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Career Advancement Plan - Handbook

Deliverable D2.1

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Deliverable D2.1: Career Advancement Plan - Handbook

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Abstract

This deliverable, D2.1 Career Advancement Plan – Handbook, outlines a comprehensive strategy to support the professional growth of researchers and R&I support staff engaged in cross-border secondments under the ROBO-KNOT project. It builds upon the original Skills Development Framework (SDF) presented in the Grant Agreement, refining it through structured partner consultation into a more robust and aligned version the SDF 2.0. Parallel to this, it enhances the Personal Development Plan (PDP) into a revised PDP 2.0 that better captures individual needs, goals, and institutional expectations.

The core outcome of the deliverable is the formulation of an integrated Career Advancement Plan (CAP), which links the revised SDF and PDP into a cohesive post-secondment support mechanism. The CAP offers a practical roadmap for monitoring skills development, guiding institutional mentoring efforts, and improving employability prospects, particularly for talents in Widening countries. It proposes concrete tools, templates, and activities for implementation across sending organisations and ensures that the impact of the secondment extends beyond its duration. The deliverable thereby strengthens career progression pathways in alignment with the European Research Area (ERA) objectives, and by building on ResearchComp framework, contributes to long-term talent retention and capacity building in R&I ecosystems.

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Executive summary

This deliverable presents an updated Skills Development Framework (SDF) and Career Advancement Plan (CAP) aimed at enhancing the career development of seconded researchers and R&I support staff. The framework and plan were refined through a systematic consultation with project partners and an analysis of Personal Development Plan (PDP) practices. The executive summary outlines the deliverable's purpose, context, methodology, and key outcomes.

The initial Skills Development Framework was defined in the project proposal to identify essential skills and competencies for researchers during and after their secondments. To ensure that this framework meets the needs of all consortium partners, a structured survey and consultation process was conducted. Feedback from the consortium led to the creation of an updated SDF (SDF 2.0) that is closely aligned with partner priorities. The refined framework incorporates additional skill categories and emphasizes emerging competencies relevant to the project's goals. These updates ensure a coherent structure across partner institutions and provide clarity on the development objectives for each participant.

A central output of this deliverable is the Career Advancement Plan (CAP), which integrates the refined SDF 2.0 and the revised Personal Development Plan (PDP 2.0) into a coherent post-secondment support strategy. The CAP outlines guidelines and measures to help secondees leverage their secondment experience toward long-term career goals. In

particular, it provides protocols for mentoring, networking, knowledge transfer, and other mechanisms that will support researchers after their mobility period. By integrating the updated frameworks, the CAP ensures that training and development activities contribute directly to career progression, thus maximizing the impact of secondments.

The Personal Development Plan (PDP) component of the deliverable defines PDPs as individualized roadmaps that guide each secondee's training and growth. It explains the role of the PDP in setting specific goals, tracking progress, and aligning each researcher's activities with both the SDF and CAP. An updated PDP framework (PDP 2.0) was developed based on survey responses from partners and secondees. The revised PDP includes clearer templates and recommendations for mentors and supervisors, ensuring that each secondee's plan is thorough and actionable. These enhancements help secondees identify skill gaps and opportunities for professional development, promoting continuous growth throughout and after the secondment.

In summary, this deliverable demonstrates a concerted effort to tailor the Skills Development Framework and Personal Development Plans to the consortium's needs. Through partner consultation, the project has produced SDF 2.0, PDP 2.0, and the CAP as key tools. These outcomes provide a structured approach that links secondment activities to career progression. The refined frameworks and guidelines will help ensure that secondees gain targeted expertise and receive appropriate support for their future career development. Ultimately, the deliverable lays the foundation for a cohesive training and advancement strategy that benefits researchers across all partner institutions.

1. Introduction: Skills Development Framework Overview

The *Skills Development Framework (SDF)* is a core element of the ROBO-KNOT project, designed to provide all seconded staff with a structured pathway for career advancement during and after their secondments. In the project's proposal, the SDF was outlined as a comprehensive four-part framework addressing the needs of two categories of secondees, *Researchers* and *Research & Innovation (R&I) Support Staff*. It serves as the foundation for the project's Career Advancement Plan (CAP) and guides the creation of individual Personal Development Plans (PDPs) for each secondee. In essence, the SDF defines clear skill development objectives and activities that secondees should pursue throughout their mobility experience and beyond, ensuring their growth is purposeful, monitored, and aligned with long-term career goals.

SDF Structure and Purpose: Originally presented in the Grant Agreement methodology, the SDF encompasses four modules corresponding to key phases and target groups in the secondment process:

Skills Development during Secondment (Researchers): defines objectives and activities for seconded researchers, aligned with *ResearchComp* (the European Competence Framework for Researchers). It focuses on both technical competencies and transferable skills gained through practical experience. For example, researchers are expected to strengthen their disciplinary expertise ("Doing Research") through hands-on projects and job shadowing in their host organization. They also develop collaboration and networking skills ("Working with Others") by expanding their professional networks and working in diverse teams. Additionally, researchers work on self-management skills by setting Personal Development Plans, receiving mentorship, and practicing effective self-organization during daily tasks.

Skills Development during Secondment (R&I Support Staff): provides a parallel framework for seconded support staff, since no formal EU competency framework exists for this group. The proposal outlined tailored skill areas crucial for R&I professionals. During secondment, support staff focus on expanding professional networks (for instance, collaborating with innovation hubs and establishing pan-European partnerships) and building strong relationships with stakeholders (such as understanding industry partners' needs and forging cross-sector collaborations to bring university innovations to market). These targeted experiences ensure that R&I staff gain valuable insights into innovation ecosystems and stakeholder engagement beyond their home institution's context.

Post-Secondment Skills Development (Researchers): extends the framework to support researchers after they return to their sending organizations. According to the proposal, this module emphasizes higher-level transferable skills in line with *ResearchComp* categories like entrepreneurship, innovation impact, and research management. In practice, all seconded researchers will undertake specialized training to "show entrepreneurial spirit" and enhance their innovation impact. Two major post-secondment programmes were planned: *SPIN: Explore* (a five-module online course delivered by venture-building experts, covering topics such as Deep Tech market potential, Intellectual Property Rights strategies, and storytelling for scientists) and intensive week-long Robotics Commercialisation Bootcamps hosted by project partners (e.g. PACT in Portugal and CTAG in Spain). These activities aim to equip researchers with the skills to promote open innovation, effectively transfer knowledge from lab to market, and manage intellectual property, all critical for making a tangible impact with their research.

Post-Secondment Skills Development (R&I Support Staff): defines continued development for support staff after secondment, focusing on leadership in innovation and industry engagement. The framework calls for tailored training to build on the experiences gained during the secondment. In particular, all returning R&I support secondees will participate in an Innovation Leadership Bootcamp (a one-week program organized by EIT Digital at the EIT

House in Brussels). This bootcamp is structured around key areas such as navigating the European innovation ecosystem, conducting effective market research for new technologies, securing funding and investor relationships, and leading industry partnership initiatives. Through workshops, roundtables, and network-building sessions, the support staff develop advanced capabilities to lead industry engagement and drive knowledge transfer at their home institutions. They also join a community of R&I professionals across Europe to continue sharing best practices and fostering collaborations beyond the project.

Together, these four modules form a cohesive Skills Development Framework that maps out the learning journey for both researchers and R&I support staff in ROBO-KNOT. The SDF ensures that secondments are not ad-hoc visits, but rather structured learning experiences with clearly defined outcomes. By addressing both immediate skill acquisition during the secondment and follow-up training afterward, the framework supports secondees in translating their mobility experiences into long-term career benefits. Each secondees' Personal Development Plan will be derived from this framework, tailoring the general objectives to individual aspirations and tracking progress over time.

Initial Draft and Revision Process: the SDF described above represents the baseline as proposed in the project's Grant Agreement. At the project outset, this initial SDF was meant to be fine-tuned in collaboration with consortium partners to ensure it is both ambitious and realistic. A multi-step consultation process was planned to move from the draft to a finalized, partner-validated framework:

1. Initial Drafting: the core SDF structure and content were first developed based on the proposal's methodology (i.e. the relevant Grant Agreement modules detailing skill development for each category and phase).
2. Partner Consultation: consortium partners reviewed the draft and provided feedback through a structured survey and discussions, identifying gaps, additional needs, or adjustments based on their experience and the specific contexts of secondees.
3. Analysis of Feedback: all partner inputs were collated and grouped into common themes. This step ensured that diverse feedback was systematically integrated, highlighting which aspects of the framework required modification or enhancement.
4. Integration and Finalization: the SDF was then refined to incorporate the agreed changes, resulting in a final framework ready for implementation. The final SDF maintains the overall goals from the proposal but is better aligned with the real-world needs of secondees and hosts, making it more actionable and easier to monitor through the individual PDPs.

This deliverable leverages the above process to produce an improved SDF (referred to as SDF 2.0 in later sections) that truly meets the consortium's needs. In summary, the Skills Development Framework, as initially presented and subsequently refined, is the cornerstone of ROBO-KNOT's strategy to enhance the career prospects of its participants. It establishes a clear link between secondment activities and long-term career advancement. This ensures that both researchers and R&I support staff are equipped with relevant skills, mentorship, and post-mobility support to progress in their careers. Looking ahead, the refined SDF (together with a revised PDP approach) will feed into the Career Advancement Plan (CAP), a cohesive post-secondment support package designed to maximize the impact of ROBO-KNOT on each secondees' future.

