MPLS RESEARCHER TRAINING & DEVELOPMENT CONTACTS

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OTHER TRAINING AND DEVELOPMENT CONTACTS

Research Support
www.admin.ox.ac.uk/researchsupport

Bodleian Library
www.bodleian.ox.ac.uk/using/skills

Careers
www.careers.ox.ac.uk

ITS
http://courses.it.ox.ac.uk

Oxford Learning Institute
www.learning.ox.ac.uk

Oxford Research Staff Society
www.ox.ac.uk/research/support-researchers/
connecting-other-researchers/oxford-research-
staff-society

Support for Researchers Webpage
www.ox.ac.uk/research/support-researchers

OTHER DIVISIONAL TRAINING & DEVELOPMENT PROVISION

Medical Sciences
www.medsci.ox.ac.uk/study/skillstraining

Social Sciences
http://researchtraining.socsci.ox.ac.uk

Humanities
www.humanities.ox.ac.uk/training_and_support

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INTRODUCTION

Welcome to the 2016–2017 Researcher Training Development brochure for the Mathematical, Physical and Life Sciences Division. The aim of this provision is to equip you to be the best researcher you can be and enable you to acquire skills that will help you to achieve the career you want.

This is a snap shot of the courses that will be available for you at no cost this year. Other courses will be added as the year goes on so keep an eye out for our publicity via email and on the website. For some courses we will be asking for deposits as this provision is expensive and it is important to make the most of it. This brochure will be appearing every year at the beginning of Michaelmas term, so I hope you find it useful. If you have any feedback about it, the courses, or ideas for future provision please feel free to contact me at the email address below.

Best wishes

Justin

Dr Justin Hutchence, FHEA
MPLS Researcher Training and Development Manager
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WHAT WILL I GAIN FROM TRAINING AND DEVELOPMENT?

IT HELPS YOU BECOME A PROFESSIONAL RESEARCHER

“The prime function of leading-edge research is to develop new understanding and the creative people who will carry it into society”

The training and development available through the University is designed to enable you to be a highly effective researcher. It addresses issues such as: creativity, writing skills, research integrity, data management, presentation skills, networking, public engagement and impact. There are courses to help you get the most out of your relationship with your Supervisor or Principal Investigator. For DPhil students the programme is focused on enabling you to do a better, faster degree.

IT HELPS YOU DEVELOP YOUR CAREER

The graphic below illustrates how challenging it is to pursue an academic career in the UK. Our training provision enables you to develop skills and career management tools so you can change careers if you wish.

IT ENABLES YOU TO BE MORE PRODUCTIVE

The courses and support will enhance your skills at time and project management so that you make the best use of your time here at Oxford.

IT GIVES YOU SKILLS TO SUCCEED IN ACADEMIA AND BEYOND

There are many roles that people have to adopt within the academic setting. Our programme provides support for those of you who need to enhance their skills in: teaching, communications, being a team player, leadership, management, and enterprise and innovation.

1 Boulton, G. (2010). Harvesting talent: strengthening research careers in Europe, League of European Research Universities (LERU), January 2010
This led to a period of much more rapid progress with my DPhil, and a much more helpful working relationship with my supervisor.

“Huge number of resources provided – these will be great to refer back to. Generally a very useful course for me.”

“I thought this was an excellent course that provided training in a wide range of skills and topics.”

“I think I am better equipped for success, personally and professionally, after participating.”

“I’m much more likely to consider starting my own business as a result of this course, and feel more aware of the importance of clear project planning than before.”
THE RESEARCHER DEVELOPMENT FRAMEWORK

The Researcher Development Statement (RDS) and Researcher Development Framework (RDF) contribute to researcher training and development in the UK by providing a strategic statement (RDS), endorsed by Research Councils UK, Universities UK and other leading national organisations, and a more detailed operational framework (RDF). Together they support the implementation of the Concordat to Support the Career Development of Researchers and the QAA Code of Practice for research degree programmes.

WHAT IS THE RESEARCHER DEVELOPMENT STATEMENT?

The Researcher Development Statement (RDS) is a strategic statement setting out the knowledge, behaviours and attributes of effective and highly skilled researchers appropriate for a wide range of careers.

