



# Internationalisation of Researcher Development applying the RDF in West Africa

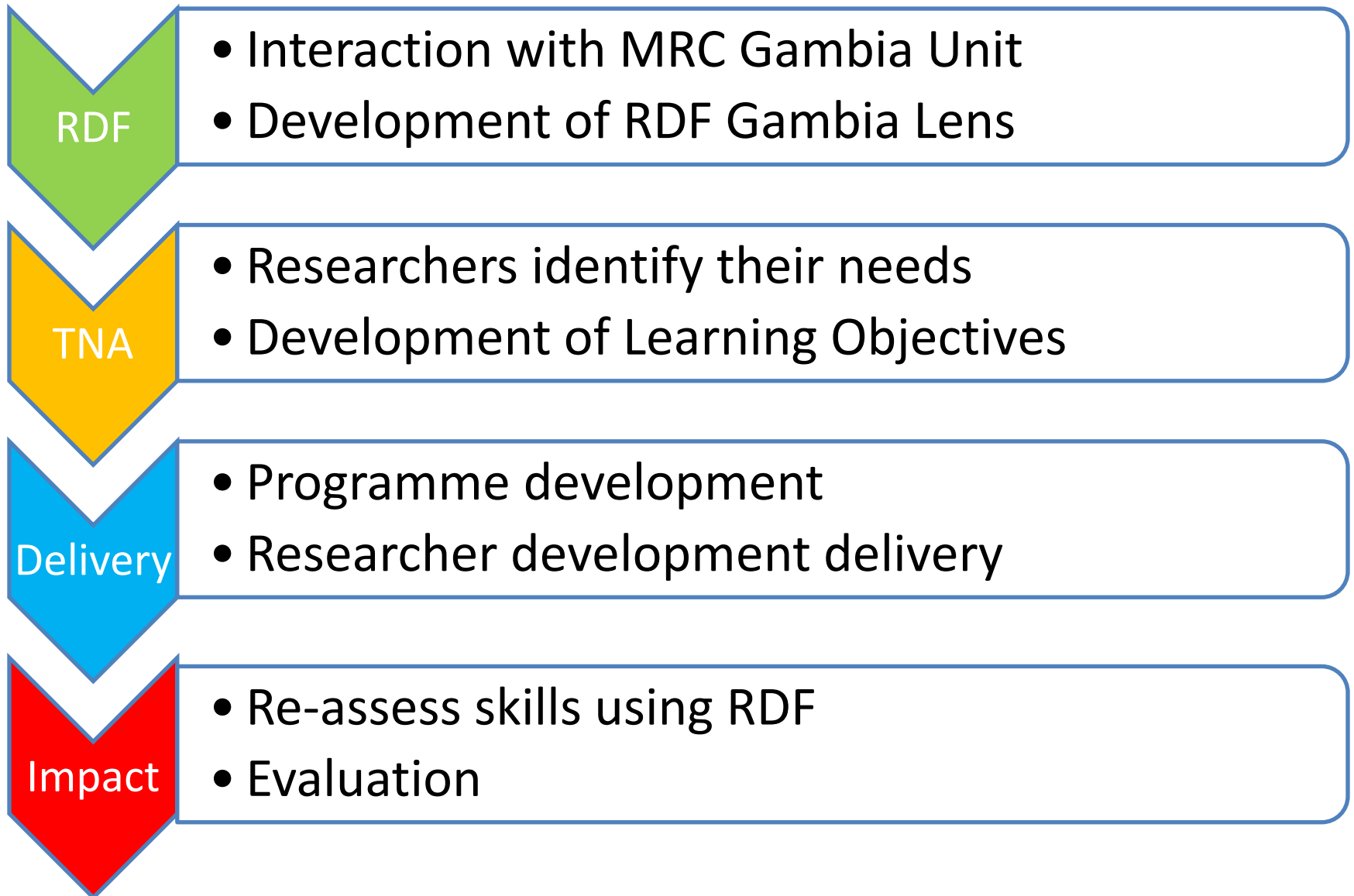


From your experiences what are the training and development needs for overseas research staff and students?

