

**PUBLIC ENGAGEMENT SKILLS**

**SELF-ASSESSMENT TOOLKIT**



UNIVERSITY OF  
**BATH**

## SECTION 2 - MY EXPERTISE, SKILLS & ATTRIBUTES

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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

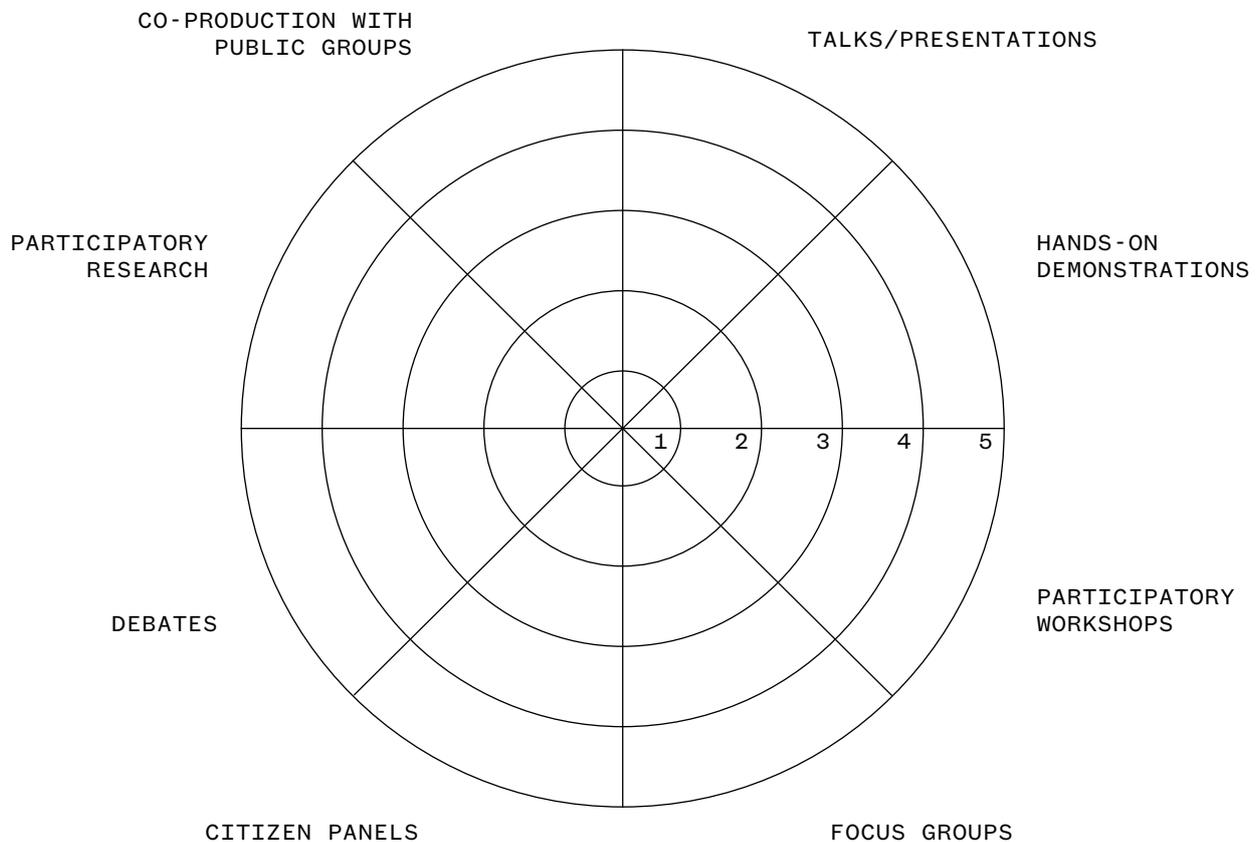
### 2B. ATTRIBUTES AUDIT

## 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?

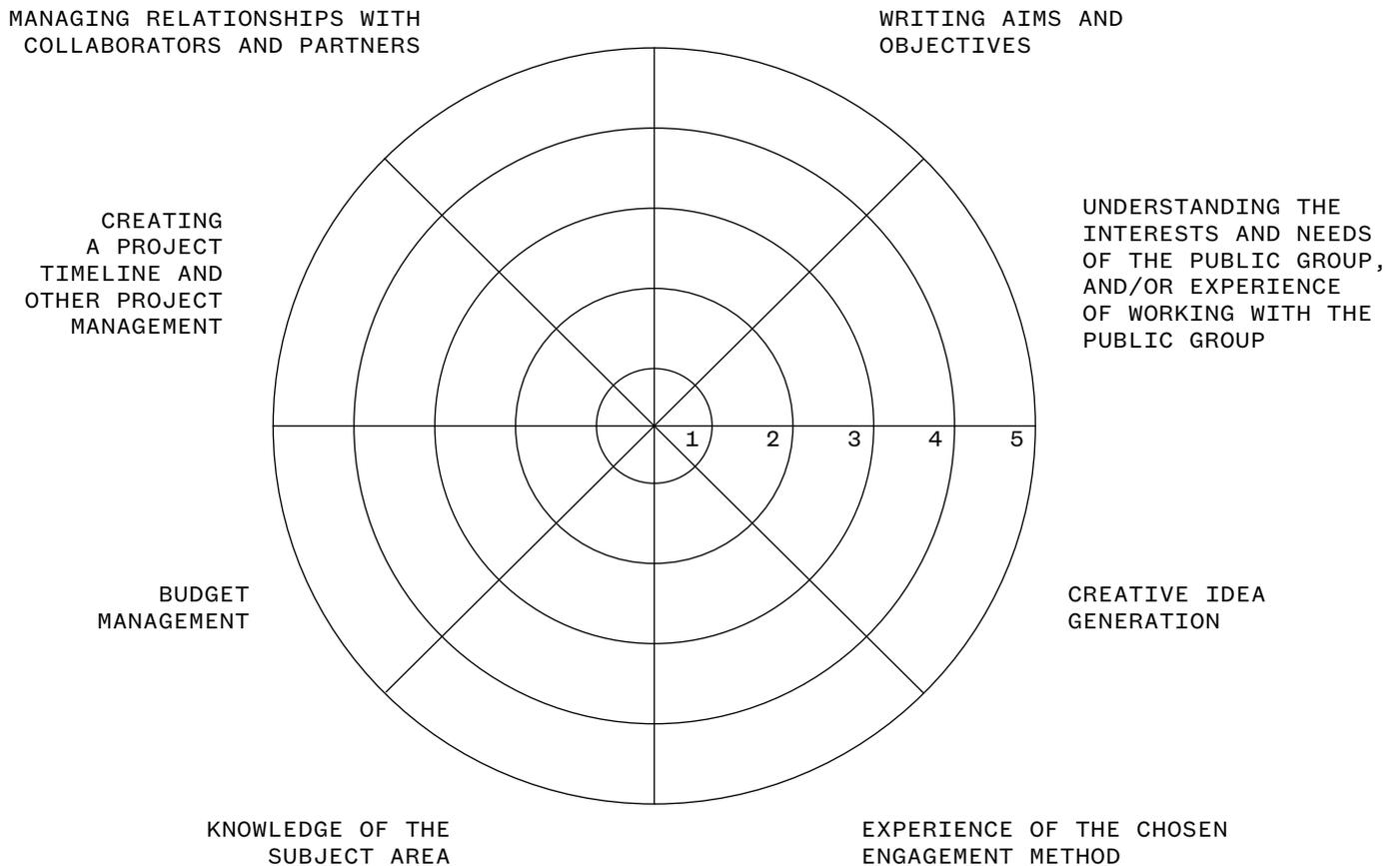
WHICH METHOD DO YOU FEEL YOU NEED TO BE BETTER AT TO MEET YOUR PUBLIC ENGAGEMENT GOALS?

