

EURAXESS Online Tools To Support Researcher Career Development

Dean Hogan
Career Coach & Trainer



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State Education
Development Agency
Republic of Latvia

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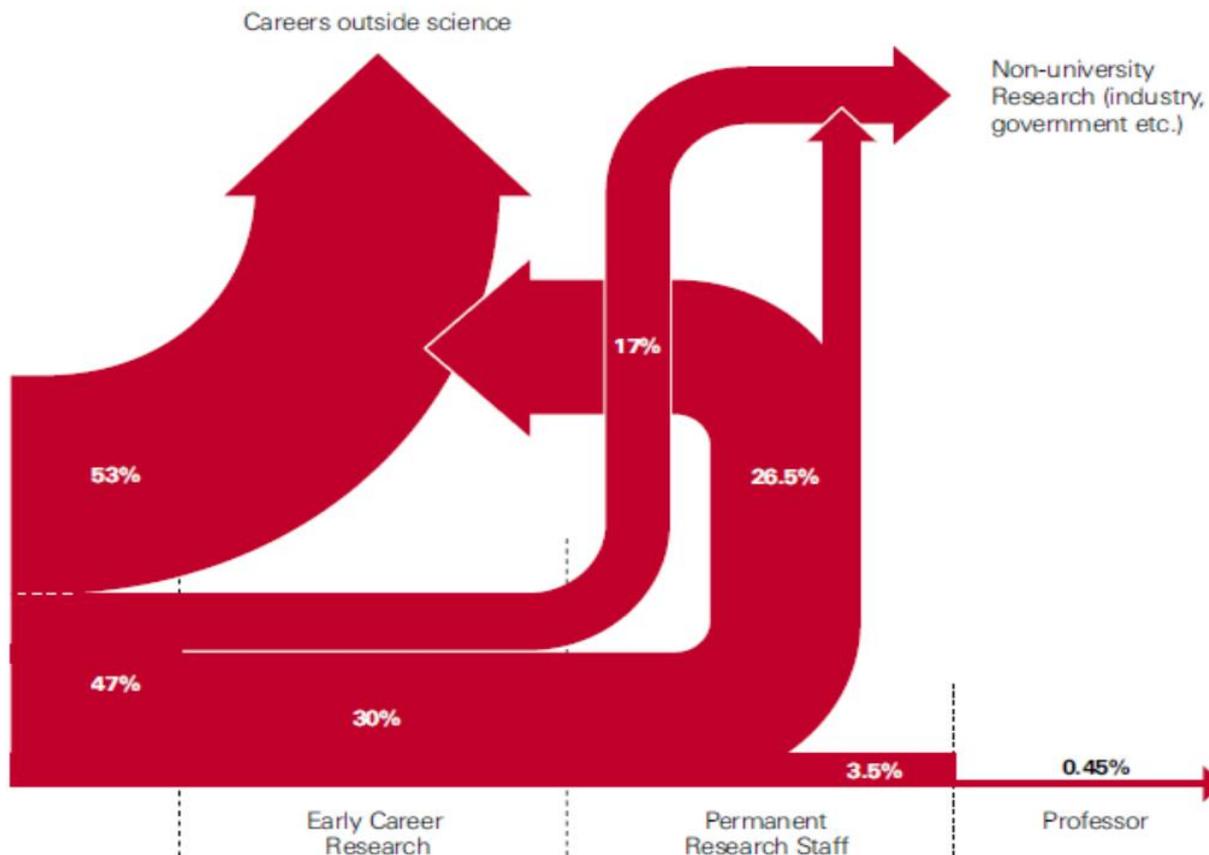
Why researcher career development is important.



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euraxess 
RESEARCHERS IN MOTION

Careers in and outside science



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Expectations & Desired Outcomes

Familiarity with the online tools and the principles behind them.
Explain and talk about each tool at various points.
The sequential steps to using the tools to maximum effect.
The primary importance of skills and the skills audit.
The self-assessment, values, interests & personality.
Transferrable skills.
Communication skills.

D.O's.> Develop an appreciation for the benefits of Researcher Career Development, understand how to use these tools and take up their use for your own benefit or for the benefit of your researchers & post grads.



Focus on Practicalities

We have a problem with engagement.

Deliver on a promise.

Tool must provide a usable output/results.

Increase buy-in.

Keep it simple.

Recognise the realities of the researcher's working life.

Confidence & motivation.

Possible workshop & solutions to fill the gaps.

Could also be used at PhD level.



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How Many Tools?

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



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Where Are They?

Researcher Career Development Toolkit

Training module for EURAXESS staff in Researcher Career Development with links to the relevant resources where applicable.

INTRODUCTION

This TUTORIAL was developed to train EURAXESS staff in the delivery of effective RCD services

Career Options

Access self-service e-tool (ASSET)

1) Introduction to ASSET

2) Setting up a Career Development Centre

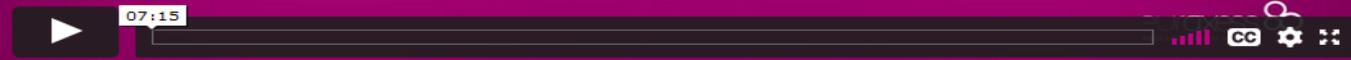
(2a) Training Resources Bank

(2b) Models for Events & Activities

3) Self Assessment, Career Orientation and Career Support Tools

(3a) Job Application and Interview Techniques

Practical & accessible online tools to support self-directed career/professional development



LEARNING OBJECTIVES

TRANSCRIPT

TOOLS & RESOURCES

Sequential Steps and where these tools may be applied.

