NUFFIELD DEPARTMENT OF CLINICAL NEUROSCIENCES

UNIVERSITY OF OXFORD

PDR GUIDE

FOR REVIEWEES AND REVIEWERS

ACADEMIC AND RESEARCH STAFF

CONTENTS

RESPONDING TO YOUR FEEDBACK

Over the past few years, the PDR completion rate has been much lower than when the scheme was first introduced. To improve the PDR process and ensure it is useful for everyone, we consulted with staff through a survey and focus groups. Here is how we responded to your feedback:

1. **You said:** "Academic & Research staff and Professional & Support staff have different needs."

    We did: The PDR form now asks reviewees to consider their achievements more broadly, rather than breaking them down into role-specific categories. This means it should be more suitable for helping staff across all roles to prepare for their PDR meeting.

2. **You said:** "The PDR feels like a box-ticking exercise, not like something that could be of value to me."

    We did: We overhauled the section of the PDR form on reflection and self-assessment to help you take stock, identify obstacles to your progression and to plan concrete steps to move forward. In addition, the **PDR Guide** includes prompting questions to help you reflect on your recent professional activities and achievements, advice on goal setting, and a list of relevant training courses. The guide provides a framework to consider all of your professional activities and suggests how you can grow your portfolio beyond the well-known indicators of success.

3. **You said:** "It is difficult knowing which courses are relevant for me."

    We did: It can be tricky to navigate the different training and development courses and providers available to you. The **PDR Guide** now suggests courses that are relevant across a range of areas.

4. **You said:** "Goal setting can be difficult."

    We did: The guidance on goal setting in our **PDR Guide** links to professional development frameworks: Vitae's Researcher Development Framework and the Association of University Administrators. These frameworks offer a holistic approach to development in research and professional careers respectively, which allows you to assess which areas you might need to work on.

5. **You said:** "There is significant overlap between the NDCN PDR form and the annual NHS appraisal that clinical academics must complete."

    We did: Clinical academic staff who complete an annual NHS appraisal to maintain their GMC licence can now submit their NHS appraisal and a supporting form to their reviewer, instead of a full NDCN PDR form. If this option is selected by the reviewee, the NHS appraisal should be used to guide the PDR conversation. A supplementary form for clinicians should also be submitted to the HR Team for data monitoring purposes.

PDR PROCESS AT A GLANCE

The PDR process comprises seven steps:

1. Reviewer arranges PDR meeting with reviewee.
2. Reviewee completes Sections 1-3 of this PDR form.
3. Reviewee sends completed PDR form to their reviewer at least one week before their PDR meeting.
4. Reviewer reads the completed PDR form, adding their own comments to the form where prompted.
5. Reviewee and reviewer meet, using the completed PDR form to guide the PDR conversation. Both the reviewee and reviewer take notes.
6. After the meeting, the form is revised as necessary, based on the PDR conversation. The reviewee sends any additional comments to the reviewer. The Reviewer adds these and their own comments to Section 4.
7. Reviewer emails the completed form to the NDCN HR Team (hr@ndcn.ox.ac.uk).

ABOUT THE FORM

The PDR form is designed to help reviewees and reviewers get the most out of their PDR meeting. The questions should act as a discussion prompt for the meeting, asking both parties to consider the full range of factors influencing the reviewee's personal development. Some questions may feel difficult to answer but are included to make sure these areas can be discussed openly between individuals and their line managers.

There are four sections to the PDR form:

SECTION 1 - ABOUT YOU
Basic information to be completed by the reviewee prior to the review meeting.

SECTION 2 – TAKING STOCK
A review the past year, including consideration of:
- Whether their responsibilities have changed;
- Progress or any barriers to meeting objectives set out in their previous PDR;
- Their engagement with a mentor;
- Their workload and work-life balance;
- Their working environment;
- Additional responsibilities and career development opportunities beyond their role.

