

PUBLIC ENGAGEMENT SKILLS

SELF-ASSESSMENT TOOLKIT



UNIVERSITY OF
BATH

Public Engagement Skills Self-Assessment Toolkit

Engaging people and public groups with your research doesn't have to involve developing a whole new set of skills or gaining new knowledge. You may already have the skills and expertise to be successful at engaging people with your work. Many of the skills we associate with being necessary for public engagement are not unique to public engagement, they can come from a whole range of different experiences from both your professional and your personal life – they are by their nature 'transferable' to a wide variety of fields and, likewise, they are drawn from a wide variety of fields.

The Public Engagement Skills Self-Assessment Toolkit aims to help you become aware of the skills and expertise you already have and identify any gaps you may wish to develop. This toolkit is made up of a series of interactive and reflective exercises across three sections:

Public Engagement Skills Self-Assessment Toolkit

1. MY MOTIVATIONS, EXPERIENCES & PREFERENCES

1A. WHAT MOTIVATES ME

1B. EXPERIENCE MAPPING

1C. ENGAGEMENT METHOD PREFERENCE QUIZ

2. MY EXPERTISE, SKILLS & ATTRIBUTES

2A. ENGAGEMENT EXPERIENCE WHEELS

2B. ATTRIBUTES AUDIT

3. MY ACTION PLAN

THIS SECTION SUMMARISES ANY SKILLS OR EXPERIENCES

YOU MAY WISH TO DEVELOP FURTHER

SECTION 1 - MY MOTIVATIONS, EXPERIENCES & PREFERENCES

There are so many opportunities for public engagement with research that the choice can be overwhelming. It is easy to find yourself doing things that are fun and interesting without thinking strategically about what will be useful to your research or your professional development. The exercises in this section will help you understand your motivations, experiences and preferences.

1A. WHAT MOTIVATES ME

1B. EXPERIENCE MAPPING

1C. ENGAGEMENT METHOD PREFERENCE QUIZ

1A. WHAT MOTIVATES ME

This exercise will help you reflect on what motivates you to get involved in public engagement.

Why you want to get involved in public engagement is personal to you. In this exercise, we ask you to take a moment to reflect on your motivations. This will help you:

- identify the benefits that public engagement with research will bring
- be strategic in your choices by prioritising activities that are of value to you and the groups you are reaching out to
- identify the key stakeholders you'd most like to work with
- choose activities that you will find interesting and rewarding, and that work for people you are engaging with
- find the time and energy to make your activity work

1A. WHAT MOTIVATES ME

WHY DO YOU WANT TO GET INVOLVED IN PUBLIC ENGAGEMENT?

EXERCISE

1

Why do you want to get involved in public engagement?

Use the space below to note down the main reasons why you want to get involved in public engagement - in the general sense and also more specifically in relation to your current research project.

WHY PUBLIC ENGAGEMENT GENERALLY?

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WHY FOR MY CURRENT RESEARCH PROJECT?

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NEED INSPIRATION?

Check out some of the common reasons why researchers want to get involved in engaging public groups with their work on page nine.

1A. WHAT MOTIVATES ME

WHY DO YOU WANT TO GET INVOLVED IN PUBLIC ENGAGEMENT?

EXERCISE

2

Outcomes for you and your research

Think about your motivation for doing public engagement specifically related to your current research project answer the following questions:

WHAT DO YOU THINK WILL CHANGE ABOUT YOUR RESEARCH IF YOU DO A SUCCESSFUL PUBLIC ENGAGEMENT PROJECT?

WHAT DO YOU THINK WILL CHANGE ABOUT YOU (PERSONALLY OR PROFESSIONALLY) IF YOU DO A SUCCESSFUL PUBLIC ENGAGEMENT PROJECT?

3

How important to you is each of your more general motivations that you identified earlier?

Return to the table in 1 and review your list and rate each of the motivations with the following scales:

On a scale of 1 – 3 (1 – Very important to me, 2 – Quite important to me and 3 – Not important or relevant to me)

1A. WHAT MOTIVATES ME**WHY DO YOU WANT TO GET INVOLVED IN PUBLIC ENGAGEMENT?****NEXT STEPS**

You've now identified the broad motivations you have in relation to public engagement with research, along with some motivations you feel are particularly relevant for your current research project. Use this list to help you make decisions about the types of activities you get involved in. However, these motivations may change for you over time and will become much more specific for each intervention/project and for each research funder.

NEXT STEPS

Put a note in your calendar now to revisit these motivations in the future, when your public engagement activity has developed. Note your motivations, and ask yourself these questions when the time comes:

- Does my public engagement activity match my motivations?
- What needs to change?
- What is going well?
- Who needs more support?

1A. WHAT MOTIVATES ME

WHY DO YOU WANT TO GET INVOLVED IN PUBLIC ENGAGEMENT?

COMMON MOTIVATIONS

PROFESSIONAL DEVELOPMENT I want to develop new and existing skills to enhance my professional development (to assist with probation, promotion and general career progression).

SOCIAL JUSTICE I want to help all people to have equal access to wealth, health, wellbeing, justice and opportunity.

COMMUNITY NEEDS I want to use my research to address the needs of people outside the university.

NURTURING NEW TALENT I want to encourage a broader range of future researchers so my field can benefit from diverse ideas and talent.

ENJOYMENT I want to feel refreshed and have fun by doing something different with my research.

PROMOTING TRUST I want to make research an open, accessible and transparent process and promote trust between research institutions and society.

PUBLIC ACCOUNTABILITY AND PUBLIC SUPPORT universities are dependent on public funds, and public support, and must be accountable for this.

GET MORE FUNDING I want to get more funding for my research. Funders want to see how my research effects people outside academia, and public engagement is a great way to evidence this.

RAISING MY PROFILE I want to raise my profile as a researcher or individual.

RAISING AWARENESS I want to make sure that people know about my area of research.

GAIN INSIGHT I want to get new perspectives on my research from people outside academia who have first-hand experience and knowledge of the issues I'm interested in.

TO IMPROVE STUDENT EXPERIENCE I want students I work with to have a broader experience of university life that includes communities connected to their area of study.

1B. EXPERIENCE MAPPING

Many of the skills that are necessary to do public engagement are not unique to public engagement. Developing your practice in public engagement is not about learning a whole new set of skills or knowledge but drawing on the expertise you may already have from other jobs you've done; personal achievements or roles you have in your personal life you might not immediately associate with your current job.

This exercise will help you explore a variety of experiences and dig a little deeper into them looking for transferable skills as well as what you enjoyed or disliked about those experiences. Doing this will help you discover and surface your existing skills, expertise, and preferences that will be valuable in developing your approach to engaging people with your research.

1B. EXPERIENCE MAPPING

EXERCISE

Starting with your current role, work backwards and create a map of your journey of how you got here. Use the next page of the toolkit to do this.

Chart on your map any significant experiences you had along the way, professional or personal, these could be other roles you've held, hobbies, interests and achievements or voluntary activities you've undertaken.

At each point think about the skills and knowledge you developed because of that experience.

QUESTIONS TO PROMPT REFLECTIONS:

WHAT DID YOU ENJOY ABOUT THIS EXPERIENCE?

WAS THAT A POSITIVE OR NEGATIVE EXPERIENCE? WHY WAS THAT?

