

Planning Your Research Career

Dean Hogan

Pre-Introduction

- My IDP online tool: <https://myidp.sciencecareers.org/>
Values, Interests, Skills.
- Psych Central: <https://psychcentral.com/quizzes/personality-quiz#1>

Personality Test

• Career Development Toolkit For Researchers

Questions?

How and why?

- This approach to career development training is based on Career Coaching methodology and is determined by the end purpose of enabling you to make rational, informed and appropriate career-related decisions.
- Values, Interests, Personality, Skills (VIPS).
- By raising self-awareness and a better understanding of yourself, you can identify what you want professionally.

How and why?

- No framework exists that would encompass every type of Research Career, so our approach to Career Development is self-directed by necessity.
- Self-directed Career & Professional Development is most effective in producing the results that we want.



How and why?

Trends that will shape the economy over the next decade include:

- Growing rewards from innovation, as the pace of technological change increases and countries move into higher-value activities
- The importance of higher skill levels



How and why?

- The European Commission identifies:

“... the need to increase the number of researchers, stating that the EU will need at least one million new research jobs if it is to reach the R&D target of 3%, and that the number of actual researchers required is significantly higher as many researchers will retire over the next decade.”

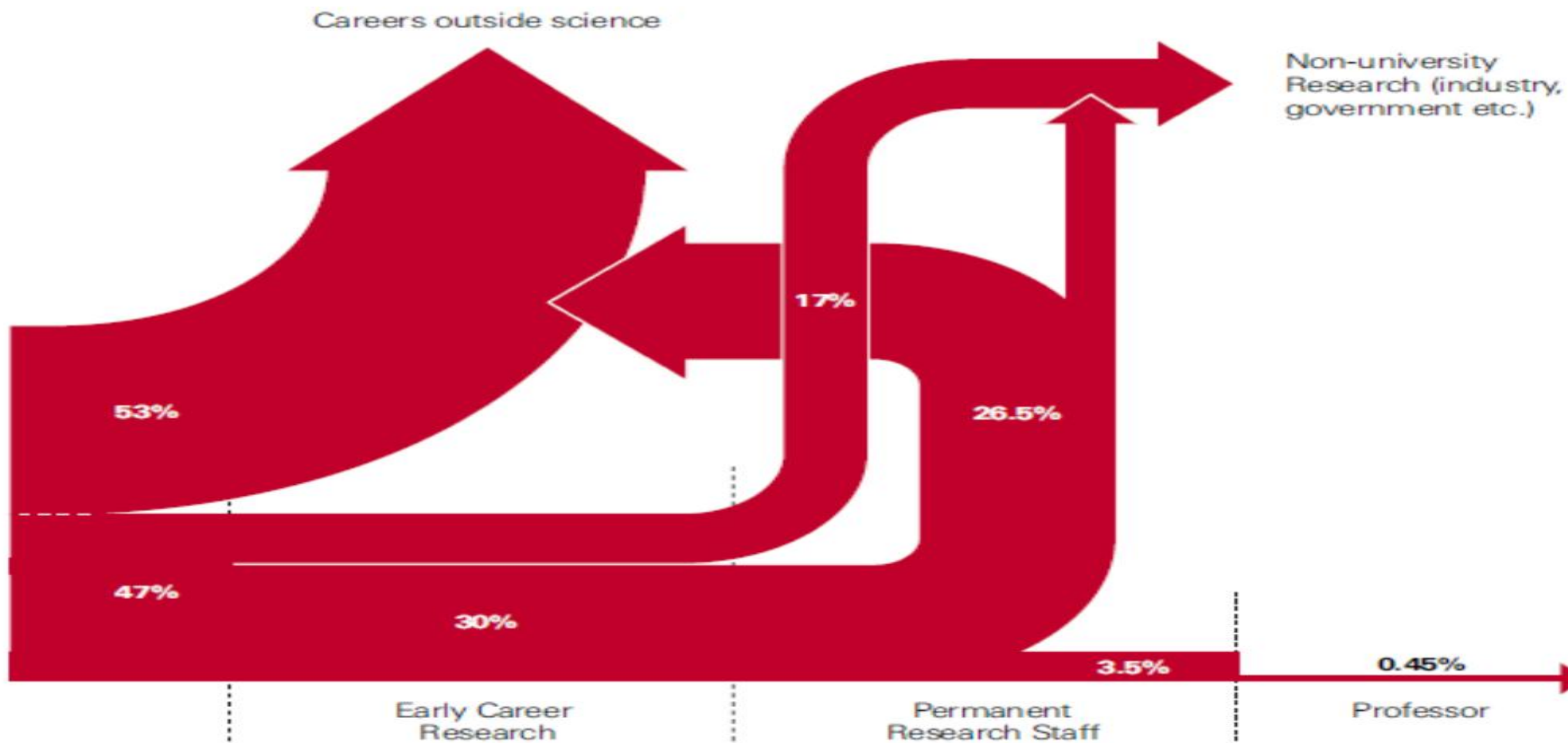
UKRO Europe Unit, Briefing Note E-2010-12



- Human capital.
- Researcher pipeline.



Figure 1.6 Careers in and outside science



What Do We Want to Help You to Do? (1 of 2)

- Understand yourself better.
- Recognise and utilise your resources.
- Identify what you want.
- Assist you to find satisfying work opportunities.
- Make rational, informed and appropriate decisions.
- Make plans based on clear goals.
- Take action to get what you want.



What Do We Want to Help You to Do? (2 of 2)

- Solve career-related problems and difficulties.
- Process and address issues, such as coping with an end-of-contract situation & change, work stress, managing relationships at work and work-life balance.
- Become skilful in how to manage your career and working life into the future.



How and why?

VIPS

- Values
- Interests
- Personality
- Skills

The first three will point you in the right direction but your skills will determine how you proceed from there.