2. Partner Consultation and Skills Development Framework 2.0 – Methodology and results

In order to refine the draft Skills Development Framework (SDF), the consortium conducted a structured partner consultation via an online survey. The survey achieved full participation from all 12 partner organizations (15 total responses), gathering input from a broad range of stakeholders including seconded researchers, innovation managers, and research support staff. The questionnaire combined closed-ended and open-ended items, enabling partners to rate various aspects of the draft SDF and to provide qualitative suggestions; in some cases, optional follow-up exchanges were held to clarify responses. This consultation was part of a four-step process encompassing the initial co-development of a draft framework (under project Module 1.3), the partner survey itself, subsequent aggregation and analysis of the feedback, and finally the integration of partner inputs into an updated SDF version 2.0. The consolidated results were discussed and validated by the consortium at the November project meeting, ensuring that the revised framework aligns with all partner needs before finalization.

At a project level, the consultation feedback affirmed the general soundness of the draft framework while highlighting key areas for improvement. All respondents found the initial SDF to be clear to some extent (53% rated it “mostly clear” and 47% “very clear”)(Fig.1 below), and roughly 70% of partners indicated that the framework’s content was highly relevant for both seconded researchers and research support staff (Fig.2 below).

3. How **clear** and **understandable** is the draft SDF?



Figure 1 - SDF clarity survey

4. How **relevant** is the framework for seconded **Researchers**?

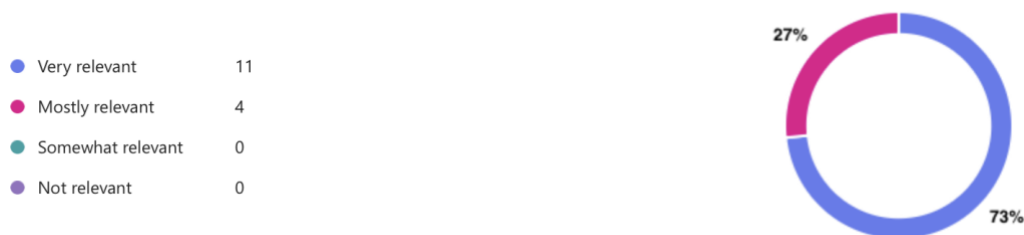


Figure 2 - SDF relevance for R&I Support Staff

At the same time, several suggestions emerged to enhance the SDF’s usability and alignment with partner expectations. In particular, partners recommended refining the structure and presentation by adopting a more concise, visual layout with clearly delineated modules, for example, using colour codes to distinguish the researcher and R&I staff tracks, and by adding a timeline or workflow diagram to illustrate the skill-development journey across the secondment period. It was also suggested that an explicit implementation plan be appended

to the framework to guide its rollout, defining clear performance indicators (KPIs), quality assurance steps, and diversity & inclusion commitments to support effective use of the SDF in practice.

Beyond structural refinements, the consultation yielded valuable insights on the framework's content and implementation. Partners largely validated the SDF's key skill areas but proposed targeted additions to address certain gaps. For seconded researchers, this feedback translated into calls for greater emphasis on proactive communication with both technical and non-technical audiences, basic entrepreneurial thinking and business planning skills for research translation, and stronger academic dissemination training (e.g. effective publication strategies and conference presentation skills). For R&I support staff, recommendations included bolstering competencies in stakeholder negotiation and partnership management, improving knowledge valorisation and intellectual property awareness, and creating opportunities for deeper immersion in the research and innovation ecosystem alongside the secondees. The survey also highlighted preferences in training methods: hands-on projects, industry networking events, cross-functional team collaborations, and mentorship were collectively rated as the most effective learning activities, whereas routine check-ins or purely independent tasks, such as daily stand-up meetings or extensive self-directed work, were generally viewed as less beneficial. This prompted suggestions to enrich the training program with additional workshops on topics like academic publishing, soft skills, and cross-cultural communication, as well as sessions on open science practices, market research, or IP landscaping to complement the existing modules. Finally, the need for robust post-secondment support was strongly emphasized. Partners noted potential challenges in transferring newly acquired skills back to home institutions, for example, reintegration difficulties due to institutional inertia or loss of momentum after the exchange, and urged the adoption of monitoring mechanisms to mitigate these issues. Proposed measures included regular progress reviews, self-assessment logs and evidence of concrete outputs, together with feedback from host mentors, to track each secondee's development and inform a personalized Career Advancement Plan for sustained growth beyond the secondment.

Based on these collective inputs, the Skills Development Framework has been revised and updated to version 2.0 to better align with partner needs and the realities of the secondment process. The revised SDF 2.0 retains the two-phase structure of the original framework, covering the secondment period and the post-secondment period, while introducing additional preparatory and support elements. Notably, a brief pre-secondment orientation module has been added to equip participants with baseline knowledge in areas such as entrepreneurship, innovation management, and analytical tools before their placement. The main framework then unfolds in two sequential phases corresponding to the secondment lifecycle: During Secondment, activities and training undertaken while the researcher or staff member is on secondment, and Post-Secondment, activities focusing on the period after the secondee's return). Within each phase, the framework maintains distinct but complementary tracks for Researchers and R&I Support Staff, recognizing their different developmental needs but also ensuring synergies where appropriate. SDF 2.0 is presented in a more modular, user-friendly format with improved visuals, for example, color-coded modules for each track and an integrated timeline graphic, to clearly illustrate the progression of skills development over time. The content descriptions for each module have been edited for clarity and brevity, and the overall layout is more concise and navigable, addressing the partners' requests for a cleaner and more accessible handbook design.

For the **During Secondment phase**, previously Modules 2.2 and 2.3, SDF 2.0 provides an enriched set of skill modules and learning activities informed by the consultation feedback.

The **Researcher track** during secondment still focuses on developing technical excellence and initial transferable skills (such as teamwork, self-organization, and personal development), but it now also includes new components on proactive communication

(learning to effectively communicate research to both specialist and lay audiences), on cultivating an innovation mindset (introducing entrepreneurial thinking and basic business planning for translating research into practice), and on academic dissemination (improving skills in publishing and presenting scientific work).

In parallel, the **R&I Support Staff track** during secondment continues to center on facilitating collaboration and innovation (for example, building networks and understanding stakeholder needs), and it has been augmented with additional content on stakeholder negotiation and partnership brokering techniques, on knowledge valorisation and IP management basics, and on immersion in the scientific context (through joint researcher–staff innovation sessions or “innovation ecosystem” shadowing opportunities to better understand the technical content). Throughout this phase, the highest-priority training formats identified by partners – hands-on project work, cross-functional team projects, industry networking sessions, and structured mentorship – are integrated to maximize experiential learning and collaboration. Conversely, lower-value activities (for instance, frequent routine meetings) have been deemphasized or made optional, ensuring that the secondment period is focused on impactful learning experiences.

For the **Post-Secondment phase** (Modules 3.1 for researchers and 3.2 for support staff), the framework focuses on consolidating the skills gained during the exchange and fostering long-term career impacts.

The **Researcher track** after secondment is geared toward applying new competencies and driving innovation upon returning to the home institution. It reinforces key transferable skills in areas like knowledge transfer, innovation management, and open innovation, and it now incorporates dedicated modules on change management – to help returning researchers act as “innovation ambassadors” who can champion new practices in their teams – and on open science and data stewardship, reflecting the importance of transparent and sustainable research practices.

The **R&I Support Staff track** in the post-secondment phase is designed to enable these professionals to continue supporting and scaling innovation within their organizations. Its modules cover advanced topics such as market analysis and foresight, leading industry engagements and partnerships, securing funding for innovation projects, and navigating the European R&I ecosystem. New elements have been introduced in this track as well, including guidance on innovation portfolio management (since R&I officers often oversee a portfolio of projects rather than single initiatives) and formal change management training to help institutionalize the new ideas and skills brought back by the secondees.

To ensure continuity, SDF 2.0 also introduces a **Career Reintegration Toolkit** in the post-secondment phase – a set of guidelines, templates, and mentorship resources to support both returning researchers and support staff in applying their new skills and maintaining momentum after the secondment. This toolkit directly addresses the reintegration challenges identified during the consultation, providing practical measures (such as follow-up mentoring plans and organizational support checklists) to maximize the impact of the secondment experience for both individuals and their home institutions.

In addition to these content updates, SDF 2.0 is accompanied by a dedicated implementation and monitoring plan to ensure that the framework is effectively put into practice across the consortium. The deliverable now defines clear metrics and procedures – including key performance indicators and quality assurance measures – to evaluate skill development progress, and it embeds diversity and inclusion considerations to ensure equitable access to opportunities within the framework. The revised SDF is also cross-referenced with other ROBO-KNOT initiatives: a mapping matrix links each SDF module with related Work Packages (notably WP3 through WP5) so that secondment training activities complement the project’s research, innovation and dissemination efforts in a coherent way.

Furthermore, the consortium has established mechanisms for ongoing monitoring of participants' development during and after their secondments. These include periodic progress reviews, documentation of achieved outputs or milestones, and feedback collection from host supervisors, all of which will feed into each secondee's individual Career Advancement Plan, providing a structured follow-up roadmap for continued skill utilization and career development beyond the exchange. This comprehensive approach to implementation and monitoring ensures that the updated Skills Development Framework 2.0 is not only well-aligned with partner needs on paper, but is also effectively executed and sustained throughout the project's lifecycle and beyond.

3. Career Advancement Plan

Introduction

The Career Advancement Plan (CAP) is a strategic framework designed to maximize the impact of research secondments on individual career growth and institutional capacity. It builds upon the project's **Skills Development Framework (SDF) 2.0** and aligns with each secondee's **Personal Development Plan (PDP) 2.0**, ensuring that newly acquired skills are effectively applied and sustained after the secondment. The CAP is a shared blueprint across all sending organizations (for both researchers and R&I support staff) and includes tailored **post-secondment support measures** to facilitate knowledge transfer and long-term career advancement. By providing structured support and clear guidelines, the CAP aims to **enhance secondees' employability, future career prospects, and knowledge-sharing capabilities**, addressing key institutional concerns about staff mobility and its added value. Ultimately, this integrated plan ensures that each secondee can adapt the general framework to their specific career goals and long-term aspirations, thereby fostering sustainable professional growth in line with both personal ambitions and organizational priorities.