The RDS is designed for policy makers, businesses and research organisations that provide personal, professional and career development for researchers. The Researcher Development Statement is the key reference statement for the development of postgraduate researchers’ skills and attributes. Four domains encompass what researchers need to be effective in their approach to research, when working with others and in contributing to the wider society and environment.

Domain A: Knowledge and intellectual abilities
Domain B: Personal effectiveness
Domain C: Research governance and organisation
Domain D: Engagement, influence and impact

WHAT IS THE RESEARCHER DEVELOPMENT FRAMEWORK?

The Researcher Development Framework (RDF) is a tool for planning, promoting and supporting the personal, professional and career development of researchers. It articulates the knowledge, behaviours and attributes of researchers and encourages them to aspire to excellence through achieving higher levels of development.

The Framework is designed for:

- researchers to evaluate and plan their own personal, professional and career development;
- managers and supervisors of researchers in their role supporting the development of researchers;
- trainers, developers, human resources specialists and careers advisors in the planning and provision of support for researchers’ development;
- employers to provide an understanding of the blend of skills unique to researchers and their potential as employees.

3 www.researchconcordat.ac.uk/documents/concordat.pdf
4 www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section1/default.asp
**HOW TO BOOK**

All courses are available to book via the Researcher Training Tool on Weblearn.

Go to Weblearn: [http://weblearn.ox.ac.uk/graduatetraining](http://weblearn.ox.ac.uk/graduatetraining) and navigate using the ‘browse by department’ option. All of the courses in this brochure are located under the ‘MPLS Division’ banner – alongside many other training opportunities from around the University. You will need you single sign-on ID to access this webpage.

**ONLINE COURSES AND PODCASTS**

**Online Courses**

The University has a number of online courses and podcasts designed to support you in your research, which you can complete at your own pace. They cover:

- **Entrepreneurship** – the University has three self-paced online courses that will help you understand entrepreneurship in an academic context, why and how entrepreneurial opportunities arise, and how to evaluate ideas and raise resources.

- **Research Integrity** – these self-study courses have been designed as an introduction to good practice in research, and include links to related University of Oxford policy and guidance.

- **Avoiding Plagiarism** – this online course provides an introduction to the issues surrounding plagiarism. It will help you to acquire some of the necessary skills and judgement to apply to your academic work and publications.

You will need your single sign-on for each and they can be accessed at the link below:

[https://www.mpls.ox.ac.uk/training/course-programme-for-graduate-students/online-courses](https://www.mpls.ox.ac.uk/training/course-programme-for-graduate-students/online-courses)

**Podcasts**

- **The Balanced Researcher** – describes the most useful strategies that thousands of researchers have found helpful in balancing the many demands on their time

- **The Imposter Syndrome**: how is it that successful people often feel like frauds? This podcast draws on research in psychology to explain where these feelings come from, and presents and discusses strategies to deal with them.

- **How to Plan your DPhil**: you need some very specific skills and tools to plan a PhD. This talk will introduce you to the PhD Planning Toolkit

- **The Seven Secrets of Highly Successful Research Students**: this session describes the key habits that our research shows will make a difference to how quickly and easily you complete your DPhil

[https://weblearn.ox.ac.uk/portal/hierarchy/skills/researchers](https://weblearn.ox.ac.uk/portal/hierarchy/skills/researchers)
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<td>Preparing for Learning and Teaching at Oxford: Lab demonstrators</td>
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<td>12 Oct 2016</td>
<td>An Introduction to Enterprise and the Researcher: What is it and how does it fit with my research?</td>
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<td>Introduction to Public Engagement</td>
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<td>Design Thinking: Rapid prototyping for developing new research areas (1 of 3 linked workshops)</td>
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<td>1 Feb 2017</td>
<td>Being part of an Effective and Enterprising Team</td>
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<td>An Introduction to Research Data Management</td>
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<td>Scientific Writing: Getting your paper published</td>
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<td>7 Jun 2017</td>
<td>ECRs: Networking skills</td>
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BOOK ONLINE AT:
http://weblearn.ox.ac.uk/graduatetraining
POSTGRADUATE RESEARCH STUDENTS

INDUCTION

PGRS: MPLS welcome event
17.30–19.30 | 12 October 2016
This event is to introduce new postgraduate research students in MPLS to the Graduate School and the Graduate Academic Programme. The MPLS Division coordinates this programme to support you and your research, and enable you to plan individualised training based on your needs and those of your research. Professor David Gavaghan, Director of the MPLS Graduate School, will welcome you and provide an overview of the Division, the Graduate Academic Programme and the support available to you. Later year graduate students will also give their perspective on how to get the most out of your DPhil experience.

