

# Post-PhD Academic Career Planning

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# Programme

## Things you Need to Know

- Where to get a handout
- Workshop Aims
- Strategy 101
- Job Choices
- What makes a good fellowship application
- How to exploit the decision-making process
- Talks and Interviews
- Fellowship Criteria
- Aims and Objectives
- Writing Guidelines
- Selling a Project
- Sub-projects

## Exercises

- **Promise** Sentence Exercise
- Career Strategy
- Pairing Exercise
- Interview Question Exercise

What is a Fellowship? \*\*\*

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- Personal support for an individual (The Fellow)
  - How much?
  - For how long?
  - To do what?

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  - How much?
  - For how long?
  - To do what?
- Research expenses
  - Travel?
  - Slush?
  - Project Funding
    - Equipment?
    - Staff?
    - Research Costs

# Who offers Fellowships and Why? \*\*\*

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- To steer talent
  - MSCA
  - Discipline-hopping
  - Industry -> Academia
- To reward & showcase talent
  - Superstar Fellowships

# What kind of person are they looking for? \*\*\*

## Exceptional research talent

- Achievements
- Skills
  - Discipline-hopping?
  - MSCA 2-way transfer?
- Check requirements before you apply
  - Criteria
  - Previous winners
    - UKRI
    - ERC
    - Google

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# What Makes a Good Fellowship Application? \*\*\*

Why you need a magic formula.

A good case for support is designed for the decision process.

1. What do funders want to know?
2. How do funders make decisions
  - What are the implications?
  - The Case for Support as Sales Pitch
  - The Magic Formula

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## 4. A good PROGRAMME

- New Techniques & Skills for the Fellow (and the Host)
- Experience
- Connections



# How Funders Make Decisions \*\*\*

- Who decides?
- Committee of successful researchers
  - Very busy people
  - Very successful
    - Have their own grants
    - And research groups
    - And jobs
  - Not knowledgeable about your particular research area.
- Fellowships committees are usually broader than grants committees
- Often it's a 2 stage process
  - Paper then interview
  - Project then person

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- Designated members' reports
  - Oral report by 2 or 3 members who have read the application.
  - Usually lasts < 5 minutes

## The Decision: what is the process? \*\*\* \*\*

- Designated members report on the proposal
  - Usually less than 5 minutes
  - Who, what, why, how, strengths, weaknesses, summary of referees, conclusion, suggested score
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- At the end of the day they adjust the ranking
  - Non-presenters are more influential than presenters



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Perhaps you need a Magic Formula

# The Magic Formula \*\*\* \*\*

## Components

1. The Key Sentence Technique
2. Layout
3. Tag Phrases
4. Repetition

# The Key Sentence Technique \*\*\* \*\*

Sketch out your case for support

- What does your project **P**romise? (the case in one sentence)
- What makes that promise **I**important,
- What **P**roblems do you have to solve (there will be 3)
- One sentence version of your **P**roject
- Implementation (3 sub-projects that solve the 3 problems)
- What happens **N**ext
- Examples of Project Key Sentences
- **PIPPIN** “An excellent person or thing” *Oxford English Dictionary*
- Use the key sentences as a framework for writing the Case for Support
  - Each key sentence starts a section of the Case for Support
  - Rest of the section develops the point
- Use the key sentences as the **S**ummary
- and as the **I**ntroduction
- Every Reader gets the same picture, no matter what they read
- And referees know where to look for detail
- Create your own key sentences if the case for support has to make other points
  - Track Record
  - Other kinds of application (fellowships, networks, training grants).