EURAXESS support staff will quickly become familiar with these tools over time. However, it is recommended that



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Where Are They?

1. Where am I now? - The Career Development Toolkit for Researchers (pages 1 - 10) provides templates and tips to encourage an objective analysis of a researcher's career to date. [Career Development Toolkit for Researchers E-book](#)
2. Self-assessment – The My IDP – Science Careers website is our main and most effective self-assessment tool. [myIDP Online Tool](#)
 1. Interests – The [My IDP-Science Careers Interests Assessment](#) is intended to help researchers to define the tasks they enjoy doing and would like to include as integral elements of their career. The output is the researchers' various interests categorised and listed according to the researchers' personal preferences.
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 2. Values – The [My IDP-Science Careers Values Assessment](#) is intended to help the researcher to answer the questions “What is most important to me?” and “What rewards or outcomes do I want from my work?” The output is the researchers' various interests categorised and listed according to the researchers' personal preferences.
 3. Skills Audit – Researchers should make a list of all of their skills, including skills from non-research roles in the past. They may use the [National Postdoctoral Association](#) website list of postdoctoral core competencies as a prompt for skills they may have forgotten about or perhaps as training suggestion. Once the skills list is finished it should be divided into 4 categories:
 1. Motivated Skills (skills I enjoy using)
 2. Development Skills (skills I would like to develop and use more)
 3. Burnout Skills (skills I would prefer not to use)
 4. Skills not considered at this time Lastly, of all the skills listed, note those that are transferable to other roles/sectors.



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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.

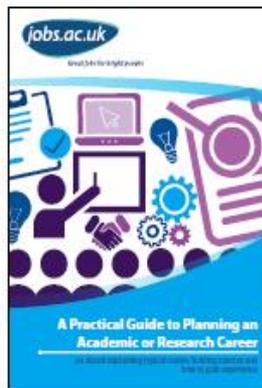


Recommended reading

[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
- Patterns and themes to a career journey so far that have been hidden by everyday work pressures
- Activities and responsibilities undertaken but not formally part of a job role
- 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.

Career Development Toolkit for Researchers

1. Job/contract review

Review and analyse each of your jobs/contracts within the following areas and write notes;

Job/contract

Key activities and achievements

Areas of progression and development

Additional experience gained not directly connected to your research

Overall career progress assessment



2. Overall Career Review

Analyse your career overall using the next set of questions:

If you have had more than one contract, which one has given you the most job satisfaction and why?

Which of your key activities have you enjoyed undertaking and why?

Which of your key achievements have given you the most satisfaction and why?

Who have you enjoyed working with and why?

jobs.ac.uk

Great jobs for bright people



10 Career Paths for PhDs

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

Using research skills in jobs outside academia

So you enjoy research. But you are unsure if an academic career is right for you. How else can you use your research skills?

You may find a research post outside academia that uses the full range of your skills – perhaps in a biotech start-up or social policy ‘think tank’. But these opportunities are rare, so do consider alternatives.

A good first step is to identify your strongest skills and those you most enjoy using.

So find or make a skills list – the headings here are just examples but a good place to start, you can add a couple of your own ideas at the end or of course write your own list. Give yourself a mark out of ten firstly for your strength (10 = strongest) in that skill and secondly for the enjoyment you derive when using it (10=most enjoyable).

Skill	Strength Score	Enjoyment Score
Literature reviewing – finding, reading & analysing complex documents		
Qualitative research - getting information from interviews and/or focus groups		
Quantitative research - finding patterns, correlations and causal relationships in data		
Developing an international perspective - working with overseas colleagues		
Writing - conference papers, progress reports, newsletter articles, the thesis itself		
Oral communications - to large audiences, to small-groups or just chatting about your work to non-specialists		



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10 career paths for academic researchers

1 Industrial research and development

Research and Development (R&D) in industry merges scientific achievement with industrial goals. It is a mentally stimulating field that demands practical and profitable results. Many researchers and academics are drawn to R&D in industry by its financial rewards and challenging work.

R&D job description

The job itself is quite varied. In general, the R&D department will be responsible for assessing the strengths and weaknesses of current products and creating new research plans to make improvements or discover new uses for a product. Data analysis is used to determine a product's suitability and to make a plan for its development. Most research is handled by a team, with one member being responsible for

10 career paths for academic researchers

2 Pharmaceutical industry

The pharmaceutical industry is a scientific field involved with the development and manufacture of medicinal drugs. Prescription drugs bring in hundreds of billions of dollars worldwide every year, so it's not surprising that industry jobs can be very well remunerated. At the same time, the competition among the major companies is fierce, so industrial jobs are strenuous as product development and market analysis is a constantly shifting dynamic.

Benefits of working in the industry

Academia offers a lot of research freedom and challenging work for scientists, so why move into industrial jobs? One very appealing point is the change that industry research can bring about. Developing a new drug can benefit millions of people all around the world. The results of one's research are tangible.