International secondments offer valuable opportunities for researchers and R&I staff to gain new skills, broaden their networks, and foster innovation. However, without a coherent post-mobility plan, there is a risk that new competencies and ideas might not fully translate into career progression or institutional benefit. Common concerns include increased workload for colleagues during the employee's absence and uncertainty about how the experience will add value to the organization. The CAP directly tackles these issues by outlining how skills learned abroad will be integrated upon return, how the secondee will be supported, and how outcomes will be measured. This ensures that the sending institutions see tangible benefits (such as new collaborations, process improvements, or project opportunities) and that the secondee's new expertise is utilized rather than lost. In essence, the CAP serves as a **bridge between the secondment experience and long-term career development**, aligning all stakeholders on expectations, support roles, and objectives for after the mobility period.

Integrating SDF 2.0 with Personal Development Plans (PDPs)

The Skills Development Framework (SDF) 2.0 underpins the CAP by defining the core competencies and training modules to be pursued during and after the secondment for both researchers and R&I support staff. The framework is structured in two sequential phases: (1) *During Secondment*: focusing on discipline-specific technical skills and initial transferable skills (such as collaboration, networking, and self-organization), and (2) *Post-Secondment*: focusing on higher-order transferable skills for generating impact, innovation management, and knowledge transfer. Through a recent refinement exercise based on surveys and partner feedback, SDF 2.0 introduced new emphasis areas to address identified skill gaps. For example, for **researchers**, the framework now explicitly includes Entrepreneurship & Innovation and Communication training during the secondment, alongside traditional research skills. For **R&I support staff**, new topics such as Change Management and Negotiation were added, and certain modules (e.g. Innovation and Market Research) were repositioned to where they fit best in the learning trajectory. In the post-secondment phase, SDF 2.0 also incorporates advanced skills like Business Planning for researchers and Intellectual Property (IP) & Innovation Management for support staff, reflecting the need to turn new knowledge into practical outcomes. This comprehensive

skills framework ensures that the secondment is not just an isolated experience, but part of a continuum of development that prepares the individual for real-world innovation and leadership challenges.

Each secondee is required to develop a Personal Development Plan (PDP 2.0) prior to their secondment, using the CAP and SDF as guiding references. The PDP is a personalized roadmap that translates the broad goals of the CAP into specific, measurable objectives for the individual. It typically includes the researcher's or staff member's own career aspirations, research/training objectives during the secondment, and the transferable skills they aim to acquire or strengthen. Crucially, the PDP also outlines a **reintegration strategy** – a plan for how the newly gained skills and experiences will be applied in the home institution after return. By formulating this plan in advance (with input from both the secondee and their supervisor/mentor), the PDP ensures that the secondment is directly aligned with the person's long-term career goals and the sending institution's needs. For example, a researcher might set a goal to learn a specific lab technique or project management skill during the secondment, and the PDP would then detail how that skill will enable them to lead a new project or improve a process upon return. The CAP provides a common structure and set of expectations for these PDPs across the consortium, acting as a **"master plan"** from which individual plans draw their components. This alignment guarantees consistency (all secondees target a mix of technical and soft skills defined in SDF 2.0) while still allowing customization to fit individual goals. Notably, the CAP and SDF approach mirrors best practices recommended in other research career programs: for instance, the Marie Skłodowska-Curie Actions require a career development plan that covers research objectives as well as training in transferable skills, teaching, and outreach, in order to broaden the fellow's career opportunities. By integrating these elements, our CAP ensures that secondees not only gain academic or technical knowledge, but also improve crucial **transferable skills** (like communication, teamwork, innovation, and leadership) that are known to increase researchers' employability and open up diverse career paths beyond academia. Ultimately, the SDF 2.0 + PDP 2.0 integration within the CAP creates a cohesive path: from identifying needed skills, to acquiring them during the secondment, to actively leveraging them for career advancement after the secondment.

Post-Secondment Support Measures

A defining feature of the CAP is the robust **post-secondment support program** it sets out for returning secondees. This includes a suite of activities and resources aimed at consolidating new skills, fostering entrepreneurship, and ensuring that both the individual and their home institution fully benefit from the secondment experience.

Upon return, secondees will engage in **targeted training** to build on the competencies gained abroad. This takes the form of online entrepreneurial education courses (e.g. interactive e-learning modules on innovation management, start-up methodologies, or intellectual property strategies) and in-person bootcamps focusing on entrepreneurship and transferable skills. The online courses allow flexible, self-paced learning to develop business-oriented skills – for example, understanding how to commercialize research results or how to write a business plan. Meanwhile, the **bootcamps** are intensive workshops (typically a few days to a week) bringing together returning secondees for hands-on activities like ideation challenges, pitching sessions, and leadership development exercises. These bootcamps

leverage peer learning and expert coaching to “activate” an entrepreneurial mindset in researchers and R&I staff. By participating in such training (which aligns with the added Entrepreneurship & Innovation and Business Planning components of SDF 2.0), secondees further improve their transferable skills in innovation, creativity, and problem-solving. This not only enhances their ability to drive projects in their home institution but also boosts their attractiveness to future employers or collaborators in the R&I ecosystem. In line with European best practices, training in areas like commercialisation of results, intellectual property rights, communication, and public engagement are emphasized, as these are known to foster innovation and broaden career prospects for research professionals.

Each returned secondee will be paired with a mentor (or career coach) within their home institution to guide their post-secondment integration. This mentor – often a senior researcher or a department head – meets regularly with the secondee to discuss how to apply new knowledge in ongoing projects, navigate any challenges in implementing new ideas, and identify opportunities for further growth (such as leadership roles or new research directions). The CAP encourages a “*peer mentoring*” approach as well, where former secondees from earlier cohorts share experiences and tips with newer returnees. In fact, internal feedback highlighted **peer mentoring** as one of the most effective ways for secondees to transfer skills back to their organization. By establishing a community of practice or a support group of ex-secondees, the CAP creates a sustainable loop of knowledge sharing and mutual learning. Mentors also assist in revisiting the PDP after the secondment, helping the individual update their career plan (now with the secondment experience in hand) and set new goals (PDP 2.0 becomes a living document). This one-on-one support ensures the secondee remains focused on career advancement and is actively working towards promotions, new responsibilities, or other markers of progress with guidance.

To address the critical step of bringing back knowledge to the home institution, the CAP outlines several reintegration activities. These include:

- **Internal Workshops or Seminars:** Soon after returning, secondees are encouraged to host a seminar or demonstration for their team/department, where they present what they learned during their secondment (e.g. new techniques, tools, or insights into best practices from the host institution). This raises awareness among colleagues and can spark discussions on adopting useful innovations. It also positions the secondee as a knowledge resource in their specialty.
- **Written Guides or Playbooks:** In cases where a new protocol or methodology was mastered, the secondee can be tasked with creating a short “how-to” guide or manual for colleagues. This documented knowledge ensures that the skill isn’t limited to one person and can be referred to later. For example, an R&I support staff member who learned a new project management system could write a brief guide and help train others on it.
- **Mini Pilot Projects:** The CAP encourages launching a small-scale project or pilot initiative to put new skills into practice in a real context. For instance, a researcher who learned about a novel laboratory technique could run a pilot experiment in their own lab to test its feasibility with local resources.

Similarly, an admin staff who picked up new innovation management strategies could initiate a pilot innovation incubator or a new grant-writing process. Such pilots serve as proof-of-concept that can convince management of the value of new approaches.

- **Integration into Existing Processes:** Rather than treating new ideas as separate, the CAP advises integrating useful practices into the institution's standard operating procedures. For example, if a secondee brings back a more efficient data analysis workflow, it should be incorporated into the lab's protocols. Our survey respondents stressed that embedding new tools into existing institutional processes is key for lasting impact. This often requires management support to adjust routines or policies, which the CAP addresses in the next section (on institutional guidelines).
- **Regular Follow-up Meetings:** Departments are advised to schedule follow-up check-ins (e.g. 3 months and 6 months post-return) where the secondee can report on progress in applying their skills and discuss any additional needs. These meetings could involve the secondee, their mentor, and department leadership. The purpose is to maintain momentum, celebrate successes (like a new collaboration formed or a paper submitted as a result of the secondment), and troubleshoot issues (perhaps a tool isn't being adopted widely, etc.). It reinforces that the organization cares about the secondee's development and the outcomes of the secondment.

These knowledge transfer activities were identified to directly combat the “uncertainty about added value” that some institutions feel regarding staff mobility. By having concrete outputs, such as workshops delivered, guides written, processes improved, the value of the secondment is made visible and measurable within the organization.

An often overlooked aspect of career advancement is the **continuation of networks** formed during the secondment. The CAP includes measures to help secondees maintain and capitalize on the connections and collaborations initiated while abroad. One such measure is providing **mini-grants for follow-up visits or joint initiatives**. For example, a small pot of funding might be available (through the project or the sending institution) for the secondee to revisit their host institution or attend a joint conference with the host group, specifically to work on a collaborative publication or a new project proposal. Our feedback survey suggested that even a modest grant for writing a joint grant proposal or a short second visit could greatly enhance long-term collaboration. By enabling these follow-up interactions, the CAP helps transform short-term mobility into enduring partnerships, which can lead to co-authored papers, new research grants, or technology transfer opportunities down the line. Additionally, the CAP encourages participation in alumni networks or professional groups related to their field, often facilitated by the consortium partners. Secondees become part of a growing network of R&I professionals who have had international exposure, and this network can be leveraged for career opportunities, mentoring of future secondees, or collective problem-solving in the future.