# Fellowship Key Sentences \*\*\*

## Fellowship Key Statements Cover Topics Beyond the Project

- Career Outcome
- Institution's Strengths
- Fellow's Strengths
- Individual Skills
- Dissemination / Impact
- Developmental Programme (How many parts?)
- Developmental value of Project

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- Start every section with a key statement that summarises it
  - Follow it with supporting evidence/detail
  - Re-use Key Sentences in summaries
- Use Key Sentence approach in answering questions
  - On Application Forms
  - In Interviews

## Layout \*\*\* \*\*

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1. Message on first line of paragraph (ASSERT then JUSTIFY)
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    - This is where you cite literature
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2. White space above each paragraph

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## 2. White space above each paragraph

- Readers' eye movements land on blank lines.
  - Speed-readers will read first line of every paragraph.
  - Browsers will only read first lines.
  - Detail readers will know what to expect in each para

## Tag Phrases \*\*\* \*\*

- Tag phrases establishes the success proposition - the sub-project solves the problem
  - Teach your terminology
  - Create slogans
- Use exactly the same words at the end of the **implementation** key sentence and the beginning of the **problem** key sentence

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We will record single neurons during perceptual tasks and calculate sensitivity functions for neural responses and for task performance in order to characterise **the relationship between the performance of single neurons and the performance of the whole visual system**.

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- Key sentences and tag phrases start off messy and long-winded, like these.
  - You have to edit them to make them effective.

Examples.

## Tag Phrases in Use \*\*\* \*\*

- Start of a **Problem** sub-section in the background.

### The perceptual capabilities of single neurons in cortical area V1

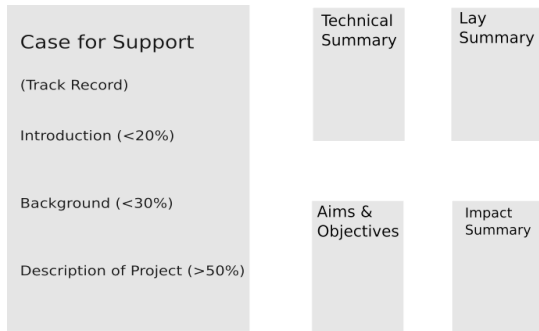
We need to know **the perceptual capabilities of single neurons in cortical area V1** in order to establish the potential contribution of V1 to perception. The potential contribution can be assessed using a range of perceptual tasks, such as visual pattern discrimination, object discrimination, and motion-detection. For any such task, we can infer the contribution of cortical area V1 to that task from the relationship between the perceptual capabilities of single neurons and the perceptual capabilities of the individual.

- Description of corresponding **Implementation** Sub-project

### Measuring **the perceptual capabilities of single neurons in cortical area V1**

We will measure neural responses as functions of stimulus strength during perceptual tasks in order to calculate **the perceptual capabilities of single neurons in cortical area V1**. Stimuli from a set that covers a range of strengths will be presented repeatedly in random sequences under computer control. The computer will record responses during the presentations, and during equivalent periods when no stimulus is presented, for off-line spike sorting and analysis.....

## Re-cycle Text From Case for Support



- Repeat key sentences and tag phrases
  - to provide common structure, and
  - to link
- Maintain structure and order

# Resources \*\*\*

## What's been funded?

- Research Council Project Summaries
- ERC Summaries
- Leverhulme Awards 2016

Advice on writing:- [www.parkerderrington.com/blog](http://www.parkerderrington.com/blog)

- How to construct a project
- The key sentences
- Catalogue

\*\*\*

# Implementation \*\*\*

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Background explains the problems

- Background comes before project description
  - It defines the criteria for success - solving the problems
  - It convinces the reader that the project will be successful



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- 3 is the perfect number of sub-projects, but 4 is OK.
- Don't create a hostage situation.
  - A sub-project that cannot be done unless a previous sub-project produces a result that it is not certain to produce.

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How to turn a small number of ideas into a large number of grant applications

- Different Outcomes? (Derrington method)
- Different Datasets? (Dr Pig method)
- Different collaborators/consortia/industrial partners
  - Your central skill contributes to different questions.
  - Check collaborators before you commit
- Different Approaches to Answer the same Question?
- Different Combinations of Sub-Projects

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Before you follow an example, test it:- find one-line answers to the following questions:-

1. What is the overall aim of the project?
2. What makes the project important?
3. What are the overall research methods?
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  - a Why is each one important?
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- If finding and writing down those answers takes more than 10 minutes, the answer is "No".



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Why wouldn't you just use the key sentences?

