

5 Meet the Editors

Did you know, *Incite* is compiled and edited voluntarily by researchers working in each of your faculties? Here's your chance to familiarise yourself with them. If you have suggestions for articles that you would like us to feature, why not pop by and say 'hi'?

Alison F. Mark, EPS



I am a post-doc in the area of Materials Science, researching welds in steel - often weak points of critical steel structures in power plants.

Understanding why welds fail and developing cost effective methods to prevent failure are areas of great interest to researchers and industry alike.

My main projects focus on measuring and mitigating stresses, generally measured using neutron diffraction, allowing me to travel to large research facilities in Europe. Mitigation of the stresses is achieved through heat treatment of the welded specimen or through the use of novel weld filler alloys, which require design and testing. This allows me to explore the theory of steel behaviour to a satisfying extent.

I am relatively new to England, having previously worked on nuclear materials at Queen's University in Canada. I try to spend my free time exploring the country, on foot or by car, with a tent and a keen eye open for a good country pub.

Sarah Mohammad-Qureshi, FLS



I am in my second post-doc position, in Dr Graham Pavitt's lab. My work focuses on using Baker's Yeast to assess changes made to a protein which is essential for the cell to start protein synthesis.

Understanding the regulation of this vital protein (named eIF2B) has recently become all the more apparent, since altered forms of it are responsible for the childhood 'Vanishing White Matter' brain disease.

As well as my involvement with *Incite*, I am a Post-doc Representative within the faculty; Incite@manchester.ac.uk a 'first-stop' for any issues researchers within my research grouping need advice on.

I have recently also become involved with the organisation of a seminar series at which internal and external researchers, in the area of RNA and Protein Control, are invited to present. These all help me develop non-laboratory-based skills essential to a career in academia. Any spare time I have is controlled by my four-year old daughter, usually involving lots of noise and generous helpings of fun!

Kate Webster, MHS



I've been working as a research assistant (RA) in the School of Psychological Sciences since I graduated with a BA in Linguistics in 2006.

In February 08 I joined the ACT NoW Study as RA. Funded by the Health Technology Assessment programme, the project is investigating the relative effectiveness and cost-effectiveness of providing intensive speech and language therapy for people with communication problems following stroke. My role on the study involves recruiting patients with acute stroke from our 12 sites across the North West, performing outcome assessments with patients, and facilitating our service user group - made up of people who have had a stroke and their carers - who advise on the study.

My spare time is taken up with teaching English as a foreign language and learning languages - Polish being my latest favourite.

Lara Pucci, Humanities



I am in the final year of a British Academy Postdoctoral Fellowship in Italian Studies. My research is concerned with Italian art and cinema in the 20th Century, particularly the relationship between political and visual culture.

My current project examines representations of landscapes in Fascist Italy through the work of cultural geographers and social anthropologists as well as art and film historians.

I also teach undergraduate courses on politics, society and visual culture in modern and contemporary Italy, a number of which have informed and been informed by my current research. Together with colleagues in SAHC and SLLC, I am currently organising a series of events on comparative cultures in Fascist Italy and Nazi Germany, to debate issues surrounding fascist visual culture and its legacies.

My interests in art, film and landscape extend to my spare time, but for something completely different, I enjoy working on my swimming and yoga techniques in regular classes.

6 Information Skills Training at JRUL

John Rylands University Library (JRUL) is committed to providing excellent support to researchers at The University of Manchester.

As part of the University's strategy on research skills training, the Library offers a high-quality skills programme specifically tailored to the needs of researchers. Bookings for the new calendar of training sessions opened in September 2009. Visit the link below for further information and booking options: <http://www.library.manchester.ac.uk/usingthelibrary/researchers/>

We'd like your feedback...

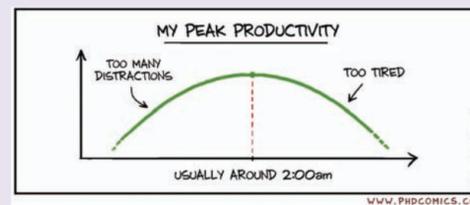
Are we covering the issues you want to read about?