In combination, these post-secondment support measures ensure that each secondee is not left to navigate the return to their routine alone. Instead, they have a structured support system – additional training to fill any skill gaps (especially in entrepreneurship and

innovation), mentors to guide them, deliberate activities to transfer knowledge, and opportunities to broaden their achievements. This comprehensive approach is designed to maximize the impact of the secondment on both the individual's career trajectory and the sending institution's innovation capacity. It aligns with the broader goal of modern research training: equipping talent with a versatile skill set and an innovative mindset so they can thrive in multiple environments. By following the CAP, the project partners aim to see tangible outcomes such as secondees leading new initiatives, winning promotions or new roles, and spearheading collaborations that would not have existed without the secondment experience.

Guidelines for Career Advancement and Reintegration

For the CAP to be effective, it must be implemented consistently and with commitment from all stakeholders – the secondee, their home institution (sending organization), and the host institution (during secondment) to some extent. The following guidelines have been developed to ensure successful reintegration of secondees and sustained career advancement:

- **Align Secondment with Individual Career Goals:** Before the secondment begins, it is crucial to clarify how the experience will contribute to the secondee's career path. This is achieved through the PDP 2.0, which is drafted in consultation with supervisors and reviewed by the sending institution's HR or career development office. The PDP should clearly state the secondee's *long-term career aspirations* (e.g. attaining a group leader position, becoming an innovation manager, etc.) and map how the secondment's activities will help achieve these goals. By having this clarity, the secondee and host can focus the training on relevant areas. It also gives the sending institution a heads-up on what opportunities to provide upon the person's return (for instance, if the goal is to start a new research line, the institution might plan to allocate lab space or seed funding for that). This alignment ensures motivation remains high and that the secondment is seen as a stepping stone towards a defined career milestone.
- **Pre-Departure Reintegration Planning:** An innovative practice introduced in our CAP is the concept of a "**reintegration plan**" **agreed before mobility**. This means that prior to the secondment, the secondee, their line manager, and potentially the host supervisor discuss and outline how the new skills or knowledge will be used after return. For example, they might agree that the secondee, once back, will take on responsibility for a particular project, or will train colleagues in a certain technique, or will work on a grant proposal leveraging the host collaboration. This plan is documented (often as part of the PDP or an annex to it) and sets clear expectations. The advantage of pre-planning reintegration is twofold: the secondee goes into the secondment with a mission (knowing the specific outcomes they are aiming to bring back), and the home institution commits to making space for those outcomes (thus reducing the risk that a person returns with new ideas but no mandate to implement them). It effectively guarantees that the investment in mobility will be harvested. The CAP recommends that this reintegration plan be as specific as possible – listing, for instance, **which projects, roles, or responsibilities** the person will undertake post-secondment using their enhanced skills. This could even include a provisional

timeline (e.g. “Month 1 after return: set up new data analysis pipeline across department; Month 3: submit joint paper with host; Month 6: apply for national grant with host institution”). Having this roadmap eases the transition and keeps everyone accountable.

- **Institutional Support and Workload Management:** Sending organizations must recognize that reintegration is a process that requires *time and resources*, not something that happens automatically the day a secondee returns. One guideline in the CAP is for institutions to **provide a buffer period** for the returning staff member – for instance, not assigning a full teaching load or heavy administrative duties immediately, so that the individual has bandwidth to share knowledge and implement new ideas. Our survey feedback underscored that management should adapt workloads to allow knowledge transfer activities to take place, and to avoid overwhelming the returnee. Additionally, **management support** at a high level is needed to enable changes: if new tools or methods are to be integrated, department heads or directors might need to approve process updates, purchase new software, or allocate budget for new initiatives. The CAP includes brief **“Management Guidelines”** for each sending institution, which stress the importance of publicly acknowledging the secondee’s new competencies (e.g. in internal newsletters or meetings), empowering them with some autonomy to innovate, and integrating their input into strategic planning. By visibly valuing the secondee’s experience, management also sends a message to other staff that mobility is rewarded – helping to build a culture that encourages continuous development. In summary, institutions should treat the post-secondment phase as an extension of the training: allowing the person to experiment and apply skills (even if some initial trial and error), rather than immediately pulling them back into routine tasks that don’t utilize their new capabilities.
- **Peer Networking and Knowledge Communities:** We encourage the creation of internal communities of practice, especially for R&I support staff who often work across departments. For example, an *“Innovation Champions Club”* could be formed where all staff who went on secondment (or similar training experiences) meet quarterly to exchange what they have implemented and what challenges they face. This kind of peer network serves multiple purposes: it reinforces learning (someone’s success story can inspire others), it creates informal mentoring (a staff member who returned earlier can guide a newer returnee), and it raises the profile of secondments internally (as these meetings can be used to brief leadership about the cumulative benefits coming from the program). Similarly, for researchers, journal clubs or special interest groups can be avenues to infuse new knowledge into the broader institution. The CAP guidelines suggest that each secondee should become a **“knowledge ambassador”** in their unit, a go-to person for their particular area of new expertise, and that they should be given a platform to share insights beyond their immediate team (for instance, giving a talk in another department or at a college-wide research day). Encouraging cross-pollination in this way maximizes the spread of knowledge. It also boosts the secondee’s confidence and communication skills, contributing further to their personal development. Notably, internal surveys prioritized **peer**

mentoring and integration into institutional processes as top mechanisms for skill transfer, and these guidelines operationalize those mechanisms.

- **Career Monitoring and Progress Evaluation:** To ensure the CAP truly enhances career prospects, it includes a framework for monitoring outcomes over the medium term (6-18 months post-secondment). The sending organizations, with input from the secondee and mentor, should track **specific indicators** of career advancement and impact. These indicators might include: **career moves** (promotions, new job offers or roles attained by the secondee after return), **academic/professional output** (publications, patents, or projects launched that can be traced back to the secondment learning), **network growth** (new collaborations or memberships in committees and networks), and **knowledge dissemination** (number of workshops given, people trained, or process improvements made). For example, an indicator could be “Within one year, the secondee applies for at least one grant as principal investigator using knowledge gained during secondment” or “Home department adopts at least one new tool introduced by the secondee.” By measuring such outcomes, institutions can evaluate the effectiveness of the CAP and make improvements. It also helps make the case to management and funders that the program is yielding results, addressing any scepticism about the return on investment of the secondments. The CAP document will provide a template for an **“Impact Report”** to be filled by the secondee and their supervisor one-year post-return, summarizing achievements and lessons learned. This reflection not only serves accountability but is another chance for the individual to articulate how their skills development has translated into career growth which is a useful exercise for their CV and future development planning.

By adhering to these guidelines, all parties ensure that the momentum gained during the secondment is not lost. Instead, the secondee returns to an enabling environment where they can transform their new skills and ideas into concrete advancements, be it new research directions, improved services, or leadership in innovation. The CAP essentially institutionalizes a supportive culture for returning staff, so that every secondment becomes a win-win: the individual progresses in their career, and the organization gains in knowledge and innovation capacity. This in turn contributes to the broader objective of the project: strengthening the **R&I talent pool in Widening countries** by giving people the skills and opportunities to excel and drive change in their institutions. When implemented fully, the CAP helps create a virtuous cycle where enhanced careers lead to stronger institutions, which then can better attract and retain talent, further reducing disparities in the European Research Area.

Expected Impact and Conclusion

The integration of SDF 2.0 and PDP 2.0 within the Career Advancement Plan, combined with dedicated post-secondment support, is expected to have a high-impact outcome on both the individuals and their organizations. For the secondees, whether researchers or support staff, the CAP provides a clear pathway to enhance their employability and future career prospects. By developing a broader skill set (technical, transferable, and entrepreneurial) and demonstrating the application of those skills, they become more competitive candidates for advancement within academia or transitions to industry and other sectors. This aligns with evidence that researchers who cultivate transferable skills and diverse experiences have improved career options and effectiveness in various work environments. We anticipate that secondees following the CAP will experience faster career progression: for example, moving into roles with greater responsibility, securing grant funding or leadership positions, or even starting their own innovative ventures. Importantly, they will also have greater confidence and capability to share knowledge: the project aims to produce professionals who can act as multipliers, spreading expertise beyond themselves.

For the sending institutions (universities or research organizations in Widening countries), the CAP helps ensure that participation in this secondment program translates into long-term capacity building. Each returning secondee, armed with new ideas and skills, can initiate improvements in research practices, administration, or technology transfer at home. Over time, as multiple staff undertake this journey, the institution should see a cultural shift towards more innovation-friendly and collaborative practices. The CAP's emphasis on knowledge transfer, process integration, and management support means that new practices are embedded institutionally rather than remaining isolated with individuals. This contributes to the sustainability of project outcomes: even after the funded period, the know-how and networks remain and continue to yield benefits, such as international collaborations, enhanced training programs, or improved support services for research and innovation. In essence, the CAP turns what could be a short-term exchange into a catalyst for organizational development and improved research and innovation (R&I) performance.

By aligning career development activities with individual goals and backing them up with structured support, we also address potential downsides of mobility. The risk of “brain drain” (talented individuals leaving their home institution after upskilling) is mitigated by the fact that the CAP actively engages them in opportunities at their sending organization post-secondment, increasing their commitment and satisfaction. Additionally, concerns like those identified by our partners (e.g. workload coverage and demonstrating value) are managed through proactive planning and transparent follow-up on outcomes. In fact, we expect that success stories from this program will make a strong case for continuing such staff development initiatives in the future, possibly influencing institutional HR policies or national programs on research staff development.