Industry work will also put you in direct contact with others – other researchers in your team or your company will be there both to help you and to seek your advice. Academics considering the move to industry

10 career paths for academic researchers

3 Engineering industry

The UK engineering industry is a major part of the domestic economy with around 5.4 million employees spread across 542,440 engineering businesses. It involves the design and production of everything from chemicals to vehicles.

Engineering is one of the most popular subjects of study for university students, so it is important to research job options in this industry.

Major employers in the engineering industry

Some of the largest companies in the UK are engineering companies, from the automotive industry to electronics to telecoms. There are countless smaller enterprises in this field, too.

Companies in the more advanced fields include Boeing, BAE Systems, and engine construction companies such as JLR and Rolls Royce. Chemical companies such as BASF are also included in this sector. Engineering jobs can be found at technology companies like Sony and Wolfson. One of the great features of working in engineering is the option to work abroad. Engineering skills are universally relevant so you could expand your job search to the US market, for example.

Typical jobs

Jobs in the engineering industry for academics would include such



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10 career paths for academic researchers

4 Central government

As opposed to local government, which provides regional services, central government is responsible for nationwide policy-making and implementation in almost all aspects of life. There are around 400,000 civil servants working in the various government departments.

Careers in central government

5 Research councils

Research councils are publicly-funded organisations that have the responsibility of providing support for postgraduate studies and to further increase knowledge in a variety of sectors, thereby contributing to the progress of public life. Research councils employ more than 12,000 people, of which 9,000 are researchers or technicians working in laboratories and facilities all over the UK and overseas. They are the main source of funding and grants for research students in the UK.

9 Research councils

The research councils have a partnership known as Research Council UK (RCUK). The members are:

6 Research roles within the NHS

Academics with a specialism in the field of medicine or biology may find employment outside of Higher Education in the NHS. The NHS employs over 1.3 million people in the UK in total. It can be a very rewarding field to work in, with many opportunities for career development and the chance to have a direct impact on healthcare in the community and across the nation.

Careers in the NHS

Those with research experience (PhD students) and a strong science or medicine background can find work in clinical research for the NHS, especially in the area of biochemistry and related fields. Healthcare Science in the NHS encompasses a variety of jobs that will likely appeal

Finding a job

Central Government has its own Civil Service jobs website which lists current vacancies. Registration is required in order to apply for jobs. The websites of specific departments and NDPBs should also be consulted when looking for a job.

The Civil Service Fast Stream programme is also worth considering as an entry route. The Fast Stream website provides application information.

Job types

As well as studentships, a variety of jobs can be found at UK research councils. These typically include roles in:

- Administration
- Finance
- IT
- Science
- Technical roles.

There are many opportunities for graduates in trainee roles that will provide experience in the field and training in personal development.



Finding a job in the NHS

The NHS website offers a great deal of useful information for potential employees. You might also want to examine your prospects through the 'What Can I Do With My Degree?' website. The graduate scheme can be applied for directly.

Research positions are regularly advertised on jobs.ac.uk in the 'Health and Medical' section. You can also find out about jobs on the websites of individual hospitals (although most positions will also be advertised on the main NHS website, or external sites such as jobs.ac.uk).

Benefits of working for the NHS

Working in research and scientific roles in the NHS requires making use of the investigative and analytical skills that are gained from PhD study.



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10 career paths for academic researchers

7 Careers in medical communications

This article focuses on careers in medical communications and describes the reasons why employers want to recruit individuals with research skills. Insights are included from the medical communications consultancy Oxford PharmaGenesis™ Ltd, one of many organisations which value the skills that PhD graduates bring to their business.

What is medical communications?

8 Charity and voluntary sector

Over 180,000 registered charities exist in the UK alone, creating thousands of job opportunities, from the most generic area of administration, to specialised areas of research. For an academic considering a career move, or a post-graduate looking for some experience, the Charity sector is a tempting prospect.

What jobs are available?

Academics in the medical research area will already be well aware

9 Careers in finance

This section highlights reasons why PhD graduates and early career researchers are in demand by recruiters in the financial sector. Insights are included from the Bank of America Merrill Lynch. The tips and insights will help you to think about steps you can take during your academic research to effectively prepare for a career change out of academia to the world of finance.

What are the competencies employers are looking for?

What are the competencies employers are looking for?

To transition from your PhD research to a first role in science communication you will typically need to demonstrate the ability to perform at a high level in skill areas such as:

- Clear and accurate written and verbal communication
- Project management and organisation skills

The ideal employee

More than one third of the employees in the voluntary sector have a degree or an equivalent qualification. However, there is still a need for people who specialise in law, funding and IT. You can also find graduate training programmes for newly qualified applicants.

For research roles, academic experience is vital. You should have a strong research background. Other key skills include:

- Excellent communication skills
- Ability to work independently (especially so for researchers)

As well as the technical expertise, think more broadly about how your PhD can demonstrate your ability to:

- Solve complex problems and find creative solutions
- Analyse and synthesise large amounts of information and data
- Work under pressure and to deadlines
- Cope with unexpected results and find new ways to move ahead
- Communicate complex information to a range of audiences



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10 Careers in consulting

If you are interested to find out more about working as a consultant this section will provide you with tips and advice for using your skills and expertise as a researcher to stand out in a competitive environment.