DID THAT EXPERIENCE MAKE YOU FEEL DIFFERENTLY ABOUT ANYTHING? WHY?

DID THAT EXPERIENCE INFLUENCE WHAT YOU DID NEXT?

1B. EXPERIENCE MAPPING

EXERCISE

Map out your career journey

1C. ENGAGEMENT METHOD PREFERENCE QUIZ

Your approach to engaging public groups with your research may be the result of your own personal style, interest and preferences. This could be the result of your education, interests outside work and study, your work experience or how you prefer to be engaged and learn. Understanding your preferences will help make sense of why you might be more interested in doing science comedy versus running a focus group, for example.

This exercise aims to help you understand your preferences and reflect on how these preferences may or may not meet the needs of engagement in your research project.

1C. ENGAGEMENT METHOD PREFERENCE QUIZ**EXERCISE**

This quiz is a way to explore your preferences and interests when it comes to public engagement. For each of these six points choose a statement that you think best describes you. Don't think too hard just go for your gut instinct.

- 1
- A I like persuading other people to think differently
 - B I like building consensus
 - C I enjoy being challenged by opposing views
-
- 2
- A I like thinking of creative ways to share my knowledge
 - B I like thinking of creative ways for people to work together
 - C I like thinking of creative ways for people to share their knowledge and experience
-
- 3
- A I am an ideas person
 - B I am flexible and open-minded
 - C I value others' points of view
-
- 4
- A I like feeling that I am independent
 - B I like feeling that I am part of a community
 - C I like understanding other people's view
-
- 5
- A I enjoy seeing others interested in, or entertained by, the things that I have to say
 - B I enjoy open-ended creative activities
 - C I am a good listener
-
- 6
- A I like solving problems alone, using my own ideas
 - B I like solving problems in a team
 - C I like solving problems alone, after I've had some input from others
-

1C. ENGAGEMENT METHOD PREFERENCE QUIZ

LOOK BACK AT YOUR ANSWERS. IF YOU ANSWERED...

EXERCISE

MOSTLY A_s – INFORM You will probably enjoy working on public engagement activities that focus on sharing your knowledge, inspiring people, educating them, and influencing their decisions. Activities you might want to get involved in include:

- Public talks, debates and panels
- Festivals
- Blogs
- Social media including Twitter, Instagram and social news website Reddit
- Broadcast media such as TV, Radio and podcasting

MOSTLY B_s – WORK TOGETHER You will probably enjoy working on collaborative engagement activities, in which you work with people with different backgrounds to solve problems, make decisions, and create things. Activities you might want to get involved in include:

- Dialogue events
- Participatory art projects
- Workshops and working groups
- Coproduction activities

MOSTLY C_s – LISTEN You will probably enjoy working on engagement activities where you learn about others' experiences, opinions, and knowledge from outside academia. Activities you might want to get involved in include:

- Interviews, surveys and questionnaires
- Focus groups
- Citizens' juries
- Advisory panels

These are the three main purposes of most public engagement activities. However, in reality, public engagement activities will rarely just have a single purpose but be combination of one or more.

REFLECTIONS This quiz reveals the preference you have for the type of public engagement activity you might be best suited to be involved in. However, the audiences you want to work with, and the goals you want to achieve with engaging people with your research, may work better with other styles of activities.

SECTION 2 - MY EXPERTISE, SKILLS & ATTRIBUTES

The skills often associated with public engagement are not unique to public engagement. The exercises in this section will help you identify your skills and attributes that will help successfully develop and delivery activities that engage people with your research.

2A. ENGAGEMENT EXPERIENCE WHEELS

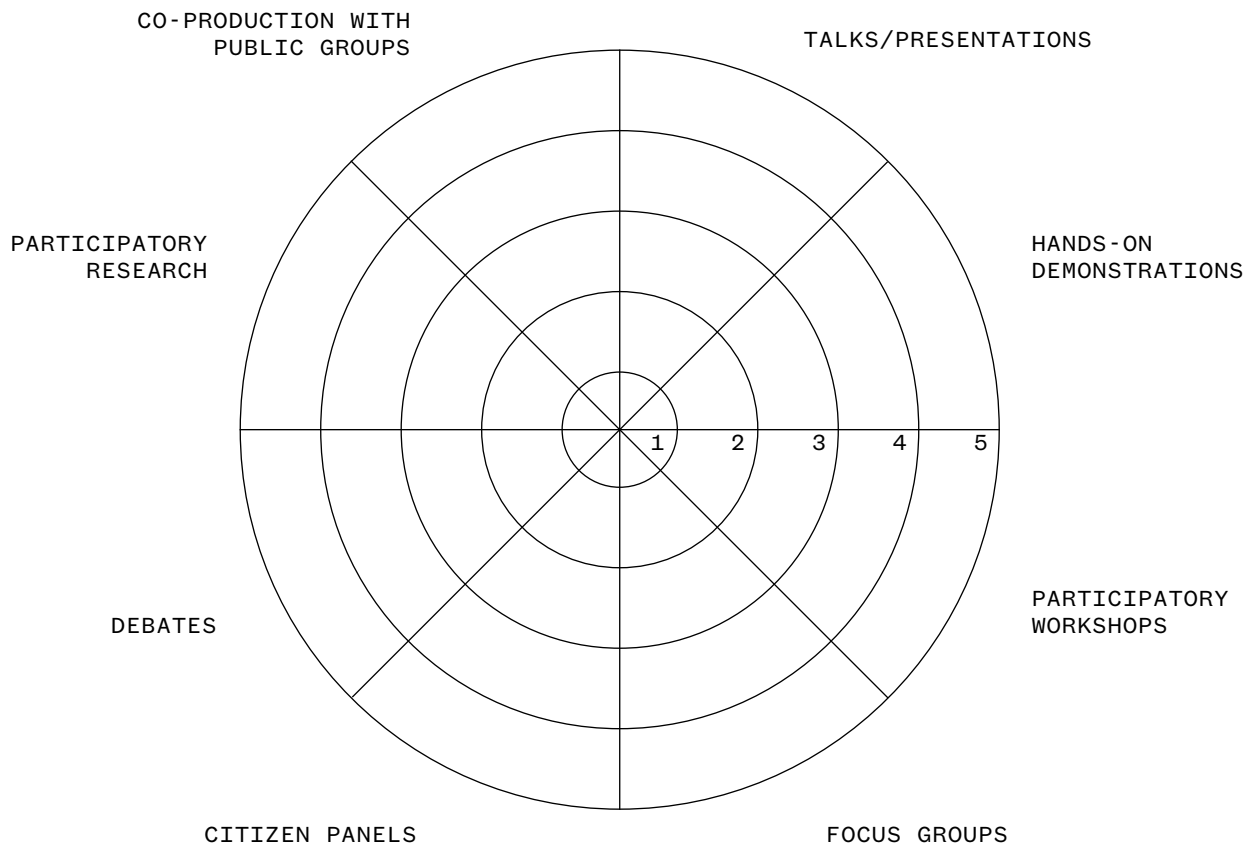
2B. ATTRIBUTES AUDIT

2A. ENGAGEMENT EXPERIENCE WHEELS

EXERCISE

1. ENGAGEMENT METHODS How experienced are you at the following methods or activities that engage people with research?

SHADE IN THE SEGMENTS TO REFLECTS YOUR RATING



QUESTIONS TO THINK ABOUT AS YOU EXPLORE EACH SECTION

WHICH METHOD DO YOU FEEL MOST CONFIDENT IN AND WHY?