# Developing Research Leaders



# Project Overview



# Programme Outline

## Personal Effectiveness

- Self awareness
- Staying focused and managing your time
- confident communication

## Research Excellence

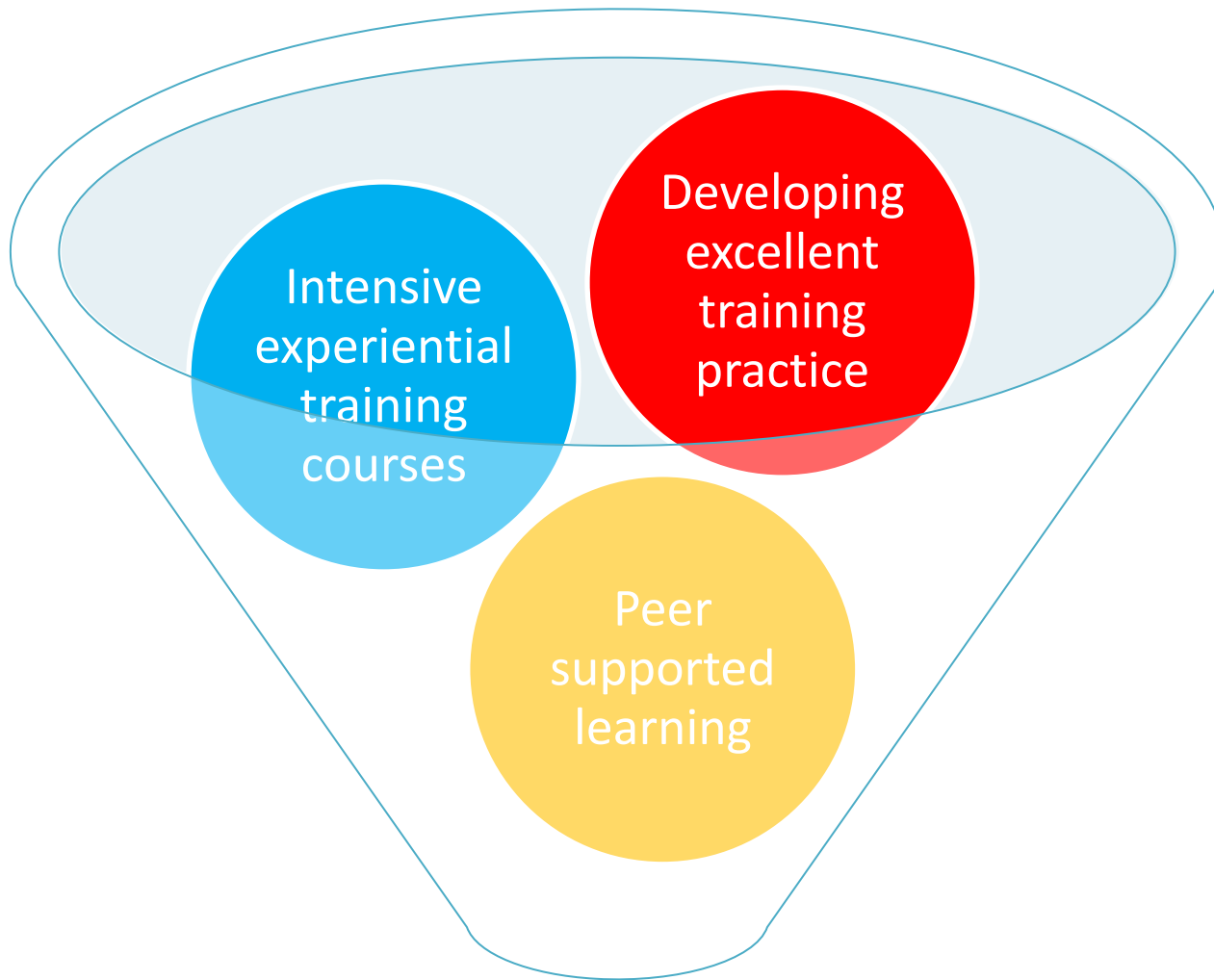
- Develop a research strategy
- Research impact and integrity
- Publishing and peer review

## Leadership and Management

- Developing individuals and teams
- Authentic and inspirational leadership
- Effective collaborations

## Career Management

- Strategic career planning
- Creating a career vision
- Maximising your research impact



Effective researchers &  
sustainable researcher development

What aspects of your training programmes would you feel would translate to an international setting?



