**Career development plan for postdocs and assistant professors at Health**

Use this form to help you develop your career. Use it to learn more about your career goals and what you can do to achieve them. Use the form for your personal clarification, to prepare for a career development dialogue with your manager or for a dialogue to clarify your competencies with a career ambassador at your department.

Using the form is voluntary; your career is your responsibility. Ultimately, only you know what motivates you, what dreams you have, what limitations you experience and in what areas you need more experience. This means that not all of the listed competencies are relevant for you or this particular stage of your career.

The form is a supplement to the Staff Development Dialogue (SDD) form. While the SDD focuses on your well-being and your performance in your current job, career development focuses on preparing you for your next job – within or outside academia – and regardless of your career aspirations.

If you want a web-based and more detailed version of the form, Health recommends that you use the *Vitae Researcher Development Framework Planner* (RDF Planner) instead. Access via [AU Career PhD & JR](https://phd.au.dk/for-current-phd-students/career/vitae-resources-and-tools).

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| **Name:**  **Department:**  **Date:**  **Long-term career goal:** |

Guidance: State your current level on a scale from 1-5 and then how relevant your competency is in relation to your dream job, also on a scale from 1-5. Then write down the steps you will take to develop your competencies. Focus particularly on those competencies where there is a discrepancy between your current level and the relevance of the competence to your dream job. Do I need to teach, network or publish more? Participate in committee work? Learn a particular method? Take a management course? Improve my skills within a particular area? Choose the competencies you want to address. You can also choose to focus on overall themes.

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| **Short-term objectives** | Proficiency (1-5) | Relevance to my long-term career goal (1-5) | Planned activities, courses, or results |
| **Research**  Deep knowledge of the field  Developing a unique research niche  A strong publication list  Critical analysis and evaluation of own and other’s findings  Acquiring new expertise in related fields  Competence in experimental design  Relevant research methodologies  Statistical analysis  Data capture and interpretation of data  Inter- and transdisciplinary collaboration  International collaboration |  |  |  |
| **Teaching and supervision**  Developing course curricula  Planning and executing tests and exams  Course leadership  Knowledge of didactic and pedagogical principles  Creating a learning-oriented environment  Classroom teaching at undergraduate level  Classroom teaching at postgraduate level  Supervising student researchers  Supervising PhD students  Familiarity with intercultural classroom strategies  Familiarity with blended learning and online formats  Ability to inspire and be a role model |  |  |  |
| **Communication**  Preparing and writing scientific publications  Understanding the peer-review process  Writing for nonscientists  Oral presentation skills  Promoting public understanding of one’s field  Participation in conferences, congresses, and seminars  Ability to defend research outcomes |  |  |  |
| **Academic citizenship**  Participation in committees, boards, professional societies, etc.  Contributions to departmental tasks  Knowledge of departmental politics  Maintaining appropriate working relationships within the institution and in the wider research community |  |  |  |
| **Leadership**  Problem solving skills  Dealing with conflicts of interest  Providing constructive feedback  Delegating tasks and responsibilities  Motivating others  Providing guidance |  |  |  |
| **Project management**  Prioritize and organize work  Grant applications  Budget planning  Time management  Managing data and resources  Deadlines and delivery |  |  |  |
| **Responsible Conduct of Research**  Understanding of data ownership, tech transfer, and IPR  Familiarity with co-authorship and Vancouver guidelines  Familiarity with national and international policies, approvals, and oversight  Demonstrated knowledge of ethics (human and animal research) |  |  |  |
| **Transferable skills**  Original and independent thinking  Seeking advice from advisors and mentors  Networking – locally, nationally, and internationally  Teamwork abilities  Entrepreneurial skills  Knowledge of innovation processes  Personal integrity  Work-life-balance  Navigating complexity  Coping with uncertainty  Language skills  Intercultural knowledge |  |  |  |

**Types of support**

It can be a good idea to consider what kind of support you feel you need:

* Guidance – if you need more academic knowledge, support and development
* Mentoring – if you seek professional feedback and new perspectives on your work and your cultural skills
* Sponsoring – if you are looking for someone who can open doors and help you navigate the institution
* Coaching – if you want to develop your personal skills

Ask yourself...

* Am I getting the support I need?
* What do I need support for?
* What kind of support do I need?
* Who can give me that support?
* What will I do to make sure I get that support?

**Services for you and your career development**

AU wants to support you, but AU cannot necessarily provide you with the career you are dreaming of. That is why it is important that you take responsibility for your own career – regardless of whether you are interested in working within the healthcare sector, as an entrepreneur or as a researcher.

The following lists some of the services available:

* AU Career PhD & JR organises the workshop "Strategic Career Thinking for Junior Researchers" (approx. three hours). It is offered several times a year.
* The Junior Researcher Association at AU organises lectures and after-work meetings.
* All early career researchers are offered a career development dialogue with their manager. The purpose of the dialogue is to reflect on and clarify your career aspirations, and to help you to take the necessary next steps.
* The department may have networks, meetings, company visits, etc. for early career researchers.
* The framework ‘Postdoc at Health’ by the faculty senior management includes, among other things, examples of development goals, competencies, and work tasks.
* The departments have a career ambassador, who provides impartial career guidance. The ambassadors are available for confidential discussions about your career opportunities and what you can do yourself.

If your dream is a permanent position at the university, we recommend that you read Health's appointment criteria and AU's [Norms for recruitment](https://medarbejdere.au.dk/administration/hr/rekrutteringogonboarding/rekruttering/rekrutteringsvaerktoejer-til-vip/normerforrekruttering).

If you are unsure about who to have your career development dialogue with (and perhaps also your SDD), please contact the department secretariat.