## 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)

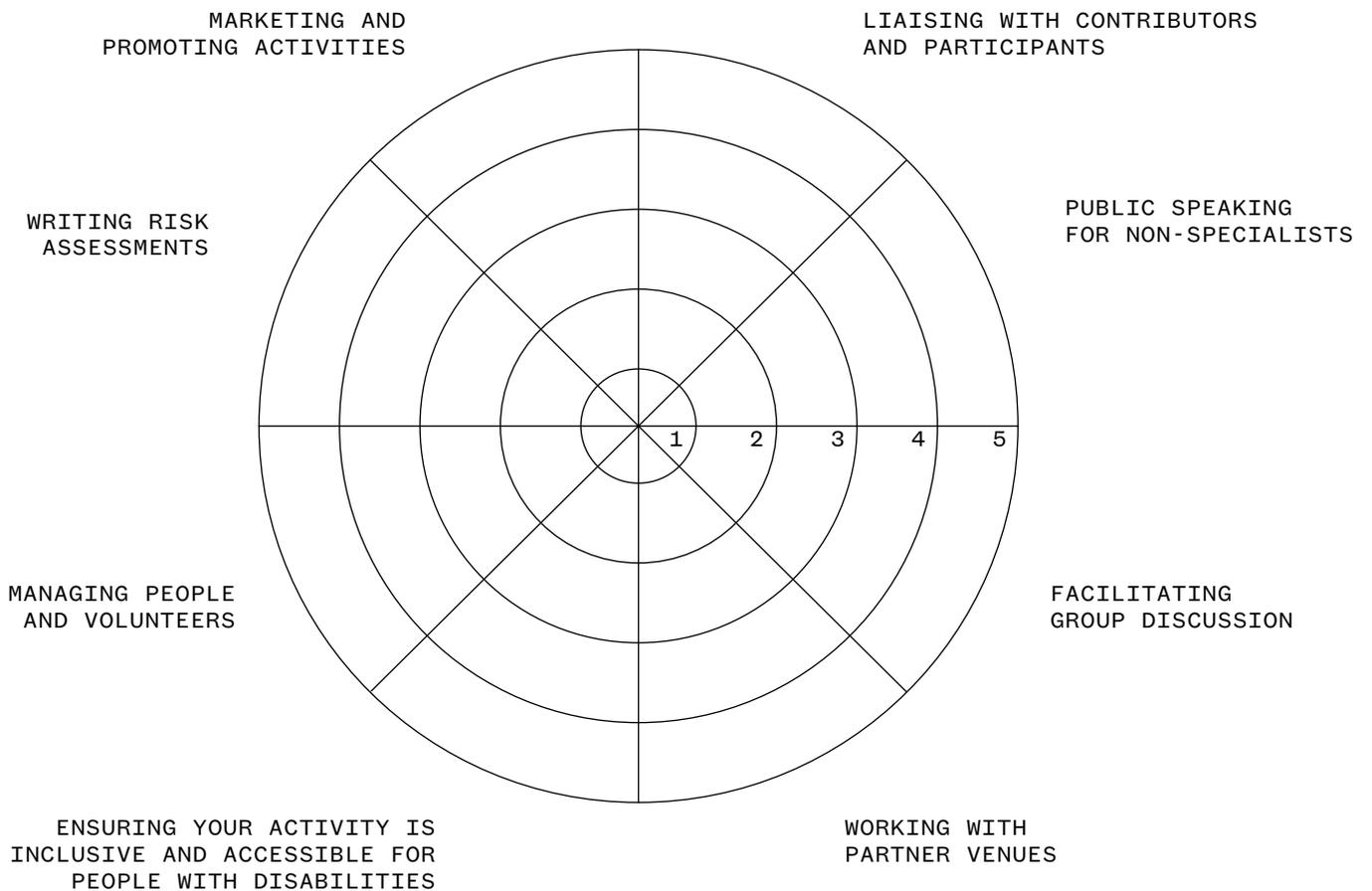
WHO CAN HELP YOU WITH AREAS OF WORK IN WHICH YOU LACK SKILLS OR EXPERIENCE?