Sequential Steps

1. Where am I now?
2. Self-assessment (VIPS)
 - Values
 - Interests
 - Personality
 - Skills
3. Self-assessment interpretations (Advice required)
4. Careers Exploration
5. Reality Testing & Planning (Advice required)
6. Seeking Relevant Training & Experience
7. Job Searching

Our Tools

1. Career Development Toolkit for researchers (ebooklet).
2. My IDP – Science Careers (website).
3. PsychCentral (website).
4. National Postdoctoral Association (website).
5. 10 Career Paths for PhDs (ebooklet).
6. DISCOVER – Careers Beyond Academia (website).
7. INTERACT- Academia Reaching Out To Business (website).
8. The 5-Minute Career Action Plan (ebooklet).

How and why?

- The training should end with the beginning of a personal action plan that is based on clear, sequential and complimentary goals.
- This allows the you to engage in a career decision-making process that assists you to find satisfying and fulfilling work-related opportunities that will motivate you to reach your potential.



Assumptions in this process

- People have the ability and freedom to make career choices. They can be involved in a range of work roles across their lifespan.
- Career decision-making is not something that happens only once in a person's life but, rather, is an ongoing process that might take place at any age.
- The reasons why individuals enter particular occupations / sectors / specialties vary according to the amount of importance placed on personal preferences (e.g., interests, personality), or external influences (e.g., labour market trends, location, expectation of others).

Questions?

Where am I now?

jobs.ac.uk

Great jobs for bright people



Career Development Toolkit for Researchers

Your interactive guide to help you formulate an ongoing career strategy

About the author

Clare Jones is a Senior Careers Adviser at Nottingham University with specific responsibility for Early Career Researchers. Clare has been working with research staff and students since 2005 offering individual careers guidance, advice and information and delivering career management training courses across the university. Clare would describe her own career as being a "classic skills portfolio career" and she is strongly committed to enabling researchers to recognise and value all their skills and experiences.

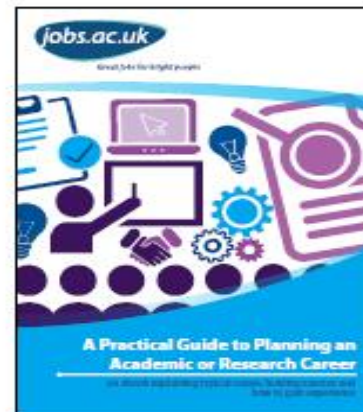


Recommended reading

[A Practical Guide to Planning an Academic or Research Career](#)

[Research Publications Planner](#)

[How to Write a Cover Letter for Research Jobs](#)



Where am I now?

1 Stop and take stock



How did you get here?

By reflecting on your career decision making up to now you may identify approaches that will be beneficial in managing the next stage of your career or be aware of some of the ways in which you could build up barriers to progress. The questions in exercise one are designed to prompt you to think about such things as the type of career decision-maker you have been up to now: for example, did you take an independent approach? did others influence you? and did you explore other career options? It can be tempting to adopt a cautious approach, or to let other people or external circumstances take control of your career development, but in today's challenging employment environments this may mean that you are not ready to take action when it is required.

Exercise: Career decision making

Why did you decide to do a PhD?

What career ideas or plans did you have at the start of your PhD?

At what point in your PhD did you decide to carry on in academic research and why?

Did anybody influence you to continue on to post-doctoral work? If so, who was influential, and was their influence positive or negative?

Did you explore other career options? If not, why not?

From your responses, what are your career decision-making strengths and weaknesses?

Taking stock

It is not always easy to find time to review and analyse the professional experience you have acquired. Often people only do so when faced with a career crisis, such as the end of a contract, or for a specific purpose, such as applying for a job or promotion. In these situations any review of your professional experience may be limited by the need to get a new job, or be focussed only on the specific job or promotion criteria. The next part of the toolkit offers some suggestions for undertaking a wide-ranging review to enable you to gather a comprehensive record of the experiences, attributes, skills and contributions you have made so far. This type of review can bring a number of areas to your attention that may be important when you are considering your next career moves. These include:

- Experience, attributes and skills gained that may not have come to the fore in a job application or work progress discussion
- Activities and responsibilities undertaken but not formally part of a job role
- Patterns and themes to a career journey so far that have been hidden by everyday work pressures
- Areas of strength, enjoyment, motivations and passions
- Experience, skills and attributes gained outside your immediate work environment

In a busy professional and personal life it can feel somewhat self-indulgent to take time out to review your career, but it is a necessary part of career management and has many uses. It can help to identify specific areas you need to focus on to make progress in your current employment, to assess future career opportunities within the same employment sector or to consider career changes. In addition, this type of review can also provide information for career progress discussions with your manager or mentor, as well as for job applications and interviews.

Questions?

VALUES

- Edgar Schein (1993) developed the concept of career anchors/values. Values reflect deep and far-reaching aspects of the person and are aspects such as autonomy, independence, security etc. that a person would not give up even if faced with a difficult choice. Schein clearly identifies the necessity of taking account of values as they help to predict which occupations are likely to satisfy and which are likely to lead to conflict and dissatisfaction.

- (Work Psychology 2005)



Values

Values are the beliefs, principles and standards that are important to you and what you are looking for in a job and for your working life.

When considering career development opportunities it is very important to determine if your core values can be satisfied. Many people do not take their values into account when making a career decision.



Values

- What matters most to me?
- What do I value most in a role?
- What do I need to be professionally fulfilled?
- What are my core values?
- What type of roles agree/disagree with my values?



Values

While every role involves some degree of sacrifice and/or compromise, when a role is reasonably in line with our values it results in greater job satisfaction, fulfillment and enhanced performance in the longer term.

A harmonious relationship between one's core values and those of the role or employing organisation is important.

Questions?