In conclusion, the Career Advancement Plan serves as a comprehensive roadmap to convert international secondment experiences into tangible career gains and institutional innovation. It ensures that each secondee has the guidance and resources to turn newly acquired knowledge into action, whether that action is publishing cutting-edge research, implementing a new management process, or launching a collaborative project. By fostering both entrepreneurial skills and transferable competencies, the CAP prepares researchers

and R&I support personnel to navigate and shape the evolving landscape of research and innovation. This is particularly impactful for Widening country institutions, which will gain a cohort of change agents capable of driving excellence and bridging gaps with more established research hubs. As a result, the project will contribute to a more balanced and dynamic European research area, where talent is nurtured and retained, and where knowledge flows more freely across borders and sectors.

The high-level structure of the CAP and its integration with personal development planning make it a model that can be shared across all consortium members and beyond. It represents a shared commitment to investing in people for the long run, treating mobility not as a one-off event, but as part of a continuum of professional growth. With the CAP in place, we are confident that our secondees will not only return enriched, but will also become linchpins in their organizations, championing innovation and inspiring others. Their success, in turn, will stand as a testament to the value of structured career development efforts, reinforcing the virtuous cycle of improvement in research and innovation systems. In summary, the CAP is the key tool in Work Package 2 to ensure the project's lasting impact on human capital, translating training into employability and aspirations into achievements, thereby securing sustainable career prospects for R&I talents in the academic sector of Widening countries and beyond.

4. Personal Development Plan

A Personal Development Plan (PDP) is a structured document and process that enables an individual to assess, organize, and direct their personal and professional growth. It involves thorough self-reflection on one's current achievements, strengths, weaknesses, and aspirations, which are then translated into clear development goals with actionable steps. In essence, a PDP serves as a roadmap for achieving personal objectives and advancing one's career or academic development. This process encourages continuous evaluation and adjustment of goals based on new insights or changing circumstances, making the PDP a vital tool for ongoing learning and improvement.

4.1. Understanding the PDP and Its Purpose

Typically, a PDP is built around three key stages: personal analysis, goal setting, and planning objectives. In the first stage (personal analysis), the individual conducts an honest self-assessment to evaluate their current skills and identify areas for improvement. Next, in the goal-setting stage, they define clear, measurable development goals that align with their future aspirations or role requirements. Finally, concrete objectives and actions are planned, ranging from short-term tasks to long-term initiatives, detailing how to achieve each goal in practical steps. The PDP is not a one-time plan but an evolving document; individuals are expected to regularly review progress and update their plans as needed, ensuring they stay on track and adapt to any new opportunities or challenges. By engaging in this iterative planning, people take proactive ownership of their development, enhancing self-awareness and motivation in pursuit of their growth targets.

4.2. Role of the PDP in Guiding Secondees' Growth

For a research center or university serving as the *sending institution* in a mobility program (such as the ROBO-KNOT Robotics Knowledge Transfer Lab), implementing a PDP for each secondee is crucial to guide and maximize the individual's skill development during the secondment. At the outset of a secondment, the sending institution typically works with the secondee to create a tailored PDP, outlining the specific competencies, knowledge areas, and experiences the individual aims to acquire during their placement. This early planning ensures that the secondee's personal career objectives align with both the host organization's opportunities and the broader goals of the program. For example, the ROBO-KNOT project has established a comprehensive Skills Development Framework and Career Advancement Plan to boost secondees' employability and future prospects; an individual PDP complements these by translating high-level program objectives into a personalized action plan for each researcher.

Throughout the secondment, the PDP serves as a living guide for the secondee's progress. Regular check-ins and mid-term reviews are conducted to measure achievements against the development goals set in the PDP. The sending institution, in coordination with the host organization, monitors these progress reviews to ensure the secondee is on track and to identify any additional support or training needed. In many cases, a mentor or supervisor is assigned to support the secondee: this mentor can act as an impartial sounding board and provide guidance on the PDP's implementation. Notably, the mentor's role is advisory rather than evaluative, keeping the focus on development. By reviewing the PDP at intervals, the secondee and their supervisors can adjust objectives if necessary and document new learning experiences, thereby maintaining momentum toward the secondee's growth targets. This process helps the secondee stay focused on continuous skills development and ensures that the goals of the secondment are being met in practice.

Equally important is the role of the PDP in the post-secondment phase. Upon completion of the placement, the PDP provides a structured basis for reflection on what the secondee has learned and how they have grown. The secondee typically meets with their home (sending)

institution line manager or academic mentor to evaluate the outcomes of the secondment and to discuss how the enhanced skills and knowledge gained can be integrated back into their role and research activities at the home institution. This debrief, guided by the PDP, ensures that the individual's development has a lasting impact: the secondee benefits by recognizing their progress and planning next career steps, while the sending institution and the home research team benefit by utilizing the new expertise the secondee brings back. In this way, the PDP acts as a bridge between the mobility experience and long-term career advancement, helping to embed the knowledge transfer and personal growth achieved during the ROBO-KNOT secondment into both the individual's career trajectory and the sending institution's capacity.

4.3. Example Personal Development Plan Structure

To facilitate a consistent and effective approach, the sending research institution may provide a PDP template or outline for secondees. Below is an illustrative example of what a Personal Development Plan might include for a secondee (for guidance only, *not an official ROBO-KNOT template*):

- **Development Goals and Objectives:** A clear statement of the individual's specific learning and development goals for the secondment. These should be aligned with the secondee's career aspirations and the focus of the host placement (e.g. mastering a new robotics technology, improving project management skills). Each goal is typically phrased to be *SMART* (Specific, Measurable, Achievable, Relevant, Time-bound) to allow effective tracking.
- **Current Skills Assessment:** A brief self-assessment summary of the secondee's current competencies related to the goals. This section captures the starting point: strengths to build on and skill gaps to address. For example, the secondee might note their existing research skills in robotics and identify areas like business innovation or specific technical tools where they seek improvement.
- **Planned Activities and Actions:** A detailed plan of how the secondee will achieve each goal during the secondment. This includes the projects, tasks, training modules, or collaborative work they will engage in at the host organization. For instance, if a goal is to learn a new programming framework, the PDP might list attending a specific training workshop or contributing to a related development project as an action item.
- **Timeline and Milestones:** An outline of the timeframe for development activities and key milestones. The PDP should map out the duration of the secondment (e.g. a 3-month or 5-month period) with target checkpoints, for example, "By Month 2: prototype the robotics component" or "By Month 3: attend advanced robotics commercialisation seminar." Setting interim milestones helps in monitoring progress and keeps the secondee accountable to deadlines.
- **Resources and Support:** Identification of any resources, support, or mentoring needed to accomplish the plan. This can include naming a mentor/supervisor at the host site, listing equipment or facilities the secondee will utilize, and noting support from the sending institution (such as periodic advisory calls or access to online courses). For example, the plan might state that the secondee will have weekly meetings with a host lab supervisor for feedback on their work.
- **Expected Outcomes and Success Criteria:** A description of what successful development will look like by the end of the secondment. Here the secondee defines indicators of achievement for each goal, such as producing a research report or prototype, gaining a certification, or demonstrating a new skill, like leading a cross-sector collaboration. These expected outcomes provide a way to evaluate the effectiveness of the secondment experience for the individual's growth.

- **Review and Reflection Schedule:** Plans for how and when the PDP will be reviewed and updated. This section notes the schedule of progress review meetings (e.g. a mid-term review and a final review with the host and/or sending institution) and encourages the secondee to document reflections. For instance, the PDP might specify a mid-secondment review meeting to formally discuss progress on goals, and a final personal reflection report to capture lessons learned. Regular reviews ensure the PDP remains a dynamic tool and that the secondee receives feedback to support their development throughout the journey.

Each of these elements works together to make the PDP a comprehensive guide for the secondee's personal and professional development. By following a structured PDP, the research center/university (sending institution) and the secondee can jointly ensure that the secondment is not just a temporary placement, but a transformative learning experience aligned with the individual's career path and the strategic objectives of the ROBO-KNOT program. This proactive planning and ongoing guidance ultimately help in achieving the dual goal of the mobility initiative: advancing the secondee's skills and career while enhancing the innovation capacity of all institutions involved.

5. Personal Development Plan 2.0: Survey and Enhancements

5.1 Methodology

In order to refine the Personal Development Plan (PDP) template, the project team conducted a structured survey among consortium partners. This survey was carried out as part of WP2 (Skills Development and Post-Secondment Support) and aimed to gather feedback on the initial PDP framework and the broader Career Advancement Plan (CAP) concept. The questionnaire was administered via an online form and was shared with all partner institutions in late 2024. It comprised five key questions (plus an optional comment section) covering critical aspects of post-mobility career development: expected outcomes after secondment, impact measurement indicators, institutional concerns about mobility, methods for knowledge transfer, and support needed for reintegration. The survey included a mix of open-ended questions (to solicit qualitative insights) and multiple-choice items (to gauge common concerns and preferred approaches), ensuring a balance between structured data and free-form feedback.

All consortium members were invited to participate, with the intention of obtaining a representative overview of partner needs and experiences. By the response deadline, input had been received from a subset of partners (approximately 25% of the consortium, corresponding to three responses). Despite the limited number of submissions, these responses reflected contributions from across the partnership (as respondents consolidated feedback from their respective organisations), thereby ensuring that **all partner types were represented in the insights collected**. The data from the questionnaire were then aggregated and analysed qualitatively for common themes and quantitatively for any converging choices on the multiple-choice questions. This analysis formed the basis for identifying areas of improvement in the PDP template. The following sections summarize the key findings from the survey (at the project level, without attribution to individual partners) and detail how the **Personal Development Plan 2.0** has been revised in light of the partners' feedback.

5.2 Findings

The feedback from consortium partners yielded valuable insights into what the PDP should encompass and how it could better support secondees' career development post-mobility.