What jobs are available?

The title consultant is used in a range of contexts and this article will consider the role in its broadest sense. Consultants typically provide expert, professional and independent advice to a client. The remit is usually to improve performance or manage a change situation and to implement business solutions. Most consultants work with multiple and changing clients on a project basis.

When we start to look at the day-to-day activities of a consultant we can see the parallels with the work of a researcher, such as:

- carrying out research and data collection
- conducting analysis and synthesis of information
- project management
- troubleshooting and problem solving
- making recommendations
- presenting clear and concise information

Transition from academic research to consultancy

So, the good news is that your academic research will provide you with some of the skills which employers of consultants are looking for. Added to this if you seek out opportunities where your subject specific knowledge and technical expertise is of value to the client, you increase your ability to attract work.

You also need to demonstrate knowledge of the commercial world and show an ability to adapt to non-academic environments.

10 career paths for academic researchers

Start to build experience and develop your skill set at every opportunity. The following are examples of skills required to succeed as a consultant:

- Critical business thinking skills
- Excellent influencing skills
- Resilience under pressure
- Ability to bring new perspectives and fresh ideas to a situation.

Take some time to add to this list by researching sectors relevant to your areas of interest.

Routes in to consultancy

Now you need a strategy:

- What type of environment are you suited to work in?
- Which sectors are employing consultants?
- Where do you see the future trends and areas of growth?

Employee in a consultancy organisation

A typical first step to developing a career as a consultant is to get a job in a large consultancy organisation. Here you would receive a high level of training and support to develop your skills. Opportunities exist across a whole range of industries and sectors, including financial services, healthcare, manufacturing, public sector, government, charities and education. For further information about working as a management consultant, go to the Prospects website.

In-house consultant

You can also look out for opportunities to apply to work as an in-house consultant, where an organisation would employ you as part of a permanent in-house team to provide expertise.

Self-employment

You may be more attracted to working as an independent, self-employed consultant taking on contracts on a project basis. Usually this route is an easier option once you have a track record and significant knowledge of the market place and industry. You need to be clear about your offer, and have excellent skills and knowledge to provide a professional service. Key to your success will be to deliver work of value, to build your credibility and your brand.

Dr. Darren Coleman shares with us how he has used his research knowledge and expertise to develop an offer to clients:

"My brand marketing PhD provides me with credibility when I approach clients. It also helps differentiate me in a crowded market as very few brand marketing consultants have a brand-related PhD. I use the knowledge I acquired during my PhD on a regular basis. This could be in the form of conducting research, analysing data or providing strategic brand marketing advice."

Ask yourself

- Which businesses will be interested in the knowledge gained from my research?
- How can I identify and research such businesses?
- How can I start to build experience?

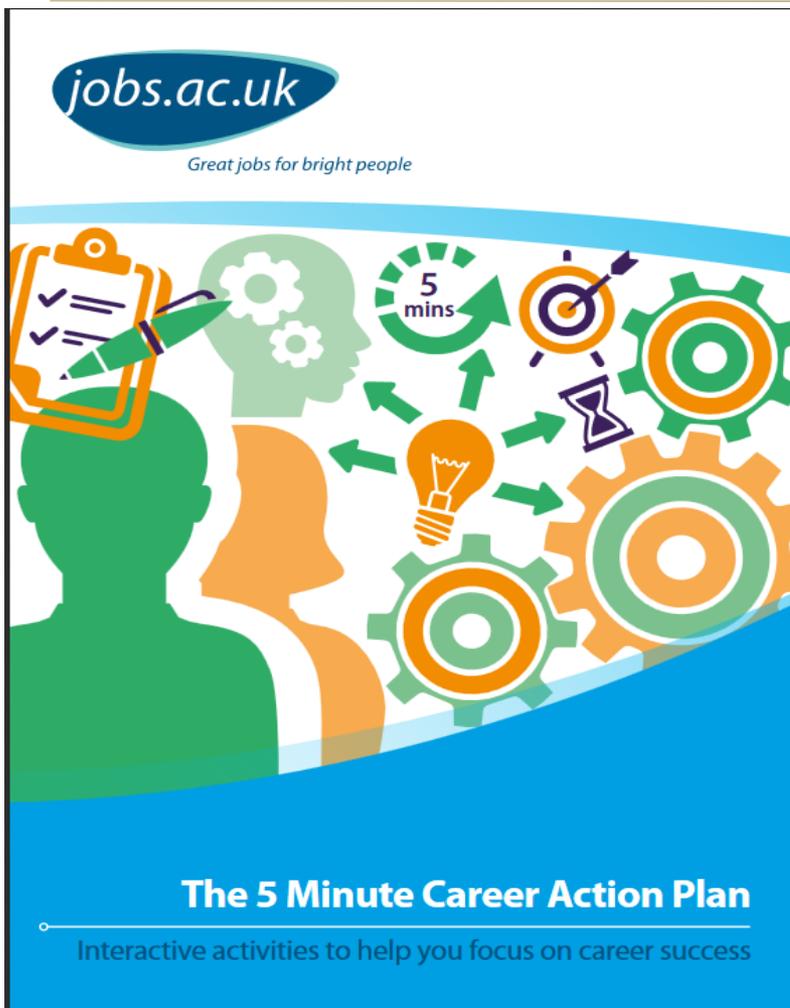
Summary of practical steps

- Decide on the type of environment you would ideally like to work in
- Identify and contact companies who you are interested to work for
- Interview people like Dr. Darren Coleman to learn from their experience
- Be clear about how you add value
- Gain relevant work experience and build contacts
- Develop your skills and expertise
- Be proactive and strategic.



