

A CONTRACT RESEARCHER'S GUIDE TO DEVELOPING EMPLOYABILITY SKILLS

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Useful References

Note on terminology: ‘Contract Researchers’ is used for staff engaged in post doctoral research work.

The term ‘Research Manager’ is used for Supervisors, Principle Investigators, Line Managers and Grantholders.

Introduction

Many organisations both within and outside of higher education are adopting new and more flexible ways of working, which means that new skills have to be acquired. Employers are looking for people with specialist knowledge, experience, transferable skills and self-reliance skills and how these contribute to the long term growth of their organisation. This handbook will help Contract Researchers to explore development opportunities available within their projects. By working in partnership with their

Research Manager, Contract Researchers can take responsibility for the development of their own career whilst improving their research skills.

This handbook aims to:

- Introduce methods by which Contract Researchers can monitor and reflect upon learning during a research project, and articulate the skills required for the production of a CV.
- Provide information and advice on training and learning resources, with links to useful web sites on how to reflect upon current working practices.
- Help Contract Researchers build new skills through their research work and enhance their competence as a researcher in higher education.
- Help prepare Contract Researchers to meet future employment requirements in research work and to equip them with approaches and ideas should they decide on an alternative career move.

Applying new skills to their research work will increase Contract Researchers' overall capability and make them more skilled in their everyday work. As many Contract Researchers move out of university research into other employment sectors, they need to understand what skills they have to offer and to be able to review them regularly. In doing so, they will be able to develop and enhance their CV.

SECTION ONE

1.1 Reviewing Skills and Attributes Already Acquired

In their recruitment and selection procedures employers place a great deal of emphasis on the skills acquired through work, as they recognise that people who have gained relevant skills in the workplace are better prepared to meet changing demands. Specific skills can be learned, but other personal attributes such as self confidence, are also important.

Making use of a skills profile (example provided further down) can help Contract Researchers to reflect upon and articulate the skills they may already have. For example, many Contract Researchers will already have gained valuable experience from working in a variety of settings, (including exclusive professional experience or experience acquired through part time or vacation work).

'I used to organise, promote and manage club nights as an undergraduate, I did everything myself, so can I use that as skills evidence?' Contract Researcher, Mechanical Engineering.

It is important for skills outlined at training sessions, for example team building or project management, which have been used and applied in a work situation, are also included in the skills profile.

'Take every opportunity to develop complementary or additional skills when doing research work, and make sure your willingness to take on any extra work is well documented and recorded'. Contract Researcher, Molecular Biology.

Many people have a tendency to underestimate the importance and relevance of the skills they acquire through everyday work, but this has been demonstrated to be the most effective way of learning new skills. It is useful for Contract Researchers to discuss their work with their Research Manager, who could help to 'draw out' the skills learned, thus providing more descriptive evidence to support a skills profile.

'It helps if you are able to go through the skills profile with someone else, ideally your Research Manager, as they can help with examples to use.' Contract Researcher, Mechanical Engineering.

The skills profile chart below can be used as a starting point to help Contract Researchers to identify the skills they already have and those they need to acquire. Brief notes accompany each skill in the taxonomy, with some description to help identify the skill. Contract Researchers can use the chart to acquire familiarity with 'personal and professional skills', and to assist in discussions about their development needs with their Research Manager during regular review meetings.

[Please refer to the Personal & Professional Skills Profile Chart](#)

SECTION TWO

2.1 Using the Research Career Builder

To enhance Good Management Practice for Contract Researchers, an electronically available Research Career Builder has been developed (available from www.sheffield.ac.uk/~gmprcs). It provides a detailed, structured method of learning specific research and transferable skills and defines the core skills which are required of a good researcher. The Research Career Builder is presented as a recording and planning tool and asks users to self assess the level of competence they are achieving during their research. It then identifies a number of profiles, or levels, of competence.

Included in the Research Career Builder are skills which have useful applications across a wide variety of working situations.