- Overall Aim
  - **Promise + Importance** sentences
- Specific Aims
  - 3 **Problem** sentences . . .
- Overall objective or intro to objectives
  - **Project** Sentence
- Specific Objectives
  - **Implementation sub-project** sentences
  - Maybe add the **Next** sentence as a final objective

Alternatives

- No Overall Aim
- One Aim

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No Synonyms

- **Problems** = Aims = Research Questions = Hypothesis Tests

# Principles of short talks and interviews \*\*\*

## General Principles

- Decide what message you want your audience to take away.
  - Learn it
- Use a good communication approach to deliver that message
  - Tell - explain - remind.
- Keep to time
- Be yourself.
  - The point of talks and interviews is to find out what you are like.

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- Look at your audience and expect them to look at you
  - Or to shift their gaze and look at what you are looking at

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  - Which point it demonstrates.
- No slides is fine if you are not showing pictures (job talk).
  - And impresses people
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  - Make sure your prompts work for you

## Slides, Handouts and Scripts \*\*\*

- Slides illustrate or emphasise, not expand
- Must have very clear explanation of
  - What point the slide makes (short statement)
  - What is on the slide - use a pointer
  - How it demonstrates the point
  - Which point it demonstrates.
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  - Never to expand the message - write a book!
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  - Bad to script the whole talk
  - Script the first sentence
    - for each slide if necessary.

## Interviews \*\*\*

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# Interviews \*\*\*

- It's like several short talks with the topics chosen by the panel
- Prepare answers for the obvious questions
- Time is always a problem so give a short answer and offer to expand it.
  - Tell, explain, remind
- Practise speaking your answers.
- Learn your short answers.
- Look mostly at the questioner but also at the chair and the other members of the panel

## Take Home Message \*\*\*

- Always know what your message is.
- And how much time you have to communicate it.
- Remember your audience is only human.

Thank you

## Promise Sentence Exercise \*\*\* \*\*

Why is the first sentence important?

## Promise Sentence Exercise \*\*\* \*\*

Why is the first sentence important?

- It has to be good enough to want to read your application
- They will have 99 other applications.
  - They know most of them are headed for the shredder.
- They also have a TV.
- What will make them want to read your application?

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1. A project that is likely to advance an important area of knowledge.
  2. A project that is likely to be successful.
  3. Evidence that you are competent to carry out the project.



# The Perfect **Promise** Sentence \*\*\* \*\*

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3. A reference your achievements using similar methods.
  - Evidence that you are competent to carry out the project.

## The Exercise \*\*\* \*\*

1. Interview your neighbour (3 mins)
2. Swap roles and interview again (3 mins)
3. Write a promise sentence for your neighbour's project (2 mins)
4. Write a Sentence for your own Project (2 mins)
5. Optimise and discuss.

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The information you need to gather in your interview is:-

1. What the project will achieve, in 'big picture' terms.
2. How it will achieve it (a more specific and detailed statement of the goal).
3. An example of your achievements using that approach.

**eg** The aim of the project is to enable improvements in training social workers by analysing the role of writing in social work practice using an integrated ethnographic and linguistic methodology we have developed.

## Interview Question Exercise \*\*\*

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- How would you begin your answer?
  - Write the first sentence

## Pairing Exercise \*\*\*

Pair an Aim (Problem Sentence) with and Objective (Implementation Sentence)

- We need to know X because Y
- We will do Z and it will tell us X

Example

- We need to know the institutional writing demands of contemporary social work.
- We will analyse texts and explore how writing is managed alongside other commitments to characterise the institutional writing demands of contemporary social work.

Create an example using your own problem and sub-project

Can you rewrite it as a Aim and an Objective?

## Marie Curie Criteria \*\*\*

- Excellence 50%
  - Quality and credibility of the research/innovation action (level of novelty, appropriate consideration of inter/multidisciplinary and gender aspects)
  - Quality and appropriateness of the training and of the two way transfer of knowledge between the researcher and the host
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- Pick a sub-category & write a paragraph that states how you meet the criterion.

## EPSRC Research Criteria (Panel) \*\*\*

- Your research should demonstrate a high degree of novelty in the proposed research in comparison to the broader research context of the area internationally.
- You should be able to articulate a strong vision for the research proposed in the proposal and possess the ability to deliver it.