## 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?

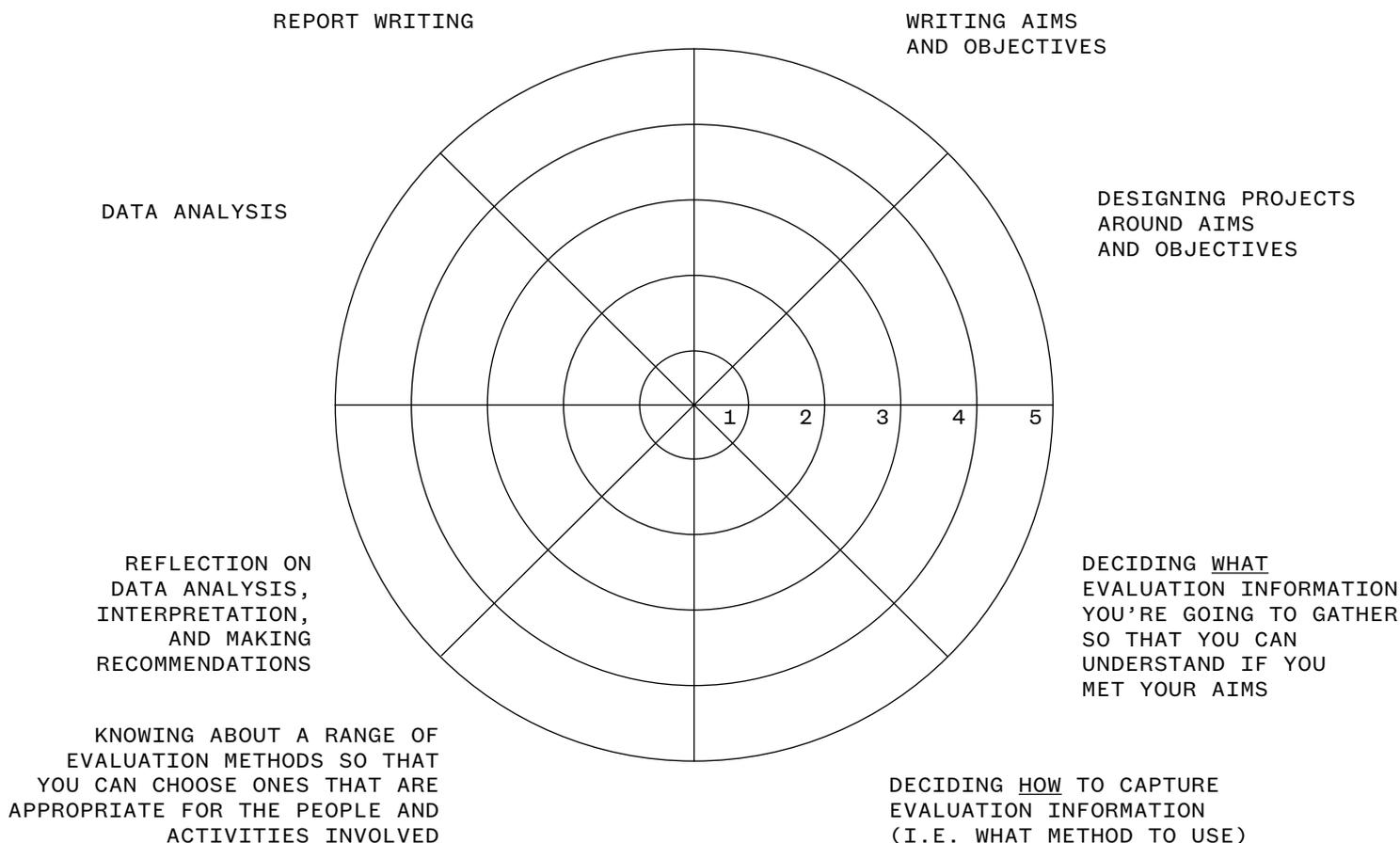
WHO ELSE'S NEEDS MIGHT YOU NEED TO CONSIDER?