Skills are identified in three main groups:

- Core Research Skills
- Personal and Professional Skills
- Special Skills

The Research Career Builder can help Contract Researchers to identify skills which can be used to demonstrate their abilities and it provides a greater understanding of

the levels of skills in key areas. For example, if Contract Researchers have identified a need to improve their communication and presentation skills, the Research Career Builder offers a number of activities which can be undertaken to acquire the relevant skills, for example:

- Give a short talk using an image to illustrate main points
(Level 1 – Foundation)
- Make a presentation using a range of techniques to engage the audience
(Level 2 – Intermediate)
- Show assured, accurate and fluent use of language in presenting information, sustaining the interest of others and responding perceptively to their contributions
(Level 3 – Advanced)
- Do everything listed on the lower level skills and, for example, Advise colleagues on how they can develop their skills in this area
(Level 4 – Expert)

The Research Career Builder has a CV link to help keep CVs up to date and guidance is also available on how to use the Research Career Builder. It can also act as a prompt for discussion in review meetings between Contract Researchers and their Research Manager, providing a framework and overview of progress.

‘The key feature of the Research Career Builder in my mind is that it paints a ‘whole’ picture of the role of the researcher. In particular, reading the sections on project management, budgeting and staff management were flashbulb moments for me. I would not have considered these areas as part of the contract researcher’s job, and, of course, they are essential for my career progression. When I do take on these roles, I will now be better prepared for them than before having used the Research Career Builder’. Contract Researcher, Information Science.

2.2 Maintaining a Record of Training

Support and encouragement from Research Managers for Contract Researchers to undertake training and development activities will benefit all parties. Regular review meetings will ensure Contract Researchers make the most of the training and development opportunities available whilst employed on a fixed term contract and will help them to focus on longer term career planning

It is recommended that Contract Researchers to have a staff review meeting within the first three months of the start of their contract, possibly with their Research Manager, or with a Research Manager in the same department who is knowledgeable about the research. The aim of this early meeting is to begin the process of career planning as soon as possible. All identified training and development needs should be discussed jointly to ensure they meet the needs of the individual, the project and the department. It is useful to determine whether the training undertaken can be disseminated to others

in the project group or department, and the skills lists from the Research Career Builder could act as a guide in this meeting. Contract Researchers need to understand how any training and development will benefit them and what they expect from it: for e.g. how it supports career progression, how it meets a skills requirement or how it will meet change.

‘Start to prepare for a transition early so you don’t find yourself panicking about the next job’. Contract Researcher, Archaeology.

It is helpful for Contract Researchers to keep a record of all training undertaken during their contract. Reviewing the notes, handouts and group discussions which take place during any training session is valuable; applying the skills learned later in the work place can provide excellent evidence for skills development. For example, attending a training session on interview techniques can be used when collecting information, asking difficult questions and when applying for new contract posts. Using a training record will act as a ‘memory jogger’ for review purposes and can link into staff review schemes. The Record of Training chart can be used to keep notes of all training activities.

‘I worked hard on my interview technique and attended a one day course run by the University’s careers service on how to build a CV and on interview skills. It was good preparation.’ Contract Researcher, Chemistry.

[Please refer to the Training Record](#)

2.3 Career Management and Development – An Ongoing Process

Each Contract Researcher’s circumstances will be different, and despite differing lengths of contracts, all Contract Researchers will experience a career development “process” as they work through their contract.

To set this process in some kind of context, this (fictitious) case study is based on a three year contract.

What might happen when?