[EPSRC Web Page](#)

## EPSRC Applicant Criteria (Interview) \*\*\*

- You should be able to demonstrate a vision of the contribution that will be made to the research area and an independence of research ideas.
- You must show an awareness of research in other fields or across technology readiness levels, and an aspiration to work across boundaries and/or to conduct high risk research.
- You can show evidence of an aptitude and potential to lead, inspire and influence for example, through mentoring or self organisation of peers. You should show how you have developed of a network of relevant independent contacts.
- You must demonstrate excellent communications and interpersonal skills and show that you aspire to develop these across a broad audience.
- Pick a criterion & write a paragraph that states how you meet it.



- Excellence of the research and innovation
- Importance, novelty and feasibility of the proposed programme of work (and whether long-term Fellowship support is needed to enable this)
- Robust methodology and appropriate consideration of research and innovation reproducibility, openness<sup>1</sup>, governance and ethical / social responsibility issues
- Overall potential of the fellowship to establish or maintain a distinctive and outstanding research/innovation activity
- Pick a criterion & write a paragraph that states how you meet it.

## UKRI Candidate \*\*\*

- Be recognised to be of the highest standard relative to their career stage and on a trajectory to become world-class
- Clear evidence of independence and thought leadership, which may go beyond the level normally expected of their current position
- Demonstrate an ability to be, or become, a clear communicator and disseminator of knowledge and innovation, able to inspire and lead others; and ability to develop new relationships and influence across multiple disciplines and sectors
- A broad understanding of the research / innovation landscape at both the national and international level and clarity on how their research / innovation will contribute to it
- A clear plan to support the training and development of the fellow (and, if applicable, their team) and for gaining advice or mentorship; supporting not only the programme but also their broader professional development
- Pick a criterion & write a paragraph that states how you meet it.

# The Recipe \*\*\*

## Process

- Make sure you have a fundable project
- Prepare your Ingredients
  - Implementation sentences
  - Problem Sentences
  - Project & 'Next' Sentences
  - Elevator Pitch
- Build the Case for Support
- Write a Grant in 10 Steps

## Implementation sentences \*\*\* \*\*

Describe a sub-project and say what problem it will solve.

We will measure neural responses as functions of stimulus strength during perceptual tasks in order to calculate the perceptual capabilities of single neurons in cortical area V1.

- There will be three.
- The sub-projects will solve the three **problems** in order.
  - Define the sub-projects before you define the **problems**
- Common mistakes
  - Failing to describe research
  - Failing to say what problem it solves
  - Forgetting to use the same description as the **problem** sentence.
  - Changing the syntactic structure unnecessarily
  - Too long
- Examples

# Problem Sentences \*\*\* \*\*

State a research problem (& why it's important)

We need to know the perceptual capabilities of single neurons in cortical area V1 in order to establish the potential contribution of V1 to perception.

- There will be three
- They will state the problems that are solved by the **implementation** sub-projects
- Common mistakes
  - Different statement of the research problem from that in the corresponding **implementation** sentence
  - Describing the sub-project instead of stating the problem
  - Changing the syntactic structure unnecessarily
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# Project & 'Next' Sentences \*\*\* \*\*

## Project

- **Project** sentence summarises the project in whatever way is appropriate
- If they only read 1 sentence about your project, it will be this one.
- Summarise the project or state its scope.
- Go beyond the **promise** sentence

## Next Sentence

- Introduces your discussion of what will happen after the research is complete
- It will depend to a certain extent on whether the importance is academic or practical or both.
  - e.g. State in about 40 words what you will do to maximise the benefit from the project.

## Examples

## Elevator Pitch \*\*\* \*\*

Also known as “Global sales pitch”; makes the Importance Proposition

- **Promise** Sentence should have 3 parts:-
  1. What the project aims to achieve, in 'big picture' terms (too vague for insiders).
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The aim of the project is to enable improvements in training social workers by analysing the role of writing in social work practice using an integrated ethnographic and linguistic methodology we have developed.

Example Elevator pitch . . .

- **Importance** sentence says what it is that makes the outcome important. For example....
  1. Quantify the real-world problem it will help to solve.
  2. Say what it will allow us to do that we can't do now.
  3. Prepare to say which named priorities of your funder it contributes to, and how?