POSTGRADUATE RESEARCH STUDENT PROGRESSION

PGRS: Foundations for a successful DPhil
09.00–17.00 | 27 January 2017
On the course you will find out about the context of your DPhil (Oxford, the wider science and research community), identify, think about and plan what you need to do to get your DPhil, and hear from people who can help and support you.
The course will cover:
• What is a DPhil?
• What do I have to do to get it?
• Where can I get help and how can I help myself?

PGRS: Managing your supervisory relationship
10.00–15.00 | 17 February 2017
Date and time to be confirmed for Trinity Term 2017
The supervisory relationship is key to the success of your DPhil and we know that positive and effective relationships contribute to the timely completion of the doctorate. As with many things, the more you put into the relationship with your supervisor, the more you will benefit from it. There is much you can do to be proactive and play an active role in the relationship.
The course will cover:
• Where to find key information about guidance and the responsibilities within the supervisory relationship, including rules and regulations
• Who is responsible for what
• Skills and strategies for managing relationships effectively
• Where to go for help if you experience problems.
PGRS: Thesis and report writing

09.30–13.00 | 2 November 2016
13.30–17.00 | 22 February 2017

This course is relevant to research students at any stage. It focuses on methods of managing and controlling the process and meeting deadlines, as well as principles and practice in high-quality scholarly writing.

PGRS: Oxford Leader: Graduate challenge

Three days – dates to be confirmed for 2017

Do you have the potential to be a research leader? The Graduate Challenge will provide you with the opportunity to assess your skills and motivation, develop new skills and evaluate the future direction of your career. You will network and collaborate with DPhil students from other departments; tackle a range of activities and exercises, work in small groups with your own facilitator; be stretched intellectually and interpersonally; review where you are and plan what comes next. Enquiries welcome.

PGRS: Viva preparation and practice

10.00–15.00 | 28 February 2017

Dates to be confirmed for Trinity Term 2017

This participative workshop provides third and fourth year DPhil students with information about the viva, guidance on planning a pro-active approach to it, and opportunities to practice. The course will look at the rules and expectations of the viva exam and identify and practise practical ways to prepare. The course also includes talks from a student who has recently completed their viva and will talk about their experience alongside an examiner who will set out expectations of candidates from their point of view, provide advice, and answer questions.

PGRS: Completing your DPhil

09.00–13.00 | 4 November 2016

Dates to be confirmed for Hilary Term

If you are nearing the end of your DPhil, this workshop will help you develop a plan for completing your DPhil and prepare for the viva. The session will cover:

- What makes a good DPhil
- Planning to write up your DPhil – structure, content and what makes good writing
- What the viva will explore
- What the examiners are asked to consider
BOOK ONLINE AT:
http://weblearn.ox.ac.uk/graduatetraining
**EARLY CAREER RESEARCHERS**

**INDUCTION**

**ECRs: Induction**

12.00–14.30 | 20 October 2016
12.00–14.30 | 25 January 2017
12.00–14.30 | 27 April 2017

Congratulations, you have got a research post at Oxford. But what next? How do you manage your time at Oxford? This session looks at what being a post-doc means, what the opportunities and constraints are. It will also outline the support available to help you make the most of your time at the University. You will hear from the Careers Service, Research Services, the Oxford Research Staff Society, and about Public Engagement & Impact, Research Integrity and Enterprise. Lunch is included.

**RESEARCH**

**ECRs: Introduction to writing successful research proposals**

09.30–12.30 | 15 November 2016
09.30–12.30 | 14 February 2017

External research funding is a crucial part of the research profile of universities and is a major issue for academic staff. The key factors in developing successful proposals will be identified as will the requirements of specific research councils. You will hear from someone who has recently won a grant and you will have the opportunity to evaluate a number of anonymised applications to help you understand what works and what does not.