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The 5 Minute Career Action Plan



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



The career focus guide

Use the guide to shape your thoughts and ideas and then define what you intend to do. If you have a long list of aims, order them according to your priorities.

My career

- Are you inspired by your work? Y N
- Do you use your strengths and talents at work? Y N
- Are you comfortable with your work colleagues? Y N
- Does your work allow you to reach your potential? Y N
- Are you valued and recognised at work in a way which is meaningful to you? Y N
- Do you have the right stress level at work for you? Y N

My life

- Are you in control of your life? Y N
- Do you have a clear sense of purpose? Y N
- Is there sufficient time for your family and friends? Y N
- Do you have enough time to do what you need to relax and remain healthy? Y N
- Is there sufficient time for leisure and to pursue your interests? Y N

My needs

What do you need to feel fulfilled in life?

What motivates and inspires you?

My future

What would you do if you knew you couldn't fail?

Is anything holding you back and if so, how could you change this?

What do you want to have realistically achieved by the end of your life?

What are your options and priorities for the future?

Create a realistic vision of your future, which takes into account your work and your life

What do I need to find out about

What will I do? What are my broad aims?



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3 Plan how to get there

This is where you decide on a strategy to achieve your career aims. If you want to remain focused and committed to your aims, it is helpful to identify specific tasks to achieve them. Your broad aims will set the scene and provide an overview of what you intend to do. The next stage is to break these down into more practical step-by-step goals.

Setting SMART goals can help you to keep on track. These are clear objectives, written simply and concisely which are Specific, Measurable, Achievable, Relevant and Timed (SMART). They highlight exactly what you will do, specifying a clear, tangible outcome within a set time frame. Each task needs to be something that you are willing and able to do, as well as being relevant to your aims.

How to set SMART goals:

Specific	Identify a clear outcome that you want to achieve
Measurable	How will you know when you've done it?
Achievable	Is it feasible within your time frame? Are you motivated to complete it?
Relevant	Is it relevant to your career aims?
Timed	When will you complete this by?

Example:

Broad aim: To be promoted to Team Leader within the next 2-3 years

SMART goal: I will discuss my career aim with my manager by 30 April to establish the feasibility of my plans and identify and agree a set of personal and professional development targets by 31 May to enable my career progression.



4 Take action

This is where you implement your plan. However, even the most well thought out goals can sometimes be challenging. Some ideas are highlighted to help you to stay on course.

- **Assess your commitment to completing your goals**

Unless you are totally committed to your goals you are unlikely to complete them.

Reflect on your goals and give yourself a score of 0-10 for each one, with 0 for no commitment up to 10 for total commitment. If your score is less than 10, what would have to change to achieve a score of 10? Be sure to adapt your plans if required.

- **Are your aims and goals clear and feasible?**

Aims and goals need to be clearly defined and realistic if they are to be achieved. It helps if they are slightly challenging, but still within your comfort zone.

- **Make lists or use reminders**

Making To-do lists can also be very useful, enabling you to have a real sense of progress each time you tick off an item. Alternatively, try sending yourself a reminder in the form of a text message to kick-start your momentum.

- **Enlist some support**

Involving others in action planning can increase the chances of successful completion; identify friends, family, or a mentor who can support you and help you to stay focused.

- **Brainstorm your way forward**

Procrastination can get the better of us all, so if this applies to you, try brainstorming what to do next. Just write down anything and everything that comes to mind in relation to your goal, without being judgemental. Then order the relevant items according to what is important. This can break the block and get you started, even if things change later on.

- **Reward yourself**

In order to keep motivated while completing a series of tasks, it can make a difference to reward yourself as you complete each major milestone.



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Example of a SMART Career Action Plan

Broad Aim: To identify a new career where I feel that I can make a real difference

Goals	What will I do? Make your goal SMART (Specific, Measurable, Achievable, Relevant)	Date to be completed by (Timed)	Outcome	Date completed
1	Undertake online research to Identify a local Career Consultant; arrange an appointment to consider my career options; meet up.	10 Jan	Identified Career Consultant; appointment on 10 Jan	10 Jan
2	Research and select a career-matching tool to identify potential career options; identify 3 job profiles of interest.	25 Jan	3 jobs of interest: Teacher Art therapist Holistic therapist	25 Jan
3	Using the internet, identify 3 local organisations offering my jobs of interest; arrange a meeting at each organisation to find out more about each role.	10 Feb	Meetings arranged at: Smalltown Primary School; Smalltown Art Therapy Group, Essence Holistic Therapy Clinic	10 Feb
4	Meet with staff in roles of interest; reflect on and list the pros and cons of each job to enable me to consider the reality of each option. Prioritise the list of options.	10 March	Interested in exploring teaching and art therapy; excluded Holistic therapy as prefer to be employed by an organisation rather than self-employed	10 March
5	Talk to Career Consultant to discuss my career options in more detail and decide what to do next.	20 March	Spoke to Career Consultant on 20 March; decided to work shadow teacher and art therapist	20 March
6	Organise and complete work shadowing with primary school teacher and art therapist to enable me to make a career choice.	30 April	Decided to pursue art therapy as a career	30 April



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Sequential Steps

1. Where am I now?
2. Self-assessment (VIPS)
 - Interests
 - Values
 - Skills Audit
 - Personality
3. Self-assessment interpretations



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Self-assessment

VIPS

- Values
- Interests
- Personality
- Skills

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



Skills

The primary importance of skills.