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Social care costs 27 billion pounds annually in the UK and problems arising from errors in writing increase the risk of harm to service users.

Another EG

# Build the Structure \*\*\* \*\*

- Standard Structure: Key sentences as Introduction and Skeleton
- Variations
- ESRC Aims and Research Questions
- EPSRC Guidance
- Suggested Structure for EPSRC

# Standard Structure \*\*\* \*\*

## 3. Methods - five sections - describes the Project - **Write it First**

- **Project** Describe the project as a whole.
- **Implementation / Sub-project section x 3** Each describes a sub-project and shows that it solves the corresponding **problem**.
- **'Next'** Say what will happen after the project (impact?). Then add detail.

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4. Track record (required by MRC, BBSRC, EPSRC, NERC); create your own key sentences - **Write it anytime after the Methods**

# Standard Structure \*\*\* \*\*

2. Background - four sections - sells the project - **Write it after the Methods.**
  - **Importance** section explains what makes the project important.
  - **Problem** section x 3, each explains one of the problems/aims/research questions.
3. Methods - five sections - describes the Project - **Write it First**
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# Standard Structure \*\*\* \*\*

1. Introduction - All the Key Sentences - **Write it Last.**
  - **Problem** key sentences can be research questions, aims or hypotheses.
  - **Implementation/sub-project** (and **Project** and **Concluding** key sentences) can be objectives.
2. Background - four sections - sells the project - **Write it after the Methods.**
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## 2. Using composite titles to avoid repetition

- e.g. ESRC ask both for aims and for research questions: call each aim a research question.
- EPSRC ask for 4 sections covering same topic 'Background', 'National Importance', 'Academic Impact' and 'Research Hypotheses & Objectives' [solution here](#)
- BBSRC problem (above) can be solved by writing the Aims and objectives as subsections of the introduction.

## ESRC Aims and Research Questions \*\*\*

- ESRC guidance suggests separate subsections for aims and research questions:-
  - “The introduction should set the aims and objectives of the study in context. It should briefly sketch .....
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  - Use one term or the other.

Previous Track Record (up to 2 sides)

Description of proposed research and its context (6 sides)

- Background
  - Introduce topic and explain academic and industrial context
  - Demonstrate understanding of related work
- National importance
  - Contribution to other disciplines, economy & society.
  - Long term effects; relation to national strategic needs.
  - Fit with UK research & EPSRC's [portfolio, research areas & strategy](#).
- Academic Impact
  - Describe academic impact
  - Explain collaborations; justify Visiting Researchers
- Research Hypothesis and Objectives
  - Set out your research idea or hypothesis
  - Explain why the proposed project is novel and timely
  - Identify the overall aims of the project, and the measurable objectives
- Programme and Methodology
  - Detail and justify research methodology
  - Describe the work programme & milestones for each member of the team,
  - Explain how the project will be managed.

# Composite Titles to Comply with EPSRC Guidance <sup>\*\*\* \*\*</sup>

## 1. Track Record

- If you don't need 2 pages for your track record, put pilot data in the track record section.

## 2. Background (5 sections)

- Aim, Research Hypothesis and Objectives.** This is a standard introduction that uses all the key sentences in order.
- National Importance and Academic Impact section.** This and everything that follows is the same as the standard structure. It uses the **Importance** Sentence followed by details that cover the topics specified by EPSRC.
- v. **Problem** sections as for standard structure

## 2. Programme and Methodology. (5 sections)

- Project** sentence & subsection;
- iv. **Implementation sub-projects** 1-3
- v. **'Next'** section
  - Must include milestones and explain how the project will be managed.



## Write a Grant in 10 Steps \*\*\* \*\*

1. You can start as soon as you have thought of a viable project.
2. Check that the project is suitable for your chosen funder and funding scheme.
3. Divide the project into sub-projects and assemble the information you need to describe each and to explain its importance.
4. Initiate the costing process & institutional approvals in parallel with the writing.
5. Draft your Key sentences in this order:-
  - i. **Implementation** sentences.
  - ii. **Problem** sentences.
  - iii. **Project** and '**Next**' Sentences
  - iv. **Importance** sentence.
  - v. **Promise** sentence

If you need a lay summary, begin working to prepare and test it.