SECTION 3 – PLANNING AHEAD

Reviewees suggest development objectives and training needs in order to achieve these objectives. These goals will be reviewed by the reviewer and discussed at the PDR meeting. Reviewees should also consider their career aspirations and how the Department might help them in achieving these.

SECTION 4 – SUMMARY

After the PDR meeting, this section should be completed by the reviewee and reviewer to ensure both parties have a shared understanding of the discussions and actions going forward.

DATA STORAGE

All PDR forms will be kept electronically in a restricted access folder and paper copies are kept in individual HR files, which are securely locked away with restricted access by HR personnel only.

EXPECTATIONS

REVIEWEE
The reviewee will:
- Take adequate time to complete the form, providing enough detail in order to facilitate the discussion at the PDR meeting.
- Send the completed PDR form to the reviewer at least one week before the PDR meeting.
- Ensure there are no surprises at the PDR meeting by raising these with the reviewer beforehand, for example at a regular one-to-one meeting.
- Be proactive in considering their development needs and career goals and how they might align with their current role.
- Where appropriate, bring new ideas regarding working practices, how their role might expand, and any projects they could undertake.
- Explore options for training courses and funding opportunities to help meet their development needs prior to the PDR meeting.
- Understand that some of their development needs and career goals might not be able to be met within their current role.
- Keep track of their progress following the PDR meeting and discussing this with their reviewer at any regular one-to-one meetings.

REVIEWER
The reviewer will:
- Allow the reviewee to take a morning or afternoon away from their work to complete the PDR form.
- Schedule a meeting slot that allows for sufficient time to discuss the reviewee's development in detail.
- Ensure there are no surprises at the PDR meeting by raising these with the reviewee beforehand, for example at a regular one-to-one meeting.
- Focus solely on the reviewee's development during the meeting and not discuss matters relating to the reviewee's day-to-day work.
- Have a clear strategy for their team, including how the reviewee's role fits within it and, where appropriate, communicate this strategy to the reviewee.
- At the same time, be open to any new ideas that the reviewee may bring regarding working practices, how their role might expand, and any projects they could undertake.
- Be encouraging, praise the reviewee's achievements, and offer constructive feedback where necessary.
- Ensure that the reviewee is aware of and plans for their guaranteed five days dedicated to development activities.

- Be clear about the availability of funding for development activities from the team's budget and, where necessary, signpost the reviewee to other sources of funding (such as the NDCN Staff Training Fund).
- Provide opportunities to catch up with the reviewee and their progress following the PDR meeting at any regular one-to-one meetings.
- Send the completed PDR from back to HR.

REFLECTIVE PROMPTS AND TRAINING COURSES

This section offers reviewees a series of prompting questions to support their reflection process. Below each section are some suggestions of relevant courses from various training providers:

- [Medical Sciences Division (MSD) Skills Training](#)
- [Research Services](#)
- [IT Learning Centre](#)
- [Molly online courses](#) (formally Lynda.com)
- [People and Organisational Development (POD)](#)
- [Centre for Teaching and Learning (CTL)](#)
- [Equality and Diversity Unit (EDU)](#)
- [NIHR Research Design Service South Central](#)

Note: since some training providers update their offerings on a termly basis (e.g. MSD Skills Training, Careers Service), some of the suggestions may link to training that has already taken place but is included for reference as it is likely to be run again in the future. So, keep a look out on the respective websites for updates. Reviewers may also find these sections helpful for supporting reviewees to do so and identifying relevant training and development opportunities.

These questions cover a diverse range of activities and possible areas for professional development, some of which will be appropriate for some researchers and not for others. The questions are intended to broaden your thinking about types of activities and professional development that you are currently engaging with or may want to consider in the year ahead. You do not need to respond to every question; rather use them selectively as 'prompts for reflection' by picking the questions that seem the most relevant to your current situation.

