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PMRP-1001 - Planning and Managing your Research Process

**Session 1: PhD Personal Skills Audit**

Name

Date

**Instructions:**

* Step 1: Rate your current skill level for each description from 1 (not at all strong) to 5 (very strong).[[1]](#footnote-1)
* Step 2: Decide on the urgency of developing each skill:
  + Tick ‘Current’ if you need to develop this skill in the next 6 months.
  + Tick ‘Future’ if it is a skill you need to develop at a later stage of your PhD.
  + Tick ‘N/A’ if the description is not relevant to you or feel that your current skill level suffices for the time being.
* Step 3: Identify which sessions in the module are best suited to fulfil any needs you have identified. Remember: you must complete a minimum of 12 sessions, and two[[2]](#footnote-2) are mandatory
* Step 4: identify other actions you can take to develop skills in ‘Current’ areas of need and set SMART objectives (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound) to help you achieve these.

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| Theme: Self-Management and Self-Care Skills | | Current Skill Level: 1-5 | Development Priority | | |
| **Current** | **Future** | **N/A** |
| Resilience | Demonstrates self-discipline, motivation and thoroughness. |  |  |  |  |
| Perseveres in the face of obstacles and set-backs. |  |  |  |  |
| Actively assesses personal stress levels and implements methods of managing stress |  |  |  |  |
| Self-Confidence and Responsibility | Aware of personal abilities and willing to demonstrate them. |  |  |  |  |
| Recognises boundaries of own knowledge, skills and expertise and draws on and uses sources of support as appropriate. |  |  |  |  |
| Gradually takes complete responsibility for own project and own well-being; develops independence. |  |  |  |  |
| Responsiveness to Change | Adapts approach when required to; seeks guidance and recognises risks. |  |  |  |  |
| Self-Reflection | Makes time to reflect on practice and experience. |  |  |  |  |
| Develops strengths and improves on weak areas. |  |  |  |  |
| Seeks personal and academic feedback. |  |  |  |  |
| Learns from mistakes and applies this learning |  |  |  |  |
| Preparation and Prioritisation | Prepares and plans project to meet objectives and prioritises as appropriate |  |  |  |  |
| Project Planning and Delivery | Manages own time effectively to complete research project; adheres to clear plan. |  |  |  |  |
| Applies effective project management through the setting of research goals, intermediate milestones, and prioritisation of activities. |  |  |  |  |
| Acts on decisions agreed with supervisor/line manager and delivers results. |  |  |  |  |
| Makes basic risk assessment and is able to manage risks in own project with support. |  |  |  |  |
| Work-Life Balance | Has an awareness of personal wellbeing and work-life balance issues |  |  |  |  |
| Effectively manages time to include appropriate working-hours, recreation time and sleep |  |  |  |  |
| Uses support and advisory resources when necessary to avoid undue pressure and to enhance personal well-being. |  |  |  |  |
| Continuing Professional Development | Demonstrates self-awareness and the ability to identify own development needs. |  |  |  |  |
| Appreciates the need for and shows commitment to continuing professional development. |  |  |  |  |

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| **Theme: Interpersonal and Leadership Skills** | | **Current Skill Level: 1-5** | **Development Priority** | | |
| **Current** | **Future** | **N/A** |
| **Collegiality** | Shows consideration to others. |  |  |  |  |
| Listens, gives, and receives feedback and responds perceptively to others. |  |  |  |  |
| Articulates own needs and values, and defends own perspective. |  |  |  |  |
| Appreciates contributions of other team members including non-academic members. Thanks people for their contributions. |  |  |  |  |
| Develops and maintains co-operative networks and working relationships with supervisors, colleagues, and peers within the institution and the wider research community |  |  |  |  |
| **People Management** | Understands roles and responsibilities of supervisor and supervisee |  |  |  |  |
| Manages the supervisory relationship, anticipating needs and mitigating potential pitfalls |  |  |  |  |
| Negotiates activities and deadlines with supervisor/ thesis panel |  |  |  |  |
| **Team Working** | Understand own behaviours and impact on others when working in and contributing to the success of formal and informal teams. |  |  |  |  |
| **Influence and Leadership** | Engages in debate and invites challenge. |  |  |  |  |
| Develops awareness of need to gain support. |  |  |  |  |
| Recognises implications of own research for real life contexts. |  |  |  |  |
| Learns of the value to academia of engaging in dialogue with those who use the outputs of research to achieve influence and impact |  |  |  |  |
| **Collaboration** | Aware of the value of working collaboratively to benefit research and for maximising the potential for impact. |  |  |  |  |
| Communicates cross-culturally, adapting communication style and anticipating expectations. |  |  |  |  |
| **Equality and Diversity** | Is sensitive to and respectful of individual differences. Develops awareness of diversity and difference within working environment. |  |  |  |  |
| Is aware of benefits of diverse perspectives and lived-experiences to research and the work environment |  |  |  |  |
| Understands Trinity’s equality and diversity commitments and requirements. |  |  |  |  |