Overview

Overview Summary
Personal Information

Assessment

Skills Assessment
Interests Assessment
Values Assessment

Career Exploration

Consider Career Fit
Read About Careers
Attend Events
Talk to People
Choose a Career Path

Values Assessment

Quick Tips

My Assessment

Summary

Rate **how important it is to you** that your future career path matches each of the following values, where:

1 = Unimportant

5 = Essential

1 = Unimportant | 5 = Essential

<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 [clear]	Help Society: contribute to betterment of world
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 [clear]	Help Others: be involved with directly helping individuals or small groups
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 [clear]	People Contact: have day-to-day contact with clients or colleagues
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 [clear]	Teamwork: work in collaboration with others as part of a team
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 [clear]	Friendships: Develop close personal relationships with people at work

Return to the "Assessment" tab to make your changes.

Career Exploration

Consider Career Fit

Read About Careers

Attend Events

Talk to People

Choose a Career Path

Create Plan

Career Advancement
Goals

Skill Goals

Project Goals

Implement Plan

Mentoring Team

Print & Export

Completion Certificate

1 <i>Unimportant</i>	2	3	4	5 <i>Essential</i>
<ul style="list-style-type: none"> • Work Alone: work on projects by myself, with little contact with others • Predictability: have job duties that are similar day-to-day • Risk Taking: have work duties that involve trying new things, despite the chance that negative outcomes could result • Not Physically Challenging: have a job that does not require high physical demands • Job Tranquility: work in a low pressure environment • High Demand: develop a desirable knowledge base or skill set to facilitate finding my next job 		<ul style="list-style-type: none"> • Physically Challenging: have a job that requires high physical demands • Status and Prestige: work in a position or organization which carries respect with my friends, family or colleagues 	<ul style="list-style-type: none"> • Help Society: contribute to betterment of world • Help Others: be involved with directly helping individuals or small groups • Friendships: Develop close personal relationships with people at work • Competition: engage in activities that test my abilities/achievements against others' abilities/achievements • Fast Pace: work in a busy atmosphere with frequent deadlines • Independence: work with little direction from others • Expert Status: be acknowledged as an expert in a given field • Creativity: originate and develop new ideas • Benefits Available: have health, retirement, tuition reimbursements, etc. • Recognition: be recognized or appreciated for the quality of my work • Flexible Schedule: have some choice over the hours or days that I work • Work/Life Balance: balance time spent at work and time spent doing other activities 	<ul style="list-style-type: none"> • People Contact: have day-to-day contact with clients or colleagues • Teamwork: work in collaboration with others as part of a team • Congenial Atmosphere: work with friendly colleagues • Make Decisions: have authority to decide courses of action, policies, etc. • Supervision: be directly responsible for work done by others • Influence People: be in a position to change attitudes or opinions of other people • Intellectual Challenge: perform work that is intellectually stimulating • Work on Frontiers of Knowledge: engage in the pursuit of knowledge or generating new ideas • Aesthetics: appreciate the beauty of things and ideas that I work with • Variety: have job duties that change frequently • Job Security: be assured of keeping my job and salary

Values

- Look at column number 4, are there any values there that should be in column 5?
- Choose your top 3-5 values, change the word if you wish.
- List your top 3-5 values in order of preference.
- This begins the process of you “taking ownership”.

Questions?

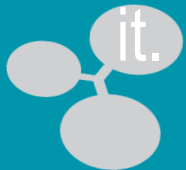
Interests

John Holland developed an influential theory of career choice and he identified that when people work in areas that interest them, they are more motivated and perform better. Further research by Spokane et al (2000) conducted a detailed analysis of interests as a predictor of job satisfaction and found there is a strong relationship between these two factors and they highlighted the importance of exploring interests when choosing careers.



Interests

- There is an overlap between skills and interests, as people are more likely to invest time & energy in developing skills that interest them.
- However, an interest can be different to a skill. An interest is when you are drawn to something, it can excite, attract, energise, intrigue you – appeals to you, even though you may not have tried it before.
- Therefore being interested in something is not the same as being skilled in/at



Interests

What career themes am I attracted to?

- Are my interests social, enterprising, investigative, practical focus, creative, systematic?
- What gets me out of bed in the morning?
- Why?



Interests

- **Objective:** To identify your interest types (i.e. what it is you love doing, both inside and outside of the working environment) and seek roles that you are passionate about, in order to increase your levels of job satisfaction and performance.

Questions?



Overview

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Assessment

- Skills Assessment
- Interests Assessment**
- Values Assessment

Career Exploration

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Create Plan

- Career Advancement Goals
- Skill Goals
- Project Goals

Implement Plan

Interests Assessment

Quick Tips

My Assessment

Summary

If you had the **ideal job**, rate how frequently you would be engaged in the following activities, where:

1 = In my future career, I would **never** like to do this.

5 = In my future career, I would like to do this **often**.

1 = I would like to never do this in my career | 5 = I would like to do this often in my career

<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Designing experiments
<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Performing experiments
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5	[clear]	Analyzing experimental results
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5	[clear]	Planning new scientific projects or developing new research directions
<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Writing grant proposals

1 = I would like to never do this in my career | 5 = I would like to do this often in my career

<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Writing scientific manuscripts
<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Writing project reports or other business-related correspondence
<input checked="" type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Writing position papers or policy papers
<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Creating presentations
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5	[clear]	Representing data in figures/illustrations

Interests Assessment

- Quick Tips
- My Assessment
- Summary

Below is a summary of your self-assessment for interests. This assessment will be used to recommend career paths that may be a good fit for you. We recommend that you look this over to confirm that you have ranked each item appropriately. **Remember, this step will be most helpful if you used the entire range of scores.**