CAN YOU IDENTIFY ANY SKILLS THAT MIGHT MAKE YOU GOOD AT THIS ENGAGEMENT METHOD?

WHICH METHOD DO YOU FEEL LEAST CONFIDENT IN?

WHY IS THIS AND DOES IT MATTER TO HELP YOU MEET YOUR PUBLIC ENGAGEMENT GOALS?

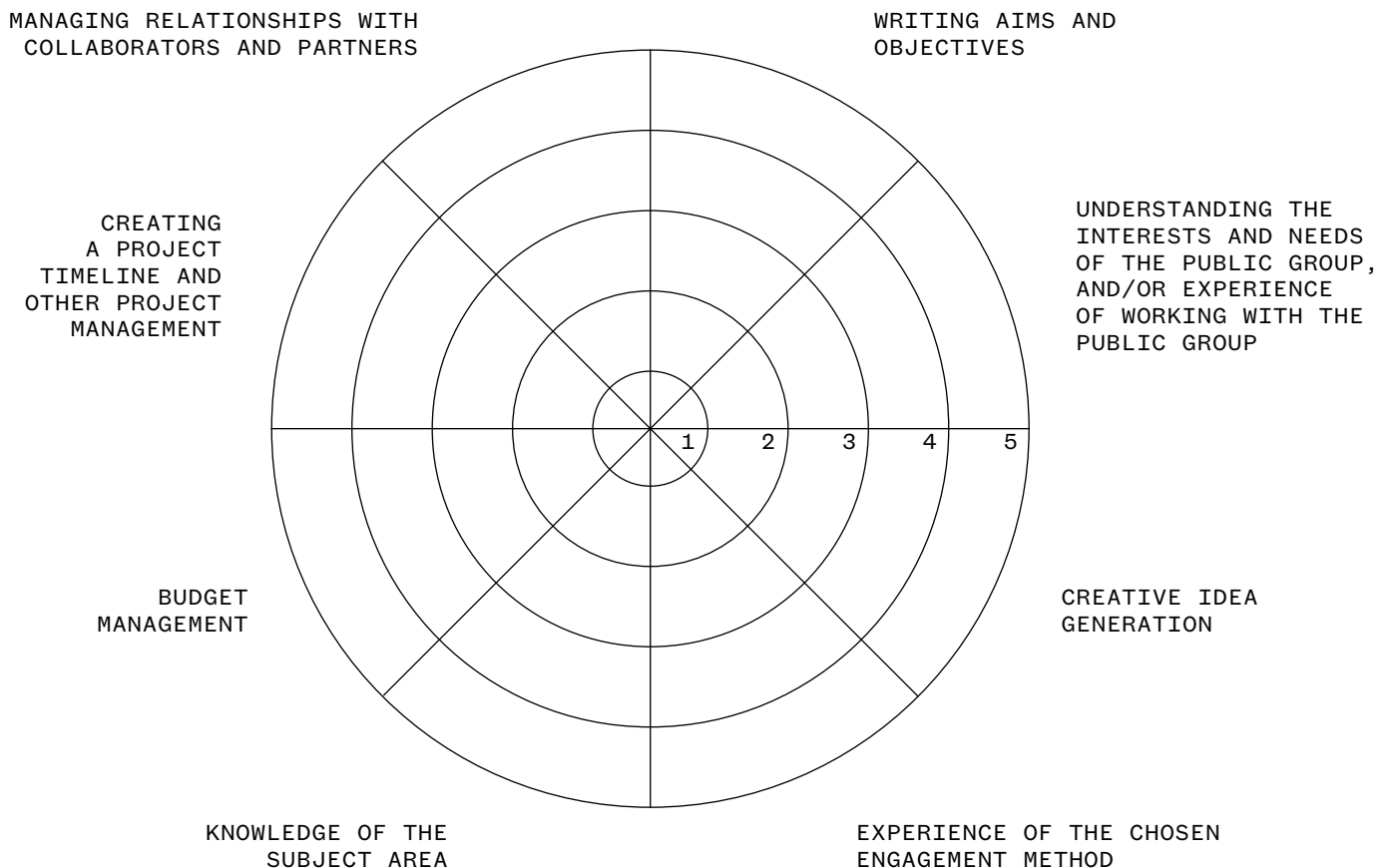
WHICH METHOD DO YOU FEEL YOU NEED TO BE BETTER AT TO MEET YOUR PUBLIC ENGAGEMENT GOALS?

2A. ENGAGEMENT EXPERIENCE WHEELS

EXERCISE

2. PLANNING A PUBLIC ENGAGEMENT ACTIVITY How would you rate your experience in areas of work or the skills associated with planning a public engagement activity?

SHADE IN THE SEGMENTS TO REFLECTS YOUR RATING



QUESTIONS TO THINK ABOUT AS YOU EXPLORE EACH SECTION

WHAT OTHER THINGS DO YOU NEED TO DO TO PLAN A PUBLIC ENGAGEMENT ACTIVITY?

IN WHAT OTHER ASPECTS OF YOUR LIFE COULD YOU BE USING THESE SKILLS ALREADY? (SEE OUR EXPERIENCE MAPPING EXERCISE IF YOU'D LIKE TO EXPLORE THIS FURTHER)

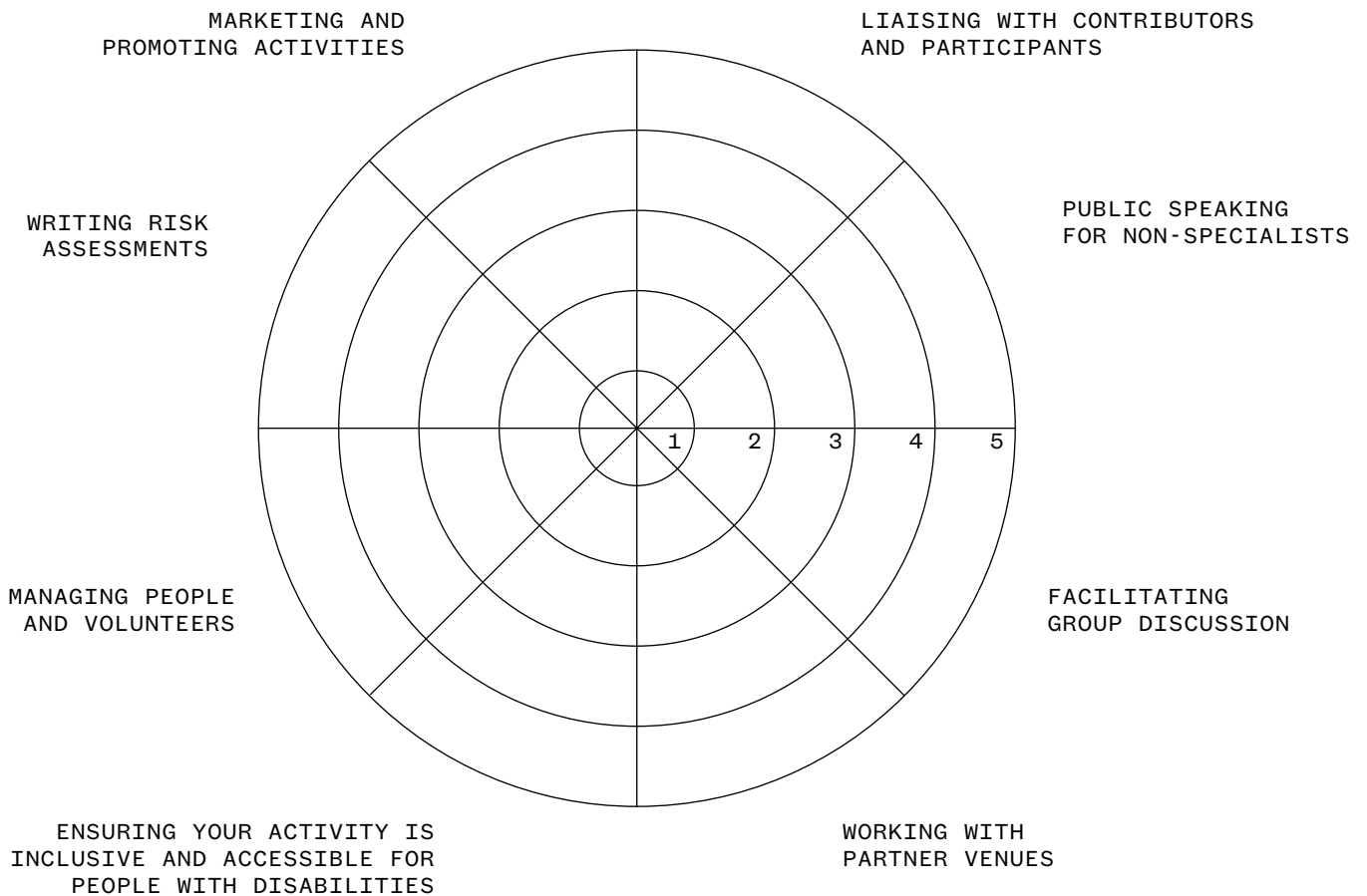
WHO CAN HELP YOU WITH AREAS OF WORK IN WHICH YOU LACK SKILLS OR EXPERIENCE?