## 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?

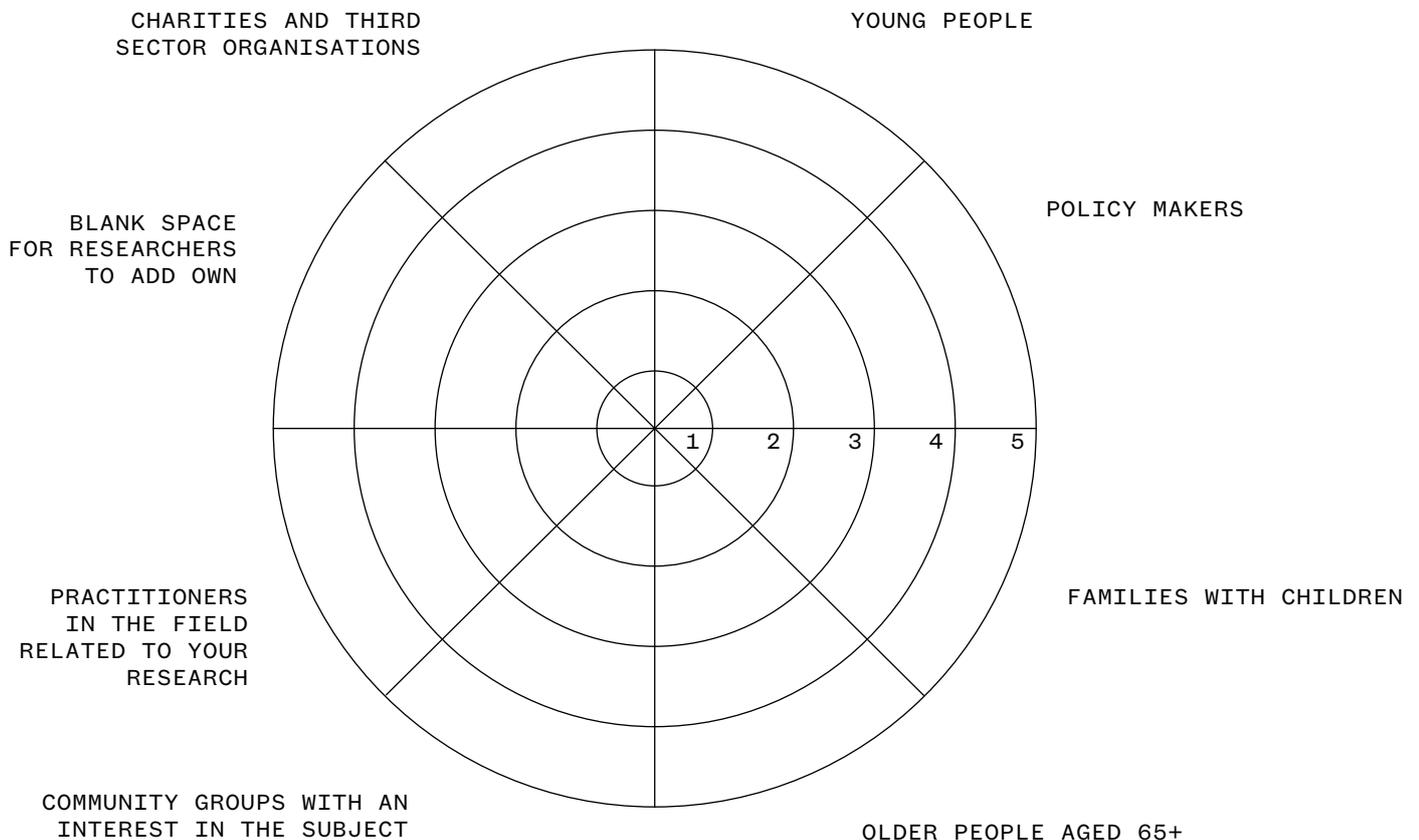
## 2A. ENGAGEMENT EXPERIENCE WHEELS

### 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?

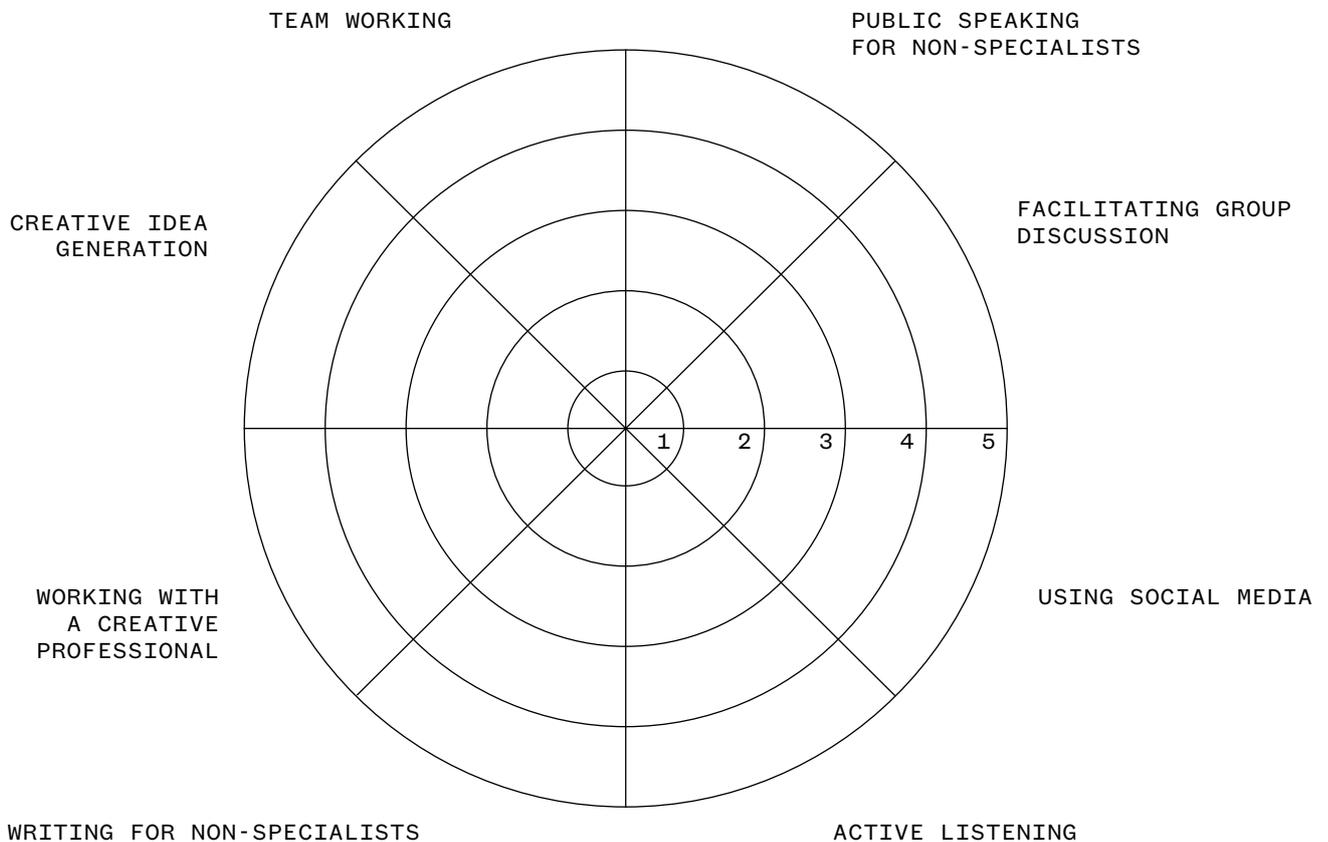
WHAT PUBLIC GROUPS HAVE AN INTEREST IN YOUR AREA OF RESEARCH? OR MIGHT HAVE AN INTEREST, IF THEY KNEW ABOUT IT?

## 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

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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:

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

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## 2B. ATTRIBUTES AUDIT

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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

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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

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## 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

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

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

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

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

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

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



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**

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**

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

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

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

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)