# Annex 2 – Personal Career Development Plan

# The Personal Career Development Plan (PCDP) provides a planning process that identifies annual progress, professional development needs, and career objectives for postdoctoral fellows. It serves as a communication tool between postdoctoral fellows and their mentor/supervisors and offers a platform for broader discussion. Identifying short-term goals will give postdoctoral fellows a clearer sense of expectations and help identify milestones along the way to achieving specific objectives. Postdoctoral fellows will have a process that assists in developing and achieving long-term career goals.

# Goals of the PCDP help the postdoctoral fellow identify:

# Short-term needs for improving current performance.

# Long-term career goals and options and the necessary tools to achieve them.

# Outline of the CDP process

# The development, implementation, and revision of the PCDP requires a series of steps to be conducted by the postdoctoral fellow and the mentor. Both the postdoctoral fellow and the mentor must participate fully in the process. Best results are to be expected in a context of honesty and openness. In such a case, the PCDP will likely function as a starter for broader discussion on the involvement and future career and goals of the postdoc. Proper use may also reveal or prevent misconceptions about tasks, involvement in research group activities and objectives.

# Duration and Revision

# It is up to the postdoc and mentor to use the PCDP as felt appropriate. To this end, they may adjust the plan according to personal needs and/or particularities of the research field and career expectations. At each iteration, the postdoctoral fellow completes the PCDP and submits at the given time, following discussion and revision with the mentor.

# Suggested steps

# During the first meeting it is important to discuss and agree about the competences listed below and the starting knowledge of them. Mentor and mentee will check each area and establish which competences the fellow would like to improve and how to achieve the improvement. During the following meetings mentor and mentee will discuss about the progresses made and the competences to strengthen while clarifying fellow’s aims and objectives. In the las meeting, mentor and mentee will check which competences have been improved and how these competences would lead to new career steps.

# Postdoc Fellow: Name

# Mentor: Name

# Self-assessment

# For the Postdoc fellow: start by thinking through your existing strengths and development areas. What are you really good at? Where could you improve? This will help you figure out what to target.

|  |  |
| --- | --- |
| Likes & Motivators | Dislikes |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| Strenghts | Development areas |
| Thinking about your own views and feedback you have received, what skills do you excel at? | What do you find challenging? What areas would you like to improve on? |
|  |  |
|  |  |

|  |  |
| --- | --- |
| Where do you want to be in 2 years’ time? | Where do you want to be in 5 years’ time? |
|  |  |
|  |  |
|  |  |

# Competence Achievement

# Competences that the Fellow would like to build up and/or improve during his/her postdoc grant, according to the European Competence Framework for Researchers[[1]](#footnote-1), as listed below (starting level and progress towards the target level):

# Doing research

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Levels of Achievement | | | |
| Competences | Foundational | Intermediate | Advanced | Expert |
| Have disciplinary expertise |  |  |  |  |
| Perform scientific research |  |  |  |  |
| Conduct interdisciplinary research |  |  |  |  |
| Write research documents |  |  |  |  |
| Apply research ethics and integrity principles |  |  |  |  |

# Managing research tools

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Levels of Achievement | | | |
| Competences | Foundational | Intermediate | Advanced | Expert |
| Manage research data |  |  |  |  |
| Promote citizen science |  |  |  |  |
| Work in teams |  |  |  |  |
| Manage intellectual property rights |  |  |  |  |
| Operate open-source software |  |  |  |  |

# Managing Research

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Levels of Achievement | | | |
| Competences | Foundational | Intermediate | Advanced | Expert |
| Mobilise Resources |  |  |  |  |
| Manage Projects |  |  |  |  |
| Negotiate |  |  |  |  |
| Evaluate Research |  |  |  |  |
| Promote Open Access Publications |  |  |  |  |

# Making an impact

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Levels of Achievement | | | |
| Competences | Foundational | Intermediate | Advanced | Expert |
| Participate in the publication process |  |  |  |  |
| Disseminate results to the research community |  |  |  |  |
| Teach in academic or vocational contexts |  |  |  |  |
| Communicate to the broad public |  |  |  |  |
| Increase the impact of Science on Policy and Society |  |  |  |  |
| Promote open innovation |  |  |  |  |
| Promote the transfer of knowledge |  |  |  |  |

# Self Management

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Levels of Achievement | | | |
| Competences | Foundational | Intermediate | Advanced | Expert |
| Manage personal professional development |  |  |  |  |
| Show entrepreneurial spirit |  |  |  |  |
| Plan self-organisation |  |  |  |  |
| Cope with pressure |  |  |  |  |

# Cognitive Abilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Levels of Achievement | | | |
| Competences | Foundational | Intermediate | Advanced | Expert |
| Abstract thinking |  |  |  |  |
| Critical thinking |  |  |  |  |
| Analytical thinking |  |  |  |  |
| Strategic thinking |  |  |  |  |
| Systemic thinking |  |  |  |  |
| Problem solving |  |  |  |  |
| Creativity |  |  |  |  |

# Work with others

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Levels of Achievement | | | |
| Competences | Foundational | Intermediate | Advanced | Expert |
| Interact professionally |  |  |  |  |
| Develop networks |  |  |  |  |
| Work in teams |  |  |  |  |
| Ensure wellbeing at work |  |  |  |  |
| Build mentor-mentee relationships |  |  |  |  |
| Promote inclusion & diversity |  |  |  |  |

# Actions

# What actions to be taken in the next year to play to get ready for the 2-year goal?

# Some examples of actions according to different competencies:

# Learn new techniques

# Publish work from ongoing collaborations

# Chair a session at an international meeting

# Mentor graduate and undergraduate students

# Collaborate with other researchers in the department

# Help select and purchase long-term resources

# Write a small grant to complement ongoing work / Participate in securing research funding

# Publish results generated from the grant

# Communicate research findings: publish data in peer-reviewed journals, give oral presentations or posters at conferences, write about research for non-scientific audiences via blogs or online magazines

# Be involved in public engagement activities

# Looking for a job opportunity

The PCDP will be shared with the supervisors/co-supervisors and the heads of the relevant Departments, who will monitor, together with the mentor, the progress of the post-doc towards the achievements planned.

1. https://research-and-innovation.ec.europa.eu/system/files/2023-04/ec\_rtd\_research-competence-presentation.pdf [↑](#footnote-ref-1)