The questions are grouped according to the following categories:

- Research achievements
- Engaging with the academic community
- Income generation and research independence
- Impact and public engagement
- Teaching and supervision
- Management and leadership
- Administration
- Professional development

For each subsection, you may find it helpful to consider what you have found rewarding or challenging and any progress made towards objectives you previously set yourself.

RESEARCH ACHIEVEMENTS

Experimental work, methodological & technical developments
1. How have you generated research data and put research protocols in operation?
2. How have you reached the milestones in your research programme?
3. What techniques and methodologies have you developed?
4. What steps do you take to protect, store and share your data?

Publications
1. How regularly do you write up your research results?
2. What manuscripts do you have in preparation/submitted/accepted?
3. What other writing activities have you been involved in (e.g. review articles)?
4. Have you considered asking senior colleagues if you can support them in reviewing papers/grants? Would you consider being a peer reviewer and writing a review report?

Prizes & awards
1. Could you discuss with a senior colleague if they can nominate you for a prize or award?
2. Who will support your nomination and would be willing to write a letter of support?

Product development, spin-outs and patents (if applicable)
1. Is your research producing an outcome that could be commercially viable?
2. Have you developed a product or technique that could be relevant to other research groups or industries?

Relevant courses on research skills
MSD

Writing and Publishing Research Papers: This course will help you write medical journal papers and get them published in the most effective way.

Introduction to Statistics: This course aims to provide researchers with a basic introduction to statistics, to ensure an understanding of the concepts of statistics that form the basis of computer statistics software, offering a stepping-stone to attending more advanced statistics courses.

Research Services

Integrity and Ethics Training: Online and in-person training opportunities.

Training for Clinical Researchers: Online and in-person training opportunities covering good clinical practice and good research practice.

IT Learning Centre

R: Data Handling: Aims to teach you how to get started with importing data, handling data and simple explorations of datasets.

R: Visualisation: Topics covered include: how to modify the background of a graphic, label and scale axes, create titles and legends, and annotate a visualisation.

R: Preparing for your Data Analysis: Introduces you to the R programming environment and fundamental concepts needed to use it effectively for your data analysis.
R: Introduction to Basic Features: This course is aimed at novice programmers to teach you how to get started using R, introduce some programming concepts, R syntax, and the RStudio environment.

Molly

Learning Python: Overview of the installation process, basic Python syntax, and an example of how to construct and run a simple Python program.
R Statistics Essential Training: Learn to use R to model statistical relationships using its graphs, calculations, tests, and other analysis tools.

ENGAGING WITH THE ACADEMIC COMMUNITY

Invited lectures/workshops/symposia
1. Have you delivered an invited lecture, or spoken at a workshop or symposium?
2. Have you use the opportunity to exchange ideas with your fellow speakers?
3. Have you considered publishing the presentations (e.g. as a series of articles in special issue or as a joint consensus paper)?
4. If the event was recorded and is publicly available, could you add a link to your presentation on your website?

Academic collaborations
1. What is your approach to collaborating effectively?
2. Are you proactive in developing your research network by independently seeking new collaborators?
3. Are you seeking collaborators from diverse disciplines?
4. Who are the external partners you may want to consider collaborating with?
5. How do you build successful academic collaborations?
6. Who are the competing research groups related to your research?
7. Do you take the opportunity to talk to external visitors who deliver departmental seminars?

Conference visits
1. Have you attended any conferences this year? If so, what and how did you present? What have you gained from them? Was there an opportunity to give a guided poster tour or mini presentation?
2. What conferences could you attend to broaden your research horizon and visibility? What would you present?
3. How will you fund your attendance?

Academic reviewing
1. Could you get (online) reviewer training?

2. Could you ask a senior colleague if they could involve you in preparing reviews they are invited to write?
3. Could you serve as an Associate Editor for an academic journal?

Relevant courses on engaging with the academic community

MSD

Poster Production: Aims to assist researchers in the design and production of conference posters, using PowerPoint.