For a working researcher, your skills are your passport to wherever you wish to go to.

CV and job interviews.



Personal Profile

A short concise paragraph outlining your personal & professional characteristics. Goals and ambitions. An opportunity for you to define yourself to an organisation that you wish to work for. This amount of words would be about right for what is required.

Key Skills:

- Communication
- Attention to detail
- Critical thinking
- Technical skills
- Data collection
- Data analysis
- Ability to maintain quality, safety and/or infection control standards
- Planning and scheduling
- Interviewing
- Data collection
- Time management

Work Experience:

Title of role you occupy

Name and location of organisation that you work currently work for. Feb 2018 - Present

Under each job title in your employment history you should list your duties, responsibilities and achievements. You also need to list the dates you started and finished each role. Ensure that your dates are correct and sequential.



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Self-assessment

Skills Audit

Pre-workshop activities

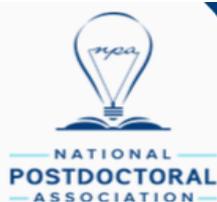
- Each participant make a full list of all their skills
- Bring a copy of their most recent CV

Workshop activities

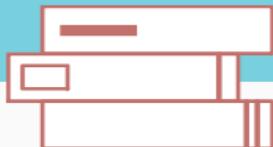
- Add to list all skills from all previous employment
- Use online supports to prompt additions to the list (Google)



Skills Audit



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



Skills Audit



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



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Skills Audit



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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Skills Audit



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Interests Assessment
Values Assessment

Career Exploration

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Choose a Career Path

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





Skills Audit

Scientific Skills Assessment

Previous Step

Next Step

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 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 Audit

Final skills exercise

- The much larger skills list should be categorised.
- Motivated skills (skills I enjoy using)
- Development skills (skills I would like to develop and use more)
- Burnout skills (skills I would prefer not to use)
- Skills not important at this time



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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



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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



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Transferrable Skills

Communication Skills



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RESEARCHERS IN MOTION

Personal Profile

A short concise paragraph outlining your personal & professional characteristics. Goals and ambitions. An opportunity for you to define yourself to an organisation that you wish to work for. This amount of words would be about right for what is required.

Key Skills:

- Communication
- Attention to detail
- Critical thinking
- Technical skills
- Data collection
- Data analysis
- Ability to maintain quality, safety and/or infection control standards
- Planning and scheduling
- Interviewing
- Data collection
- Time management

Work Experience:

Title of role you occupy

Name and location of organisation that you work currently work for. Feb 2018 - Present

Under each job title in your employment history you should list your duties, responsibilities and achievements. You also need to list the dates you started and finished each role. Ensure that your dates are correct and sequential.



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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.

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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



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Self-assessment

Overview

- Overview Summary
- Personal Information

Assessment

- Skills Assessment
- Interests Assessment

Values Assessment

Career Exploration

Consider Career Fit

Read About Careers

Attend Events

Overview

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Career Exploration

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- Attend Events

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

1

2

3

4

5

[clear]

Designing experiments

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

1

2

3

4

5

[clear]

Help Society: contribute to betterment of world

1

2

3

4

5

[clear]

Help Others: be involved with directly helping individuals or small groups

1

2

3

4

5

[clear]

People Contact: have day-to-day contact with clients or colleagues

1

2

3

4

5

[clear]

Teamwork: work in collaboration with others as part of a team

1

2

3

4

5

[clear]

Friendships: Develop close personal relationships with people at work



Self-assessment

Personality

The screenshot shows the PsychCentral website. At the top, there is a navigation bar with 'Conditions', 'Quizzes', and 'News & Experts'. Below this is a blue banner with the text 'Find help or get online counseling now'. An advertisement for an 'IQ test - Discover your IQ' is visible, with a link to 'www.test-iq.org'. Below the ad, there is a 'Progress:' indicator and a 'Hot Topics To' section. The main content area shows the title 'Jungian Personality' and 'By Psych Central S'. A box contains instructions: 'Instructions: For each item, indicate how much you agree or disagree with each statement - choose what first comes to mind. Do not think too hard on each statement - choose what first comes to mind. Take your time and answer truthfully for the most part.'

Your Personality Test Results

You are I-S-T-J
Introverted - Sensing - Thinking - Judging (ISTJ)

Extroversion	Introversion
48	
Intuitive	Sensing
	47
Thinking	Feeling
62	
Perceiving	Judging
	42

ISTJ - The Duty Fulfiller

Serious and quiet, interested in security and peaceful living. Extremely thorough, responsible, and dependable. Well-developed powers of concentration. Usually interested in supporting and promoting traditions and establishments. Well-organized and hard working, they work steadily towards identified goals. They can usually accomplish any task once they have set their mind to it.

