

# Individual Learning Roadmap

The Industry PhD aims to develop you into the next generation of researcher who can comfortably move between academia and industry. The purpose of this Individual Learning Roadmap (ILR) is a four-step process to allow you to derive the most out of the iPhD Training Program. Beginning with a self-reflection of your knowledge level against the iPhD Training Framework, rate your level of knowledge, identify your strengths as well as areas for improvement. The rating scale is given below.

Once you have completed the self-assessment, talk with your supervisory team regarding your developmental areas and plan when and how to meet these skill gaps. *This ILR aims to guide and record your personal development over your candidature and is not meant to be submitted. You may share it with your supervisory team if you feel comfortable.*

## Step 1. Knowledge self-assessment

Self-assess your knowledge and experience in each area. The categories of the skills, attributes, or behaviours covered in each learning area are listed. This activity is expected to take 10 to 15 minutes but requires you to honestly reflect on your professional and learning experiences.

### Learning area 1: Personal management

Contains personal attributes and skills to effectively manage candidature and professional development. Also contains knowledge of professional standards and conduct required to operate across industry and universities.

*Categories*: Personal effectiveness, Professional conduct, Professional and career development, Working with others

1a. Using the categories listed as a guide, what skills do you think you possess? Give examples by describing your experiences in this area.

Click or tap here to enter text.

1b. How would you assess your level of knowledge in this area?

Choose an item.

1c. Which specific skills in this area do you want to develop?

Click or tap here to enter text.

### Learning area 2: Knowledge and intellectual abilities

Relates to the knowledge and intellectual abilities required of career researchers who work across industry and universities.

*Categories*: Science and technological knowledge, Cross-disciplinary knowledge, Research knowledge and cognitive abilities

2a. Think in terms of your PhD project’s ideal candidate description. Using the categories listed as a guide, what skills do you think you possess?

Click or tap here to enter text.

2b. How would you assess your level of knowledge in this area?

Choose an item.

2c. Which specific skills in this area do you want to develop?

Click or tap here to enter text.

### Learning area 3: Transferable business skills

Foster business skills to operate in the workplace, and navigate collaborations between industry and universities.

*Categories*: Budgeting, procurement, funding and resourcing; Communication and dissemination; Engagement, influence and impact; Cross-cultural skills

3a. Using the categories listed as a guide, what skills do you think you possess? Give examples of your experiences in this area.

Click or tap here to enter text.

3b. How would you assess your level of knowledge in this area?

Choose an item.

3c. Which specific skills in this area do you want to develop?

Click or tap here to enter text.

### Learning area 4: Entrepreneurship and innovation

Understand innovation processes to create, iterate, and adapt; thereby advancing Australia’s innovation agenda by delivering impact and addressing national challenges.

*Categories*: Business and market development, Creativity and idea harvesting, Entrepreneurial skills

4a. Using the categories listed as a guide, what skills do you think you possess? Give examples of your experiences in this area.

Click or tap here to enter text.

4b. How would you assess your level of knowledge in this area?

Choose an item.

4c. Which specific skills in this area do you want to develop?

Click or tap here to enter text.

### Learning area 5: Research governance and organisation

Develop a broad overview of the research and business environments. Through appreciating the drivers of these environments, develop skills in organising and managing research projects.

*Categories*: Legal, policy analysis and translation; Research and project management; Process organisation and workflow management

5a. Using the categories listed as a guide, what skills do you think you possess? Give examples of your experiences in this area.

Click or tap here to enter text.

5b. How would you assess your level of knowledge in this area?

Choose an item.

5c. Which specific skills in this area do you want to develop?

Click or tap here to enter text.

## Step 2. Plan

Before meeting your supervisory team, identify which areas require development in the short, medium and long term. Consult the [iPhD Training Framework](https://csiroau.sharepoint.com/sites/iPhDStudents/SitePages/Training-framework.aspx) to determine the timeframe within which mandatory and recommended courses need to be completed. This will also help you to prioritise the skills most critical to the iPhD program experience.

Note that first of all, not all learning necessarily occurs in a classroom or formal setting. Informal learning can also occur on-the-job (such as during your Industry Engagement), attending conferences or seminars, through your discipline’s professional association, and by reading or talking with peers. Second, aside from courses offered through the iPhD Training Framework, you can also identify courses offered within CSIRO such as through the [Success Factors](https://performancemanager10.successfactors.com/sf/learning?destUrl=https%3a%2f%2fcsiro%2eplateau%2ecom%2flearning%2fuser%2fdeeplink%5fredirect%2ejsp%3flinkId%3dLEARNING%5fPLAN%26fromSF%3dY&company=CSIRO) learning management system, the [Pro Skills Academy](https://my.csiro.au/Working/Learning-at-CSIRO/Pro-Skills-Academy) and [Digital Academy](https://my.csiro.au/OrgInfo/Strategies-Planning-Reporting/Our-strategy/Objectives-and-key-initiatives/Science-Digital-Transformation/Digital-Academy), or through your own university.

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| --- | --- | --- | --- |
| Learning area | Self-assessed rating (from Step 2) | [SMART Goal(s)](https://www.indeed.com/career-advice/career-development/smart-goals) (e.g., include course names, finding developmental activities, listing readings, etc.) | When will you commence this activity? |
| Personal management | Choose an item. |  |  |
| Knowledge and intellectual abilities | Choose an item. |  |  |
| Transferable business skills | Choose an item. |  |  |
| Entrepreneurship and innovation | Choose an item. |  |  |
| Research governance | Choose an item. |  |  |

## Step 3. Discuss

Discuss your plan with your supervisory team and come to an agreement regarding next steps for implementation.

## Step 4. Implement and review

Execute your plan by registering for courses, finding and commencing developmental activities, etc. After each activity, find opportunities to practise your skills.

Annually, it is recommended that you repeat the four steps above to re-assess the progress you’ve made during the year, record your achievements in the past year, revisit the developmental areas that you previously listed, and come up with a new learning plan for the year.

### Sources

Armstrong, P. (2010). *Bloom’s Taxonomy 2001.* Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

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