Presentation Skills: Provides guidance on planning and delivering an oral presentation, including slide preparation and an opportunity to deliver a short presentation and receive constructive feedback on delivery technique.

Public Speaking Workshop: Aims to build confidence and reduce the fear of speaking in public, at a conference, lecture hall, meeting or impromptu.

Careers Service

Networking For Researchers: This is an opportunity to ask your questions as an early career researcher about networking within academic circles, or as a bridge into related policy, industry or service sectors.

INCOME GENERATION AND RESEARCH INDEPENDENCE
(if applicable for your grade level/position)

Grant and fellowship applications

1. What are your current funding opportunities?
2. How do you write/contribute to writing research bids with your senior colleagues e.g. writing a grant as a co-PI? Are you contributing to research ideas and bid development within your research group or with your collaborators?
3. How do you develop an understanding of the funding landscape in your discipline and the types of funding available? How are you keeping yourself informed? Do you discuss potential funding streams with your colleagues/mentors/line manager? Have you considered applying for any fellowships?
4. Have you considered applying for internal funding (e.g. John Fell Fund)?
5. Which travel awards would allow you to visit another research group?
6. How are you building your research independence?
7. Are you developing new research ideas, which could build future research proposals? Are you keeping track of these ideas and starting to write them up into potential proposals?
8. What type of preliminary data would you need in a research proposal to fund your research idea?
9. What are the new techniques and methodologies you should be learning to take your current and future research forward? Who can help you with this?
10. Who will be your reference/sponsor when you apply for a job or research funding?
11. Are you building relationships with colleagues to get support with reviewing your research proposals/fellowship applications?

12. Could the involvement of patient and public groups enhance your research ideas?

Funding from charities, industry and donors
1. Have you engaged with any charities relevant to your research areas?
2. Have you obtained any funding from charities?
3. Have you spoken to [MSD's Business Development Team](#) or the [University's Development Office](#) about identifying industry or philanthropic funding sources?
4. Which area(s) of your research might appeal to donors?

Bursaries
1. Have you applied for [NDCN's Parents' & Carer's Careers Fund](#)?
2. Have you applied for NDCN's [Public Engagement Fund](#)?
3. Have you applied for the [CNS Training Fund](#)?
4. Have you applied for the University's [Public Engagement with Research Seed Fund](#)?
5. Have you received any money from academic societies or associations to attend conferences, pursue collaborations, conduct research, or carry out public engagement work?

Relevant courses on Income Generation and Research Independence
MSD

[Get that Grant](#): Examples of ways in which participants can practise on a small scale will be presented with tips on applying for personal support.

Research Services

[Research Professional Training](#): Termly training sessions provide a full introduction to using Research Professional, an online research funding database and news service, freely available for everyone at Oxford.

POD

[So You Want to be a PI?](#) There is no single route to becoming a PI, so the session focuses on what you can do to create opportunities and increase your chances of becoming a PI.

NIHR Research Design Service South Central

[Essential Guide Grant Applications](#): Three-day masterclass on how to write a grant application that is strong from a methodological point of view, that reads well and presents a convincing case for funding.

[Fellowship Application Day](#): An all-day masterclass on how to improve your chances of success when applying for an NIHR Fellowship.

IMPACT & PUBLIC ENGAGEMENT

Engaging with external partners (if applicable to your grade level/position)
Industry:
1. Do you attend industry-linked events or university-wide workshops/events on innovation, enterprise and commercialisation?

2. Have you developed your knowledge and understanding about commercialisation, intellectual property (IP), patenting etc.?
3. Do you network with industry representatives at internal and external workshops and conferences?
4. Have you considered the commercial potential of your research and explored ways to exploit this?
5. Have you researched any potential industry collaborators working in your field or opportunities for research funding with an industry collaborator?
6. Have you considered how your research design could generate IP and who can help support you with this?