Partners uniformly expect secondees to bring back **tangible benefits** to their home institutions **after a mobility period**. Desired outcomes include enhanced technical and methodological skills that can be directly applied in the organisation, initiation of new collaborations or projects, and contributions to improved internal processes or innovative practices. In essence, secondees are expected to leverage their broadened perspective to drive positive change: for example, by applying new methods in ongoing projects or launching internal initiatives upon return. These expectations underline the need for the PDP to clearly articulate the goals and potential contributions of the secondment experience.

The consortium emphasized the importance of **defining clear indicators to measure the impact** of a secondment on both the individual and the home institution. Suggested metrics were both qualitative and quantitative. At the individual level, indicators might include the secondees' involvement in new projects or working groups, the introduction and uptake of new methods or tools in the organisation, achievement of new qualifications or roles, and even career advancements such as promotions or leadership of new initiatives. At the

organisational level, partners proposed tracking contributions to projects (e.g. successful implementation of a practice learned abroad), knowledge transfer activities (like seminars or training sessions conducted by the returnee), and the establishment of new collaborative relationships resulting from the mobility. One respondent also mentioned using follow-up questionnaires to gauge the secondee's influence, indicating that regular evaluation of outcomes (e.g. through surveys or feedback forms) could be part of the process. Overall, the feedback signals that the PDP should incorporate a way to set and later assess such impact indicators, to demonstrate the added value of the mobility.

When asked about the **main institutional concerns regarding staff mobility**, partners highlighted two predominant issues. First, the increased workload for colleagues during the secondee's absence was identified as a significant concern: essentially, when a staff member is away on secondment, their duties must be redistributed, potentially straining the remaining team. Second, there is uncertainty about the added value of the mobility for the organisation, meaning some institutions are not fully convinced that the benefits of a staff exchange will outweigh the costs or disruptions. Notably, other potential concerns, such as difficulties reintegrating staff after long absences or misalignment of the secondment with institutional priorities, were not prominently cited in the feedback. This suggests that the PDP, and associated CAP, should address these top concerns by clearly planning how to manage the secondee's absence and by articulating the expected value and outcomes of the secondment. By doing so, the PDP can help reassure management that the secondment is a worthwhile investment and mitigate the perception of lost time.

A strong theme in the feedback was the need for effective **mechanisms to transfer the skills and knowledge** acquired during the secondment back into the home organisation. Partners identified several strategies, with peer mentoring and integration of new skills into existing institutional processes emerging as the most favoured approaches (mentioned by multiple respondents). This implies that secondees should be encouraged to mentor their colleagues (sharing new techniques or insights one-on-one or in small groups) and to embed the new knowledge by updating or enhancing the organisation's current workflows and practices. Other knowledge transfer methods were also suggested, reflecting a multi-pronged approach: for example, organising internal workshops or seminars for the secondee to present what they learned, developing written guidelines or playbooks to document new methods, initiating small pilot projects to test and showcase the new approaches, and holding regular follow-up meetings to track progress. The breadth of these suggestions indicates that the PDP template should prompt planning for knowledge dissemination activities. By doing so, it ensures that knowledge transfer is not left to happen passively but is an integral, planned part of the post-mobility phase.

Partners agreed that successful **reintegration of secondees** requires proactive support from the organisation. Several critical support conditions were identified. One recurrent point was the allocation of adequate time and resources for the returning staff to share their knowledge and implement new ideas. In other words, if a secondee is expected to drive improvements, they must be given the bandwidth, and possibly a reduced routine workload initially, to focus on applying their new skills. Management support is also crucial: the organisation's leadership should be prepared to adapt or evolve existing processes to accommodate innovative methods and tools brought back by the secondee. Another key suggestion was to have **a clear reintegration plan established before the secondment begins**. Such a plan would outline how

the new competencies will be utilized upon return: for instance, specifying which projects, roles, or responsibilities the secondee will take on to make the most of their enhanced capabilities. Notably, partners envisioned this reintegration plan as part of the PDP itself, underscoring the PDP's role in setting post-mobility expectations. Additionally, some feedback pointed to providing **institutional incentives or resources** to facilitate ongoing collaboration and development after mobility. For example, one idea was to offer mini-grants to support follow-up initiatives like short return visits to the host institution or joint grant proposal writing, enabling the continuation of the collaboration sparked by the secondment. Finally, partners commented that reintegration is a gradual process as organisations should recognize that implementing new practices takes time and thus remain patient and supportive as secondees work to embed their new knowledge. In summary, the survey findings call for the PDP and the overall CAP to explicitly address the post-mobility support ecosystem, ensuring that both the individual and the home institution are prepared for a smooth and productive reintegration period.

5.3 Revised Personal Development Plan 2.0

Building on the above findings, the **Personal Development Plan template (PDP 2.0)** has been updated to better meet partners' needs and to enhance the support for secondees' career advancement after their mobility. The revised PDP 2.0 retains the fundamental purpose of the original PDP, serving as a personalized roadmap for the secondee's skill development and career objectives, but introduces several important enhancements to its structure and content. These enhancements ensure that the PDP not only guides activities during the secondment but also links seamlessly to post-secondment actions and organisational support. Key improvements in the PDP 2.0 include:

- **Inclusion of a Reintegration Plan:** Each PDP 2.0 now contains a dedicated section for post-secondment reintegration planning. In this section, the secondee (in consultation with their supervisor or mentor) will outline how the new skills and experiences gained abroad will be applied in their home institution upon return. This could include specifying the projects or departments where the secondee will contribute, any new role they might assume, and planned knowledge-sharing activities, such as mentoring colleagues or leading an internal workshop. By defining a reintegration plan up front, the PDP 2.0 directly addresses partners' calls for clarity on how new skills will be utilized and ensures a shared understanding of the secondee's path after mobility. This measure is expected to alleviate institutional concerns about the value of the secondment, as it links the mobility to concrete follow-up actions.
- **Explicit Expected Outcomes and Goals:** The revised template prompts users to clearly enumerate the expected outcomes of the secondment, aligned with the themes highlighted by the consortium (e.g. "applied new technical skill X in project Y," "initiated collaboration with department Z," "developed improved process for..."). By having the secondee and host/home supervisors agree on a set of concrete goals and anticipated results beforehand, the PDP 2.0 makes the purpose and intended value of the mobility transparent. This not only guides the secondee's focus during their time away but also provides criteria against which success can be evaluated. It addresses the need to reassure the home institution of the mobility's benefits by explicitly linking secondment activities to organisational improvements.

- **Integration of Impact Indicators:** In line with partner recommendations, PDP 2.0 introduces a subsection where key performance indicators (KPIs) or success criteria are defined for the identified goals. For each expected outcome, the plan can list how progress or success will be measured: for example, adoption of a new tool with a target number of teams using it, completion of a pilot project, number of internal trainings conducted, or career milestones achieved after return. These indicators draw from the types suggested in the survey, such as new projects initiated, new methods introduced, and professional advancements. Incorporating impact indicators into the PDP ensures that there is a follow-up mechanism to evaluate the secondment's effectiveness. It encourages both the secondee and the institution to monitor outcomes (e.g., via follow-up questionnaires or performance reviews), thereby creating accountability for implementing what was learned.
- **Planning of Knowledge Transfer Activities:** To foster effective dissemination of new knowledge, the PDP 2.0 requests the secondee to propose at least one knowledge transfer or sharing activity to undertake upon their return. This could be, for instance, a presentation to their team, a training session or workshop for a broader group, the creation of documentation (manual, guideline, toolkit) based on what they learned, or establishing a peer mentoring arrangement. By embedding this requirement, the plan ensures that knowledge transfer is not left to ad-hoc decisions; instead, it becomes a planned deliverable of the secondment. The choice of activity can be tailored to the context (technical demonstrations for lab skills, seminar for conceptual insights, etc.), and the PDP allows flexibility for the secondee and their line manager to decide the most effective format. This element of the PDP 2.0 directly responds to the consortium's emphasis on peer learning and integration of skills into everyday practice.
- **Identification of Support and Resources Needed:** A new feature of PDP 2.0 is a section where any necessary organisational support for the secondee's post-mobility success is outlined. Here, the secondee and supervisor can note if specific resources or arrangements will be needed – for example, dedicated time to work on implementing innovations, managerial endorsement to change certain procedures, access to particular equipment or software acquired during secondment, or even budget for follow-up activities. By making these needs explicit, the PDP 2.0 functions as a communication tool with the institution's leadership, who can then plan to provide the required support when the time comes. This preemptive approach was inspired by partner feedback stressing management support and resource allocation as critical to reap the benefits of secondments. It also provides an opportunity to address practical issues like workload redistribution: if the secondee will need a lighter routine load for a period after return to focus on knowledge transfer, such arrangements can be noted in the plan and agreed in advance.
- **Alignment with the Skills Development Framework:** The revised PDP template is designed to align with ROBO-KNOT's broader Skills Development Framework (SDF) 2.0. The competencies and training activities recorded in the PDP correspond to the skill areas defined in the SDF, ensuring consistency between what secondees aim to learn and the project's overall training objectives. This alignment means that as the secondee fills out their PDP, they are prompted to consider relevant skills/modules

from the SDF, and conversely, any gaps identified in the PDP can inform adjustments to the SDF offerings. While the PDP remains an individual-centric plan, this coherence with the SDF helps standardize the understanding of skill targets across the consortium. For example, if data analysis is a skill category in SDF 2.0, the PDP might specify particular data analysis tools or methods the secondee will focus on during the secondment.

In practical terms, the PDP 2.0 is structured as a user-friendly template with clear sections and guiding questions. An illustrative example of a possible PDP layout is provided below. This example is intended as inspiration for partners to develop their own PDPs and is not binding; organisations may adapt the format to their specific context and needs. The example shows how a PDP might capture key information such as the secondee's goals, planned activities, expected outcomes, post-mobility actions, support needs, and indicators of success in a concise, tabular form (See ANNEX II).