**ECRs: How to write a fellowship application**

13.00–16.00 | 26 April 2017
09.00–12.00 | 13 June 2017

Gaining a research fellowship is a major step on the academic career ladder. This session will help you to understand the dos and don’ts of application. It will guide you through the process and explain the support that is available. A holder of a research fellowship will discuss their application experience.

**ECRs: An introduction to project management**

09.30–17.00 | 22 November 2016
09.30–17.00 | 2 February 2017
09.30–17.00 | 18 May 2017

The focus of the day will be to provide a practical ‘project management toolbox’ that you can use in your daily work. During the course you will have the opportunity to manage a project. You will be able to apply the techniques you learn to a project that you bring along. Topics covered: project initiation, managing stakeholders and risk, time estimation, planning.
ECRs: How to peer review journal papers
14.00–17.00 | 15 March 2017

The ability to review manuscripts should be a core skill of every research scientist. This course will explain how the system works, and what is expected of reviewers. By participating in exercises and discussions the attendees will learn how to review manuscripts quickly and effectively. This course is designed for science postdocs and researchers at an early stage of their career who have little or no experience of reviewing manuscripts for journals.

ECRs: Using social media to enhance your research
13.00–16.00 | 13 March 2017

The way in which researchers work, communicate and collaborate is changing. To help you stay ahead of the game, this half-day workshop will explore how the use of social media can benefit your research, your networks and your profile. This workshop will cover the following areas:
- Avoiding information overload and keeping on top of the literature in your field
- Facilitating research collaboration and discussion
- Managing your online profile

RESEARCH LEADERSHIP AND MANAGEMENT

ECRs: Oxford Leader: Leadership in action
09.00–17.00 | 2 May 2017
09.00–17.00 | 3 May 2017
09.00–17.00 | 4 May 2017

This course is designed to offer insights into leadership. Since its launch in 2009 this has been a very popular training event with researchers at other universities. Leadership in Action allows researchers to explore and develop their leadership skills. Participants have the opportunity to look at relevant theory, to practice their unique leadership styles and to receive feedback. This programme takes an experiential approach. It includes presentations on leadership theory, but for the most part researchers actively participate in the sessions and activities.
ECRs: So you want to be a Principal Investigator
09.30–11.30 | 9 March 2017
Are you considering becoming a PI? What does it mean to be a PI and what are the routes to becoming one? The session will explore the perspective of the funders and of departments. Both are critical in enabling the transition from postdoc to research independence. There is no single route to becoming a PI at Oxford, so the session focuses on what you can do to increase your chances of making the most of any opportunity that arises and of what you might need to do to create such an opportunity. It also looks at what the life of a PI is like, drawing heavily on research that Oxford Learning Institute did in 2015 on the transition from DPhil to PI and using the words of those who have made that transition. There is no set of steps or rules that guarantee success, so the emphasis is on exploration and on learning from those who made the transition, and from each other. There is an element of ‘Are you sure this is what you want?’ as we look at the first year or so in the life of a PI and the challenges they face to keep going.

ECRs: Using social media to manage your career
09.30–11:30 | 6 December 2016
‘Social Networking technology is absolutely the best thing to happen to recruiting – ever.’
Maureen Crawford-Hentz, Recruiter, Osram Sylvania.
If recruiters think this, what do you need to do about it? You will engage with a variety of researchers, and a specialist careers consultant on how to use social networking for advancing your career. You will look at the different types of social media and learn how they can best be used to your advantage.

ECRs: Thinking ahead about your career options
09:30–17:00 | 1 March 2017
This day will help you to explore your career options by hearing from alumni who work in different sectors of the economy. You will evaluate your skills, understand more about the benefits and disadvantages to entering the job market as an ECR and devise a strategy for managing your career.

ECRs: The art of job applications
09:30–17:00 | 11 May 2017
An interactive workshop for researchers on making successful job applications. Topics will include presenting your CV, how to approach employers, writing covering letters and interview skills.
COMMUNICATIONS

ECRs: Communication skills

09:30-17.00 | 17 November 2016

This session will look at establishing effective working relationships with your colleagues and your principal investigator. It will help you to understand how you communicate currently and how you can develop your strengths and minimise your weaknesses. It will also look at the ways in which you can contribute to and develop the research community in which you work.