2A. ENGAGEMENT EXPERIENCE WHEELS

EXERCISE

3. DELIVERING A PUBLIC ENGAGEMENT ACTIVITY How would you rate your experience in areas of work or the skills associated with planning a public engagement activity?

SHADE IN THE SEGMENTS TO REFLECTS YOUR RATING



QUESTIONS TO THINK ABOUT AS YOU EXPLORE EACH SECTION

WHO CAN HELP YOU WITH AREAS OF WORK IN WHICH YOU LACK SKILLS OR EXPERIENCE?

IS ALL OF THIS ACTIVITY NECESSARY FOR YOUR PROJECT?

WHAT OTHER PRACTICAL THINGS MIGHT BE NEEDED?

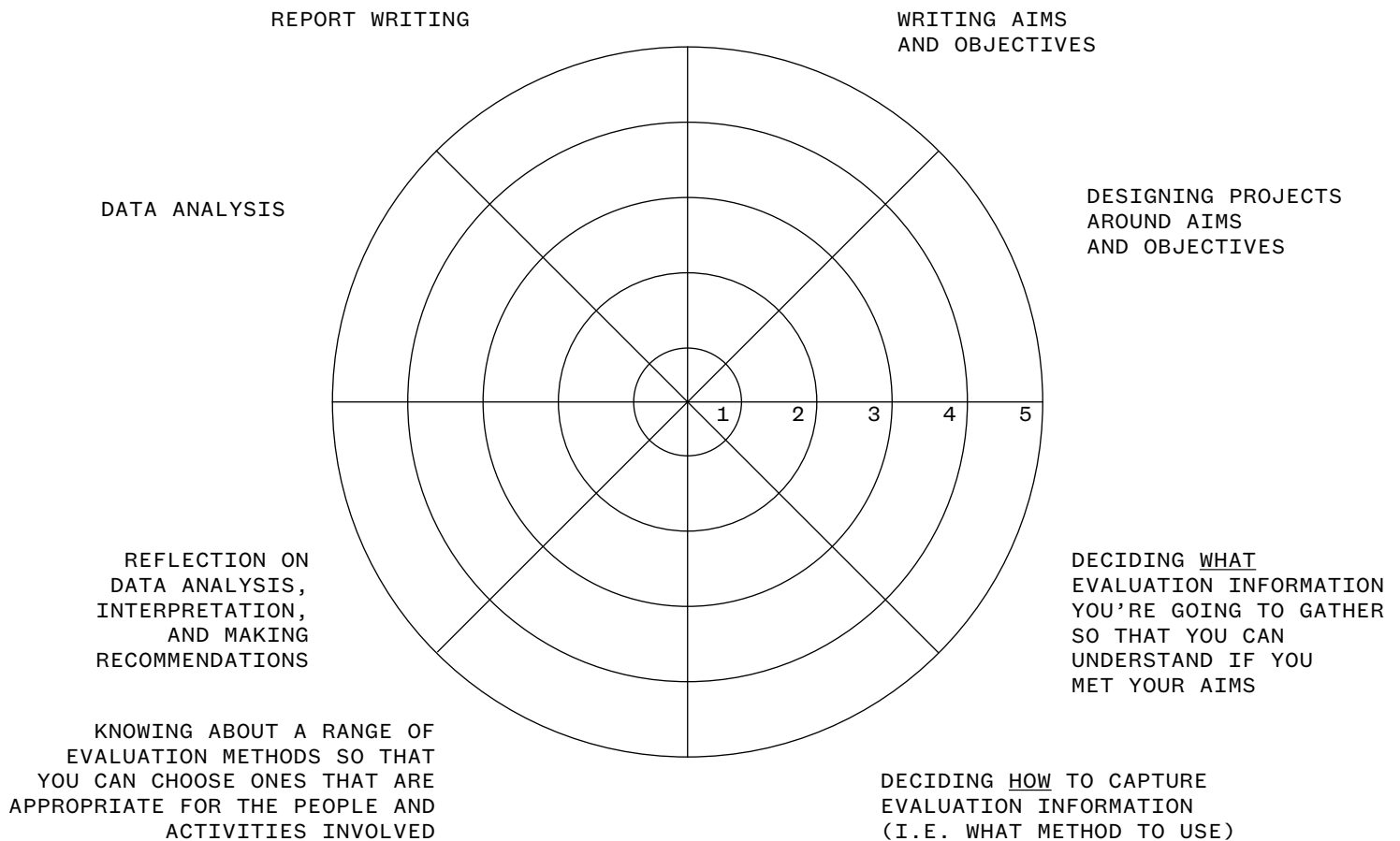
WHO ELSE'S NEEDS MIGHT YOU NEED TO CONSIDER?

2A. ENGAGEMENT EXPERIENCE WHEELS

EXERCISE

4. EVALUATING A PUBLIC ENGAGEMENT ACTIVITY How would you rate your experience in areas of work or the skills associated with evaluating a public engagement activity?

SHADE IN THE SEGMENTS TO REFLECTS YOUR RATING



QUESTIONS TO THINK ABOUT AS YOU EXPLORE EACH SECTION

WHY ARE YOU EVALUATING YOUR PROJECT?

ARE YOU EVALUATING YOUR PROJECT AS IT PROCEEDS, TO KEEP IT ON TRACK?

