

GETTING STARTED IN RESEARCH: TRAINING NEEDS SELF-ASSESSMENT

This self-assessment tool of training needs is addressed to **those researchers in the first few months of their doctoral research**. It offers a transversal view of successful researchers' skills, and it can be used to review development needs and progress for all researchers as they move forward in their careers. Researchers may use this tool to identify the knowledge, behaviours and skills essential to a successful start in doctoral research. Supervisors may use it as a basis for initial reviews of development needs. This document is based in the "Getting started in research" Lens on the Vitae Researcher Development Framework.

This resource has been adapted by AGAUR for its own non-commercial use. It is based on the original resource, Getting started in research lens on the Vitae Researcher Development Framework developed by Vitae, © 2014 The Careers Research and Advisory Centre (CRAC) Limited. www.vitae.ac.uk

Skill	Goal	Current level of knowledge, experience or confidence (1 to 5, 1=none 5=expert)	Priority for your career development (low, medium, high)	What do you need to achieve the goal? (training, conference, networking, coaching, mentoring, project work, secondment or stay, etc.)	What is your plan to achieve it? (course at your institution, colleague advice, external training, don't know, etc.)	Resources needed (time, money, materials, etc.)
Subject Knowledge	Acquire knowledge about the area of research, the advances within it and its relationships with other research areas.					
Information seeking and managing data	Learn about the sources of information and the bibliographic software. Record, manage and handle information and data using appropriate software and other information technologies.					
Critical thinking	Think originally, independently and critically. Develop theoretical concepts.					
Problem solving	Formulate and apply solutions to a range of research problems.					
Inquiring mind	Take a creative, imaginative and inquiring approach to research. Be open to new sources of ideas.					
Self-confidence	Be self-reflective; seek ways to improve performance and strive for research excellence.					
Responsibility	Be pro-active, independent, self-reliant and take responsibility for yourself and others.					

Skill	Goal	Current level of knowledge, experience or confidence (1 to 5, 1=none 5=expert)	Priority for your career development (low, medium, high)	What do you need to achieve the goal? (training, conference, networking, coaching, mentoring, project work, secondment or stay, etc.)	What is your plan to achieve it? (course at your institution, colleague advice, external training, don't know, etc.)	Resources needed (time, money, materials, etc.)
Preparation and prioritisation	Plan, prioritise and conduct research in proactive way.					
Time management	Deliver research projects and results on time and effectively.					
Continuing professional development	Manage professional development. Actively network for professional and career purposes and seek to enhance research reputation and esteem.					
Project planning and delivery	Learn about project management tools and techniques.					
Health, safety and ethics	Acquire knowledge about health and safety issues, confidentiality and ethical requirements in your research field.					
Society and culture	Recognise the importance of accountability of research with regard to social and economic impacts, internationalisation and global citizenship.					

Skill	Goal	Current level of knowledge, experience or confidence (1 to 5, 1=none 5=expert)	Priority for your career development (low, medium, high)	What do you need to achieve the goal? (training, conference, networking, coaching, mentoring, project work, secondment or stay, etc.)	What is your plan to achieve it? (course at your institution, colleague advice, external training, don't know, etc.)	Resources needed (time, money, materials, etc.)
Communication methods	Learn the appropriate communication and dissemination mechanisms for different audiences. Communicate effectively in both written and oral modes with a range of audiences, formally and informally, through a variety of different techniques and media.					
Team working	Actively work in an inclusive, respectful and constructive way with colleagues, stakeholders and research users. Recognise and acknowledge the contribution of others and own part in team success. Build relationships in academic context. Manage expectations and resolve conflicts.					
Equality and diversity	Respect the inclusive and collegial manner in which researchers conduct relationships within and beyond academia. Respect individual difference and diversity.					