ECRs: Networking skills

14.00–17.00 | 7 June 2017

Do you feel shy and uncomfortable at conferences? Do you feel networking is self-seeking and smacks of using people? On the contrary,

“The currency of real networking is not greed but generosity.”

Keith Ferrazzi

This session will enable you to develop this important skill, which will: help you to use contacts to discover opportunities; open more doors; and speak to the right people. All of which can have lifetime benefits for you.

RESILIENCE

ECRs: Face your fears and deal with them

09.30–17.00 | 28 February 2017

The things that frequently holds people back, restricting their success and affects working lives more than any other issue are negative emotions like fear, nerves and anxieties. This session will help you to analyse your own fears, evaluate and find out what triggers your own nerves and develop techniques to reduce or eliminate them. The session can help you with overcoming anxiety with presentation skills, dealing with change and coping with rejection.
COURSES FOR ALL RESEARCHERS

RESEARCH

Research Integrity
14.00–16.30 | 24 November 2016
14.00–16.30 | 7 February 2017
14.00–16.30 | 1 June 2017

These face to face sessions complement the University's online Research Integrity courses (https://weblearn.ox.ac.uk/portal/hierarchy/skills/ricourses). Through lecture, discussion, and case studies we will aim to develop an understanding of research integrity issues – both in principle and in practice in participants’ research contexts.

The order of the sessions follows the trajectory of research, focusing in turn on design, conduct, and reporting. The aim of the sessions is to encourage participants to articulate and reflect on the key responsibilities they have as researchers, identify challenges to meeting these responsibilities and to consider strategies for dealing with pressures and difficult situations.

An Introduction to Research Data Management
14.00–17.00 | 15 February 2017

This course provides a general overview of key data management issues, highlights the key questions researchers need to consider, and provides information about the various resources and services available to assist them.

CAREERS

Science Engineering and Technology Fair
11.00–15.00 | 29 October 2016

Venue: Exam Schools, High Street. No booking req.

This event, organised by the Careers Service, offers you the opportunity to find out about a variety of different career options across the Science, Engineering and Technology sectors. You will be able to meet a number of major recruiters keen to attract students and graduates to their organisation, compare different organisations and find out about graduate and work experience opportunities.

LEARNING AND TEACHING

Preparing for Learning and Teaching at Oxford: Lab demonstrators
12.30–14.30 | 6 October 2016
12.30–14.30 | 19 January 2017

If you’re intending to look for/ start work as a demonstrator in the next term or so, and/or you’d like to learn more about how to demonstrate effectively, then this hands-on workshop is for you.

You will work with your peers to:
• Learn about lab demonstrating in the Oxford science/engineering context;
• Think about the purpose of undergraduate labs; and
• Develop your own demonstrating skills.
Preparing for Learning and Teaching at Oxford: Tutors and class assistants

12.30–14.30 | 13 October 2016
12.30–14.30 | 11 January 2017

If you’re intending to look for/start work as a tutor or class assistant in the next term or so, and/or you want to find out more about tutorial/class teaching before you start, then this introductory workshop may be for you. Tutorials in science and engineering are intended to help students develop their problem-solving skills, analytical/critical thinking, ability to use evidence and logic in constructing a hypothesis, and better understand scientific method, as well as achieve a deep understanding of the material they’re learning.

In this interactive workshop, you will:
- Learn about tutorials in the Oxford science/engineering context;
- Think about the purposes of tutorials; and
- Start to think about ways to make your teaching as effective and enjoyable as possible.

*Please note that if you choose to attend both the Lab Demonstrators and Tutors and Class Assistant sessions, there will be a small amount of duplicated material.

MPLS Developing Learning and Teaching Programme

10.00–12.00 | 23 November 2016
10.00–12.00 | 30th November 2016
10.00–12.00 | 14th December 2016
10.00–12.00 | 8th February 2017
10.00–12.00 | 15th February 2017
10.00–12.00 | 22nd February 2017

This Developing Learning and Teaching (DLT) programme for MPLS is led by the Oxford Learning Institute and comprises six interactive workshops spread across Michaelmas and Hilary Terms. As part of the programme, participants will be required to engage in additional, related activities; for example, reading some educational literature, teaching evaluation and session design. The DLT Programme is assessed via a written reflective teaching portfolio (2,500-5,000 words); support for writing the portfolio is provided by the Oxford Learning Institute. Successful completion of the DLT Programme and portfolio assessment leads to a nationally-recognised qualification which is mapped to the UK Professional Standards Framework (UKPSF) for Teaching and Supporting Learning in Higher Education.