Month 1 - 3	Identify project milestones, induction process and documentation received. Start identifying training needs using skills profile, and have first review meeting with Research Manager.
Month 3 - 6	Settling into project, ongoing feedback, awareness of training opportunities for Contract Researchers, ongoing development of personal and professional skills.
Month 6 -12	Review of development activities undertaken, use of Research Career Builder, setting own development goals,

	maintaining training record and use of web resources.
Month 12 - 24	Review meeting, attendance at development events ongoing, discussion of further training needs emerging as a result of review, review own development goals – look through learning log, maintain Research Career Building or skills profile.
Month 24 – 30	Review meeting, revision of CV, visit the careers service, start action planning for job searching, ‘Skills Boost’ (see framework on www.sheffield.ac.uk/~gmpcrs) developing future contracts or alternative employment.
Month 30 – 36	Pre-exit interview, active job searching, preparation for and attendance at job interviews, contract end.

The most important points to remember are to plan ahead and be pro-active, to seek out new opportunities and to use the resources available in the institution to help explore options.

‘Try to enjoy the career planning process and find some fun in it’. Contract Researcher, Electronic Engineering.

SECTION THREE

3.1 Providing Evidence for the Skills Profile

If Contract Researchers can recognise and value the transferable skills gained whilst working, then their daily working environment can provide useful and relevant evidence for use in a skills profile. A transferable skill is a competence developed within a work or alternative environment which can be applied to other work contexts.

‘Try to be aware of the key skills which come as part of the job, such as doing research, bid writing and working effectively with other people.’ Contract Researcher, Geography.

Some examples of transferable skills are contained in the written case study below, with the skills given in parenthesis.

‘Had to give a **presentation (communication and presentation skills)** to a group of senior academics on a **new bid submission (financial and creating opportunities skills)** which was co-written by a **networked team (team building/working with others)** from different universities. The idea was to **persuade (communication skills)** the attendees to provide some funding towards the total costs of the whole project. This involved having to **research (exploring and creating opportunities)** own subject area and work out what was

needed in terms of staff and **resources (creativity)**, find out from finance staff costs and overhead rates, then **allocate expenditure (financial skills)** for office costs, materials and I.T. support. Collaboration was required with the other **team members (working with others)** often by **email and telephone (communication skills)** to pull together the final bid. The bid submission had to be completed within a **set time scale (time management)** and its main **outputs defined (understanding customers)** so each team member was clear what they had to do. The whole thing had to be presented to the group, but **discussions (communication skills, self confidence and decision making)** on some of the relevant sections took place, as some of the attendees did not understand the subject area very well. **Explanations (communication skills)** had to be very clear so they could understand what was meant by certain ‘jargon’ terms. The group wanted to know how each university would **benefit (business application skills, communication skills)** from the project before funds would be allocated’.

Using this type of example can help to identify skills from any past experiences and make concrete statements about them. The scenario described is familiar in a research environment, but will have considerable application in other employment sectors.

‘It is harder to think of examples for the ‘softer skills’, such as communication, than examples for such as finance skills.’ Contract Researcher, Electrical Engineering.

Contract Researchers can discuss and agree opportunities for work based learning with their Research Manager as part of staff review meetings.

Possible opportunities can include:

- Contract Researchers becoming more involved in funding and budgetary matters, by assisting their Research Manager with finance related tasks, e.g. helping to find out costs for bid proposals
- Contract Researchers freeing up time for their Research Manager by participating in administrative duties, such as ordering new software, or improving administrative or ICT systems.
- Organising meetings or conferences
- Undertaking teaching duties, preparing presentations and presenting information
- Networking internally and externally, building up contacts and telephone numbers.

'I did quite a lot of administrative work, I.T and finance, which I wasn't encouraged to do, but it has enabled me to get a job outside research.'
Contract Researcher, Animal and Plant Science

'I think it is important to maximise your chances of getting alternative employment by using every opportunity to develop your skills during your research work. Make the system work for you, find out what is available inside and out and use your networking contacts.' *Contract Researcher, Psychology*

More examples of other activities in which Contract Researchers can participate are found in the booklet: 'University Researchers and the Job Market', Association of Graduate Careers Advisory Services (AGCAS) and University of London Careers Service (ULCS), 2001.