The table provides a sample structure for a Personal Development Plan 2.0. It outlines how to document a secondee's objectives, planned activities, reintegration actions, needed support, and success metrics. Partners can use this layout as a guideline, adapting and expanding it as appropriate. The essential idea is to ensure that each PDP clearly links the secondment experience with concrete outcomes and follow-up actions, thereby operationalizing the feedback-driven enhancements discussed above. By implementing PDP 2.0 across the consortium, the project aims to improve the effectiveness of secondments, making certain that new skills and knowledge are not only gained but also systematically transferred and integrated for the benefit of both the individual's career and the home institution.

6. Conclusions

This deliverable's findings confirm that the collaborative approach has produced robust and relevant training tools. Through structured surveys and stakeholder input, the project captured diverse perspectives. Partner-driven refinement has ensured that the updated frameworks reflect the needs of all institutions. The integration of SDF 2.0 and PDP 2.0 into the Career Advancement Plan means that secondees can clearly connect their training activities with long-term career objectives.

The project's consultative process has fostered consensus on skills and development goals across the consortium. By aligning the SDF and PDP frameworks with partner input, the deliverable establishes a common language for researcher development. The guidelines for post-secondment support in the CAP emphasize sustained mentoring, knowledge sharing, and networking. These measures underscore the project's commitment to supporting researchers even after their mobility period has ended. As a result, secondees will have a well-defined plan to continue their growth upon returning to their home institutions.

The deliverable provides practical tools and strategies that will strengthen secondees' career trajectories. The refined frameworks and plans enable secondees to identify and achieve their professional goals within the project's structure. Ultimately, these outcomes contribute to the project's objective of enhancing researcher capacity, mobility, and employability. Continued implementation and periodic review of the SDF, PDP, and CAP will ensure that secondments remain a valuable stepping stone for researchers across the consortium and beyond.

In conclusion, the handbook provides essential guidance to strengthen the connection between training and career progression. Its implementation is expected to improve secondees' clarity on development goals and increase their employability after the secondment. Ultimately, these outcomes support the project's wider aim of building researcher capacity and fostering a collaborative European research community.

7. Annexes

a. ANNEX I. Personal Career Development Plan (PDP) Template (for Researchers' Secondees) description

Each secondnee must use the following outline to create their **Personal Development Plan (PDP 2.0)** before embarking on the secondment. The PDP will be refined throughout and after the secondment, but an initial version should be completed and agreed upon by the secondnee and their supervisor/mentor **prior to mobility**. This template is informed by the Career Advancement Plan and ensures all key elements are addressed.

Personal and Professional Details: Name, current position/title, department and institution (sending organization), secondment host institution, and dates/duration of secondment. (This section sets the context and basic info for the PDP document.)

Long-Term Career Aspirations: A brief description of the individual's long-term career goals (3-5 years or beyond). For example: "To become a lead researcher in robotics focusing on human-robot interaction" or "To advance to a senior R&I management role, driving international collaboration projects." This helps align the secondment objectives with where the person wants to go in their career.

Short-Term Objectives for the Secondment: Specific goals to achieve during the secondment period. These should include both research/technical goals and transferable skill goals, reflecting the SDF 2.0 focus areas. For instance:

- *Technical/Research Goal:* Learn and practice [**specific technique or knowledge area**] (e.g. a new analytical method, software tool, or research methodology) to enhance disciplinary expertise.
- *Transferable Skill Goal:* Improve [**specific soft/transferable skill**] (e.g. project management, scientific communication, networking, entrepreneurship).
Each goal should be as concrete as possible (e.g. "develop a prototype of X", "write a joint paper on Y", "attend an entrepreneurship course and pitch a project idea"). These will form the basis of Module 2.2 and 2.3 activities during the secondment.

Planned Secondment Activities: A summary of the tasks, projects, and training the secondnee will engage in at the host institution. This can be in bullet form or a short paragraph, and it has to link to the short-term objectives above. For example: "Work in Prof. Z's lab to apply machine learning algorithms to robotics (addresses Technical Goal); attend weekly entrepreneurship seminars offered by host (addresses Transferable Skill Goal); collaborate with host's innovation office to learn about patent filing (additional skill development)." If known, list any specific courses, workshops, or events at the host that the secondnee will participate in. This section essentially outlines **how** the secondnee intends to meet their objectives.

Skills Development Targets (Based on SDF 2.0): Identify the key skills/competencies from the Skills Development Framework 2.0 that the secondnee will focus on. This can be a sub-list referencing the SDF categories. For example:

- *Researcher:* "Working with Others" (collaboration, networking), "Communication" (presenting research effectively), "Entrepreneurship & Innovation" (exposure to commercialization, startups).
- *R&I Support Staff:* "Expanding Networks" (building international contacts), "Change Management" (learning how to drive organizational change), "Innovation and Market Research" (understanding market needs and innovation processes).
By listing these, the PDP shows clear alignment with the CAP's framework and ensures the secondnee and host are aware of these focus areas. (This also helps when evaluating progress later – one can refer back to whether these skill targets were met.)

Post-Secondment Reintegration Plan: A detailed plan for applying the newly acquired skills and experience after returning to the home institution. This is a critical component that must be determined **before** the secondment (in line with CAP guidelines). It should answer questions like:

- *What new responsibilities or projects will the secondnee undertake on return?* (e.g. leading a new research project, implementing a new protocol, initiating a collaboration with the host or other partner, etc.)
- *How will knowledge be transferred to colleagues?* (e.g. organizing a training session, writing a guideline document, setting up a demo, mentoring team members).
- *What support or resources are needed from the institution?* (e.g. investment in a piece of equipment, time allocation for developing a new course, management approval to change a workflow).
For example, the plan might state: "Upon return, I will host a workshop on advanced robotics control systems for our department, integrate the simulation software learned at host into our lab's workflow, and collaborate with my supervisor to prepare a funding proposal with Host University. The department will allow a 20% reduction in teaching load for 3 months to facilitate these tasks." By articulating this, both the secondnee and institution know what to expect, and it sets a clear path to capitalize on the secondment. (This section can be developed with input from the supervisor/mentor and may be adjusted as needed when the secondnee returns, but an initial agreement should be recorded here.)

Mentoring and Support Arrangements: Document the mentoring structure and any other support for both during and after the secondment. For instance: "Dr. X (at sending institution) will serve as my mentor throughout the process, with monthly check-ins via video call during the secondment and bi-weekly meetings in the first two months after return. At the host, Prof. Y will supervise my work and provide feedback on skill development progress." Also, note any career development services to be utilized (e.g. the university's career office, or an external coach if provided). This ensures the secondnee has a support network and knows where to turn for advice or help achieving their plan.

Timeline and Milestones: Lay out a rough timeline for key milestones related to the secondment and reintegration. This might include:

- *Before secondment:* complete necessary training or prep (if any), meet with mentor to finalize plan.
- *During secondment:* timeline for goals (e.g. Month 1 – master technique A; Month 3 – draft joint paper outline; Final month – present results at host seminar).
- *Immediately after return (Months 1-3 post-secondment):* conduct internal workshop, implement new tool in project, etc.

- *Medium term (6-12 months post-secondment):* apply for grant, take on new role, publish paper, etc. A clear timeline helps in monitoring progress and keeping the secondee accountable to their own goals. It also helps the mentor/institution to provide timely support (for example, if the plan says a grant application by Month 6 post-return, the research office can be ready to assist around that time).

Success Indicators: Define how the success of the secondment and its follow-up will be measured, in relation to the individual's career development. These indicators should be concrete and aligned with the earlier objectives. Examples:

- *Skill acquisition:* "Proficiency in [new skill] verified by mentor or certificate" (e.g. "Completed host's course on entrepreneurship and received certification").
 - *Tangible output:* "One joint publication submitted" or "Prototype developed and tested".
 - *Career progression:* "Promotion to senior role within 1 year" or "Invited to join institute's innovation committee post-return".
 - *Knowledge transfer:* "At least 5 colleagues trained in new method", "New collaboration established with host institution (MoU or joint project)".
- Listing these in the PDP clarifies what outcomes are anticipated and provides a basis for evaluation later. It is also motivating for the secondee to see the potential rewards of their effort.

Approval and Review: Sign-off section for the individual, their supervisor, and possibly a department head or HR representative. This typically includes signatures and date, indicating that the plan has been discussed and agreed upon. Additionally, note the schedule for reviewing and updating the PDP (for example, "This plan will be reviewed at mid-secondment (3 months in) and again immediately after the secondment, and updated accordingly"). Regular review ensures the PDP remains a living document and can be adapted to any changes in circumstances or aspirations.

