. Using mice that had been genetically engineered to develop Alzheimer’s, the team vaccinated the animals against amyloid.

In younger mice, amyloid deposits never formed. In older mice, which already had deposits, the vaccine reduced them markedly.

“That was a game changer,” said Dr. Jason Karlawish, an Alzheimer’s expert at the University of Pennsylvania. “He pivoted the field.”

The mouse study led to a flood of research on related immune-based efforts to wipe out amyloid.

But the mouse vaccine did not live up to its promise. In humans, a trial had to be stopped because several patients developed brain inflammation. Later, autopsies showed that amyloid deposits had cleared up in people who got the vaccine — but they had still declined mentally.

There have been other disappointments, but Nature reported last month that an immune-based treatment had reduced amyloid and seemed to slow patients’ mental decline. It was the first encouraging news in a long time.

“Any success the field has in this regard will be part of Dale Schenk’s lasting legacy,” Dr. Reiman said.

Dr. Schenk died on the same day as another prominent Alzheimer’s researcher, Dr. Allen Roses, who had a very different point of view regarding the cause of the disease. Dr. Roses, long affiliated with Duke University, was an outspoken skeptic of the amyloid theory and believed that deposits of the protein in patients’ brains were a symptom rather than a cause of Alzheimer’s.

Dale Bernard Schenk was born on May 10, 1957, in Pasadena, Calif., to the former Rosemary De Videaux, a family therapist, and Walter Bernard Schenk, the fire chief of East Pasadena.

He earned a bachelor’s degree in biology and a Ph.D. in pharmacology and physiology from the University of California, San Diego. He went from academia to industry, as a researcher and high-level executive at several companies, including Athena Neurosciences and Elan.

At Prothena, he worked on immune-based treatments for Parkinson’s disease and illnesses, other than Alzheimer’s, that are related to amyloid. Despite his own illness, diagnosed in 2014, he continued working until shortly before his death.

Dr. Karlawish and Dr. Michael Schlossmacher, the director of the neuroscience program at the Ottawa Hospital Research Institute, said that Dr. Schenk had particularly been liked and respected for his eagerness to share information and ideas and to collaborate with other scientists — something that researchers who work for industry are not always willing or free to do.

In 2001, he became the first industry scientist to win the American Academy of Neurology’s Potamkin Prize, which recognizes major contributions to research on Alzheimer’s and other brain diseases.

Dr. Schenk is survived by his wife, Elizabeth, a former professor of English; their sons, Max and Sam; two daughters, Anais and Sara, from a previous marriage, to Maria Torres, who died in 2005; a half brother, Mark Nagy; and a sister, Linda Lopez.

Growing up, Dr. Schenk saw his grandmother and others he knew succumb to Alzheimer’s. When hiring young scientists, he looked for those who had a personal connection to a disease — not necessarily Alzheimer’s — and who cared about human suffering, Dr. Schlossmacher said. Those who cared, Dr. Schenk believed, would always give their best.

**What positions can you realistically expect to occupy in the next few years in order to advance toward your goal?**

|  |
| --- |
|  |

**What are you lacking today to obtain this sort of position?**

|  |
| --- |
|  |

**How can you acquire what you need?**

|  |
| --- |
|  |

**Can you demonstrate convincingly that you have (or will have) what it takes to perform well in this sort of position? List your arguments.**

|  |
| --- |
|  |