- Who would you really like to hear from in our Q&A slot?

- Could you write a short article about your experiences or opinions?

- Have you been to any interesting conferences or heard of any research news that you'd like to see highlighted?

Even if you don't want to write a whole article, we'd like to hear from you - send in your ideas about what you'd like to see featured in your Research Staff Skills



Training newsletter, and we'll make it our priority to follow up your leads and address the topics that are relevant to you, the reader.

The deadline for contributions to *Incite* issue 9 is 10 March

2010. For further information about submitting contributions, to subscribe or to give us your feedback on this newsletter, please email the editor at Incite@manchester.ac.uk

Cash prize for *Incite* input

We are also looking to expand *Incite*, 'the research newsletter written for you, by you,' and would like to hear from you regarding issues that you'd like covering and to receive input from budding journalists wishing to gain writing experience.

The remit for input is open to experimentation as we would like *Incite* to be led by and respond to our community's needs. You may have funding issues, like to discuss managing your research manager/collaborators, comment on the dilemmas of fixed term contract research, or may like to write a gonzo style conference report. Any submitted articles that are included in the newsletter will receive a £25 prize!

Useful Resources

The University of Manchester

Careers
www.careers.manchester.ac.uk

IT training courses
www.manchester.ac.uk/itservices/trainingcourses

Manchester Enterprise Centre
www.msec.ac.uk

Staff Training and Development Unit courses
www.manchester.ac.uk/training

The University of Manchester Intellectual Property Limited
www.umip.com

IT services
www.itservices.manchester.ac.uk
itservicesdesk@manchester.ac.uk
tel: 0161 306 5544

Counselling Service
counsel.service@manchester.ac.uk
tel: 0161 275 2864

Security
tel: 0161 306 9966

... and beyond

FindAPostDoc.com
www.findapostdoc.com

Naturejobs
www.naturejobs.com

New Scientist Jobs
www.newscientistjobs.com

Research Councils UK
www.rcuk.ac.uk

ResearchResearch
www.researchresearch.com

Research Concordat
www.researchconcordat.ac.uk

United Kingdom Research Office (UKRO)
www.ukro.ac.uk

Vitae
www.vitae.ac.uk

www.jobs.ac.uk

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RESEARCH STAFF SKILLS TRAINING NEWSLETTER



'Performance and Development Review' for Research Staff

When did you last have a PDR? This year? Last year? *Never?*

If your answer was 'never', you could be missing an invaluable opportunity to obtain advice on making the most of your current role, as well as planning for your future career. The Performance and Development Review (PDR) process is intended to help all staff at the University (regardless of role, seniority or length of contract) perform in their current roles.

The core principles of the PDR process provide for:

- A formal annual review for each member of staff
- The setting of mutually agreed, achievable objectives that guide and balance an individual's contribution
- The identification of development needs and plans that facilitate the achievement of individual, team and University objectives
- The determination of resources required by the individual or team to work towards achieving these objectives
- The monitoring of progress towards the agreed

outcomes of the annual review

Outcomes from the PDR include:

- Agreed summary of recent achievements (since last review, where appropriate)
- Agreed objectives for the next period clearly linked to operational plans with agreed support identified where appropriate
- Agreed learning and development objectives and methods (and any resources related to these) through which objectives can be met
- Regular follow-ups to review progress

The PDR should be a constructive space, separate from probation, promotion and disciplinary procedures, in which to work with a line manager or other senior colleague to enhance performance and improve future employability. The PDR process emphasises the reviewee as the leader of the review and an equal participant. The outcome should be an agreement between the reviewer and the reviewee about past performance and the shape that work and development will take over the next year. Therefore, a proper review process also

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- 4 Researchers into Management

Note from the Editor

An impending PDR can either fill you with dread or excitement. Ultimately it's an ideal opportunity for some self-reflection on what you want as a future career and how to go about reaching for that Holy Grail.