Policymakers:
1. How might your research have an impact on government or sector policy?
2. Do you attend policy-related events?
3. Have you ever considered submitting research evidence to bodies such as Parliamentary Select Committees?
4. Could you contribute to public consultation exercises run by Government Departments or Statutory Bodies?
5. Have you considered writing directly to MP about your research?
6. Could you contribute to government enquiries and reviews or briefing and debating packs for parliament?
7. Could you contribute to reports from think tanks or interest groups?

Outreach, widening participation and public engagement
1. How might be contribute further to the impact agenda for your research?
2. Would you consider: a) writing short articles about your research for a scientific blog or non-specialist publications? b) recording a short video/podcast describing your research?
3. Which national event(s) could you participate in at a local level (e.g. Brain Awareness Week or Pint of Science)? How would you fund it?
4. Could you help out with hosting school visits to the Department? What ideas could you develop for workshops and activities for the students?
5. Would you consider writing a press release when you next publish a significant scientific paper? How could you develop your network beyond NDCN to increase opportunities for being invited to give a talk in other Universities?

Profile and visibility
1. Is your NDCN webpage up to date? Could you add any additional information to highlight your skills, experience and research standing more clearly.
2. Have you considered creating a personal webpage/blog to describe your research interests and expertise more fully?
3. Could you create a short video describing your research interests? Where else could this be displayed (e.g. email signature, website, etc.)?
4. Could you use social media to engage more people in your research?

MSD

MSD Public Engagement training: a number of courses including and introduction to public engagement, communicating your research through story, podcasting and two-way engagement. them.

WebLearn

Entrepreneurship: Courses include "Are you an entrepreneur?", "Opportunity Recognition, Creation and Evaluation", and "Resources (People, Teams, Finance)."

IT Learning Centre

Online presence: Start to Finish: This one-day course provides a comprehensive introduction to online presence in an academic context.

Podcasting: An Introduction: Learn to record, edit and publish an educational podcast using Audacity, the simple, free audio editor.

Molly

Twitter: Essentials: This short online course introduces you to the ins and outs of Twitter and will help you express yourself in 140 characters or less!

TEACHING AND SUPERVISION (if applicable)

1. How many students have you supervised or mentored formally and informally (e.g. master's students, summer projects, PhD students)? Would you like to increase/reduce your teaching or supervisory responsibilities?
2. Are you discussing your approach to supervising students with your line manager?
3. Are you proposing possible projects for students in your research group?
4. What types of teaching opportunities are available to you in your department? Have you discussed these with your line manager? Could you diversify the teaching portfolio that you already have?
5. Could you negotiate preparing and giving a lecture on a PI's undergraduate or master's course?
6. How do you engage in discussions with colleagues about their approach to teaching? Could you shadow some of their lectures or discuss how they are setting up exam papers and issues with marking with them?
7. Would you consider setting up a journal club or study support for undergraduate or postgraduate students?
8. Are you aware of which teaching opportunities are available outside the Department/University?
9. Do you have an understanding and knowledge of curriculum development, marking or processes of external course evaluation? How could you develop such understanding? Are there opportunities for discussions/shadowing in the department?

10. Are you seeking to gain a formal teaching accreditation, such as becoming a [Fellow](#) (Associate Fellow, Fellow, Senior Fellow, Principal Fellow) of the Higher Education Academy or other types of teaching qualification?
11. Do you keep a record of feedback provided to you by students?
12. Have you supported anyone as a mentor or coach in a professional capacity?

Relevant courses on teaching and supervision
MSD

[Preparing for Learning and Teaching at Oxford](#): This course is designed to apply fundamental principles of learning to your teaching, find teaching opportunities in the University, design and consider different ways of delivering small group teaching, provide high quality feedback to your students and evaluate the effectiveness of your teaching.

[Developing Learning and Teaching](#): A short accredited programme for DPhil and postdoctoral researchers who are teaching at the University.