6. Draft the case for support.
7. Add any funder-specific information or sections to the case for support.
8. Draft any required information on the project timetable and project management.
9. Assemble the budget and write the Justification of Resources
10. Finalise any attachments and summaries you need to submit.

## What should the elevator pitch say? \*\*\*

- Why is this a good Person?
- Why is this a good project?
  - Direct Outcome?
  - Training Outcome
- Why is this a good place?

## Gathering information for the elevator pitch \*\*\*

Ask your neighbour about their project. Try to understand and remember:-

- What will their project achieve?
- Would that achievement be important? Why - objectively?
- Why would they be a good person to receive a fellowship -
  - Get evidence rather than value claims.
- How will the project develop their career?
- Why would their chosen organisation/lab be the best place to hold the fellowship - objectively?

After 5 minutes, change roles and repeat.

## Writing the Elevator Pitch \*\*\*

1. Imagine that you are trying to persuade a committee to give your neighbour a fellowship.
  - Write a short statement that will convince them to do so.
  - You have 5 minutes.
2. Imagine that you are trying to persuade a committee to give you a fellowship.
  - Write a short statement that will convince them to do so.
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## Writing Guidelines \*\*\*

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  - Key sentence at the start of every section
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- Create tag phrases
- No Homonyms: ambiguity is your enemy.
- Short paragraphs (~6 paras per page)
- Short Sentences (easier if you avoid adverbs, adjectives and nominalisations)
  - And know when to use the passive (e.g. "Rules were made to be broken.")
- Use Headings and Sub-Headings
  - Re-use phrases from the key sentences
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- NIUTEIISPOU is one of the seven deadly sins
- Useful Software (if you don't like the tools in MS Word)
  - The Writers' Diet
  - HemingwayApp also available as a text editor.

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- We will analyse
  - We will undertake an analysis of
- You can make it more pompous and long winded by using a few adjectives to describe the nominalisation:-
  - We will undertake a detailed, rigorous and searching analysis of ...
- But sometimes a nominalisation is what you need:-
  - “Our aim is to .....” is better than “We aim to....” if you want to discuss aims.

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- What is the evidence that your project is of interest to your chosen funder?



## Are you Ready to Start \*\*\*

Do you have a fundable project?

- Break your project into three implementation sub-projects.
  - May be easier to assemble them from smaller parts
- Define the important problem that is solved by each sub-project.
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  - State the overall promise in terms intelligible outside your research discipline.
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If impact is part of the funding criteria:-

- Who will benefit most from your research?
- How will they benefit?
  - What will you do to ensure that they benefit?
  - What is their involvement in the development of the project?

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**Your application will need to answer all these questions.**

## Workshop Aims \*\*\*

- To help participants formulate realistic and ambitious career plans
  - Analyse your options
    - Be aware of potentially misleading information
    - Understand who makes relevant decisions and how
    - Understand what questions you need to ask and answer
  - Create the best possible set of choices
  - Make plans to improve your choices if necessary.
- To teach you how to write grant or fellowship application.
- To tell you how to prepare for short talks and interviews.
- Chatham House Rule
  - "...participants are free to use the information received, but neither the identity nor the origin of the speaker(s), nor that of any other participant, may be revealed."

## Strategy 101 \*\*\*

- Decide on your goal
  - What do you want to achieve?
    - When do you want to achieve it?
    - What data tells you that the goal is achievable?
    - What are the intermediate steps?
  - What data will tell you that you have achieved it?
- Review the data now.
- Plan a series of actions to reach your goal by your deadline.
  - Review progress against target periodically.
- Repeat
- Suggested timeframe - 5 year goal, 1 year reviews.
  - Use your employer's annual review process.
- Discussion points:-
  - Do you have a 5-year goal?
  - How to set a 5-year goal?