What would you need to alter/adapt/enhance?

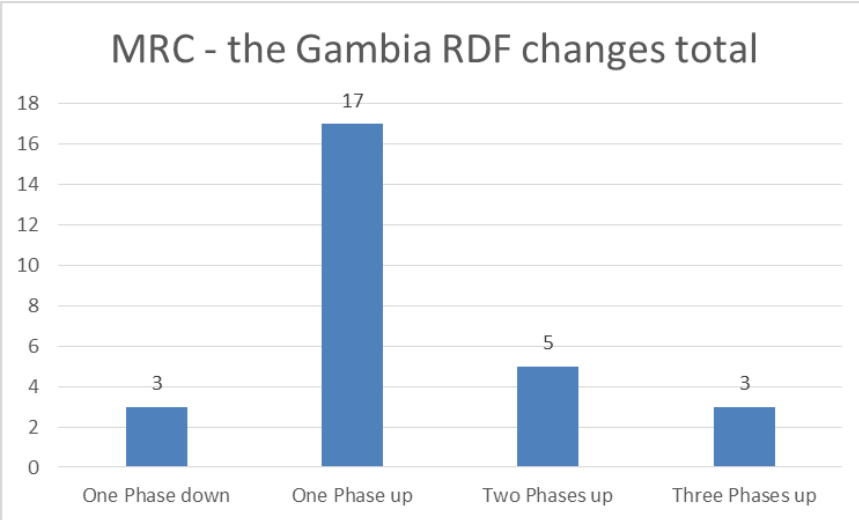
# Evaluation approach


b. Rachel Cowen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Emma Gillaspay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Judy Williams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. As a result of this course, what have you learnt and what are you doing differently? Personal Effectiveness Jan

	Has this course given you a better level of understanding in the following areas?			Are you doing things differently as a result of the programme in the following areas?		
	Yes	No	Difficult to say	Yes	No	Difficult to say
a. Understand the differences in personality types using MBTI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Time management strategies to avoid distractions and stay focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Be able to plan and prioritise more effectively to get the important tasks completed on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Develop a personal research strategy with goals and plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Understand the 'winning characteristics' for peer reviewers of a research proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Be able to apply high ethical standards in the work place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Consider leadership and management theory to develop your own authentic leadership style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Understand what makes a successful research team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Consider how to build a research team and research reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Understand the importance of developing a strategic proactive approach to career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Developed strategies for increasing influence when networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Identify action to take forward to implement changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


7. Please tell us EVERYTHING you LIKED about the course (please be as specific as possible) (Optional)






Researcher Development Framework Planner

Welcome James Smith




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myRDF




Review your capabilities and expertise, create an action plan and identify useful resources.

myEvidence



Go to your evidence repository


myReports



Generate reports on your progress.

Useful links

- [Introduction to the RDF](#)
- [View Example University support](#)
- [Using the RDF Planner as a researcher](#)
- [FAQs](#)
- [Glossary](#)
- [Vitae website](#)



Researcher Development Framework

Profile Logout

The RDF Planner is based on the Vitae Researcher Development Framework (RDF)  
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# 47% participants reported changed behaviour in ALL 12 areas

76% reported they were now doing things differently in the areas of:

Developing personal research strategy

*"I now have a 10 year career vision and know what actions to take on a day to day basis"*

Planning and prioritisation

*"I have transformed my schedule and the way I manage my calendar"*

Time management

*I am writing effectively and take 5 minute breaks*

# Key lessons learnt

Very receptive for Training and Development

Embraced experiential learning methods

Extended length

Senior Managers

Resources

# Enabling Researchers to Achieve their Potential