This issue highlights how other researchers have used resources that the University offers to improve their research profile - from Public Engagement opportunities, to working towards a Management Qualification. There are many opportunities for self development and you can always ask your Faculty's Skills Trainer for advice.

Sarah Mohammad-Qureshi

provides an opportunity for reviewees to reflect realistically on past performance and to think carefully about how they and their current role might develop over the next 12 months. Obviously there are benefits to having a concrete plan for the future; having a clear idea about your own strengths and direction not only helps you to complete the PDR but also provides a solid basis on which to make career choices. And if you need more help preparing for the PDR the Staff Training and Development Unit provide training for both reviewers and reviewees to ensure that the PDR process is as useful as possible.

So, if you haven't had a PDR in the last year, can you really afford to miss out?

To see the complete guidance notes for the PDR process go to:
<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=42>

Please let us know about your PDR experiences - we will publish short (anonymous!) quotes in Issue 9, where we will focus on individual experiences - both good and bad - of PDR and beyond.

Skills training events calendar

Faculty of Engineering and Physical Sciences	Faculty of Humanities	Faculty of Medical and Human Sciences	Faculty of Life Sciences
January 20 Researchers In Residence: Information Session 27 Motivation And You: Doing what You Do Because You Want To 27 Getting The Job Done February 3 Research Staff: Perspectives, Opportunities and Support at The University Of Manchester 12 Scheduling Time For Success 17 Influencing: How To Get Out Of Your Own Way 17 Positive Relationships 26 Beat The Time-Stealers March TBD Researchers Into Management 11 Myers-Briggs Type Indicators (MBTI) www.manchester.ac.uk/eps/resdev	January 19 Writing Clinic 20 Introduction to Researchers in Residence 21 Rcmdr 28 Data Coding and Data Structures February 2 ESRC Funding 16 Writing Clinic 17 Academic Career Planning March 2 Speed Reading 10 Applying for HEA Fellowship 16 Effective Supervision of Masters Students 24 Non-Academic CVs http://www.humanities.manchester.ac.uk/humnet/acaserv/pgresearch/training/researchdev/calendar/	January 25 Scientific Abstracts February 19 Grantsmanship (2 Day) 4 Scientific Creativity 15 Scheduling Time For Success 19 Interview Skills 24 Introduction To Research Governance 24 Research Project Planning March 2 Oral Presentation Skills (Day 1) 15 Taking Your Presentation Skills To The Next Level 16 Publish Or Perish: Taking The Sting Out Of Peer Reviews 19 CV Clinic 23 Effective Publications 24 Lone Worker Training www.mhs.manchester.ac.uk/training/team/upcomingcalendar.aspx	January 29 Scientific Abstracts February 19 Interview Skills: Up Close And Personal 24 Principles Of Fellowship Applications March 2 Oral Presentation Skills (Day 1) 15 Taking Your Presentation Skills To The Next Level 16 Publish Or Perish: Taking The Sting Out Of Peer Review 19 CV Clinic 23 Effective Publications April 13 Win It Or Bin It? An Interactive Grant Reviewing Workshop 19 Scientific Abstracts 29 Becoming A Biotech Entrepreneur: YES It Is For You! www.intranet.ls.manchester.ac.uk/research/staffdevelopment/training/calendar.aspx

Contacts

Faculty of Engineering and Physical Sciences

Research Staff Training Contact
Gemma Muckle: eps-researchstaff@manchester.ac.uk
tel 0161 306 4169

Human Resources
tel: 0161 306 4058
www.manchester.ac.uk/eps/servicesandresources/humanresources

Faculty of Humanities

Research Staff Training Contact
Claire Stocks: Claire.Stocks@manchester.ac.uk
tel 0161 306 1116

Human Resources
tel 0161 275 2038
www.humanities.manchester.ac.uk/humnet/facserv/humanresources

Faculty of Life Sciences

Research Staff Training Contact
Sarah Ashworth: Sarah.Ashworth@manchester.ac.uk
tel: 0161 275 1683

Human Resources
tel 0161 275 2030
www.intranet.ls.manchester.ac.uk/hr

Faculty of Medical and Human Sciences

Research Staff Training Contact
Rachel Cowen: Rachel.L.Cowen@manchester.ac.uk
tel 0161 275 2326

Human Resources
tel 0161 275 1358
www.mhs.manchester.ac.uk/intranet/humanresources

2 Meet the Researchers

There are so many people involved in research throughout the University, but often we only know about those working in our own faculty. Each issue, we invite researchers from different faculties to tell us a little about their work and about themselves.