ARE YOU EVALUATING YOUR PROJECT AT THE END, TO UNDERSTAND WHAT WORKED AND DIDN'T WORK, AND WHAT YOU CAN DO BETTER NEXT TIME?

ARE YOU EVALUATING YOUR PROJECT SO THAT YOU CAN TELL YOUR FUNDER WHAT WORKED AND ARGUE FOR MORE FUNDING IN THE FUTURE?

WHERE CAN YOU GET SOME SUPPORT WITH EVALUATION?

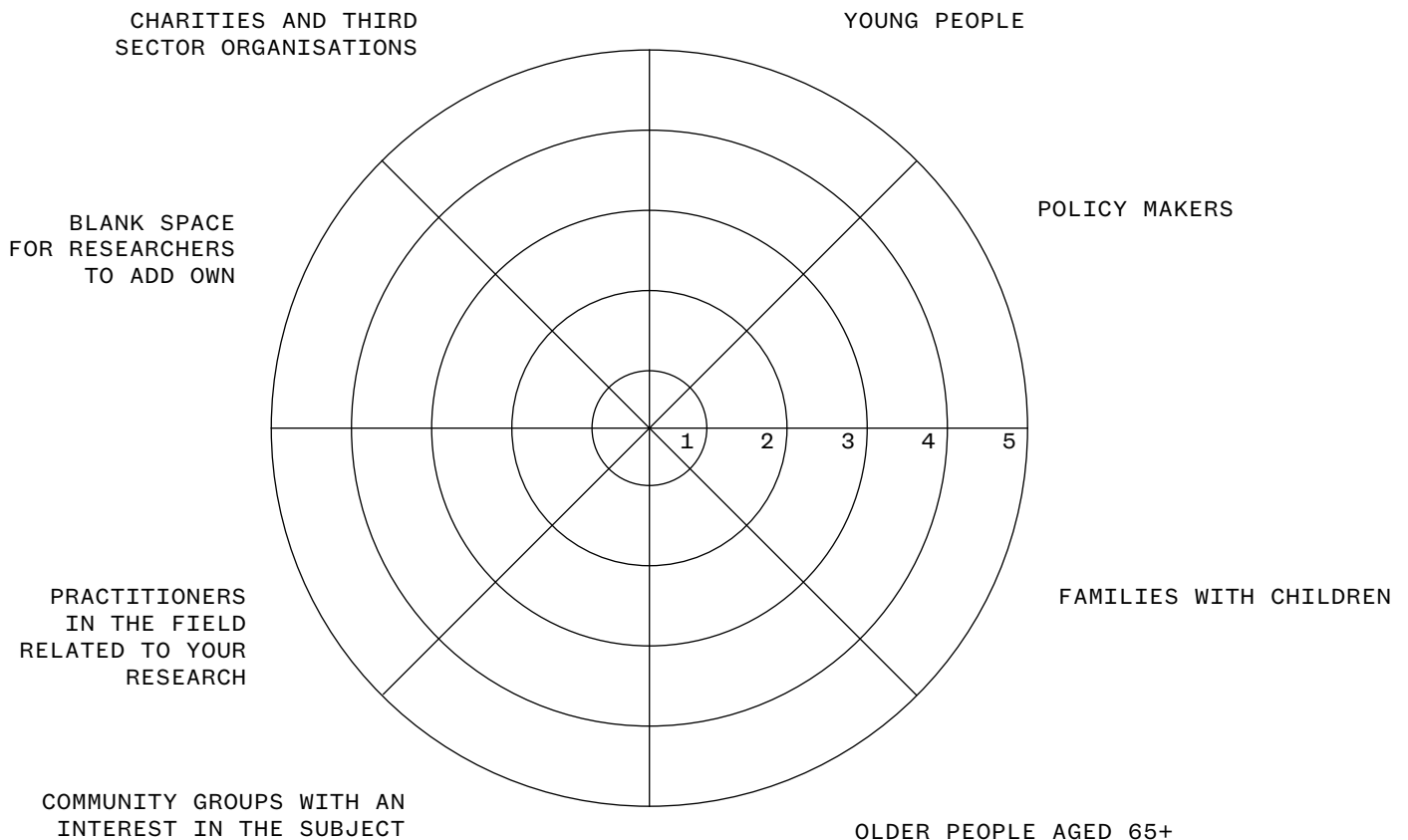
2A. ENGAGEMENT EXPERIENCE WHEELS

EXERCISE

5. PUBLIC GROUPS Rate how experienced you are at working with different public groups?

The following wheel is a prompt to get you thinking about how experienced you are working with people outside of academia, you may not need to be experienced in working with all of these people.

SHADE IN THE SEGMENTS TO REFLECTS YOUR RATING



QUESTIONS TO THINK ABOUT AS YOU EXPLORE EACH SECTION

WHICH OF THESE PUBLIC GROUPS DO YOU HAVE THE MOST EXPERIENCE WITH?

IS THIS THE PUBLIC GROUP YOU WOULD LIKE TO ENGAGE WITH?

IF SO, CAN YOU IDENTIFY ANY SKILLS THAT YOU'VE USED THAT HAVE MADE YOUR ENGAGEMENT WITH THIS GROUP SUCCESSFUL?

IF NOT, CAN YOU IDENTIFY ANY SKILLS YOU'VE USED TO ENGAGE THIS GROUP THAT MIGHT BE TRANSFERABLE TO THE PUBLIC GROUP YOU DO WANT TO WORK WITH?

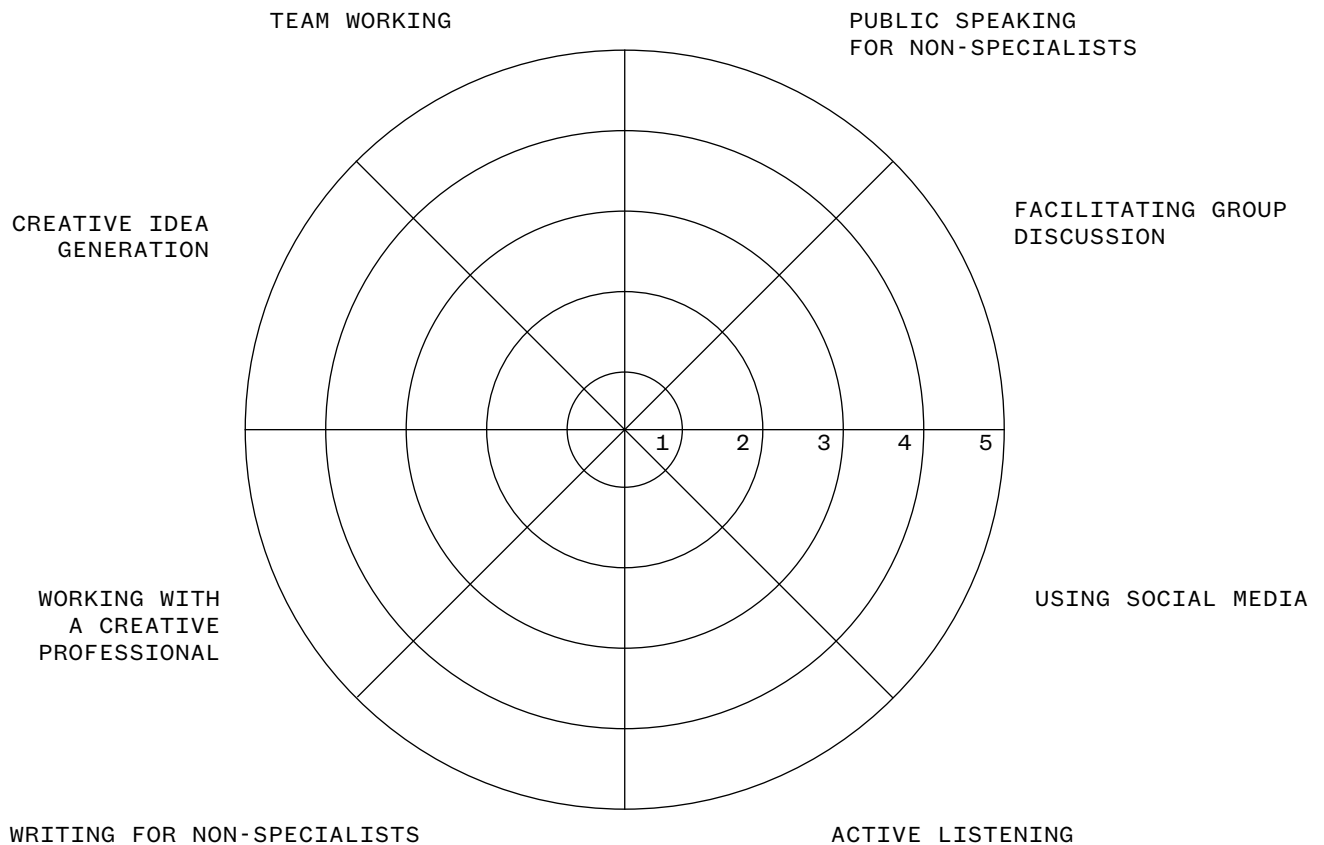
WHAT PUBLIC GROUPS HAVE AN INTEREST IN YOUR AREA OF RESEARCH? OR MIGHT HAVE AN INTEREST, IF THEY KNEW ABOUT IT?