1 <i>I would like to never do this in my career</i>	2	3	4	5 <i>I would like to do this often in my career</i>
<ul style="list-style-type: none"> • Designing experiments • Writing scientific manuscripts • Writing position papers or policy papers • Thinking about science • Attending conferences or scientific meetings • Using qualitative methods in understanding science (e.g., focus groups, in-depth interviews, field observations) • Teaching in a classroom setting • Developing curricula • Developing collaborations • Serving on committees • Planning or organizing events 	<ul style="list-style-type: none"> • Writing project reports or other business-related correspondence • Creating presentations • Reading papers in your field • Learning about other fields • Learning how to use new equipment or techniques • Mentoring or teaching one-on-one • Working in a team • Networking with others 	<ul style="list-style-type: none"> • Performing experiments • Writing grant proposals • Giving presentations about science • Discussing science with others • Building new devices or developing/refining techniques • Performing research with human subjects • Writing about science to non-scientists • Speaking about science to non-scientists • Negotiating agreements • Work-related travel • Leading or supervising others 	<ul style="list-style-type: none"> • Analyzing experimental results • Planning new scientific projects or developing new research directions • Representing data in figures/illustrations • Using quantitative methods in understanding science (e.g., statistics, mathematical modeling) • Performing research with animal subjects • Assessing business trends and strategies, entrepreneurial ideas • Organizing things, creating systems in the workplace 	<ul style="list-style-type: none"> • Keeping up with current events in science • Analyzing financial data or budgets

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- Interests Assessment
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Career Exploration

- Consider Career Fit
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- Attend Events
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- Choose a Career Path

Create Plan

- Career Advancement Goals
- Skill Goals
- Project Goals

Implement Plan

- Mentoring Team
- Print & Export

Interests

- Look at column number 4, are there any interests there that should be in column 5?
- Choose your top 3-5 interests, change the word if you wish.
- List your top 3-5 values in order of preference.



Interests

Key Facilitation Points:

- Understand/confirm where your interests are
- Understand/confirm where interests are not
- Consider the interaction between skills and interests
- How could working in a particular role(s) suit your interests?



Interests

To what extent does your current, last, or considered future roles match your interests?

What roles are being suggested by you interest results?

Most people will be a mixture of different interest areas with a predominance in one.

Each description will not reflect the individual researcher 100%.

Explore and discuss.

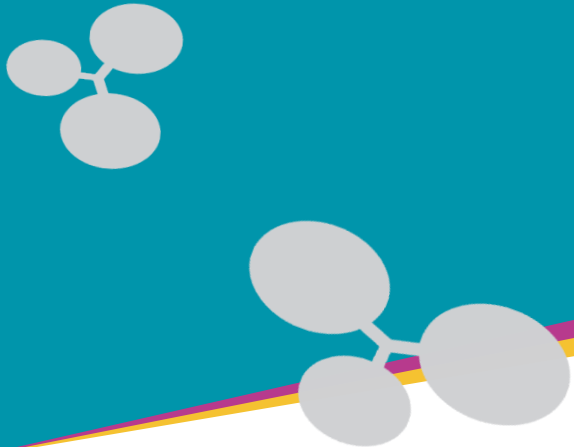
Questions?

Personality

Interests and Personality

Interests are a valid predictor when used in career choice, but when personality is used with interests this becomes an even more powerful predictor of suitable occupations.

- De Fruyt and Mervielde (1999)



Personality


- How do I like to work?
- How do I work with others?
- What kind of work do I enjoy?
- Dislike? Why?
- What working environments suit me?

Questions?



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Personality Test



Medically reviewed by
[Matthew Boland, PhD](#) —
Written by [Christina Ward](#) —
Updated on May 25, 2021

The word personality originates from the Latin word *persona*, referring to masks worn by theater performers to hide their identity or portray different roles.

Your persona, or personality, is unique to *you*. It's a combination of the behaviors, [emotions](#), thought patterns, and motivations that define us.

Research from the past few decades has pointed to the role of environment – including how we were raised – and our genetics in forming and shaping our personalities.

So, what is your personality?

Among your group of friends, are you considered the [shy](#) one who waits for others to make decisions?

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YOUR RESULTS

Personality Quiz

The Lively Center of Attention

Select the
adjectives

Your Total Score: 44 out of 64

Summary

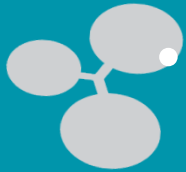
Others see you as fresh, lively, charming, amusing, practical, and always interesting; someone who's constantly in the center of attention, but sufficiently well-balanced not to let it go to their head. They also see you as kind, considerate, and understanding; someone who'll always cheer them up and help them out.

Scoring

0-20	The Shy Worrier
21-30	The Careful Plodder
31-40	The Loyal Friend
41-50	The Lively Center of Attention
51-60	The Natural Leader
61+	The Vain, Self-Centered Leader

Personality

- Fresh
- Lively
- Charming
- Amusing
- Practical
- Interesting
- Well-balanced
- Kind, Considerate
- Understanding



Personality

- Fresh
 - Lively
 - Charming
 - Amusing
 - Practical
 - Interesting
 - Well-balanced
 - Kind, Considerate
 - Understanding
- Imaginative
 - Friendly
 - Persuasive
 - Sense of humour
 - Practical
 - Curious
 - Calm
 - Considerate



Personality

- Fresh
- Lively
- Charming
- Amusing
- Practical
- Interesting
- Well-balanced
- Kind, Considerate
- Understanding

Imaginative
Friendly
Persuasive
Sense of humour
Practical
Curious
Calm
Considerate

1. Practical
2. Curious
3. Friendly
4. Sense of humour
5. Imaginative



Personality

Facilitation Points:

- Your Three Strongest Personality Traits (Highest Scores)
 - How You Interact With Others (Five words or phrases)
 - How You Like To Work (Five words or phrases)
 - Decision-making and dealing with stress
 - What are your strengths? (Five words or phrases)
 - Areas for development?
 - Any Motivators Coming To Mind?