CTL

[DPhil supervision at Oxford](#): All supervisors are required to complete this course prior to taking on their first student and thereafter at intervals of not less than 3 years.

[Preparation for teaching and learning at Oxford](#): For DPhil students and postdoctoral researchers who wish to start teaching at Oxford

[Developing learning and teaching (DLT)](#): Short accredited programme for DPhil and postdoctoral researchers new to teaching at Oxford

[Postgraduate Certificate in Teaching and Learning in Higher Education (PGCert)](#): This one-year, part-time programme is for academic, teaching and research staff who are currently teaching at the University.

MANAGEMENT AND LEADERSHIP

1. How confident do you feel managing members of your team?
2. Are you familiar with your responsibilities as a line manager?
3. Do you have a mentor with whom you can discuss any challenges you may be facing as a manager?
4. Have you undertaken any management or leadership training, either online or in person?
5. Have you received any feedback on your management or leadership style?

Relevant courses on management and leadership
POD

[Managing People: Key Processes](#): The online course covers key staff management processes such as how to manage induction, probation and PDR.

[Managing a Productive Research Group](#): The course looks at the challenges that come from managing a research group or research staff.

[Research group leadership: leading a productive research group](#): This course explores the difference you can make as a leader based on what research tells us about making a research group productive.

Academic Leadership Development Programme: Intended to be an introduction to academic leadership, offer staff an insight into the possible development of their careers, and underpin succession planning in departments and faculties and in the Divisions.
Workplace coach programme: This course will enable you to develop the coaching skills and understanding required to be able to coach colleagues on a range of workplace issues.

ADMINISTRATION

Committees and panels
1. Are you a member of a departmental committee or panel?
2. Are you aware of the different committees in your department?
3. Do you attend departmental meetings?

Seminars
1. Would you consider setting up a seminar series in your department or across disciplinary boundaries?
2. Do you co-organise a seminar series?
3. Could you contribute suggestions of external speakers for departmental seminars?
4. Would you consider establishing a network for your research area, if this doesn't already exist?

Research management
1. What do you know about research budgets and managing research funding? What do you need to know? Who can help you to develop a better awareness of financial and resource management of grants?

Reporting
1. Do you report your research outcome on Researchfish?
2. Have you been involved in the writing of grant reports?

Relevant courses on administration
POD

Project management essentials: This workshop is for staff who want to manage an activity as a project, with a start and end date and defined outputs, but who have no previous training in project management.

Molly

Time Management Fundamentals: Learn how to get more done in the shortest time possible and avoid the obstacles and distractions that can get in the way of good time management.
Project management simplified: Learn how to use traditional project management tools, such as Gantt charts and network diagrams, to help you manage your workload.

PROFESSIONAL DEVELOPMENT

Courses, training, refresher sessions

1. Have you attended any courses or training relating to your role or your broader professional development?
2. Have you attended any study days or workshops within the capacity of your role at NDCN?
3. Have you learnt to use any new techniques or systems relating to your day-to-day work at NDCN?
4. Have you gained or embarked on any professional qualifications?
5. Have you attended any skills refresher sessions relating to your current role?
6. Have you undertaken any external appraisal processes relating to your professional accreditation?

Relevant courses on professional development

MSD

MSD peer mentoring scheme: MSD runs a peer mentoring scheme for all staff, which involves the formation of mentoring circles comprising 3-4 members of research staff and one more senior member of staff.

Careers Service

The Researcher Strategy Consultancy: An experience-based programme to bolster skills rarely honed in early academia such as leadership, strategic thinking and customer focus.

EDU

Pivot: A University of Oxford mentoring scheme for Black and minority ethnic staff

POD

Oxford Women's Development Programme: This programme aims to help individuals develop self-awareness and an understanding of who they are, as well as the emotional resilience and confidence needed to achieve personal and professional development goals successfully.

