PD10 CPD matrix – Personal and Professional Skills

1. Communication and Presentation

Foundation	Can: • demonstrate broad-based awareness of your discipline area including knowledge of key themes, topics and major research areas
Intermediate	Can: • bring others into a discussion • assimilate complex information and present it verbally or in writing • use various techniques to engage an audience
Advanced	Can: • interpret, evaluate and synthesise complex information and present it appropriately • use language fluently • sustain interest and respond to others' contributions perceptively
Expert	Can: • do everything mentioned at the preceding levels efficiently and effectively to take account of the politics and sensitivity of a situation • help others to develop skill in this area
Development activities	You could: • peer review a colleague's presentation • get them to peer review yours • contribute to a research staff meeting • present to an unfamiliar group • ask colleagues to comment on written reports/draft articles • attend a workshop

2. Financial Management

Foundation	Can: • follow the university's financial procedures • keep good financial records and estimate costs associated with own work
Intermediate	Can: • produce properly costed proposals for simple projects • use simple spreadsheets to display financial information • provide outline costings to support proposed expenditure • identify funding sources

Advanced	Can: • produce properly costed proposals for complex projects • use spreadsheets to develop 'what if' scenarios • provide detailed costings to support proposed expenditure • negotiate with funders
Expert	Can: • do everything mentioned at the preceding levels efficiently and effectively to take account of the politics and sensitivity of a situation • help others to develop skill in this area
Development activities	You could: • get the administrator to explain University procedures to you • offer to cost part of a project • ask to see project proposals for more complex projects • produce spreadsheets to test the impact of different financial models

3. IT Skills

Foundation	Can: • use IT applications to carry out effective searches • effectively combine and present information including text and images • manipulate information to derive new information.
Intermediate	Can: • use 2 or 3 IT applications at an advanced level • identify, and then develop the skills to use, the appropriate IT tool to deliver the outcomes that you need
Advanced	Can: • use most common office applications at an advanced level • transfer material easily between them • advise colleagues on backup, security and virus issues
Expert	Can: • do everything mentioned at the preceding levels efficiently and effectively • understand and can communicate with experts on the impact of IT issues including security and data protection • help others to develop skills in IT
Development activities	You could: • 'pick the brains of your local expert' • go on a course • read user manuals • undertake online tutorials provided with applications or

	• available on the web
	• check to see how an experienced user operates

4. Numerical Skills

Foundation	Can: • undertake calculations involving two or more steps and large numbers and check method and level of accuracy • apply formulae • effectively present findings and explain results
Intermediate	Can: • plan and carry out multi-stage calculations including use of a large dataset (over 50 items) and rearrangement of formulae • explain the results • select and justify appropriate ways of presenting them
Advanced	Can: • formulate and explore hypotheses and design methods to test them • work with probability, formulae and equations (including powers and roots) • make deductions in algebraic and spatial reasoning and apply these to your work.
Expert	Can: • do most of the things mentioned at the preceding levels efficiently and effectively to take account of the politics and sensitivity of a situation • understand security and data protection issues in relation to data • help others to develop numerical skills
Development activities	You could: • talk to colleagues about the techniques that they use in data analysis • attend numerical methods courses • talk to lecturers teaching Maths for Scientists courses

5. Problem Solving

Foundation	Can: • select appropriate methods for solving a simple problem • apply methods and check effectiveness with some support • explain the approach to problem solving
Intermediate	Can: • explore a complex problem

	• select and justify a method to solve it • review and revise method as appropriate • check effectiveness and review different approaches to problem solving
Advanced	Can: • use a range of strategies and resources to explore options for problem solving • formulate viable proposals • identify the relevant expertise and resources to solve a problem • monitor and adapt approach if necessary
Expert	Can: • do everything mentioned at the previous levels efficiently and effectively to take account of the politics and sensitivity of a situation • help others to develop skill in this area
Development activities	You could: • analyse past problems and work out a strategy for solving them • play 'what if' games • talk to colleagues about their approaches • explore the literature on problem solving • enrol on a problem solving course

6. Reflecting on Practice

Foundation	Can: • help set short-term goals and learn how to meet them • implement your plan with support from others, as necessary • identify evidence of your achievements when reviewing your progress
Intermediate	Can: • agree targets and plan how these will be met over an extended period • secure feedback and support from relevant sources • gain evidence of your achievements from third parties
Advanced	Can: • set specific measurable, achievable, realistic and time-bound targets • select appropriate approaches to enable you to meet them to the required level • seek informal and formal feedback • monitor and adapt strategies to overcome anticipated problems

Expert	Can: • do everything mentioned at the preceding levels efficiently and effectively to take account of the politics and sensitivity of a situation • help others to develop skill in this area
Development activities	You could: • use these skills level descriptions to identify your current skills levels and use them as a basis for discussing and planning at your six-monthly review • prepare a personal SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and share this with a trusted colleague

7. Time Management

Foundation	May: • find it difficult to keep up with your work • underestimate how long a task will take • often feel that you are not working efficiently and effectively • suspect that other people find it difficult to work with you
Intermediate	Can: • generally keep on top of your work and use your time well although may feel that you could be a little more efficient and effective.
Advanced	Can: • plan your work in the long term as well as the short term • work efficiently and effectively whilst being flexible enough to deal with unforeseen events • can learn from your successes and failures
Expert	Can: • do everything mentioned at the preceding levels efficiently and effectively to take account of the politics and sensitivity of a situation • provide leadership and help others to develop skill in this area
Development activities	You could: • ask colleagues for time management tips • ask your supervisor for help and advice • locate some of the numerous self-help materials/tools that help you to prioritise and organise your workload • attend a time management workshop

8. Working with others

Foundation	Can: • *identify* objectives for working with others • plan work and clarify responsibilities • undertake own responsibilities • exchange information on progress and work collaboratively with others • can agree ways of improving group functioning
Intermediate	Can: • *agree* objectives for working with others • plan work and agree responsibilities and working arrangements • establish and maintain good working relations and overcome difficulties • identify factors impacting on group function and agree ways to improve
Advanced	Can: • act as group leader to gain commitment to your proposals, to clarify roles and responsibilities • set the required level and confirm working arrangements • establish and sustain motivation and effective working relationships to ensure that the group objectives are met
Expert	Can: • do everything mentioned at the preceding levels efficiently and effectively to take account of the politics and sensitivity of a situation • provide leadership and help others to develop skill in this area
Development activities	You could: • contribute more in meetings of your Research Group • get involved in groups or committees other than your research group (e.g. CRS Forum, departmental CRS group) • use some of the readily available self-assessment tools (e.g. Belbin) to understand how you can improve your contribution to a group

Adapted from the CPD Skills Matrix, developed by Professor Leela Damodoram et al (2001), University of Loughborough