Personality

Shadow Side of Personal Characteristics

- We do not always have a clear idea of what our personal characteristics are
- Although we say we believe in something, this does not always match what we do – it remains a good intention that we do not apply in practice
- Pressure and expediency often result in us compromising as necessary



Personality

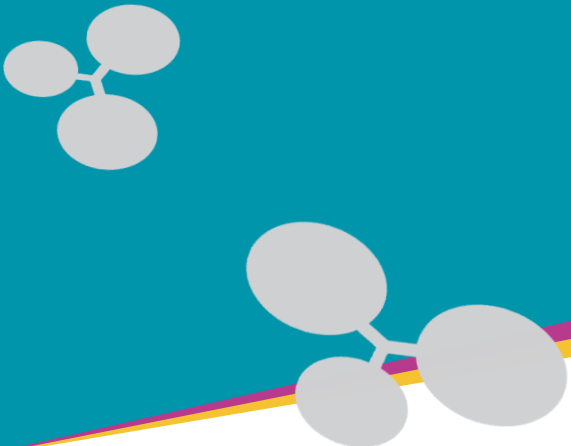
Points To Consider

- Part of the process is also getting ideas on how you can develop yourself or moderate your behaviour in certain situations to your advantage.
- People rarely change drastically in their personality but they can stretch themselves and develop. They can become aware of areas that need development and compensate appropriately.

Questions?

Skills

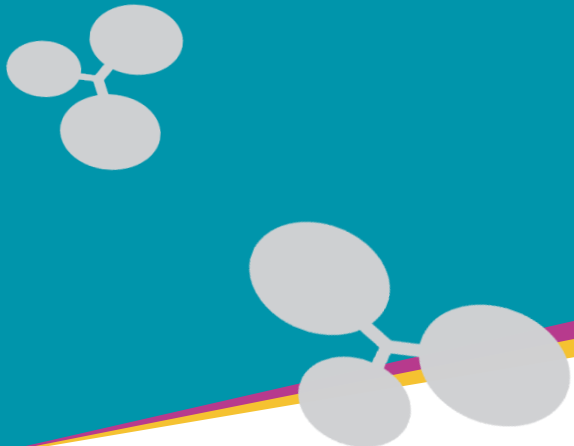
Many studies have been carried out by researchers, such as Salgado and colleagues and Bertua *et al*, verifying that skills are a good predictor of job performance and, therefore, are a critical consideration when choosing roles. Prediger and Vansicle (1992) also carried out extensive research on skills and their classifications linking them with Interests as a further predictor of job performance.



Skills Audit

From memory, write a list of all of your skills

Using Your CV as a reference, make as comprehensive list as possible of **ALL** of the skills you have acquired to date.



Skills Audit

List not just on the important generic and specific research skills but skills obtained from previous (or even part-time) employment. When the inventory is complete you will invariably find that you possess a lot more skills than previously thought.

**Suggestions coming,
but first, any Questions**



THE NATIONAL POSTDOCTORAL ASSOCIATION'S

CORE COMPETENCIES



DISCIPLINE-SPECIFIC CONCEPTUAL KNOWLEDGE

An overall understanding of implications of work on broader field, the importance of innovation & creativity, & grasp of cultural, language & technical discipline-specific knowledge.

- Analytical approach to defining scientific questions
- Design of scientifically testable hypotheses
- Broad based & cross-disciplinary knowledge acquisition
- Interpretation & analysis of data



RESEARCH SKILL DEVELOPMENT

Ensure that postdocs are adequately equipped to carry out independent research, whether in bench- or non-bench related professions.

- Research techniques & laboratory safety
- Experimental design
- Data analysis & interpretation
- Statistical analysis
- Effective search strategies & critical evaluation of the literature
- Principles of the peer review process



COMMUNICATION SKILLS

Postdocs should master communication skills which ensure that messages are heard & understood by the appropriate audience.

- Writing (scientific publications, grants/applications, career documents)
- Speaking (presentations, interviews)
- Teaching
- Interpersonal Skills (style, negotiation, reviews/feedback, networking, conflict resolution, media management)

PROFESSIONALISM



Postdocs instill and enforce the virtues of honor, integrity, compassion, cooperation, reliability, & enhance the perception of this work in society.

- Workplace professionalism (diverse teams)
- Institutional professionalism (connecting at/across/with institutions as employees or representatives)
- Collegial professionalism (engaging as a citizen to scholarship)
- Universal professionalism



LEADERSHIP & MANAGEMENT SKILLS

Postdocs should understand which leadership styles are appropriate for any given time & situation increase performance & productivity. Leaders must also be able to competently manage projects, budgets, & staff.

- Management Skills (research staff management, project management, data & resource management, general management)
- Leadership Skills (Identifying & clarifying goals, motivating/inspiring others, serving as a role model)



RESPONSIBLE CONDUCT OF RESEARCH (RCR)

The pursuit & advancement of knowledge depend on openness, honesty, objectivity, & trust. Therefore, postdocs are responsible for upholding & engaging the ethical norms of their fields.

- Data ownership & sharing
- Publication practices & responsible authorship
- Research with human subjects or animals (where applicable)
- Identifying & mitigating research misconduct
- Conflicts of interest

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Set Goals

Career Advancement Goals
Skill Goals
Project Goals

Implement Plan

Mentoring Team
myIDP Summary
Completion Certificate

Scientific Skills Assessment

Quick Tips

My Assessment

Summary

Assess your proficiency in these areas on a scale of 1-5 where:

1 = Highly deficient

5 = Highly proficient

Scientific Knowledge

1 = Highly deficient | 5 = Highly proficient

<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Broad based knowledge of science
<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Deep knowledge of my specific research area
<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Critical evaluation of scientific literature

Research Skills

1 = Highly deficient | 5 = Highly proficient

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5	[clear]	Technical skills related to my specific research area
<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Experimental design
<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Statistical analysis
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	[clear]	Interpretation of data
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	[clear]	Creativity/innovative thinking
<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Navigating the peer review process

Communication

1 = Highly deficient | 5 = Highly proficient

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	[clear]	Basic writing and editing
<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	[clear]	Writing scientific publications
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5	[clear]	Writing grant proposals
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	[clear]	Writing for nonscientists
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	[clear]	Speaking clearly and effectively
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5	[clear]	Presenting research to scientists
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	[clear]	Presenting to nonscientists
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	[clear]	Teaching in a classroom setting

[Quick Tips](#)
[My Assessment](#)
[Summary](#)

Below is a summary of your self-assessment for skills and knowledge. This assessment will be used to recommend career paths that may be a good fit for you. We recommend that you look this over to confirm that you have ranked each item appropriately. **Remember, this step will be most helpful if you have used the entire range of scores.**

You might also find it helpful to ask a mentor or colleague their opinion of your proficiency on each of these skills and knowledge areas. This might change your own view of your self-assessment.