Copies of this booklet are available from HESDA, <http://www.hesda.org.uk> or university careers services.

In consultation with their Research Manager, Contract Researchers can participate in activities which will provide them with relevant experience. Research Managers should encourage Contract Researchers to undertake learning activities, and the staff review process can be used to explore options. Keeping notes or a learning diary/log of work based learning activities will also help Contract Researchers with their CV applications.

'Analyse your skills and knowledge and how to apply them to other settings, try to develop new ones and maximise any opportunities that come your way.'
Contract Researcher, Journalism

3.2 Working in Alternative Employment Sectors – Exploring Opportunities

Research undertaken by Strathclyde University in 1999 with large employers has highlighted the fact that Contract Researchers entering industry can be seen as disadvantaged because they lack knowledge and experience of the commercial aspects of industry. In consultation with their Research Manager, Contract Researchers can consider some options as part of their review process to gain an external perspective of employment. It is worth remembering that the process of acquiring transferable skills can take place in any work situation and there will be opportunities in almost any activity to expand and develop knowledge and skills.

'Never underestimate what is being offered to a new employer; apparently mundane capabilities may be of great value.' *Contract Researcher, Environmental Sciences.*

The list below presents some options which can be explored.

[Please refer to the diary notes/log](#)

- Research Managers may have contacts in another organisation where Contract Researchers may be able to undertake a 'live project'. This can involve working on an identified project for a short period of time, or possibly spending some time in the organisation collecting data and presenting the finished project to the organisation.
- Spending some time (as little as half a day can be valuable) 'shadowing' a person from another organisation or research group. This could be another researcher, Research Manager or someone from a completely different sector. Gaining insights into a different way of working is valuable and a Research Manager may be able to suggest someone who would be willing to help.
- Contract Researchers may be able to undertake teaching activities in their department. This is valuable experience as it develops skills in communication, presentation and group working. It is helpful for Contract Researchers to attend some training sessions before they do this, or alternatively, discuss with their Research Manager what will be required of them to undertake this role more effectively. Training sessions, run by staff development units, may be available for this purpose.
- Voluntary work in any capacity is always an excellent way of acquiring 'up to the minute' and pertinent skills – helping out at a local charity might lead to being asked to fund-raise and/or manage the finances.
- Taking an active part in professional institutes can provide some new insights and perspectives into different branches of a profession. University careers services can provide information on these organisations which often have useful careers information on their web sites. Research Managers may be able to offer guidance within their own field of research.

Contract Researchers can develop their networking skills by contacting other colleagues, both within and outside of the institution, and Research Managers may have some useful contacts that they would be willing to pass on. Talking to other researchers' in the university about their role and the type of work in which they are involved is a useful way of understanding work in different contexts, and can help Contract Researchers to make better informed decisions about potential moves to other research environments.

'Maintain and use all your existing contacts and look to develop as many new ones as you can – wherever they are.' Contract Researcher, Biochemistry.

Contacting other people who work in industry or research institutes can help Contract Researchers to gain an understanding of the skills required for other types of

employment. Looking through web sites, attending specific events for Contract Researchers or meetings organised by professional associations, e.g. the Physiological Society, Archaeological Society, British Psychological Society or Museums and Heritage Society, can also provide some useful insights. For example, the Physiological Society organise school sixth form visits to Biological Science Departments in HE, and Contract Researchers can be asked to present on their experiences of working in research or to discuss possible career options in biology related subjects and how they made their choices in the sixth form.

SECTION FOUR

4.1 Planning ahead

Contract Researchers need to plan ahead if they want to secure appropriate employment. It is useful for Contract Researchers to have a final review meeting with their Research Manager, preferably three to four months before the end of their contract, the purpose of which is to explore options, and to try and identify the next steps for the researcher's career, whether that be within or outside academia, within or outside of research.