Oxford Senior Women's Mentoring Network (formerly known as Ad Feminam): The Oxford Senior Women's Mentoring Network (OSWMN) is a mentoring scheme intended to encourage senior women to explore their leadership potential within academic life, or within an administrative career, for example as leaders of departments and divisions or in university governance.

FOR REVIEWEES: GUIDANCE ON OBJECTIVE SETTING

One of the outcomes of the PDR meeting should be greater clarity about next year's objectives and the steps required to help you to achieve these. There are several approaches that might help you to identify these objectives:

- look at each of the main points on your job description and identify potential progress/objectives for each of these
- think about your personal or team priorities and challenges to decide if any of these require specific objectives
- think about what you feel is needed most to improve your achievements/progress and use this as the basis for objectives
- think about your key development needs and base objectives on these.

While it's tempting to focus on tasks, objectives can also be about:
- confidence, in terms of the way you do something
- maintaining the way you do something (recognizing that not all jobs have new or changing content and that we need to go on doing some things consistently and well)
- learning something new
- learning to do something better
- the way you behave in relation to others or to a particular task
- achieving milestones in a project.

SETTING SMART GOALS

The SMART framework can help to clearly define your objectives, by ensuring they are:
- **S**pecific
- **M**easureable
- **A**greed (or achievable)
- **R**ealistic (or relevant)
- **T**imebound.

SPECIFIC
- What are you going to do and why is it important? How does it align to the strategic objectives of your team or the department or to your personal career goals?
- How can you accurately describe your goal? Tip: use action verbs to focus the objective e.g. change, create, identify, perform or increase.

- What are the steps in achieving this goal? Who will be involved? Where and when will it happen?

MEASURABLE
- What does success look like?
- Is the outcome quantifiable? Can it be measured as a numeric value (e.g. number of papers submitted, length of time to complete a process, satisfaction percentage)? Note: not all goals are quantifiable.
- How will you measure progress towards achieving the goal?
- How will you know when it has been achieved? What is being measured?
- What is the current situation (baseline) and what change are you looking for (e.g. change in number or percentage)?
- What is the system of measurement?

ACHIEVABLE
- Can the objective be done given any constraints you might be working within (e.g. time, access to funds or resources)?
- Is it within your power or influence?
- Is it in principle possible?
- Is it measurable?
- Are the necessary resources currently available or obtainable?
- What are the limitations? Can they be overcome?

RELEVANT
- How will this goal link to broader team or departmental objectives?
- Is it worthwhile? What impact will it have?
- Is it the right time to pursue this goal?
- Does it align with other projects or objectives within the team or department?
- Are you the right person to pursue this goal?

TIMEBOUND
- What is the deadline by which the goal should be completed?
- What is the timeframe for the different steps in pursing this goal?
- How will you prioritise steps within this goal or tasks related to the goal around your everyday duties?
- Are there any competing demands or any potential delays?
- Is it realistic within the time and resources available?

Adapted from POD's Skills Guide: [Agreeing Objectives](#)

RESOURCES

The following resources offer additional guidance on goal setting as part of your broader career goals and within the context of Academic and Research roles.

CAREER WEAVER

Career Weaver is a web-based application to help you identify, take ownership of and articulate clearly some underlying beliefs, preferences and strengths which are important for career planning and your success. They are reflected in the choices you make and your experiences to date, but can be difficult areas to explore because you use them without having to think or consciously bring them to the surface

OXFORD CAREERS COMPASS

The Oxford Careers Compass contains a series of exercises designed to provide you with the foundations to consider your career options, make informed decisions, and reflect on and evidence your professional skills.

VITAE RESEARCHER DEVELOPMENT FRAMEWORK (RDF)

The RDF is a professional development framework for planning, promoting and supporting the personal, professional and career development of researchers in higher education. The guide to using the framework offers practical exercises that allow you to assess your strengths and identify areas where you can develop in line with your current role or longer-term career goals.