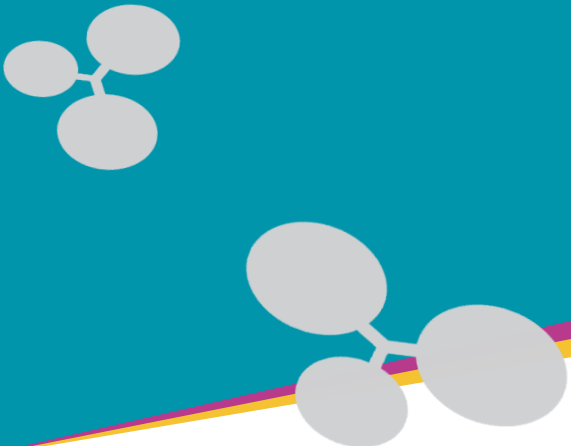
[Click here](#) to download a blank skills assessment form to share with a mentor or colleague.

1 <i>Highly deficient</i>	2	3	4	5 <i>Highly proficient</i>
<ul style="list-style-type: none"> • Serving as a role model 	<ul style="list-style-type: none"> • Broad based knowledge of science • Critical evaluation of scientific literature • Statistical analysis • Seeking advice from advisors and mentors • Developing/managing budgets • How to interview 	<ul style="list-style-type: none"> • Experimental design • Navigating the peer review process • Writing scientific publications • Complying with rules and regulations • Contributing to institution (e.g. participate on committees) • Time management • Managing data and resources • Careful recordkeeping practices • Demonstrating responsible authorship and publication practices • Can identify and address research misconduct • Can identify and manage conflict of interest • How to prepare application materials • How to negotiate • Deep knowledge of my specific research area 	<ul style="list-style-type: none"> • Writing grant proposals • Presenting research to scientists • Training and mentoring individuals • Negotiating difficult conversations • Demonstrating workplace etiquette • Upholding commitments and meeting deadlines • Contributing to discipline (e.g. member of professional society) • Providing constructive feedback • Dealing with conflict • Planning and organizing projects • Delegating responsibilities • Creating vision and goals • Understanding of data ownership/sharing issues • Demonstrating responsible conduct in human research • How to identify career options • Technical skills related to my specific research area 	<ul style="list-style-type: none"> • Interpretation of data • Creativity/innovative thinking • Basic writing and editing • Writing for nonscientists • Speaking clearly and effectively • Presenting to nonscientists • Teaching in a classroom setting • Maintaining positive relationships with colleagues • Providing instruction and guidance • Leading and motivating others • Demonstrating responsible conduct in animal research • How to maintain a professional network

Skills

The collated & listed skills are then divided into:

- Motivated Skills (skills that I enjoy using)
- Development Skills (skills that I would like to develop and use more often)
- Burnout Skills (skills that I would prefer not to use)
- Skills that are not considered relevant or important at this time.



Motivated Skills

(Skills I enjoy using and would like to use more)

Development Skills

(Skills I believe that I enjoy using but need to develop further)

Burnout Skills

(Skills I would prefer not to use)

Skills Not Important at this time

Skills Audit

Motivated Skills (Skilled): Skills you enjoys using and are good at. This is your preferred skill set, and these are skills that your work role should draw heavily on. These skills should be explored carefully to generate possible role/development ideas.



Skills Audit

Potential Development Skills (Unskilled): Skills you enjoy using or think you would enjoy using, but currently have low skill levels in. These may represent options for training and development, as once skill level increases they may move across to motivated skills.



Skills Audit

Burnout Skills: Skills you are quite competent in but do not enjoy very much. You may fall into the situation of being asked to do these skills because you are good at them but you get no enjoyment from it and it can become a source of stress and frustration. Ideally, work roles should not involve these skills more than 20% of the time.



Skills Audit

Not Important Skills (Unskilled): Skills the I neither like using or have any competence in. Realistic work roles are unlikely to involve any of these skills. You do not need to spend a lot of time on this area but they should be noted for possible future use.



Motivated Skills

(Skills I enjoy using and would like to use more)

These are the skills you should look to use as frequently as possible.

Development Skills

(Skills I believe that I enjoy using but need to develop further)

These are skills that are not yet fully developed but you would like to develop and use them more.

Burnout Skills

(Skills I would prefer not to use)

Skills that you may have a high proficiency in but do not wish to use them for the moment.

Skills Not Important at this time

Questions?

Skills

Your research and researcher skills are your passport to where you want to go.

Your transferable (and/or soft skills) will determine how much further you go from there.



Transferable Skills

“...are skills learned in one context that are useful for another. They can serve as a bridge from study to work and from one career to another, as they enable subject and research-related skills to be applied and developed effectively in different work environments.”

“Generic professional competencies that are equally applicable to all professional settings”. Soft Skills



Transferable Skills

Every role involves transferable skills. These are important to look at when considering future roles, even a very different role. As you list your skills, make a note of transferable skills.



Communication: Oral, written, visual & empathetic (body language), listening, contextualising your communications approach, phrasing your questions correctly.

Teamwork: Working well with others requires other specific skills. These include social & emotional intelligence (understanding the needs of others & willing to lend a hand when necessary).

Organisation: Meet deadlines, can take and give instructions, work efficiently & productively.

Leadership: Motivate others to achieve an agreed goal. Leadership skills.