Judith Holler, *MHS*

My career path, at least during the earlier stages, was probably a little unusual. I was determined to become a researcher in Psychology very early on during my school days, and so started to study Psychology for my undergraduate degree at the University of Goettingen in Germany (my home country).

Nowadays, the German university system accommodates a large number of Bachelor, Masters and even PhD degrees. However, this more internationally oriented route of study was not common when I studied. The traditional first degree in Psychology involved two steps, a 'Prediploma' after two years of study, and then, on average, a further four (for the full Diploma) – of which the latter part focused mainly on clinical, educational and organisational psychology. I decided to complete the Prediploma, followed by a year of undergraduate study (in Psychology) at the University of Manchester via an Erasmus fellowship. This last year of study brought me into closer contact with research and I decided to stay at The University of Manchester to study for my PhD in Psychology.

My particular area of research (within the field of Language & Communication) was a then up-and-coming new topic, namely the relationship between speech and co-speech gestures. I graduated in 2004 and was fortunate to be appointed to a lectureship in the same department within the same year. Since then, I have been continuing my research on co-speech gestures and their role in social interaction as well as in cognition. Recently, in collaboration with some of my colleagues, I have also started to apply this work to the 'real world' by exploring gestural communication in Parkinson's patients as well as in pain communication and doctor-patient interaction.

Andy Russell, *EPS*

Ever since learning about the "ozone hole" as a child I've been interested in weather and climate. How lucky am I, then, to now be a researcher looking at how thunderstorms develop? I started here as a post-doc in 2005 and I've worked on projects in the UK and Germany. I'd love to say I was a storm chaser but I'm much too lazy for that! Instead, our projects are based around particular areas for a few months and we wait for the storms to come to us. Maybe I'm a storm trapper?

Before my work on storms I was a PhD student at Birmingham University researching Antarctic climate change. I used ice core data to try and learn about past climates. I didn't get to go to Antarctica but there's still plenty of time! Further back still, I read physics at Imperial – most atmospheric scientists come from physics backgrounds, not geography as you might expect from your school days.

My main distraction at work is my passion for public engagement (PE). I've contributed to lots of science festivals, have organised and spoken at public science events, been in national and local media and visited local schools. If being fun wasn't enough, then I can see two big reasons to do PE: 1) people hear your name and then ask you to do things because they know you're enthusiastic, for example, I'm an associate editor of *Atmospheric Science Letters* as a direct result of a PE event; and 2) it makes you think about the wider scientific and societal implications of your research, which is essential for writing good proposals and papers.

www.andrewrussell.co.uk



Maily Vergnolle, *FLS*

I am a Research Associate in Professor Stephen Taylor's lab (www.bub1.com). The aim of the research in the lab is to understand how cells divide. This process is important to keep the same genetic information in all the cells of our body. If this process goes wrong, it can lead to cell death or cancer progression.

I did my first degree in Montpellier in the South of France, towards the end of this I decided to join the Erasmus exchange program and came to Manchester in Professor John Hickman's lab. I stayed in Manchester for an MRes and then a PhD in Dr Kostas Tokatlidis' lab. After my PhD I made a major change in research direction when I joined Stephen Taylor's lab.

In 1999, when I began the MRes program, there was an intensive programme of workshops on communication and personal skills development. These gave practical advice on how to give seminars and may have contributed to my winning a prize for best presentation at a graduate symposium during my PhD (in 2003). Since then, I have regularly attended various training courses such as those on writing scientific papers and reports, career development and writing fellowships.