# Post-PhD Academic Jobs \*\*\*

- Research Fellowships
  - Issues to consider
- Post-doctoral Jobs
  - Issues to consider
- Lectureships
  - Issues to consider



# Fellowships \*\*\* \*\*

Not all fellowships provide the same scale of support or independence:-

- Fellowships targeted at future leaders (UKRI, EPSRC, ERC Grant)
  - Full salary for 3+ years + full research costs for independent project.
  - Aimed at high fliers
  - May be restricted to priority areas (EPSRC)
  - Institutional support (part salary, future job) may be required.
- Full salary, limited research expenses, 3+ years (URF, some unis)
  - Can apply for project grants
  - Some expect institution to commit to future job
- Salary for < 3 years (MSCA IF, some unis)
  - Attach yourself to a funded research group
  - Apply for fellowship funding
- Post-doctoral job in disguise (eg)
- Research expenses, no salary(eg)

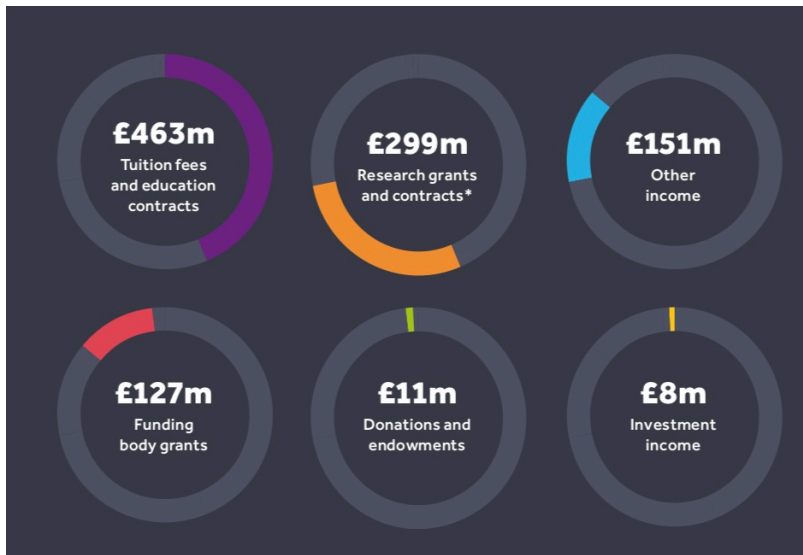
So how do you decide which to target?

- Advantages
  - No need to apply for resources
  - Potential opportunity to learn new skills?
  - New environment.
  - Somebody else has worked out a workable project?
    - Should be an easy path to first-author publications.
- Potential problems
  - Career development opportunities?
  - Independence?
  - First author publications?
  - Project may be unworkable.
- How do you assess the risks of a post-doc job before you take it?
  - Research visits
  - Ask the right questions of the right people
  - Remember the selection process is 2-way

# Lectureships \*\*\* \*\*

- What makes one department better to work in than another?
  - The balance between research and teaching
  - The way it is run

# The balance between research and teaching \*\*\* \*\*



Compare this (numbers are £ x 10<sup>6</sup>)

With this (numbers are £ x 10<sup>3</sup>) \*\*\* \*\*

<b>Income</b>		
Tuition fees and education contracts	1	158,221
Funding body grants	2	28,469
Research grants and contracts	3	6,921
Other income	4	32,575
Investment income	5	702
<b>Total income</b>		<b>226,888</b>

HESA have data on all universities

- <https://www.hesa.ac.uk>
- Task
  - Which are the most research intensive universities in the UK?
  - What is the typical balance between teaching and research
    - in a research-intensive university?
    - in a teaching-intensive university?

# Departments \*\*\* \*\*

- Some teaching-intensive universities have research-only departments
- Some academics maintain their research by collaborating with nearby universities that have better facilities.
- In any department different people have different tasks, assigned by their managers
- Some research-intensive universities create teaching-only contracts.
- Academic managers can be
  - Dictatorial and bullying
  - Collegial and supportive
- Promotion (e.g. to Professor) can often give you better options
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  1. How do you find out which departments might be good for you?
  2. How do you get a job in such a department?
  3. How do you get promoted?