Adaptability: How do I demonstrate my adaptability? Should I be attracted to or avoid roles that require flexibility?



Transferable Skills

Project Management

- **People experience** (management, leadership, HR knowledge)
- **Finance** (budgeting, financial planning, accounts)
- **Research** (learn about new topics, organisation, risk management)
- **Time management** (planning, scheduling, prioritisation)
- **Communications** (oral, written, teamwork skills)
- **Problem-solving** (analysis, negotiation, adaptability)



Skills

- Every role requires skills and every researcher has skills
- Every researcher has strengths in certain skill areas and indeed certain roles suit people with these skill strengths
- Researchers will have specific technical skills as well as skills that are transferrable to other roles.

Questions?

Other Thoughts

Achievements: Identify what has worked well for me in the past. What were my top/favourite/best achievements and when did they happen?

When I'm At My Best: Analyse tasks and roles that provided me with real satisfaction. Identify the key factors that are essential for me to thrive.



My Future Vision

Family.....

Leisure....

Work.....

Financial...

Learning...

Vocation....

Physical....

Other.....



Questions?

So what do we have at the end of the self-assessment?

- Where Am I Now? (Career Development Toolkit For Researchers)
 - Values, Interests & Personality results
 - Skills Audit (categorised skills lists)
 - Transferable Skills
 - Career Development Toolkit
 - Achievements / When I'm At My Best..
 - Future Vision

Self-Assessment and the Initial Buy-In

Values

- *Being expert*
- *Variety*
- *Recognition*
- *Security*
- *Independence*
- *Responsibility*
- *Influencing others*

Interests

- *Practical focus*
- *Investigative*
- *Enterprising*

Personality

- *More concrete, than abstract*
- *Details, rather than big picture*
- *Thinking, preferred to feeling*
- *Immediate realities, rather than future possibilities*
- *Introverted Sensing Thinking Perception (ISTPs): Sensing, preferred to intuition*

Skills

- *Data collection*
- *Data analysis*
- *Statistical and graphical*
- *Excellent report writing*
- *Mastery of clinical documentation*
- *Superior communication skills, written, verbal & listening*
- *Experience in administering and scoring Mullen WPPSI WISC-IV and WAS*

Questions To Ask

- Are there any trends or repetitions in your indicators?
- Are there any surprises for you? How will you follow-up?
- Have your career choices up to this point been affirmed?
- Based on these indicators, how do you like to work?
- How do you interact with others?
- What direction do they point you in?
- What roles or sectors are suggested by your indicators?
- Try to develop a “targeted list” of indicators.

Questions?

Next Steps - Taking Ownership

- Seek good advice – Go through all of your indicators
- If necessary, re-think, re-word, change order
- Take ownership of your indicators
- Career exploration

Questions?

EURAXESS Career Handbook



No limits: exploring careers for researchers

Welcome! The 'No limits' toolkit for researchers highlights resources to help you

- identify what's important for you in your career
- plan to build on your skills and knowledge
- consider a wide range of career options.
- make a plan to reach your professional development goals.

The toolkit includes advice, quizzes to help you explore your own needs and links to resources, information and opportunities.



GET DIRECTIONS!

or explore the toolkit by clicking on tabs above

TRAINING AND OTHER RESOURCES FOR THOSE WHO SUPPORT
RESEARCHERS' PROFESSIONAL DEVELOPMENT



euraxess.eventiotic.com/piperstool/

Careers Exploration



10 Career Paths for PhDs

An ebook to help you explore options outside academia and identify your transferable skills

European Commission > EURAXESS > Career Development > for researchers > Discover: careers beyond academia

EURAXESS

Home JOBS & FUNDING CAREER DEVELOPMENT PARTNERING INFORMATION & ASSISTANCE EURAXESS WORLDWIDE LOGIN / REGISTER



Discover: careers beyond academia

Find out more about possibilities and options for careers in other sectors

BEYOND ACADEMIA

SECTOR INFORMATION

JOB'S & COMPETENCIES

PLAN YOUR CAREER

CAREER STORIES

[BACK TO FOR RESEARCHERS](#)

Introduction

For many early stage researchers there is a glorious career waiting for them outside of the academic world. Find out about where researchers are working, what competencies are valued and how they feel about their roles.

- + A. What kind of jobs are available to researchers outside of academia
- + B. How do researchers feel about working outside of academia?

Careers Exploration



[European Commission](#) > [EURAXESS](#) > [Career Development](#) > [for organisations](#) > [resources and tools](#) > [engagement tool](#)

EURAXESS



[JOBS & FUNDING](#)

[CAREER DEVELOPMENT](#)

[PARTNERING](#)

[INFORMATION & ASSISTANCE](#)

[EURAXESS WORLDWIDE](#)

[LOGIN / REGISTER](#)

A photograph showing a group of people sitting around a table. One person is holding a tablet, and another is holding a pen, suggesting a collaborative meeting or discussion.

Interact: academia reaching out to business

[← BACK TO RESOURCES AND TOOLS](#)

Academia-Business engagement

Close collaboration between research, education and innovation is vital for the realisation of European Research Area (ERA).

In this section you will find resources and information to support the engagement between academia and business.

Job searching

<https://euraxess.ec.europa.eu/jobs/search>

- Excellent EURAXESS employment site.

<https://www.researchgate.net/jobs?regions=&page=1>

- Networking tool for researchers.

<https://www.linkedin.com/jobs/>

- Professional networking and employment tool.

<https://www.jobs.ac.uk/media/pdf/careers/resources/building-academic-job-applications-a-quick-practical-guide-for-early-career-researchers.pdf>

- Practical advice of job searching and CV building.

<https://euraxess.ec.europa.eu/content/lists-platforms>

- EURAXESS job platform.

Questions?

Goal Setting

Brainstorm when thinking of goals for yourself.

Don't inhibit your thoughts.

It's just ideas.

