

## Professional and personal development

PhD students at Chalmers should develop during their doctoral education both on a professional and personal level. This development should be supported, endorsed and accentuated by the department, examiner and supervisor. Each individual student has different qualities, but it is important that everyone develops and improves some critical skills during their PhD education. To assist the process of professional and personal advancement, we have developed a tool. The tool is based on 21 factors, which are founded on the general goals for doctoral education at Chalmers.

The idea is that the doctoral student self-evaluates its own performance for each factor and her/his supervisor evaluates the same factors for the student's performance. These two evaluations are the basis for a development meeting, which is at the core of this tool. During this meeting, the student and the supervisor should discuss the student's development with respect to the different factors. If there is a large discrepancy between the evaluation forms, both persons should try to find out what the reason for this is and why they perceived the development so differently. In the next step, PhD student and supervisor should identify areas that need to be improved and agree on 1-2 factors that they want to focus on until the next development meeting. This step should be followed by a short discussion about an action plan to improve on the agreed factors. After the meeting the student should write a detailed action plan using **S.M.A.R.T** objectives: **S**pecific, **M**easurable, **A**chievable, **R**ealistic/**R**elevant & **T**ime-bound (an action plan template can be found at the end of the document). S.M.A.R.T. objectives help to make a constructive action plan and ensure the ability to follow up on the progress. One important part in the action plan is to identify resources that can help to achieve the desired goal. The supervisor should help directly or suggest other people that might be able to help. Depending on the factor, there are many different possible ways to improve a it for example, taking a special course, attending a conference, starting a collaboration, supervising a master thesis, and presenting updated data more regularly. Both supervisor and PhD student should agree on the final action plan within 1-2 weeks after the development meeting.

Overall, this tool is mainly thought to help during the discussion of professional and personal development. It offers an opportunity both for the student and the supervisor to reflect upon development and it should help to rise the awareness for important aspects of doctoral education that Chalmers has agreed upon. Becoming a PhD is a continuous journey and it is important that students have the chance to develop and improve critical qualities over time before they are finished.

### How to use this tool?

1. The PhD students fill out the self-evaluation form and reflect on their development with respect to the 21 factors by making a cross on the progress bar where they feel they are at the moment
2. The supervisor fills out the evaluation form where she/he sees the student at the moment by making a cross on the progress bar






















Each party keeps their form until the meeting

3. The PhD student and supervisor have a development meeting
  - a. General discussion about the student's development with respect to the 21 factors
  - b. Discussion of other items not included on the list that are specific to the situation of the student
  - c. Detailed discussion about differences in the evaluation forms and assessment of the reasons for it
  - d. Comparison of the current evaluation forms with previous ones
  - e. Identification of areas to improve on and ranking of their importance
  - f. Agreement of one or two factors to focus on in the near future (next half year)
  - g. Short discussion about possible ways to improve these factors (3f)
  - h. General aspects of development and highlighting of the positive progress on certain factors
4. The PhD student writes a more detailed action plan on how to improve on the identified factors (based on 3g) using the action form template. The supervisor should assist the student, if further help or information is needed to complete the action plan.
5. The supervisor approves the action plan within 1-2 weeks after the development meeting

**Date:**  
**Name:**

**Supervisor**



Mark current level with a cross

Knowledge of the scientific field covered	
Understanding of the techniques used in the research project	
Apply scientific methodology in research	
Conduct research in an ethical, responsible and honest manner	
Ability to have a scientific discussion about your research results	
Ability to summarize and critically reflect on own and other results	
Ability to organize information in a clear way and put them in context	
Explain complex relations in an understandable manner to non-experts	
Write scientific text in general	
Write scientific articles in particular	
Ability to manage your own research project from start to end	
Effectiveness in carrying out work	
Prioritisation of tasks and activities under time constrains	
Demonstrate willingness to learn, flexibility, open-mindedness and self-awareness	
Show initiative, work independently and be self-reliant	
Formulate your own scientific questions	
Networking and teamworking	
Adaptability to new environments	
Communication and social skills in general	
Teaching skills	
Supervising skills	

**Date:**  
**Name:**

**Student**

Mark current level with a cross

Knowledge of the scientific field covered	
Understanding of the techniques used in the research project	
Apply scientific methodology in research	
Conduct research in an ethical, responsible and honest manner	
Ability to have a scientific discussion about your research results	
Ability to summarize and critically reflect on own and other results	
Ability to organize information in a clear way and put them in context	
Explain complex relations in an understandable manner to non-experts	
Write scientific text in general	
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Teaching skills	
Supervising skills	

## Action plan

Name:

Date:

Factor to develop:

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What is the goal?

Why is that important for me?

What do I need to do to reach this goal?

What resources do I need?

Who can help me during the process?

How do I assess progress?

When do I evaluate progress and completion?

Comments