In order to fully participate in the course you must have some experience of teaching in higher education and/or have a teaching commitment confirmed in Oxford for the near future.
COMMUNICATION SKILLS

Academic English
8 two hour sessions
Dates to be confirmed for Hilary Term 2017

This course is for non-native speakers of English and provides the opportunity to develop the communication skills needed for teaching and for wider academic practice. The focus will be on speaking and writing clearly in English, and on being able to make use of appropriate styles for a range of contexts.

Presentation Skills

14.00–17.00 | 19 October 2016
14.00–17.00 | 9 February 2017
14.00–17.00 | 10 May 2017

If you have little or no experience of giving presentations, this course is for you. It will cover the key principles of planning and delivering a successful talk, and help to build your confidence. Each subject area within the MPLS Division has its own specific requirements for research presentations: please note that this course does not seek to address these.

Scientific Writing: Core skills

09.00–17.00 | 8 November 2016
09.00–17.00 | 2 March 2017
09.00–17.00 | 6 June 2017

This one day course provides a sound grounding in the core skills needed to produce accurate and effective scientific writing. The course will include:
- Critique of readability in relevant papers
- Use of tenses in academic papers
- Writing with impact, concise writing
- Grammar and proof reading
- Scientific table and chart critique

Scientific Writing: Getting your paper published

09.00–17.00 | 16 November 2016
09.00–17.00 | 7 March 2017
09.00–17.00 | 15 June 2017

This course will look at the aspects you need to consider when constructing your paper; demystify peer reviewed journals by giving insider insights from science journal editors; and show you what they really want. You will learn how to choose the best journal for your work, negotiate the peer review process and deal with reviewer comments. The course is suitable for DPhil students and postdocs who want to understand the publishing process better, whether or not you have already submitted a paper.
Poster Design and Presentation

09.30–13.00 | 23 February 2017
13.30–17.00 | 23 May 2017

Understand how to select one aspect of your research to interest and stimulate a given target audience and conference theme. The workshop will include:

- Understanding what posters can (and cannot!) do and what their objective should be
- Understanding the viewers they wish to interest
- Planning the content of a poster
- Elements of good graphic design
- Understanding the role of the presenter, and how to carry this out effectively
- Practising mocking up a poster in a small group

PERSONAL & PROFESSIONAL DEVELOPMENT

Springboard (for women)

09.30–16.30 | 10 January 2017
09.30–16.30 | 6 February 2017
09.30–16.30 | 6 March 2017
09.30–16.30 | 3 April 2017

Dates and times to be confirmed Trinity Term 2017

Springboard is an award-winning personal and professional development programme, designed and developed by women for women. It consists of four one-day workshops each a month apart (attendance at all four workshops is required) and a workbook that supports individual reflection. The programme builds on what you already have and already are, and helps you to challenge the things that are not right for you. It insists that you build your way forward in realistic and practical ways, and helps you to make good decisions based on what is right for you in your individual life and context. You will be encouraged to develop your networks and networking skills.

Navigator (for men)

09.30–16.30 | 20 January 2017
09.30–16.30 | 10 February 2017
09.30–16.30 | 3 March 2017
09.30–16.30 | 24 March 2017

Navigator results in long term, high quality benefits for individuals. Grounded in reality, it enables men to identify the clear and practical steps they want to take in their lives, and then develop the skills and determination to do something about them. The course consists of four whole-day workshops spread over three months (attendance at all four workshops is required); a workbook for individual work and reflection; the encouragement of effective networks within the group; peer coaching (organised by participants between each of the workshops) to enable long term, sustainable progress. It will help you to find ways to build upon your own experience to date and support you in deciding the future direction of your career, whether that is within or outside academia.
One-to-One Sessions with a Training and Development Professional

One hour sessions by appointment
These sessions provide the opportunity to talk and gain support for achieving a personal or professional result. The training and development professional will ask questions and challenge you to find your own answers and decide what action you are going to take.
Please note that these are not counselling sessions, and they will focus on identifying the action you can take to progress your objective or issue. Sessions last one hour.
If you would like coaching specific to careers, please contact the Careers Service: www.careers.ox.ac.uk

ENTERPRISING RESEARCHERS: CORE PROGRAMME
www.mpls.ox.ac.uk/enterprise

Improving your enterprise skills and your ability to identify and develop opportunities (as well as enhancing the impact of your work) will benefit you whether you pursue a career in academia or decide to move into a business, corporation, the public or voluntary sectors.