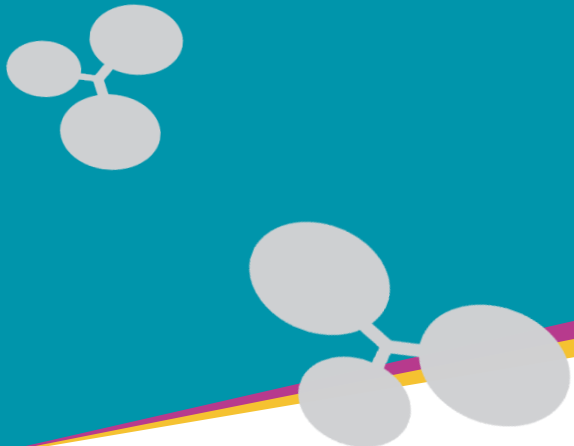
The reality test can come later.

Questions?

Planning

“A goal is a dream with a deadline.”
— Napoleon Hill, Author.

The outcome should be a personalised Action Plan that covers the immediate, medium, and long-term future. The Action Plan can be updated every 3-5 years depending on changing professional, lifestyle, and family circumstances.



Reality testing, goal setting & planning

jobs.ac.uk

Great jobs for bright people



The 5 Minute Career Action Plan

Interactive activities to help you focus on career success

8

www.jobs.ac.uk The 5 Minute Career Action Plan

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About the author

Dr Wendy Broad is an independent career and professional development consultant. She started her career as a biomedical research scientist and manager in the pharmaceutical industry and more recently worked in the higher education sector in a variety of careers and professional development roles. She has a qualification in career guidance from the University of Warwick and is an accredited Myers Briggs Type Indicator (MBTI) facilitator and Morrisby Guidance Adviser. She has worked with a wide range of clients from pre-university students, undergraduates and researchers through to senior academics and company directors.



Further reading

[Interactive CPD Toolkit](#)

[Career Development Toolkit for Higher Education Professionals](#)

[Career Change Toolkit](#)




Important Tip:

For tips and advice on longer term planning - 1 year ahead, 5 years, 10 years and end of career - please see ['Long Term Academic Career Planning'](#)

by Dr Catherine Armstrong



Reality testing, goal setting & planning



myIDP Science Careers
INDIVIDUAL DEVELOPMENT PLAN

Overview

- Overview Summary
- Personal Information

Assessment

- Skills Assessment
- Interests Assessment
- Values Assessment

Career Exploration

- Consider Career Fit
- Read About Careers
- Attend Events
- Talk to People
- Choose a Career Path

Set Goals

- Career Advancement Goals
- Skill Goals
- Project Goals

Project Completion Goals

Quick Tips | My SMART Goals

Next, set one or more goals for completing projects, such as writing a paper, preparing for a conference, teaching a course,

Add a new SMART Goal





SMART Goal:


Is this a recurring activity?

Start Date:

Target Completion Date:

How will you be accountable?

	SMART Goal	Due Date
 	IBM Job	
 	IBM Job	



axess
HERS IN MOTION

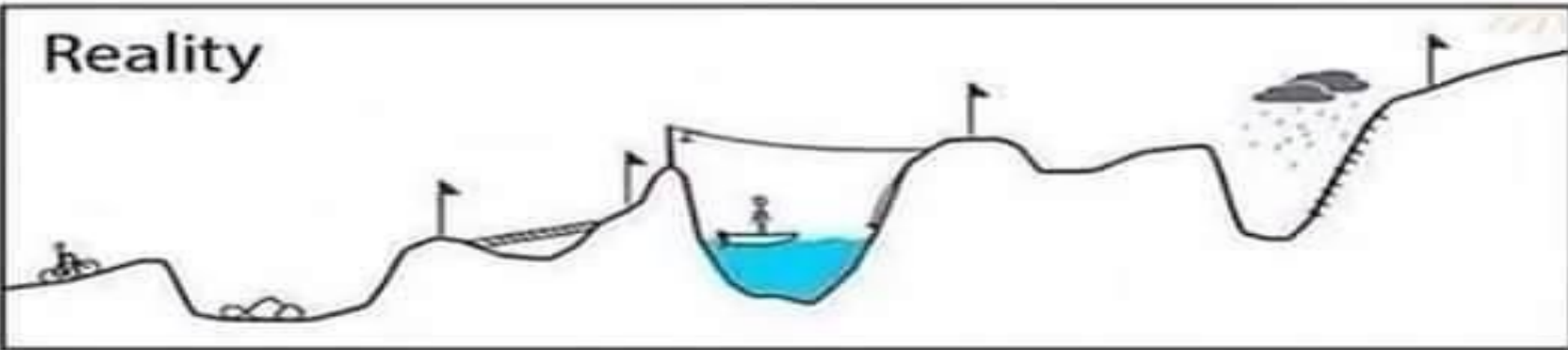
Reality Testing

- The Action Plan and each constituent step must be realistic.
- *The best way to measure that a goal is realistic is to lay out each single step and milestone that must be achieved in order to reach that goal. There should be no gaps or leaps in logic.*

Your plan



Reality



credit: University of Kent

Testing Your Goals and Plan

Combine the information you have built up about yourself to make up your mind on a number of career development steps.

Apply the SMARTER test to goals:

S	Specific
M	Measurable
A	Achievable
R	Realistic
T	Timed
E	Exciting
R	Relevant

Questions?

Necessary Steps

- Consideration of potential development options.
- Identification of development goals and needs.
- Active seeking of relevant training and upskilling.

Beliefs

Identify how beliefs shape decision-making and take appropriate steps to remove dis-empowering beliefs.

Empowering beliefs - Be positive and have self-belief – explore dis-empowering beliefs



Barriers

What barriers do I face at the moment and what steps could I take to help me move past these obstacles? Skills gap, training needed etc.



Periodic Check-Up

Over time our circumstances and priorities may change and our goals might change also.

Last chance to ask questions

Thank you for your time