## Examples \*\*\*

- Key Sentences 1-5 (Background)
- Key Sentences 6-10 (Project)
- Aims and Objectives
- Elevator Pitch
- Tag Phrases

## Example Key Sentences \*\*\* \*\*

Key Sentences 1-5 Give the background and context

- **1 Promise** The project aims to enable improvements in training social workers by analysing the role of writing in social work practice using an integrated ethnographic and linguistic methodology we have developed.
- **2 Importance** Social care costs 27 billion pounds annually and problems arising from errors in writing increase the risk of harm to service users.
- **3 Problem<sub>1</sub>** We need to know the writing practices of professional social workers.
- **4 Problem<sub>2</sub>** We need to know the institutional writing demands of contemporary social work.
- **5 Problem<sub>3</sub>** We need to understand how writing practices shape professional social work.

The Key Sentence Technique

Problem Sentences

## Example Key Sentences continued \*\*\* \*\*

Key Sentences 6-10 describe the project

- **Project** Our methodology integrates ethnographic description, discourse analysis and tracking the production of texts.
- **Implementation<sub>1</sub>** We will carry out an ethnographic study, in order to characterise the writing practices of professional social workers
- **Implementation<sub>2</sub>** We will analyse texts and explore how writing is managed alongside other commitments to characterise the institutional writing demands of contemporary social work.
- **Implementation<sub>3</sub>** We will use discourse analysis and track texts relating to specific cases to understand how writing practices shape professional social work.
- **'Next'** We will develop effective writing practices that will improve training and practice of social work.

The Key Sentence Technique

Implementation sentence Explanation

Project & 'Next' Sentence Explanation

## Example Aims and Objectives \*\*\* \*\*

- Our project has three aims, which are expressed as the research questions we seek to answer:-
  1. What are the writing practices of professional social workers?
  2. What are the institutional writing demands of contemporary social work?
  3. How do writing practices shape the nature of professional social work?
- Our project will answer the three research questions by pursuing the following three objectives:-
  1. We will carry out an ethnographic study, in order to characterise the writing practices of professional social workers
  2. We will analyse and quantify texts and explore how writing is being managed alongside other commitments in order to characterise the institutional writing demands of contemporary social work.
  3. We will use discourse analysis and track the trajectories of texts relating to specific cases in order to understand how writing practices shape professional social work.

Aims and Objectives

## Aim, Objectives, WPs \*\*\* \*\*

The aim of the project is to enable improvements in training social workers by analysing the role of writing in social work practice using an integrated ethnographic and linguistic methodology we have developed. It has three objectives, which are to answer the following research questions:-

1. What are the writing practices of professional social workers?
  2. What are the institutional writing demands of contemporary social work?
  3. How do writing practices shape the nature of professional social work?
- The project has three work packages that will answer the three research questions:-
    1. We will carry out an ethnographic study, in order to characterise the writing practices of professional social workers
    2. We will analyse and quantify texts and explore how writing is being managed alongside other commitments in order to characterise the institutional writing demands of contemporary social work.
    3. We will use discourse analysis and track the trajectories of texts relating to specific cases in order to understand how writing practices shape professional social work.

Better not to refer to a work-package by its number - everybody has a WP-1. Writing Guidelines

Aims and Objectives

## Example Elevator pitch \*\*\* \*\*

### Promise

- The central aim of the project is to enable improvements in training and practice of social work by analysing the role of writing in social work practice using an integrated ethnographic and linguistic methodology.

### Importance

- Social care costs 27 billion pounds annually in the UK and problems arising from errors in writing increase the risk of harm to service users.
- Check for Tag Phrases.

### Elevator Pitch

### The Importance Proposition

## Example Tag Phrases \*\*\* \*\*

(Definition)

- Our three aims are to answer the following three research questions:-
  1. What are **the writing practices of professional social workers**?
  2. What are **the institutional writing demands of contemporary social work**?
  3. How do **writing demands and practices shape professional social work**?
- Our project will answer the three research questions by pursuing the following three objectives:-
  1. We will carry out an ethnographic study, in order to characterise **the writing practices of professional social workers**.
  2. We will analyse and quantify texts and explore how writing is being managed alongside other commitments in order to characterise **the institutional writing demands of contemporary social work**.
  3. We will use discourse analysis and track the trajectories of texts relating to specific cases in order to understand **how writing demands and practices shape professional social work**.