This PDP template is intended to be **comprehensive yet flexible**. Not all sections may have extremely detailed information from the start (for instance, the exact post-secondment project might evolve), but the idea is to encourage thorough forethought and clarity of purpose. By following this template, secondees will create a personal plan that is directly linked to the overarching CAP, thus guaranteeing that their individual journey contributes to the larger goals of enhanced career development and institutional impact. The PDP will serve as both a roadmap and a record of the secondee's growth, aligning with best practices for career development planning in research contexts. Each sending organization should archive these PDPs and use them, together with the CAP guidelines, to track progress and provide tailored support to their staff before, during, and after the secondment.

b. ANNEX II. Personal Development Plan 2.0

Development Objective	Secondment Activities	Post-Mobility Application	Support Needed	Success Indicators
<p>Skill or outcome to achieve during mobility</p> <p><i>Example:</i> Gain expertise in advanced robotic vision algorithms.</p>	<p>Training, projects, or tasks to undertake while on secondment</p> <ul style="list-style-type: none"> - Attend Computer Vision Lab training sessions on object recognition. - Collaborate with host researchers on a pilot project using algorithm X. - Shadow senior engineers to learn integration of vision system in robotics. 	<p>How the new skill/knowledge will be used in the home institution upon return</p> <ul style="list-style-type: none"> - Implement the new vision algorithm in a prototype back at home institution's robotics lab. - Organize an internal workshop to train colleagues on the vision techniques learned. - Introduce updated protocols for image data processing in the R&D department. 	<p>Institutional support or resources required to facilitate reintegration and application</p> <ul style="list-style-type: none"> - Management approval to allocate 15% of time for R&D improvements in first 3 months post-return. - Access to high-performance computing resources for algorithm deployment. - Small grant for a follow-up visit to host lab for fine-tuning the prototype (if feasible). 	<p>How will progress or impact be measured?</p> <ul style="list-style-type: none"> - New vision algorithm integrated into at least one ongoing project within 6 months of return. - Workshop delivered to 10+ team members, with positive feedback (measured by a feedback survey). - Improved object recognition accuracy in lab tests by 20%, as documented in a technical report.

c.) ANNEX III. Personal Development Plan 2.0 Template (see from page 31.)



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Personal Development Plan (PDP) 2.0

For Researchers and R&I Support Staff

How to use this template ●

- Complete and share the PRE-SECONDMENT section before departure with your Host Functional Manager, Sending Line Manager/Supervisor, and Sending Mentor.
- Update the DURING SECONDMENT Monthly Progress Log each month.
- Complete the POST-SECONDMENT section within 2–4 weeks of return, focusing on reintegration and knowledge transfer.

DELETE all example text (in *italic*) once you have filled in your own content.

A. PDP Metadata ●

Secondee name		Secondment Type (tick one)	<input type="checkbox"/> Researcher <input type="checkbox"/> R&I Support Staff
Sending organisation / unit		Host organisation / unit	
Secondment country		Secondment dates	From: __/__/____ To: __/__/____
Duration	__ months / __ days	Host Functional Manager	
Sending Line Manager / Supervisor		Email / phone	
Sending Mentor		Last updated	__/__/____



A1. Key Roles ●

Host Functional Manager (Host organisation)	<p>Name: _____ Title: _____ Email: _____</p> <p><i>Example: Prof. Y (Host University) - host supervisor providing feedback on skill development progress.</i></p>
Sending Line Manager / Supervisor (Sending organisation)	<p>Name: _____ Title: _____ Email: _____</p> <p><i>Example: Department Head / PI / direct supervisor.</i></p>
Sending Mentor (Sending organisation — advisory)	<p>Name: _____ Title: _____ Email: _____</p> <p>Check-in plan: _____</p> <p><i>Example: Dr. X (sending institution) will serve as my mentor throughout the process, with monthly check-ins during the secondment and bi-weekly meetings in the first two months after return.</i></p> <p><i>Note: Mentor role is advisory rather than evaluative.</i></p>

Tip: Keep entries short. This PDP is a practical planning and tracking tool, not a narrative report.



B. PRE-SECONDMENT ●

B1. Long-term career direction (3-5 years) ●

Write 1–3 sentences.

Example (R&I Support Staff): "To advance to a senior R&I management role, driving international collaboration projects."

Example (Researcher): "To become a lead researcher in robotics focusing on human-robot interaction."

My long-term career direction:

B2. Current skills status (baseline) ●

List 3 strengths and 3 gaps relevant to your secondment goals:

Strengths	Gaps to address

B3. Skills development targets ●

INSTRUCTIONS: List the key competencies you aim to strengthen during this secondment. Keep them short.

Examples:



R&I Support Staff: "Expanding Networks" (building international contacts), "Change Management" (learning how to drive organizational change), "Innovation and Market Research" (understanding market needs and innovation processes).

Researcher: "Working with Others" (collaboration, networking), "Communication" (presenting research effectively), "Entrepreneurship & Innovation" (exposure to commercialization, start-ups).

B4. Objectives, activities, outcomes, indicators, reintegration •

Add 3 objectives minimum. Include at least 1 technical/function-specific objective, 1 transferable-skill objective, and 1 organisational-impact objective. Keep each objective SMART.

Goal examples: "develop a prototype of X"; "write a joint paper on Y"; "attend an entrepreneurship course and pitch a project idea".

Success indicator examples: "Proficiency in [new skill] verified by mentor or certificate"; "One joint publication submitted"; "Prototype developed and tested"; "At least 5 colleagues trained in new method"; "New collaboration established with host institution (MoU or joint project)."

Example planned secondment activities: "Work in Prof. Z's lab to apply machine learning algorithms to robotics (addresses Technical Goal); attend weekly entrepreneurship seminars offered by host (addresses Transferable Skill Goal); collaborate with host's innovation office to learn about patent filing (additional skill development)."

1. Development objective (SMART)	2. Secondment activities (how you will achieve it)	3. Expected outcomes + evidence (what you will produce/learn)	4. Success indicators (KPIs)	5. Post-mobility application + knowledge transfer + support needed (reintegration plan)
<p><i>EXAMPLE: Gain expertise in advanced robotic vision algorithms.</i></p>	<p><i>Training, projects, or tasks to undertake while on secondment:</i></p> <ul style="list-style-type: none"> - Attend Computer Vision Lab training sessions on object recognition. - Collaborate with host researchers on a pilot project using algorithm X. - Shadow senior engineers to learn integration of vision system in robotics. 	<p><i>Expected outcomes + evidence:</i></p> <ul style="list-style-type: none"> - Short technical report / prototype demo. - Evidence: link to repo/report (or file reference). 	<p><i>Success indicators (KPIs):</i></p> <ul style="list-style-type: none"> - New vision algorithm integrated into at least one ongoing project within 6 months of return. - Workshop delivered to 10+ team members, with positive feedback (measured by a feedback survey). - Improved object recognition accuracy in lab tests by 	<p><i>Post-mobility application + support needed:</i></p> <ul style="list-style-type: none"> - Implement the new vision algorithm in a prototype back at home institution's robotics lab. - Organize an internal workshop to train colleagues on the vision techniques learned. - Introduce updated protocols for image data processing in the R&D department. <p><i>Support needed:</i></p> <ul style="list-style-type: none"> - Management approval to allocate 15% of time for R&D improvements in first 3 months post-return. - Access to high-performance computing

			20%, as documented in a technical report.	resources for algorithm deployment. - Small grant for a follow-up visit to host lab for fine-tuning the prototype (if feasible).
<i>EXAMPLE: By end of secondment, design an improved stakeholder engagement workflow and test it with 2 cases.</i>	- Shadow host innovation office - Interview 5 stakeholders - Map process + validate with mentor	- Workflow document + pilot notes - Evidence: file link + meeting minutes	- KPI: workflow adopted by team / positive feedback ($\geq 4/5$) - Pilot completed with 2 cases	- Train colleagues (session + slides) - Integrate into Standard Operating Procedure within 3 months - Support: manager endorsement + workshop slot
Objective #:				
Objective #:				
Objective #:				

B5. Timeline & milestones •

Add key checkpoints. Use months/weeks, not long paragraphs.

Example milestones: "By Month 3: attend advanced robotics commercialisation seminar."

Example milestones: "By Month 2: prototype the robotics component."

Milestone	Target date / notes
Before departure	
Month 1	



Midpoint review	
Final month	
First month after return	
6-12 months after return	

B6. Resources & mentoring •

Specify meeting pace and any access/resources needed to deliver the objectives.

Note: The mentor role is advisory rather than evaluative.

Example mentoring plan: "Dr. X (at sending institution) will serve as my mentor throughout the process, with monthly check-ins via video call during the secondment and bi-weekly meetings in the first two months after return. At the host, Prof. Y will supervise my work and provide feedback on skill development progress."

Item	Details
Host mentoring pace	e.g., weekly 30-min meeting
Sending supervisor check-ins	e.g., monthly 30-min call
Training / events planned	
Tools / access / resources needed	
Review & reflection schedule	Monthly Progress Log updates + optional mid-secondment review (date: __/__/____) + final review in POST section.
6-12 months after return	



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C. DURING SECONDMENT ●

Update this section monthly. Copy/paste the block below for each month of the secondment.

C1. Monthly Progress log ●

(copy this block for each month of the secondment)

Month X: MM/YYYY

Milestone	Notes
Field	
Activities completed (linked to objectives)	
Outputs produced (links/files)	
Progress vs KPIs (Green/Yellow/Red)	
Issues / support needed	
Deviations / changes to the plan (if any)	
Plan for next month	

C2. Change log ●

If objectives, milestones, or reintegration actions change, record the change and who agreed to it.

Date	What changed	Reason	Agreed by (host/sending)



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D. POST-SECONDMENT ●

Complete within 2-4 weeks of return. Focus on reintegration, knowledge transfer, and measurable outcomes.

D1. Achievement summary (objective-by-objective) ●

For each objective in B4, mark status and add 1 sentence on results.

Objective #	Status (Achieved / Partial / Not achieved)	1-sentence result / note
1		
2		
3		
4		
5		
6		

D2. Reintegration and knowledge transfer ●

Record at least one knowledge transfer activity and how the new skills are applied in the sending organisation.

Example reintegration plan: "Upon return, I will host a workshop on advanced robotics control systems for our department, integrate the simulation software learned at host into our lab's workflow, and collaborate with my supervisor to prepare a funding proposal with Host University. The department will allow a reduction in teaching load for 3 months to facilitate these tasks."

Action	Date	Evidence (link/file/notes)
Knowledge transfer delivered (workshop / mentoring / documentation)		



New method/tool/process integrated into home work (where/how)		
New collaboration maintained/initiated (next step)		
Support/resources still needed (if any)		

D3. Reflection ●

Keep it short and specific (you can also write in bullets your biggest learning outcomes)