Research Managers can offer information and advice on what is available for their researchers' specialist skills and experience by discussing with them the contents of their Research Career Builder, training records and/or 'logs'. By having a staff review meeting three to four months before the end of the contract, any skills shortages at this stage can be focussed on or 'boosted'. Opportunities to attend relevant training sessions or courses based on development of the identified gaps, or to utilise other resources, can be made use of during the last few months of the contract. As the end of a contract is often very busy with trying to meet deadlines and with the researcher looking the next job, the need for early career planning to build this stage in is essential.

'Look at the job market well before you think you might become unemployed and decide where your current skills can be used and how to develop those skills that you might need.' Contract Researcher, Physics

University careers services can provide a range of facilities for Contract Researchers, including personal or computer based guidance, information resources, and extensive links with employers for recruitment purposes.

If Contract Researchers are considering working in alternative employment sectors when their contract ends, they should consider their options at least four to six months beforehand. (Please note: some employers will be recruiting against an annual cycle and may have closing dates as much as twelve months ahead of the start date. The same can apply for some forms of further training, such as teacher training or medicine. Visiting the careers service web sites will provide information). Contract Researchers need to think about presenting their CV to the careers service for advice and/or attending skills training sessions, such as interview skills and CV writing.

These options should be discussed as part of the staff review process with their Research Manager.

Sometimes, the hardest stage in considering alternatives is taking stock of what one wants to do and what one has to offer. Hopefully, the exercises in this guide will help Contract Researchers to clarify what they have to offer.

'It is up to you to make the decision about where your future lies; no one can tell you what that is.' Contract Researcher, History

An excellent means by which Contract Researchers can relate their personal assessment of their skills and aims to positive occupational ideas is to use Prospects Planner. This is available through university careers services and often on university networks. A brief version of Prospects Planner (called Prospects Planner Quick Match) can be found at; <http://www.prospects.ac.uk>

4.2 Contract Researchers' Career Transitions – Some Examples

A useful web site for Contract Researchers exploring job opportunities outside research in higher education is the Higher Education Staff Development Agency (HESDA) who have produced some case studies illustrating successful career transitions. Some other case studies are also available on www.sheffield.ac.uk/~gmpcrs

The case studies on the HESDA site explain the differences in approach between alternative employment sectors, the expectations of former Contract Researchers and their employers and how successfully Contract Researchers have adapted to different working environments. All the case studies clearly demonstrate the importance of career planning and skills development. See <http://www.hesda.org.uk/>

Some local case study examples obtained during the development of this guidebook are presented here which illustrate the diversity of the roles into which former Contract Researchers have moved.

- A mechanical engineering Contract Researcher was working on a collaborative project with a local company. When his contract came to an end, he was offered employment by the company as they valued the specialist knowledge and expertise he could offer. He was already familiar with the company's operations and was able to use the financial skills, customer awareness and team working skills he developed through working in the company to transfer successfully into the commercial environment.
- A post doctorate working in ecotoxicology attended a graduate school training course. She was able to explore several options, e.g. working for the Environmental Agency, English Nature or public sector administration because of having her 'eyes opened' and awareness raised of the transferable skills acquired through her science research whilst attending the course. She is now working for the NERC, administrating the research grants scheme.

- An English graduate worked on an archives project in the university library whilst undertaking her post doctorate work. She moved to a central administrative unit within the university to take up a short term project exploring the training and development requirements of Contract Researchers because of her experience. She has now been appointed to an administrative post in the university's HR department working on equal access.
- A Sociology graduate became a researcher working on projects for the home office. She realised that her role was becoming increasingly more specialised and that there were limited opportunities for team working. She joined a recruitment agency, who found her a job in recruitment, which made use of her research skills in maintaining a client database, researching candidates and negotiating contracts. She was also able to develop her interview skills which she had used during her research.

4.3 Web Based Development Opportunities and Information Resources for Contract Researchers

There are many sites dedicated to providing information and support to Contract Researchers, including discussion lists, portals and gateways. Research Managers may be able to direct Contract Researchers to research relevant sites, but the sites listed here can provide a resource additional to that provided within the university.