At the end of my first post-doc I published a paper in *Current Biology* that was then selected for the Faculty Research Symposium in 2008. It was great to have my work published in such a high-ranking journal and also to have it recognised by my colleagues. It was even better to win 'Best presentation' and a laptop!

As I like teaching, I have done lots of work as a lab demonstrator. I have also supervised undergraduates and postgraduates during their lab placements. I've also helped organise a seminar series in my department. I plan to continue with research and hope that one day I might get the chance to run my own lab.

Paul Copeland, *Humanities*

Having completed my BA, MRes and PhD in Politics at the University, I would consider myself to be very much a product of The University of Manchester and all that it has to offer. My PhD in Politics, which I was awarded in 2008, investigated the impact of the 2004 EU enlargement upon the process of European integration by qualitatively analysing new member state behaviour within the EU policy-making apparatus.

In September 2009 I began a three year Hallsworth Fellowship in political economy. The aim of the Fellowship is to theoretically and empirically develop my previous research to provide a political economy explanation of member state behaviour within the process of European integration. When national actors step into the EU arena they are thought to bring with them the ideological convictions from their respective arenas. Yet the behaviour of member states relative to their variety of capitalism within the process of European integration is an unexplored area of research within political economy. My Fellowship will therefore provide an answer to the question: why do member states often confound predictions made from their varieties of capitalism within the EU policy-making process?

I am particularly looking forward to my fieldwork in Brussels (Belgian beer and chocolate!). As a political scientist, Brussels is always an exciting place to spend time and interviewing representatives is both challenging and rewarding. Disseminating the findings of my research to both the academic and non-academic communities will be exciting.



3 MHS Informal Seminar Series

Ever attended a seminar, thought of some intriguing questions but been too scared to ask them? Or felt nauseous at the thought of presenting your own work at a prestigious conference? Six months ago, Sarah Withers and Jim Pritchett decided to set up a series of informal seminars within the Faculty of Medical and Human Sciences, designed to help with such issues, in addition to providing a platform for networking amongst post-graduate students and research staff.

The talks take place on the last Wednesday of every month, usually in the Stopford Building. Importantly, as well as the joy of talking about all things scientific or otherwise and getting away from the lab or office, free beer and pizza is provided! Funding was recently acquired for an extra year, following results of a survey taken by attendees of the talks, with an impressive 94% positive feedback rate.

There has been a mix of topics so far, including speakers from Medical Education, Endocrine Sciences, Tissue Injury and Repair, and the School of Pharmacy. We have two to three presentations each month, voluntarily chaired by post-docs. There is a good level of discussion and debate amongst the audience at all sessions - no question is deemed too silly or obvious. Presenting your work to such a varied audience can be useful for getting feedback on experiments, as well as

making new contacts in your area of research. The seminars also provide a good practice audience, perhaps for an important upcoming presentation. The talks are educational, but take place in a fun and relaxed environment.

The seminar series is available to all post-grad students and research staff in MHS – speakers



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The seminar series is available to all post-grad students and research staff in MHS – speakers

from all schools welcome! To volunteer to give a talk or chair a session, or for more information, contact Sarah (sarah.withers@manchester.ac.uk, tel:51229) or Jim (james.pritchett@manchester.ac.uk).

Dr Kelly Farrell, *Cardiovascular Research Group, MHS*

Q&A with Dr. Helen Dutton Research Associate, SCEAS

Helen Dutton is currently project manager for an exciting new research project, funded by the EU and led by the University of Manchester, which will encourage the transfer of ideas and knowledge between top scientists around the world.

InForm – What does it stand for?

InForm stands for Integrating Nanomaterials in Formulation. It also tells others a little about what the project aims to do – disseminate information, thus inform people.

Who is involved?

InForm is a partnership between 17 world-leading institutions which will bring together formulation scientists from Europe, USA and Asia-Pacific. Each InForm partner has been selected for their knowledge of nanomaterials, their affiliation with key formulation and nanotechnology advances and their passion for making this knowledge available for the benefit of all. The collaboration between these partners will ensure the best of Europe and USA is showcased to Asia-Pacific and vice-versa.