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| **Theme: Academic Skills** | | **Current Skill Level: 1-5** | | **Development Priority** | | | | | | |
| **Current** | | | **Future** | **N/A** | | |
| **Information retrieval and management** | | Acquires and develops search and discovery skills and techniques. | |  | |  |  | | |  |
| Identifies and accesses appropriate bibliographical resources, archives, and other sources of relevant information including web-based resources, primary sources and repositories. | |  | |  |  | | |  |
| Makes best use of a range of current technological tools and techniques in managing information, citations and sources | |  | |  |  | | |  |
| Assesses the reliability, reputation, currency, authority and relevance of sources. | |  | |  |  | | |  |
| **Information Literacy and Management** | | Designs and executes systems for the acquisition and collation of information using information technology appropriately (e.g. word processing, spreadsheets, simulation systems, databases). | |  | |  |  | | |  |
| Develops awareness of information/data security and longevity issues. | |  | |  |  | | |  |
| Knows where to obtain expert advice, i.e. information/data managers, archivists and librarians. | |  | |  |  | | |  |
| Ability to understand, interpret, create, and communicate appropriately within an academic context. | |  | |  |  | | |  |
| **Analysing** | | Critically analyses and evaluates own findings and those of others. | |  | |  |  | | |  |
| **Synthesising** | | Sees connections between own research and previous studies; benefits from guidance with synthesising information/data and ideas | |  | |  |  | | |  |
| **Critical Thinking** | | Able to understand argument (oral and textual) and articulate own assumptions; developing independent and critical thinking. | |  | |  |  | | |  |
| Has the ability to recognise and validate problems. | |  | |  |  | | |  |
| Recognises multiple ways of knowing and alternative paradigms. | |  | |  |  | | |  |
| **Evaluating** | | Summarises, documents, reports and reflects on progress. | |  | |  |  | | |  |
| Evaluates the impact and outcomes of own research activities. | |  | |  |  | | |  |
| Assesses the quality, integrity and authenticity of primary and secondary research information/data. | |  | |  |  | | |  |
| Accepts and gives constructive criticism. | |  | |  |  | | |  |
| **Problem Solving** | | Isolates basic themes of own research; formulates research questions and hypotheses. | |  | |  |  | | |  |
| Develops a style of questioning and questioning technique. | |  | |  |  | | |  |
| **Argument Construction and Defence** | | Structures arguments clearly and concisely. | |  | |  |  | | |  |
| Provides appropriate evidence in support of ideas. | |  | |  |  | | |  |
| Constructively defends methodology and research outcomes. | |  | |  |  | | |  |
| **Communication and Presenting** | | Applies effective methods and strategies for developing and effectively delivering content for presentations. | |  | |  |  | | |  |
| Constructs coherent arguments and articulates ideas clearly to a range of audiences, formally and informally | |  | |  |  | | |  |
| Applies context-appropriate rhetorical styles | |  | |  |  | | |  |
| Uses audio-visual aids effectively in presentations. | |  | |  |  | | |  |
| **Writing and dissemination** | | Writes in a style appropriate to the discipline and formality of a thesis examination | |  | |  |  | | |  |
| Writes non-thesis work in a style appropriate to purpose and context for both specialist and non-specialist audiences. | |  | |  |  | | |  |
| Tests the boundaries, is willing to expose ideas to a critical audience, and to critically appraise other research. | |  | |  |  | | |  |
| Understands the processes of publication and academic exploitation of research results. | |  | |  |  | | |  |
| Is developing awareness of the range and diversity of outlets for publications. | |  | |  |  | | |  |
| Understands concept of attribution and applies it consistently and fairly to appropriately recognise contributions and co-authorship. | |  | |  |  | | |  |

1. Adapted from the *Skills Assessment and Personal Development Plan,* Queen Mary University of London and the [Vitae Researcher Development Framework (RDF)](https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework) [↑](#footnote-ref-1)
2. Reflection, self-management and personal effectiveness; Maximising the supervisory relationship [↑](#footnote-ref-2)