The Idea Generator: Creativity and evaluation for research and technology transfer

13.00–17.30 | 2 November 2016
Generating ideas is key to being a researcher: whether those ideas are what to research next, how to tackle a tricky research question or thinking about the impact of your discoveries. Knowing how to evaluate these ideas is the obvious next important step. These skills are also part of the entrepreneurs’ toolkit. We will use creativity and evaluation tools from a variety of sources to get beyond the “blank page” and find the gems in the ideas generated. The course will be interactive and use your research project as a starting point.

Developing your Ideas: Planning with room for opportunity

13.00–17.30 | 16 November 2016
Possession of a ‘thunderbolt’ idea is not enough to guarantee success in research or business. Planning the practicalities and routes to an end ‘product’ (publications, further funding, marketable items) are a necessary step. Often this planning process brings opportunities and threats to light. This interactive course will use Kanban and the value proposition canvas. With your research project as a starting point, participants will develop their projects further, thinking about adding value at every step.

Pictorial Planning – Using the Lean Canvas for enterprising researchers

13.00–17.30 | 30 November 2016
Got a great idea? Then it will take careful planning of all the details to bring it into reality. Planning the practicalities and routes to an end ‘product’ (publications, further funding, marketable items) are a necessary step. Often this planning process brings opportunities and threats to light. This interactive course will use the popular business model canvas combined with your research project as a starting point to develop your ideas further.
Protecting your Intellectual Property

9.30–12.30  | 13 December 2016

Inventions come at the beginning of the innovation process, when a new idea is developed and eventually turned into a new product or business. It is important to know how to protect ideas and understand the whole process of patenting. This course will take you through that process.

Promoting your Ideas for Collaboration and Investment

13.00–17.30  | 18 January 2017

Science seldom exists in a vacuum – working with other ‘stakeholder’ groups brings many benefits not to mention the potential for funding. Ensuring you have the right message for the right person in a language they can understand will help build relationships. A personal history of collaboration and funding is increasingly sought after on fellowship and lectureship applications. This course aims to get you thinking about widening your research through collaboration with others (academics, companies, charities, patients...).

Being part of an Effective and Enterprising Team

13.00–17.30  | 1 February 2017

Science and technology are often team efforts – research groups, start-ups and corporate R&D all use teams to move projects forward. Bringing a mixture of talents and personalities together can be extremely fruitful but can also cause friction. Understanding people’s team preferences, what motivates a team and some common pitfalls can be very helpful.

Personal Pitching

13.00–17.30  | 15 February 2017

“Make the most of every opportunity” is often stated as key to a successful career but how can we make the most of those opportunities?
Using your research as a starting point this interactive course will have you practising a series of pitches with your peers, interspersed with tips and tricks. The aim is to hook the audience in, whether it is about your research or a new business venture.

Pitching for Funding

13.00–17.30  | 1 March 2017

Those with money need to know about you and why they should place their investment in you and your venture. This may be a pitch for research funds, a pitch in an enterprise competition or a presentation asking for an R & D budget. It is a skill that is much needed for the next career step.
This interactive course will use your research as a starting point but feel free to come with a business venture idea too.
BOOK ONLINE AT:
http://weblearn.ox.ac.uk/graduatetraining
ENTERPRISING RESEARCHERS: SUPPORTING PROGRAMME

An Introduction to Enterprise and the Researcher: What is it and how does it fit with my research?