<http://www.mailbase.ac.uk/lists/contract-research-staff/>
<http://www.research-councils.ac.uk>
<http://www.iah.bbsrc.ac.uk/supervisor-training>

Contract Researchers may be able to participate in their careers service activities, but not all are appropriate. Some services run interactive workshops such as CV development and presentation, career development, transferable skills and personal development planning. Courses are offered by the Careers Research Advisory Council (CRAC) and through some of the Research Councils. Many of these courses are free to Contract Researchers.

Further information can be found at:

<http://www.crac.org.uk/>
<http://www.epsrc.ac.uk/>
<http://www.hesda.org.uk>
<http://www.gradschools.ac.uk>
<http://www.iop.org/sc.html>
<http://www.royalsoc.ac.uk/>

University careers services web sites will publicise programmes of activities including skills sessions and presentations by employers. Examples of such sites include:

<http://www.shef.ac.uk/careers>
<http://careerweb.leeds.ac.uk/>

<http://www.york.ac.uk/services/careers/>
<http://www.manchester.ac.uk/careers>
<http://www.careers.lboro.ac.uk/>

The national graduate careers web site (Prospects web) at

<http://www.prospects.ac.uk>

provides an enormous wealth of detailed information and guidance. In addition, the University of London Careers Service web site at

<http://www.careers.lon.ac.uk>

has useful material aimed specifically at the interests of Contract Researchers.

For researchers coming towards the end of their contract and looking for their next post, information and advice on producing an academic CV can be found on

<http://www.cvs.ac.uk>

This site also holds a database of research CVs which can be accessed by researchers and Universities both for recruitment purposes and for looking for specific expertise.

The following sites can provide information on jobs in engineering, I.T., science and business and other employment sectors. The Graduate Link site provides information on working in small businesses in the Yorkshire and Humber region and also has on-line training plans in management, induction and entrepreneurship. It is also worth looking at company web sites and other relevant occupational sites.

<http://www.graduatelink.com>
<http://www.matchmaker.co.uk>
<http://www.nextwave.sciencemag.org/uk/>
<http://www.monster.co.uk>
<http://www.activejobs.ac.uk>

Careers services in many HEIs offer information on work experience opportunities. They often have databases of opportunities across many commercial and voluntary sectors, those these will usually be oriented towards the needs of undergraduate students. They can offer assistance in making applications to the employers listed on the sites.

<http://www.ncwe.com>
<http://www.summerjobs.com>
<http://www.ukplacements.com>

Prospects web <http://www.prospects.ac.uk/workbank> also has a very useful section on work experience opportunities.

Useful Reference Books

Alexander, L, Learning New Job Skills, How to Books, Plymbridge Distribution, 2000

Blaxter, Hughes and Tight M, The Academic Career Handbook, Open University Press, Buckingham, 1998

Ashley, R, Enhancing your Employability, How to Books, Plymbridge Distribution, 2000

Longston, S, How to make your Work Experience Count, How to Books, Plymbridge Distribution, 2000

Ali, L and Graham, B, Moving on in your Career, a guide for academic researchers and postgraduates, Routledge/Falmer, 2000

Bowden, V, Managing to make a Difference, Ashgate publishing, 2000

ULCS, University Researchers and the Job Market, AgCAS, 2000

Hawkins, P, The Art of Building Windmills, Graduates into Employment Unit, 1999

Wright, S, University Researchers. Employers Attitudes and Recruitment Practices. University of Strathclyde for AgCAS, 1999

NOTES/LOG ON POSSIBLE LEARNING AND DEVELOPMENT ACTIVITIES

Example Entry:

Date: Attendees: Where held: Purpose

1. Attended a departmental strategy meeting. HoD outlined areas for development and growth over next five years. Opportunities available to expand research and collaborative activities with local companies – research can be aimed at commercial market through teaching company scheme.

