

REQUIRED COMPETENCIES BY CATEGORY					
	R1	R2 A	R2 B	R3	R4
EVOLUTION IN THE RESEARCHER CAREER: COMPETENCIES	Pre-Doctoral Transitional Stage: Doctoral Thesis: 3-5 years	Post-Doctoral Transitional Stage: 2-5 years E.g. Sara Borrell	Emerging Researcher// Clinical Researcher// Associate Researcher Transitional Stage: 5-8 years E.g. Miquel Servet	Researcher	Leading Researcher
Autonomy	They carry out research under supervision with the aim of completing their doctoral thesis	Has not established a significant level of independence.	A certain degree of independence	Completely autonomous	Completely autonomous
Publication	. Researchers will write their doctoral thesis . 1st author or co-author in publications and communications	1st author or co-author in publications, communications.	Used to be the main author of their scientific production * The Clinical Investigator may be a co-author in publications or the first author	Must sign their scientific production as the main author. Regular publications in high-quality journals with peer review where they have a prominent role.	. Publishes papers with strong impact (breakthroughs)
Teaching activities / Congresses	. cannot be asked to take on teaching activities beyond those required by their pre-doctoral work	The job role should not involve teaching activities beyond research work.	. Can have teaching activities beyond their research work.	. Acts as a reference at conferences and congresses	" Research awards and recognition Invited speaker International reputation (network of contacts) based on their research excellence in their field.
Project management	<i>Not applicable</i>	Should not be the Principal Investigator of competitive projects. If approved by the Group Leader, may apply for competitive projects aligned with the group's strategy.	Can be the Principal Investigator of competitive projects	. Must be the Principal Investigator of competitive projects	Must be the Principal Investigator of competitive projects
Teamwork management	<i>Not applicable</i>	Can mentor researchers in training. Potentially, can co-supervise projects for undergraduate and postgraduate students (Graduate's/Master's theses).	Used to be a mentor of Trainee Researchers. Can supervise doctoral theses.	Researcher who manages a research group	Researcher who leads their research area or field Manages, supervises, and mentors research groups and teams. Contributes to teaching, mentoring, and guidance
Level of education	Pre-Doctoral	Post-Doctoral	Medical specialists or Doctors in Science.	Medical specialists or Doctors in Science.	Doctor in Science
Data Analysis	Conducts critical analysis and has the ability to evaluate and synthesize ideas (own research)	Demonstrates the ability to perform critical analysis, evaluations, and synthesis of complex ideas (own research and research from others).	Identifies issues in research and new opportunities in their area of expertise.	Designs and executes acquisition and information systems through the effective use of resources and appropriate equipment.	Demonstrates critical judgment in the identification and execution of research activities.
Drive and Motivation	Curiosity to understand research methodology and discipline. Provides a good understanding of the study area.	Demonstrates a systematic understanding in the study area and mastery of skills and research methods related to this area. Shows the ability to conceive, design, or create, implement, and adopt a substantial research or creation process.	Makes a positive contribution to the development of knowledge, research, and development through collaborations and partnerships. Identifies appropriate methodologies and approaches in research	Is innovative in research approaches. Takes a leadership role in the creation, establishment, and management of research projects.	Significantly contributes to developing knowledge in their research area. Ability to create an innovative and creative research environment. Takes a leadership role in the creation, establishment, and management of research programs
Written and oral communication	Ability to explain research results and their value to other researchers. Ability to integrate language and content from the discipline. Possesses good communication skills (written and verbal). Writes clearly and with a style appropriate to convey its purpose.	Is able to express oneself with coherent arguments in front of different types of audiences, formally and informally, using a variety of techniques.	Is capable of communicating the results of the research and its value to the academic and scientific community.	Efficiently communicates their research to the scientific community and society at large.	Excellent communicator and networker for networking and contributes internationally in their research area.

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Interpersonal Skills	Collaborates with colleagues and participates in project team meetings, showing a positive attitude and active listening. Has the ability to receive feedback and integrate it for improvement.	In day-to-day activities, collaborates with colleagues and participates in team meetings, providing a constructive perspective. Has the ability to receive and give feedback.	Contributes to adding value in team meetings, shares information, and assists colleagues in problem-solving. Develops and maintains cooperative networks with other researchers. Brings leadership skills to teams.	Identifies team development needs and is seen as a reference. Provides appropriate feedback to all team members and assists them in professional growth. Can take the lead in collaborative research projects by cooperating with colleagues and collaborators.	Researchers who lead teams in their research areas or field and have an international reputation based on their research excellence in their field.
Project Management	Self-management: Effective management of their thesis through the creation of research objectives, intermediate goals, and activity prioritization. Understands relevant occupational health and safety issues and demonstrates responsible work practices	Has the ability to summarize, document, report, and reflect on project progress and contributes to effectively managing their own time and the time of other team members in training. Understands relevant occupational health and safety issues and demonstrates responsible work practices.	Brings project planning skills. Prepares the project launch through a work plan for the project team, ensuring technical and methodological rigor and anticipating potential risks. Can work on multiple projects, reconciling all work plans. Anticipates relevant safety and occupational health issues and demonstrates responsible work practices for both oneself and team members.	Brings the ability to supervise and guide research groups and supervises doctoral theses. Anticipates responsible work practices for both oneself and team members.	Maintains a balanced approach between dedicating time to knowledge development tasks and management tasks.
Problem Solving)	Has the ability to identify and validate problems and communicate them to the thesis supervisor.	Assimilates information and quickly solves encountered problems to continue research and deliver the best results.	Brings independent, original vision, critical thinking, and the ability to develop theoretical concepts in the face of identified problems.	Brings flexible and innovative approaches to problem-solving.	Brings flexible and innovative approaches to problem-solving.

Source Competencies of the Researcher: <https://ashpit.files.wordpress.com/2011/07/vitae-researchers-skills.pdf>