12.30–14.30  |  12 October 2016

A lunchtime workshop in which participants will explore:
- the attributes of an enterprising researcher and of an entrepreneur
- their own enterprising behaviour
- the opportunities to develop these attributes
- recognising enterprising behaviour in their own research environment
- how they can be enterprising in developing their career

Pitching your Research for Impact (series of 4 linked lunchtime workshops)

12.30–14.00  |  9 November 2016
12.30–14.00  |  23 November 2016
12.30–14.00  |  7 December 2016
12.30–14.00  |  14 December 2016

Following the success of last year’s pilot, this lunchtime programme will enable you to identify benefits for your research and possible end users; find potential end users and ‘pitch’ to them. You will be given a template for telling your story and guided on how to use their feedback, emotion and stories to bring your ‘pitch’ to life.

Design Thinking: Rapid prototyping for developing new research areas
(series of 3 linked workshops)

12.30–14.00  |  25 January 2017
12.30–14.00  |  8 February 2017
12.30–14.00  |  22 February 2017

As researchers are increasingly asked to demonstrate different elements of impact of their research, identifying the potential areas of impact at the outset will enable better communication. Design Thinking is a creative, action learning process with a focus on the groups of people who will be impacted by the research. It is an open source process, originally developed in Stanford, which will help you to rapidly develop and test prototypes.

An introduction to TRIZ: The systematic problem-solving toolkit for engineers and scientists

09.30–17.30  |  11 January 2017
09.30–17.30  |  12 January 2017

TRIZ is the science of creativity derived from a systematic examination of almost all patented scientific and engineering solutions developed in the last 30 years of the Soviet Union. This created a unique innovation problem solving toolkit covering different ground to all other toolkits created at the same time elsewhere; the principal TRIZ tools direct us to find the best ways of solving a problem, to find new concepts and map the routes for developing new products. This 2-day course will be a fast-paced introduction to the tools and process, which can be tailored to any discipline.
Engaging Researchers
oxfordsparks.ox.ac.uk

Engagement describes the myriad of ways that we can share our research and its value by interacting with wider public audiences, generating mutual benefit.

Introduction to Public Engagement

09.30–11.30  | 18 October 2016
10.00–12.00  | 10 November 2016
09.30–11.30  | 24 January 2017
10.00–12.00  | 9 May 2017

This session provides an introduction to public engagement for anyone interested in getting started or looking for a bit of inspiration. We look at what public engagement is and some of the reasons why you might want to do it. We'll highlight the multitude of different approaches you can take, including real examples from the University and further afield. We'll provide tips on getting started and where to get support. Researchers will present their experiences and answer your questions.

Podcast Your Science

10.00–16.00  |  7 November 2016
10.00–16.00  |  21 February 2017

From inception to publication; this practical session is a whirlwind tour through the basics of how to share your research in an engaging manner through podcasting. The session will introduce approaches to podcasting, present inspiration from a range of different podcast styles and approaches, and take you step-by-step through the basic technical skills of recording, editing and publishing audio files; you’ll have the chance to develop an idea and have a go recording it with support and feedback during the day.

The Life Cycle of a Story: From inspiration to telling

09.30–17.00  | 22 November 2016
09.30–17.00  | 13 June 2017

Robert Holtom is a professional storyteller and consultant who has worked with a range of organisations to help them refine and hone their stories for a variety of audiences.

Discover what elements of storytelling and narrative can be used to enhance a profession in the sciences.

Craft compelling and moving stories from your experiences as a scientist using these key story elements: character, conflict, structure, metaphor and description. Apply these storytelling and narrative skills to working in the sciences: communicating research to a range of audiences (including public, media and funding bodies); enhancing presentation skills for lectures and seminars; telling scientific stories across a range of media.
Narrative and Storytelling Skills
09.30–17.00 | 13 March 2017
This course will help you develop an understanding of what makes a great narrative or story for different non-academic audiences. Our innovative approach involves collaboration and conversations with peers in other disciplines to aid the development of your communication skills. You will also have the opportunity to apply narrative and storytelling approaches to create and present your own compelling research story and get feedback.

Using Dialogue and Debate to Engage Public Audiences with Your Research
09.30–12.30 | 7 March 2017
This introductory session will introduce you to what, why and how of turning your engagement into a rich, two-way conversation with your public audiences; dialogue and debate are valuable approaches to moving beyond communication to involve and consult wider publics in the research process. The session will highlight examples, practical tips and provide the opportunity for you to start to develop your own ideas and plans.

BOOK ONLINE AT:
http://weblearn.ox.ac.uk/graduatetraining