What are the main objectives?

InForm will create appropriate platforms for dissemination between researchers from Europe, USA and Asia-Pacific working in academia, public research laboratories and industry in order to identify and enhance complementary interests. The topic of InForm will be the new challenges of formulation related to the use of nanomaterials. InForm partners will distribute their activities between six main thematic lines (work packages) that are of fundamental importance to formulation science: formulation of biological nanomaterials, handling of nanopowders, processing soft nanomaterials, physical chemistry at the nanoscale, formulation of thin films and the safety aspects of nanomaterials.

How will the knowledge-sharing component of the project work?

InForm has been awarded funding for three years and will organise annual events, with the first one integrated with the Formula VI conference running 7 – 11 June 2010 in Stockholm (www.chemsoc.se/sidor/KK/formulaVI/index.htm). The type of activities will span from scientific and technical forums, to networking events, fact finding missions, and technical workshops. There has even been talk about using speed-dating style sessions to bring researchers together in brief one-to-one meetings! Travel grants are available to researchers from both academia and industry who would like to seize this opportunity to participate in key nanotechnology conferences throughout the world.

How are nanomaterials currently used in formulations?

Nanomaterials are present in a number of formulations. Probably the best known example is transparent sunscreen lotion where the nanoparticles are too small to scatter visible light but still block UV wavelengths. Other applications include smart materials for targeted drug delivery, and nanoparticles in textiles to protect them from degradation or to impart antimicrobial properties. However, formulating nanomaterials is complex, you can't just look at them under the microscope!

How do you foresee that this project will impact the nanomaterials market?

A lot of interesting and exciting research is underway to produce a wide range of nanostructured materials which promise new or enhanced properties. The challenge now is to incorporate these materials into products and to ensure that they are safe for use. This projects aims to facilitate knowledge exchange and coordinate research to address this challenge. Helping to seed new collaborations between partners over different world regions is key in



developing new and improved technologies which will serve in making our lives more comfortable and safer.

How can we keep up-to-date with progress or new announcements?

By going to the website, www.nanoformulation.eu you can see exactly what's going on and what's to come. Additionally they can be added to a mailing list by sending their details to the Project Manager, Dr. Helen Dutton at helen.dutton@manchester.ac.uk to receive any important announcements or to enquire about specific work package involvement.

Researchers can use InForm to provide the most to-up-date forum to discuss nanotechnologies in formulations. Remember travel grants are available to those who would like to participate in the three world-class nanotechnology conferences organised by InForm, namely Nanoformulation 2010 (Stockholm), Nanoformulation 2011 (Singapore) and Nanoformulation 2012 (Barcelona).

This article was originally published in 'Chemistry and Industry', Issue 17

4 Researchers into Management Course

Researchers into Management (RiM) is a nine-day training programme for Research Staff, accredited by the Institute of Leadership and Management. It originally ran as a pilot from March to July 2009 and, due to its success, is currently running again. Participants are selected from all disciplines, based upon contract end dates. The third Researchers into Management will start in March 2010, and then this programme will run annually. For details on the course, or to register interest in participating, visit the website: www.manchester.ac.uk/researchersintomanagement

Richard Holmes, *EPS* – the views of a RiM attendee

Having spent many frustrating hours debating my future as a research scientist, wondering how to make the career progression from bench-side to the Holy Grail of full-time academic, it became obvious that one of the major obstacles was my lack of management experience – or, to be specific, an acknowledged management qualification. Most PDRAs at various stages in their careers are tasked with managing PhD & MSc students, but in general, further experiences of management are solely the domain of the academic staff member (the PI) or Technical Services manager.

Problems facing new academics are managing staff, understanding the nuances of management protocol, financial management, and communication. Everyone has their own personal style, and some are more successful than others. However, the opportunity to avoid making some of the more common mistakes of inexperienced managers placed in an untrained role, is invaluable. Whilst some of these facets are covered by New Academics programmes in universities, they are unable to cover the scope of management issues which might arise during the course of a career. Additionally, New Academics programmes are by definition only for new academics, and usually not offered to PDRAs.

