

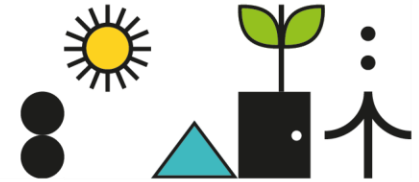
## Time to tasks to skills

Try using this method to break down what you spend your time doing, into the component tasks to reveal the skills needed/used

### Using the time to tasks to skills grid to unpack your skills

1. In the first column write the main, high-level tasks you spend the majority of your time on. You could even look back at your job description for the main areas or responsibility you have.
2. In the second column start to break down each of the high-level tasks into the sub tasks that you perform. For example, if you've written 'research' in the first column, the second column could contain things like 'grant writing', 'teaching', 'dissemination of results/research', 'collaboration', 'generating results', 'supervising student/s', 'data analysis', 'writing publications' to name a few.
3. In the next column, take each sub-task you've listed and see if you can break it down further. For example, considering 'collaboration', what sub-tasks are required for your collaboration to be established and work successfully? Possibly some of the following; networking, clear communication, project management, time management, budget management, expectation setting, risk management, negotiation, time tabling regular check-in meetings/chairing meetings/setting agenda, joint grant writing, travel, dissemination of knowledge/techniques/research project specific skills.
4. Lastly, review the sub-sub-tasks you've listed, do any of them need breaking down further? Or have you reached a point where they can't be further sub-divided?
5. Review all the tasks, sub tasks and sub sub tasks you've identified. It's very likely that if you've broken them down far enough that you've unpacked the skill/s needed for each main task. You can transfer the skills you've uncovered into your skills inventory document, perhaps with a short example of the task you use that skill in.





### Some additional prompt questions to help if you get stuck

- What does a typical week/month/year look like in your role? Here it may help if you have your calendar or diary to hand to prompt you.
- What tasks make up your day? Be specific!
- Who are you responsible for? Even informally, students, other staff members etc.
- Who are you responsible to? Think broadly, what about outreach/the public?

### Going a step further – reflecting on your skills

1. When reviewing your completed grid, you may note how many of the skills are used across a range of the tasks you perform, communication is an example of a skill that you likely use in many forms across the different tasks you do. Take a moment to consider the proportion of your time spent using each skill. Some questions to consider; are you content with the amount of time you are able to spend using each skill? Are there some skills you'd like to spend less time/more time using? Is there a way you can do this?
2. If you've identified a skill you'd like to spend less/more time using and a way to achieve this, set this as a goal (such as a SMART goal towards the bottom of the page <https://prosper.liverpool.ac.uk/postdocs/reflect/self-assessment-tools/> ) for yourself. Alternatively, try a self-assessment test to get an insight beyond your skills into your values and what it's important to you to spend your time on. (see <https://prosper.liverpool.ac.uk/postdocs/reflect/self-assessment-tools/> for links to a few options)

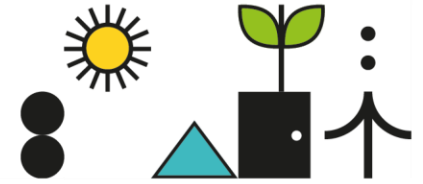




Example of completed grid

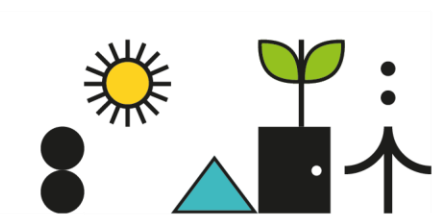
Main tasks	Sub tasks	Sub sub tasks	
Research	Communication	Conflict resolution	Managing communications and interpersonal colleague relationships – above, below and peer
	Attending conferences	Outreach/public engagement	Public speaking- style and info tailored to specific audience
	Data analysis/data management	Writing –papers/reviews/book chapters	Copy editing
	Leadership	Keeping up with the literature	Proof reading
Teaching	Administration	Social media	Diplomacy and negotiation (where is <u>your</u> name on the author list?)
	People management	Stakeholder management	Social media account management
	Lesson planning Procurement of materials Risk/safety assessments Evaluation Reflection on practice	Narrative creation	Content production
Training/supervision	Technical skills/knowledge (disciplinary niche specific) Data collection/acquisition Data processing Analytical skills	Financial management/budgeting	Archival/organisation skills





	Problem solving Establish and maintain collaboration/s		
		Time management	Horizon scanning/search skills Rapid assimilation of knowledge
		Negotiation	Rapid assimilation of knowledge
		Networking	Consider findings, process relevance to own research, review own research plan/strategy in light of new info
		Setting, preparing for and attending project meetings Reviewing students project progress Reviewing students presentations/teaching presentation style Reviewing student's data analysis/acquisition of area specific technical skills and/or jargon Reviewing students written work/written output	





Blank time to tasks grid

Main tasks

Sub tasks

Sub sub tasks



