



**GHENT
UNIVERSITY**

I CAN, THEREFORE I AM

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AGENDA

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- Ice breaker
- Aim of the workshop
- What are competencies?
- What are MY competencies as a PhD researcher?
- Exercises (2, maybe 3) and debrief
- Feedback



ICE BREAKER

ICE BREAKER

What do you expect to LEARN during your PhD years?



ICE BREAKER

Think about your experiences of the past year.

If you can pick out just ONE which was very significant, could you define the **insight, skill or knowledge** you gained from it in just one (or a couple of) word(s)?



AIM

AIM

START TO

- Discover your competencies
- Learn a ‘language’ to think and talk about your competencies
- Develop a strategy to grow your competencies
- Discover tools that can support you, e.g. to engage in a dialogue about your competencies

WHAT ARE COMPETENCIES?

Combination of knowledge, skills and attitudes

that enable you to act (behave) effectively, efficiently, successfully in a situation – e.g. in a job

Ability to perform

Gain & train



Use your PhD as a learning experience

- Gain some insight into the PhD experience
- Is a PhD special?
- How do you deal with so much ~~freedom?~~
responsibility
- How can you take control over your learning process?

WHAT ARE MY COMPETENCIES AS A PHD RESEARCHER?

Competency Framework for PhD research

Competency framework for Ba & Ma level study programmes

New competency framework for PhD level @ UGent



Ghent University competency model

Version 2015

Bachelor	Master
Area of competencies 1: competency in one or more scholarly disciplines <i>Acquaintance with existing scholarly knowledge and the competency to apply, integrate and expand it.</i>	
1.1 Know and use key concepts, theories, theoretical frames of reference, explanatory models, methods and techniques.	1.1 Master advanced knowledge of the discipline and creatively apply it to approach complex problems.
1.2 Have insight into related disciplines and explain their added value (i.e. multidisciplinary).	1.2 Independently and critically integrate related disciplines to approach complex problems (i.e. inter/transdisciplinarity).
1.3 Have insight into supporting disciplines and explain their added value.	1.3 Independently and critically apply supporting disciplines to approach complex problems.
1.4 Have insight into the specific nature of scholarly work (theorizing, modelling, information gathering, analyzing and concluding) and scholarly practice.	1.4 Same as Bachelor, and independently apply knowledge of topical discussions on these issues to approach complex problems.
1.5 Appreciate the uncertainty, ambiguity and limits to knowledge.	1.5 Apply various paradigms, and delineate and creatively use their limitations .
Area of competencies 2: scholarly competency <i>Competency in scholarly research and design aimed at creating new knowledge and solving problems.</i>	

EXERCISE 1

1. Complete the competency tool
2. Was this difficult? Why (not)?
3. How could your supervisor contribute to this exercise?
4. How could your colleagues / fellow PhD students contribute to this exercise?

Competencies	Questions	Score	
Broad knowledge	I search for new knowledge or insights just outside my niche area, on a regular basis		
	Out of a range of possible research methods, I select an adequate approach in order to develop further in my own research field		
	My broad understanding of my research area allows me to address new knowledge critically, process it and share it with others		
	I can situate the value as well as the limitations of my own research expertise in the context of my general research area		
Specialised knowledge	I invest time in acquiring the background literature of my field and I am familiar with the current issues in my research area		
	On the basis of my background literature I am able to select and critically process useful insights for my own research		
	Through conversations with colleagues in my field I realise that I can contribute something unique and new with my research		
Critical Skills	I still learn from colleagues but I can take charge of my research independently and confidently		
	When I acquire research results or insights from others I wonder whether and how these results are reliable, useful and valuable		
	When I process my research results, I make sure that these are presented correctly, reliably and without bias		
	When dealing with complex issues I can assess another person's interpretation critically and without bias while still defending my own point of view adequately		
Innovation and Creativity	I take time to address critical problems in my own research, in discussions with others and in difficult situations from a wide range of perspectives		
	The knowledge I have acquired inspires me to embark on something new and original		
	I am able to make a timely judgment when my research needs to change direction or when I need to find alternative methods or processes		
Organisation and planning	I like to take on challenges when a problem needs to be addressed or a different approach needs to be found		
	I can identify opportunities for new knowledge	0	Not applicable
	I am familiar with such as my PhD project	1	Not or hardly
	I use digital tools (this efficiently and	2	To a limited extent
	I adopt a structure	3	Sometimes yes, sometimes no
I have the skills to	4	To a large extent	
		5	Very often, very much

This is a tool designed for a pilot phase at G
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However, feedback is welcome! Please email
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EXERCISE 2

	What I am good at	What I am not (yet) good at
What I want		
What I do not want		

	What I am good at	What I am not (yet) good at
What I want	<p>Competencies that you (would) like to use; they give you energy and make you experience ‘a flow’.</p> <p>These are your talents; this is where your focus should be!</p>	<p>Competencies that you do not master yet, but that you want to develop.</p> <p>This is your growth domain.</p>
What I do not want	<p>Competencies that you master, but they don’t give you energy and you don’t want to use these competencies too much.</p> <p>Try to avoid this zone, although this is not always possible.</p>	<p>Competencies that you do not master and do not want to master.</p> <p>Try to avoid this zone, although this is not always possible.</p>

	What I am good at	What I am not (yet) good at
What I want		

In pairs, with someone with the same colour name tag

Ask your partner: “Why are you good at this?” (and ask again if you’re not convinced, ask for more proof!) + plenary debrief

Write some things down. This is the kind of information you’ll have to give during job applications.

	What I am good at	What I am not (yet) good at
What I want		

In pairs, with someone with different colour name tag

Ask your partner: “What will you do to develop this competency?” (something else, something else?) + debrief

Write some things down! This is your action plan! (Start tomorrow)

	What I am good at	What I will be good at
What I want	“The Importance of Being Competent”	

Job satisfaction
Now
In the future

Feedback

Is this matrix useful? Why (not)?

Was it difficult to fill it out? To come up with examples? Why (not)?

EXERCISE 3

	What I am good at	What I am not (yet) good at
What will I need in my career?		
What is irrelevant for my career plan?		

Remember the challenges of “choices vs opportunities”?

	What I am good at	What I am not (yet) good at
What will I need in my career?	Excellent! You're on track!	You know what to focus on! How about including this in your "personal development plan" and setting some clear goals for the coming years?
What is irrelevant for my career plan?	This could be a great hobby to give you energy and focus.... Or a fantastic plan B!	Great if you can ignore and avoid this

FEEDBACK

Thank you for being our guinea pig ;-)

Feedback on these tools?

What do you think should be our priority to develop?

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THE END