The Researchers into Management programme addresses the shortcomings of researchers in the area of management, and in my opinion fulfilled its objectives by introducing a varied range of subjects necessary to allow researchers to develop as effective managers. Subjects included financial management (also known as 'why you don't have as much money as you think you have'), communication (how to avoid accidentally upsetting your staff), risk assessment, project design and management (making the most of your team's abilities and identifying areas of weakness). All these are based on managing resources, both physical and personal, to achieve the optimum goals during a project. The programme offers an excellent opportunity to researchers disillusioned at their inability to progress and wishing to expand their career prospects.

I enjoyed my experience with the Researchers into Management course; the chance to refresh my knowledge base, expand my horizons and gain additional qualifications has already proved extremely beneficial to my career progression. It has provided me with a number of thought-provoking ideas, and challenged my beliefs as to the correct ways in which to approach the management of staff.

The comprehensive nature of the course, combined with the use of a business simulations model in the away-day sessions, illustrated the impact small changes can have on the overall direction of a project – how, if not managed adequately, the system rapidly spirals out of control.

I would recommend this course to anyone with aspirations beyond the bench. Management is not the "dirty word" it used to be, and in these changing times where multi-disciplinary and interdisciplinary team working is an essential component of day-to-day life, with competition for funding squeezing researchers at every turn, progression and career development are only attained by expanding your horizons.

FLS Small Grant Award – could your research benefit?

The Faculty of Life Sciences (FLS) offers a Small Grant Award of up to £1500 per individual for career development, open each spring to FLS Research Staff on a competitive basis. All applicants are provided with written feedback on their application from an academic staff peer review panel. Details of past awardees can be found online: <https://www.intranet.lis.manchester.ac.uk/research/staffdevelopment/training/management/smallgrants.aspx>

In addition, the FLS Development Fund is open to all FLS staff and provides funding to take part in personal and professional development, which can include formal courses and qualifications. Applications can be submitted at any time but are only reviewed twice each year. For the next review date and further information visit the FLS intranet: <https://www.intranet.lis.manchester.ac.uk/hr/staffdev/default.aspx>

The FLS training team also welcomes any suggestions for researcher-led events which support non-research-related career and personal development, such as the development of postdoctoral societies or the organisation of career or personal development events. Contact Sarah Ashworth to discuss opportunities for funding and support (see back page for contact details).

Susan Campbell, ex-FLS – attendee of RiM applying training to a management role

I decided to apply for the Researchers into Management course as I was coming to the end of my second post-doc contract and felt that a management qualification could only be beneficial to my career. This course is tailored for post-docs with only a few months left on their contract and who have first-line supervision experience. It was lovely to be on a course with so many other post-docs in similar positions from across the University.

The Researchers into Management course is divided into a number of different units. We learnt about the role of managers within the University, what makes communication more effective, a section on successful strategic management and performance management, and finally we had a unit on managing projects.

The course facilitators were excellent and really geared the course to post-docs thinking of starting their own lab or going into a managerial role. I particularly found the sections on communication skills and performance management really useful.

Before completing the course, I applied for, and subsequently took up, a managerial position at Sheffield Hallam University. I am now applying the skills I learned on this course in my new job and realise that this course has given me a valuable head start in my new career. I believe that having this management qualification was instrumental to me getting this job.



Vitae Winter Conference 2010 – the Future of the Research Degree

The traditional research degree has undergone considerable transformation in recent years. This has included changes in content and of the management of the doctoral candidate that, in some ways, has made an institution's awards in all disciplines more comparable. However, in parallel with these developments, in the UK, Europe and further afield, there have been many attempts at the creation of "new" doctorates, each of which must achieve comparable outcomes to the traditional PhD. The research Masters has undergone similar transformations.

The event will be held at the British Library Conference Centre, London, on 15 February, 2010. For more information: www.vitae.ac.uk/researchers/56271/Current-events.html