2A. ENGAGEMENT EXPERIENCE WHEELS

EXERCISE

6. COMMON PUBLIC ENGAGEMENT SKILLS How would you rate your experience of practising these common public engagement skills?

SHADE IN THE SEGMENTS TO REFLECTS YOUR RATING



QUESTIONS TO THINK ABOUT AS YOU EXPLORE EACH SECTION

WHICH OF THESE COMMON ENGAGEMENT SKILLS DID YOU SCORE HIGHLY?

HOW DID YOU DEVELOP THESE SKILLS?

ARE THERE ANY SKILLS YOU FEEL YOU'RE MISSING THAT WOULD HELP YOU TO ENGAGE WITH PUBLIC GROUPS ABOUT YOUR WORK?

2A. ENGAGEMENT EXPERIENCE WHEELS

NEXT STEPS

You've come to the end of this activity. Hopefully you have identified areas of strength as well as areas you may want to work on. Make a note of areas of experience where you scored highly in each section:

Make a note of areas of experience that you think are important for your future public engagement activity, but in which you lack experience:

2B. ATTRIBUTES AUDIT

Researchers who practise and value engaging people and public groups with their research have identified several common attributes that they feel were useful when thinking about how to do public engagement successfully. These attributes broadly describe the qualities, behaviours, approaches and skills associated that enable researchers to be successful in engaging public groups with their research, but these qualities are not unique to public engagement.

This exercise draws on the Vitae Researcher Development Framework and the public engagement lens created for exploring that framework.

2B. ATTRIBUTES AUDIT

EXERCISE

Start by placing the Statement Cards on page 29 (see below) at the top of your workspace.

There are six Attributes Cards packs, eaching containing cards that outline knowledge, behaviours and qualities associated with that attribute. They are:

WORKING WITH OTHERS

COMMUNICATION

PROBLEM SOLVING

CREATIVITY

PERSONAL QUALITIES

USING RESOURCES

Choose one pack to begin with, cut out the cards and place each card underneath the Statement Card that best reflects how you feel about that attribute.

Remember, think beyond your current professional role, you may want to draw on examples from experiences or achievements in your personal life or other professional roles.

2B. ATTRIBUTES AUDIT

NEXT STEPTS

Once you have placed all the cards in the pack, start thinking about the public engagement work you would like to do. Choose six attributes that you said you would like to gain experience in or improve in order to positively influence your public engagement. Then think about opportunities you might be able to use to develop in these areas.