Self-assessment results

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

- Skills Audit (categorised skills list)
- Values, Interests & Personality results
- Career Development Toolkit
- E-Booklets



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Self-assessment interpretations

- All of the indicators from the skills audit, the interests, values and personality tests should be reviewed.
- What are the strongest indicators?
- What directions do they point the researcher in?
- Try to develop a “targeted list” of indicators, what themes/topics are repeated?



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Self-assessment results

List all of the indicators



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RESEARCHERS IN MOTION

Self-assessment interpretations

- 1-on-1's are currently our single biggest choke point
- So how do we address it?
- Possible sharing of resources



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Self-assessment interpretations

Coaching: Term comes from sport.

Open-ended questions



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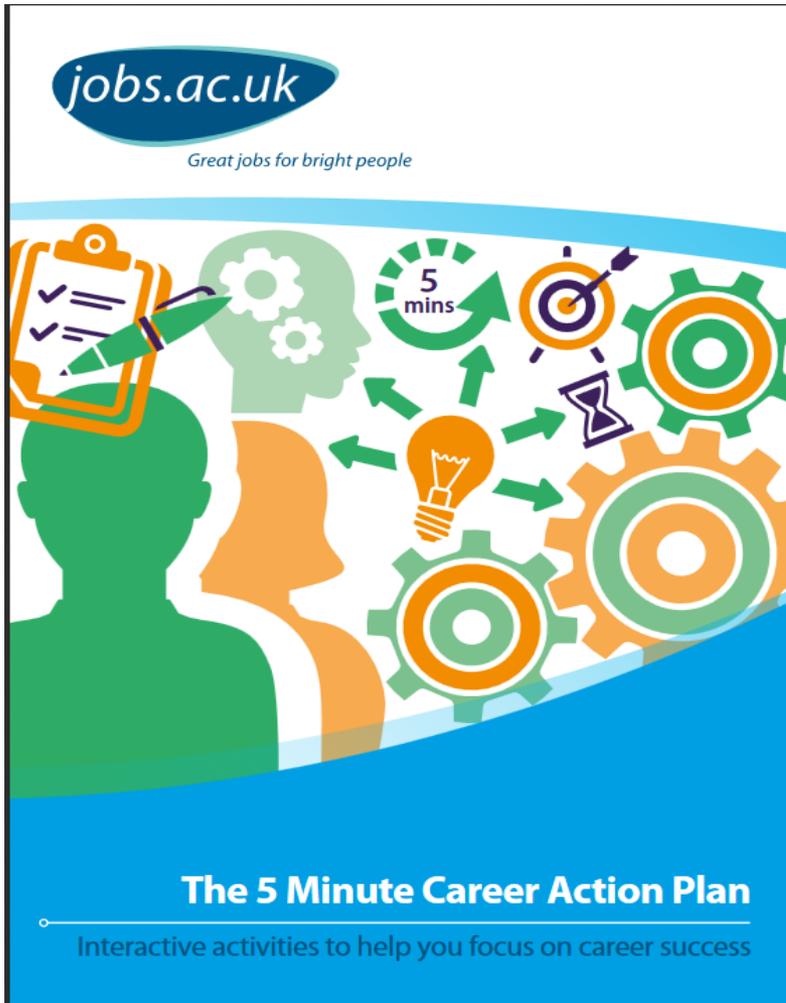
State Education
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Republic of Latvia



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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

The cover features a stylized illustration of two human silhouettes (one green, one orange) with gears and icons (lightbulb, target, hourglass, clipboard) around them, symbolizing career planning and goal setting.

8

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

[Tweet](#) this ebook, share on [Facebook](#), [LinkedIn](#) or [Google+](#)

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



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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?

Add SMART Goal

Add & Move to Next Step



		SMART Goal	Due Date
		IBM Job	
		IBM Job	

Reality Testing

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Career Advancement Goals

Quick Tips

My SMART Goals

Create a plan for this year

Now that you have selected two long-term career goals to aim for, the next step is to create a plan to get yourself there. In this section, you will set three types of short-term goals:

1. **Career advancement goals** to help you move forward in your career
2. **Skills development goals** to improve upon skill and knowledge areas in which you may be deficient
3. **Project completion goals** to help you stay on top of the various projects you are working on

For each of these broad goal categories you will set more specific goals (called "SMART goals"). At the end of the IDP module, all of your SMART goals will be mapped onto a 12-m to effectively set SMART goals of each type.

Get started... with Career Advancement Goals

Progress toward your ideal career path will greatly benefit from achieving various "career advancement goals." These include but are not limited to:

- expanding your professional network
- updating your CV
- identifying new mentors
- reading about career options
- attending career-related events
- doing informational interviews

How to set a SMART goal

S – Specific – Is it focused and unambiguous?

M – Measureable – Could someone determine whether or not you achieved this goal?

A – Action-oriented – Did you specify the action you will take?

R – Realistic – Considering difficulty and timeframe, is this goal attainable?

T – Time-bound – Did you specify a deadline?