CRS Action: Discuss options with grant holder, make informal contact with X and Y in external companies known to grant holder to determine possible levels of interest. Contact and liaise with other researchers in this area of work. Check out Intellectual Property, but recognise there is a long lead in time for such activities. Could explore alternative sources of funding. Might be useful to gain some understanding of business planning.

Grant Holder Action: Encourage take up of opportunities by providing external tel. numbers and addresses of contacts, and preparing the ground for contact. Refer to training and development resources available.

2. Grant holder is looking to submit a new bid application to support new area of research. Funds provide for training activities but need to build these into application. Cost of training courses, conferences, including travel, need to be estimated for next 3 years.

CRS Action: Look at past reviews, see careers adviser to help plan own skills needs. Check Research Career Builder for ‘gaps’, look at past training records. Check web sites (Graduate Schools, HESDA, etc) and find out what is available, costs, location of training and how it might benefit own research and academic department. Discuss with grant holder before bid is written up.

Grant Holder Action: Encourage CRS to become involved in the bid writing process. Allow them to undertake finding out costs and which training courses might help, externally or internally. Encourage visit to Careers Service.

Personal & Professional Skills Profile Chart

<u>Skill Categories</u>	Description of Skill	Level of Competence			
		Competent	Needs more evidence	Some experience	No experience
1. Personal Effectiveness Skills	<p>Self Confidence and Decision Making <i>Have an underlying confidence in own abilities and a sense of self worth not dependent upon performance. Understanding of needs/constraints, ability to make informed decisions based on information available.</i></p> <p>Time Management Being able to prioritise tasks for self and others. Awareness of time in ‘commercial’ sense – being efficient and effective. Importance of planning, eg conference organising.</p> <p>Exploring and Creating New Opportunities Ability to take opportunities and self motivate. Have skills and ability to investigate and identify information sources, eg new funding sources.</p> <p>Problem Solving Ability to identify problems, explore options and implement possible solutions. Ability to learn from experience, eg own mistakes.</p> <p>Focus on Self Development Committed to life long learning and able to take advantage of development opportunities.</p>				

	<p>Understand own learning style. Reflect upon experiences and identify action plans to monitor own progress, eg any training courses attended.</p>				
<p>2. People Skills</p>	<p>Communication Skills +Presentation <i>Written and oral reports, teaching and lecturing, ability to relate to people at all levels and adapt to meet circumstances. Contribute to meetings, deal with difficult situations and to be 'politically' aware.</i></p> <p>Team Working + Working with others <i>How to work as part of a group, understand different roles and own role in team working. How to identify and work towards completing a task.</i></p> <p>Networking and Self Promotion Skills Awareness of the need to develop contacts for advice and information. Develop a good telephone manner and ability to identify 'customer needs' Promote own skills and expertise, 'sell own benefits' to employers, e.g. CV</p>				
	<p>Financial Skills Ability to monitor finances, understanding of costing procedures, cash handling, produce budgets using</p>				

<p>3. Business Application Skills</p>	<p>organisation's methods. Awareness of profit motive eg produced spreadsheet or costed bid proposal.</p> <p>IT Skills Ability to use IT applications, advise and help others. Understand why IT is essential to organisations, eg European Computer Driving License.</p>				
<p>4. Specialist Skills</p>	<p>Job Specific Skills Professional, technical, functional or research skills relevant to the work were/are doing eg foreign language.</p> <p>Creativity Have an understanding of the organisation's goals and future direction, any contribution towards new product development, systems or re-design of existing service/process eg devised new tool or application.</p>				

CRS - Record of Training

Course Title	Provider	Date and Duration	Level	Brief Description of Content	Where was Training Need Identified?
Project Management	staff training and development	21.03.02 - 2 days	administrators and academic staff	gant charts, planning aims and outcomes, teamworking, role plays	During review with Grant holder