AREA FOR DEVELOPMENT

ACTIVITY THAT COULD HELP SUPPORT DEVELOPMENT

2B. ATTRIBUTES AUDIT

ATTRIBUTES CARDS

2B. ATTRIBUTES AUDIT

EXERCISE

Statement cards

I HADN'T REALLY
CONSIDERED THIS

I AM AWARE OF THIS BUT
AM NOT VERY EXPERIENCED

I DON'T WANT TO DO THIS

I CAN DO THIS BUT WOULD
LIKE TO GAIN MORE
EXPERIENCE AND CONTINUE
TO IMPROVE

THIS ISN'T RELEVANT TO ME

I DO THIS ALL THE TIME
WITHOUT REALLY THINKING
ABOUT IT. IT'S JUST
INSTINCTIVE

WORKING WITH OTHERS

TEAMWORKING

WORKING WITH OTHERS

TEAMWORKING

WORKING WITH OTHERS

TEAMWORKING

WORKING WITH OTHERS

TEAMWORKING

WORKING WITH OTHERS

TEAMWORKING

WORKING WITH OTHERS

TEAMWORKING

WORKING WITH OTHERS

TEAMWORKING

WORKING WITH OTHERS

TEAMWORKING

SHOWING CONSIDERATION
TO OTHERS

KEEPING PEOPLE INFORMED

WORKING WITH OTHER
PEOPLE REGARDLESS
OF STATUS

LISTENING

GIVING CONSTRUCTIVE
FEEDBACK

UNDERSTANDING MY OWN
BEHAVIOURS AND THEIR
IMPACT ON OTHERS WHEN
WORKING IN A TEAM

APPRECIATING THE
CONTRIBUTIONS OF OTHERS

KEEPING PEOPLE INFORMED
OF WIDER ISSUES RELATING
TO MY WORK

WORKING WITH OTHERS

TEAMWORKING

SEEKING FEEDBACK
FROM COLLEAGUES AND
ACTING ON IT

WORKING WITH OTHERS

PEOPLE MANAGEMENT

WORKING WITH OTHERS

PEOPLE MANAGEMENT

WORKING WITH OTHERS

PEOPLE MANAGEMENT

WORKING WITH OTHERS

PEOPLE MANAGEMENT

WORKING WITH OTHERS

PEOPLE MANAGEMENT

WORKING WITH OTHERS

PEOPLE MANAGEMENT

WORKING WITH OTHERS

PEOPLE MANAGEMENT

WORKING WITH OTHERS

PEOPLE MANAGEMENT

SETTING OUT CLEAR ROLES,
RESPONSIBILITIES, AND
EXPECTATIONS FOR OTHERS

EXPLAINING THE RATIONALE
BEHIND DECISIONS

MOTIVATING AND
ENCOURAGING OTHERS

LEADING BY EXAMPLE,
INSPIRING OTHERS

COMMUNICATING CLEARLY

CREATING A NURTURING
AND SUPPORTIVE CULTURE
FOR OTHERS

DELEGATING RESPONSIBLY
TO OTHERS

BEING ALERT TO THE
WELLBEING OF OTHERS

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

RECOGNISING THE
IMPORTANCE OF
MENTORSHIP AND
RECEIVING MENTORING

ACTING AS A MENTOR TO LESS
EXPERIENCED COLLEAGUES

IDENTIFYING POTENTIAL
IN OTHERS

EMPOWERING PEOPLE

BEING A ROLE MODEL

SHARING MY NETWORKS

CREATING OPPORTUNITIES
FOR OTHERS

INVOLVING PEOPLE IN
DECISION-MAKING
AND LEADERSHIP ROLES,
PROMOTING AUTONOMY

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

ENGAGING IN DEBATE AND
INVITING CHALLENGE

LISTENING ACTIVELY

COMMUNICATING
CONFIDENTLY

RECOGNISING AND
ENCOURAGING THE
CONTRIBUTIONS OF OTHERS
AND USING THESE TO
BEST EFFECT

OFFERING IDEAS THAT
ENCOURAGE PEOPLE TO
THINK DIFFERENTLY

INCLUDING AND
ENABLING OTHERS

CONVINCING PEOPLE
THROUGH ARGUMENT

RECOGNISING GOOD IDEAS:
MY OWN AND OTHERS'

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

WORKING WITH OTHERS

LEADERSHIP

TAKING A STRATEGIC VIEW
OF PROJECTS

BEING FORWARD-THINKING
PRIORITISING AND
PLANNING AHEAD

DEALING WITH
THE UNEXPECTED

EMBRACING CHANGE AND
RESPONDING DECISIVELY

ANTICIPATING RISK

COACHING AND
REASSURING OTHERS

DEVELOPING AND MAINTAINING
CO-OPERATIVE NETWORKS AND
WORKING RELATIONSHIPS
WITHIN MY INSTITUTION AND
WITH EXTERNAL PARTNERS
AND STAKEHOLDERS

WORKING WITH OTHERS

COLLABORATION

WORKING WITH OTHERS

COLLABORATION

WORKING WITH OTHERS

COLLABORATION

WORKING WITH OTHERS

COLLABORATION

WORKING WITH OTHERS

COLLABORATION

VALUING
COLLABORATIVE
WORK

RECOGNISING COMMON/
CONFLICTING INTERESTS

BUILDING MUTUALLY
BENEFICIAL RELATIONSHIPS
WITH A RANGE OF COLLEAGUES
WITHIN RESEARCH AND WITH
PEOPLE WHO HAVE AN INTEREST
OR STAKE IN MY RESEARCH

ACTIVELY PARTICIPATING
IN AND CONTRIBUTING TO,
COLLABORATIONS

WORKING IN MULTI/CROSS
DISCIPLINARY TEAMS

WORKING WITH OTHERS
EQUALITY AND DIVERSITY

WORKING WITH OTHERS
EQUALITY AND DIVERSITY

BEING SENSITIVE TO, AND
RESPECTFUL OF, INDIVIDUAL
DIFFERENCES. DEVELOPING AN
AWARENESS OF DIVERSITY AND
DIFFERENCE WITHIN THE
WORKING ENVIRONMENT

ACTING AS A ROLE MODEL
FOR PERSONAL CONDUCT
WHEN DEALING WITH
DIFFERENCES AND DIVERSITY;
EDUCATING, ADVISING AND
GUIDING OTHERS