Keep yourself accountable

To ensure that you stick to the goals you set, it is important to make a concrete, specific plan for how you will keep yourself accountable. A friend or to complete your goal.

Example:

SMART goal	Read articles/books about medical device industry
Is this a recurring activity	Yes, weekly.
Start date	October 1, 2012
Target completion date	November 1, 2012
How will you be accountable	Take Erin out to coffee each Wednesday, and tell her about what I've learned.



Careers Exploration



European Commission > EURAXESS > Career Development > for organisations > resources and tools > engagement tool

EURAXESS



JOB &
FUNDING

CAREER
DEVELOPMENT

PARTNERING

INFORMATION
& ASSISTANCE

EURAXESS
WORLDWIDE

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REGISTER



Interact: academia reaching
out to business

[← BACK TO RESOURCES AND TOOLS](#)

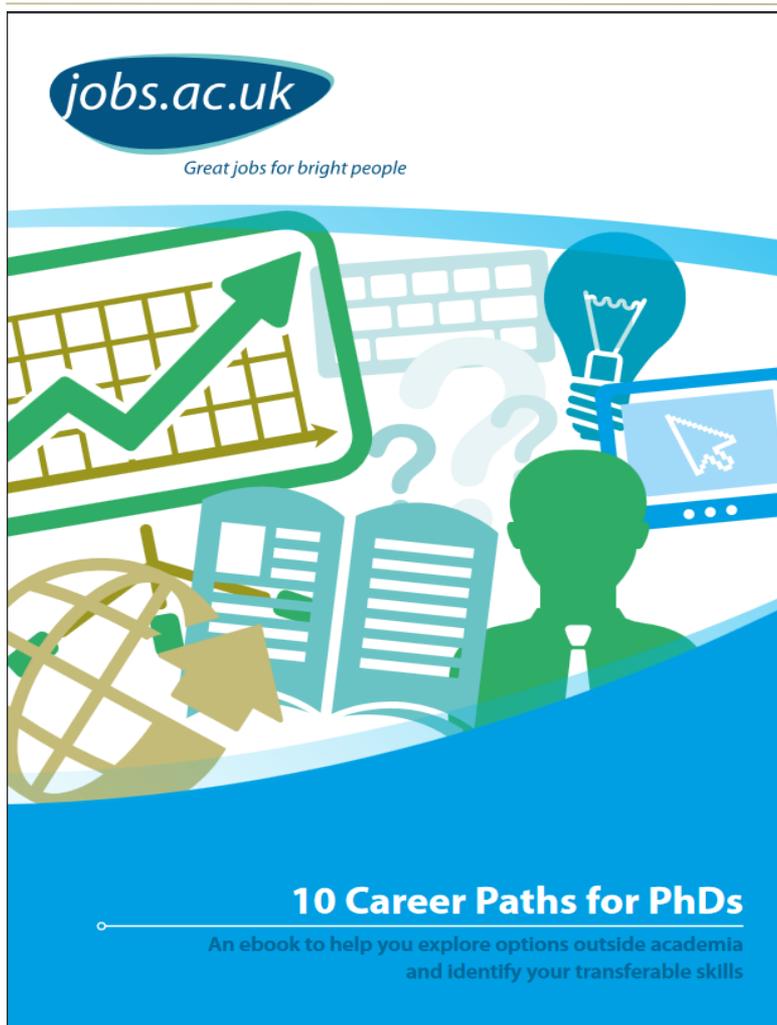
Academia-Business engagement

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.



Careers Exploration



jobs.ac.uk
Great jobs for bright people

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

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[JOBS & FUNDING](#)
[CAREER DEVELOPMENT](#)
[PARTNERING](#)
[INFORMATION & ASSISTANCE](#)
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Discover: careers beyond academia
Find out more about possibilities and options for careers in other sectors

[BEYOND ACADEMIA](#)
[SECTOR INFORMATION](#)
[JOBS & COMPETENCIES](#)
[PLAN YOUR CAREER](#)

[\(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?



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RESEARCHERS IN MOTION

Finalising your plan and seeking relevant training

- Identifying the skills gaps will help the researcher to pursue relevant training opportunities.
- The challenge of providing relevant training.



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Finalising your plan and seeking relevant training

- Identifying the skills gaps will help the researcher to pursue relevant training opportunities.
- The challenge of providing relevant training.
- Confidence and motivation.
- This has saved countless hours but it moves the bottleneck chokepoint further down the line.
- Open-ended questions, confidence and motivation.
- Videos
- Discussion on videos and questions session.



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CV & Interview Skills

- These can easily be done in a workshop
- Practical hints & tips
- HR Industry, changing fashions, interview tips



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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.

Group Activities

Choose one of three exercises

Design a EURAXESS IDP

- Collate all information
- Layout plan for career progression and identified training.

Plan a workshop around these tools

- Who is your audience?
- How do you get engagement?
- What pre-workshop tasks are assigned?
- What will be covered in the workshop and in what sequence?
- What are the learning outcomes and how will they be met?

Design a plan that fills in the training gaps

- List the gaps identified in this workshop
- Can individual elements be provided on a resource-sharing basis?
- What would that look like?
- How will these shared resources be financed?
- How will it be sustainable?