COMMUNICATION

COMMUNICATION

COMMUNICATION

COMMUNICATION

COMMUNICATION

CONSTRUCTING COHERENT
ARGUMENTS AND ARTICULATING
IDEAS CLEARLY

PRESENTING WORK
CONFIDENTLY

BEING ABLE TO PERSUADE
OTHERS BY ASKING TIMELY
AND APPROPRIATE QUESTIONS

COMMUNICATING RESEARCH
EFFECTIVELY TO A
NON-SPECIALIST AUDIENCE

VARYING MY PRESENTATION
APPROACH DEPENDING ON
THE AUDIENCE

PROBLEM SOLVING

PROBLEM SOLVING

PROBLEM SOLVING

PROBLEM SOLVING

PROBLEM SOLVING

PROBLEM SOLVING

PROBLEM SOLVING

PROBLEM SOLVING

CRITICALLY ANALYSING AND
EVALUATING EVIDENCE

USING MY
ANALYTICAL ABILITIES AND
KNOWLEDGE OF A RANGE OF
ANALYTICAL METHODS

SEEING CONNECTIONS
BETWEEN MY OWN RESEARCH
AND PREVIOUS STUDIES

CRITICALLY SYNTHESISING
COMPLEX INFORMATION

RECOGNISING PATTERNS
AND CONNECTIONS
BETWEEN INFORMATION

UNDERSTANDING
ARGUMENTS AND
ARTICULATING OWN
ASSUMPTIONS

INDEPENDENT AND
CRITICAL THINKING

MAKING SOUND AND
REALISTIC JUDGEMENTS
BASED ON EVIDENCE

PROBLEM SOLVING

PROBLEM SOLVING

PROBLEM SOLVING

PROBLEM SOLVING

PROBLEM SOLVING

PROBLEM SOLVING

PROBLEM SOLVING

STIMULATING CRITICAL
THINKING IN OTHERS

SUMMARISING DOCUMENTS
AND, REPORTS

REFLECTING ON PROGRESS

ACCEPTING AND GIVING
CONSTRUCTIVE CRITICISM

EFFECTIVELY MANAGING
DIFFICULT CRITICISM

FORMULATING AND
APPLYING SOLUTIONS TO
A RANGE OF PROBLEMS

EFFECTIVELY ANALYSING
AND INTERPRETING RESULTS

CREATIVITY

CREATIVITY

CREATIVITY

CREATIVITY

CREATIVITY

CREATIVITY

CREATIVITY

CREATIVITY

DEMONSTRATING A
WILLINGNESS AND
ABILITY TO LEARN

DEMONSTRATING FLEXIBILITY
AND OPEN-MINDEDNESS

DEVELOPING A STYLE
OF QUESTIONING AND
QUESTIONING TECHNIQUES

IDENTIFYING AND ASKING
USEFUL QUESTIONS

BEING CURIOUS

HAVING CONFIDENCE IN
ASKING QUESTIONS

ENCOURAGING OTHERS
TO CHALLENGE

CREATING IDEAS AND
OPPORTUNITIES BY
INVESTIGATING AND
SEEKING INFORMATION

CREATIVITY

CREATIVITY

CREATIVITY

CREATIVITY

CREATIVITY

CREATIVITY

CREATIVITY

CREATIVITY

USING MY INITIATIVE

WORKING INDEPENDENTLY

MAKING CONNECTIONS
BETWEEN PREVIOUSLY
UNRELATED ISSUES

IDENTIFYING WHICH
IDEAS ARE LIKELY
TO BE SUCCESSFUL

CHALLENGING
TRADITIONAL
VIEWPOINTS

ENCOURAGING, INSPIRING
AND WORKING WITH OTHERS

ACTIVELY SEEKING
COLLABORATIONS FOR
INTERDISCIPLINARY
ACTIVITIES

STRUCTURING ARGUMENTS
CLEARLY AND CONCISELY

CREATIVITY

EDUCATING, ADVISING
AND GUIDING OTHERS IN
CONSTRUCTING ARGUMENTS

PERSONAL QUALITIES

ENTHUSIASM

PERSONAL QUALITIES

ENTHUSIASM

PERSONAL QUALITIES

ENTHUSIASM

MAINTAINING ENTHUSIASM
AND MOTIVATION IN RESEARCH

RECOGNISING THE NEED FOR
PASSION AND PRIDE IN WORK

BEING HIGHLY MOTIVATED
EVEN WHEN WORK IS MUNDANE

PERSONAL QUALITIES

INTEGRITY

PERSONAL QUALITIES

INTEGRITY

PERSONAL QUALITIES

INTEGRITY

PERSONAL QUALITIES

INTEGRITY

UNDERSTANDING AND
DEMONSTRATING STANDARD OF
GOOD RESEARCH PRACTICE IN
INSTITUTION/DISCIPLINE

SEEKING GUIDANCE
AS NECESSARY

ACTING WITH PROFESSIONAL
INTEGRITY AND HONESTY,
TAKING SPECIAL CARE IN
INFORMATION/DATA HANDLING

ACTING AS EXEMPLAR TO OR
ADVISING PEERS AND THOSE
LESS EXPERIENCED, RESPECTING
THEIR VIEWS AND ENGAGING
EFFECTIVELY IN DISCUSSION

PERSONAL QUALITIES

SELF - CONFIDENCE

PERSONAL QUALITIES

SELF - CONFIDENCE

PERSONAL QUALITIES

SELF - CONFIDENCE

PERSONAL QUALITIES

SELF - CONFIDENCE

PERSONAL QUALITIES

SELF - CONFIDENCE

PERSONAL QUALITIES

SELF - CONFIDENCE

RECOGNISING BOUNDARIES OF
OWN KNOWLEDGE, SKILLS AND
EXPERTISE AND DRAWING UPON
SOURCES AND SUPPORT

BEING AWARE OF RANGE OF
OWN SKILLS AND ENJOYING
DEMONSTRATING THEM

DEFENDING IDEAS
IN THE FACE OF
REASONABLE CHALLENGE

BEING CONFIDENT OF OWN
SKILLS AND IDEAS IN THE
FACE OF STRONG CHALLENGE
- SEEKING CHALLENGE

CONTRIBUTING TO
SUPPORTING OTHERS AND
RECOGNISING THE NEED
FOR COLLEGIALITY

ASKING AND SEEKING
OUT FEEDBACK ON A NEW/
UNUSUAL/RADICAL IDEAS

PERSONAL QUALITIES

SELF-REFLECTION

PERSONAL QUALITIES

SELF-REFLECTION

PERSONAL QUALITIES

SELF-REFLECTION

PERSONAL QUALITIES

SELF-REFLECTION

PERSONAL QUALITIES

SELF-REFLECTION

MAKING TIME TO REFLECT ON
PRACTICE AND EXPERIENCE

LEARNING FROM MISTAKES

BEING AWARE OF OWN
STRENGTHS AND WEAKNESSES

SEEKING WAYS TO IMPROVE MY
OWN PERFORMANCE AND THAT
OF THOSE LESS EXPERIENCED

ENCOURAGING
SELF-REFLECTION
IN OTHERS

PERSONAL QUALITIES

TIME MANAGEMENT

PERSONAL QUALITIES

TIME MANAGEMENT

PERSONAL QUALITIES

TIME MANAGEMENT

PERSONAL QUALITIES

TIME MANAGEMENT

MANAGING OWN TIME
EFFECTIVELY TO
COMPLETE PROJECT

STICKING TO A CLEAR PLAN

ESTABLISHING TIME
MANAGEMENT SKILLS

MANAGING MULTIPLE
PROJECTS AT THE
SAME TIME

USING RESOURCES
PROJECT MANAGEMENT

USING RESOURCES
PROJECT MANAGEMENT

USING RESOURCES
PROJECT MANAGEMENT

APPLYING EFFECTIVE
PROJECT MANAGEMENT BY
SETTING AIMS AND
OBJECTIVES, IDENTIFYING
MILESTONES AND PRIORITISING
TASKS AND ACTIVITIES

UNDERSTANDING THE PROJECT
MANAGEMENT CYCLE AND
DRAWING ON A RANGE OF
PROJECT MANAGEMENT TOOLS
AND TECHNIQUES

MANAGING PROBLEMS
AND CONFLICT

USING RESOURCES
FUNDING AND FINANCE

USING RESOURCES
FUNDING AND FINANCE

USING RESOURCES
FUNDING AND FINANCE

USING RESOURCES
FUNDING AND FINANCE

USING RESOURCES
FUNDING AND FINANCE

UNDERSTANDING THE
PROCESSES FOR
PROJECT FUNDING

UNDERSTANDING THE
PROCESSES FOR
PROJECT EVALUATION

WRITING MY OWN
PROJECT PROPOSALS

BEING AWARE OF RELEVANT
FUNDING SOURCES AND
APPLICATION PROCEDURES

SUCCESSFULLY APPLYING
FOR GRANTS AND OTHER
FINANCIAL SUPPORT

USING RESOURCES

FINANCIAL MANAGEMENT

USING RESOURCES

FINANCIAL MANAGEMENT

USING RESOURCES

FINANCIAL MANAGEMENT

USING RESOURCES

FINANCIAL MANAGEMENT

UNDERSTANDING THE
BASIC PRINCIPLES OF
FINANCIAL MANAGEMENT

UNDERSTANDING THE
REQUIRED FINANCIAL
MANAGEMENT SERVICES
WITHIN YOUR INSTITUTION

KEEPING AND RECONCILING
BUDGET ACCOUNTS

MANAGING MY OWN GRANT(S)

MY ACTION PLAN

MY ACTION PLAN

MOTIVATIONS

Return to exercise 1A and write down, in order of importance, your motivations for carrying out public engagement in general and with your current research project specifically.

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**MAKE A NOTE IN YOUR CALENDAR TO REVIST
THESE MOTIVATIONS WHEN YOUR PUBLIC ENGAGEMENT
ACTIVITY HAS DEVELOPED FURTHER**

MY ACTION PLAN

What are you trying to achieve through your public engagement activity?

(You may want to return to exercise 1C to remind yourself of the three general purposes of public engagement with research)

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Which audiences or participants would be most appropriate for you to work with?

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Why

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MY ACTION PLAN

Why would they be interested in your work?

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How could you make contact with them and begin to work together?

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What engagement methods might help you achieve your aims?

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MY ACTION PLAN

Which type of engagement would work best for the audience or participants you'd like to work with?

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Which types of engagement do you think would suit you best as a person?

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NEXT STEPS

Write down a list of things you intend to do in the next week, month and six months to take forward the areas for development listed above.

RESOURCES

Come talk to the [Public Engagement Unit](#) – we have a wealth of knowledge, experience and expertise in public engagement and can help you think about how to best develop your engagement practice.

Check out the [Public Engagement Knowledge Hub](#)

Visit the [National Co-ordinating Centre for Public Engagement](#) for a diverse range of public engagement case studies.

Download [UCL's Public Engagement Toolkits and Guides](#)

The Public Engagement Skills Self-Assessment Toolkit was developed by the Public Engagement Unit at the University of Bath as part the [ChallengeCPD@Bath](#) (2017-2019) project funded by UK Research and Innovation's Strategic Support to Expedite Embedding Public Engagement with Research call.