

The Research to Enterprise programme, which aims to encourage research students and staff to be more enterprising, is now well into its second year of operation; it has certainly been a busy year to date and there are numerous events planned for the future. The program consists of a regular series of workshops, mentoring, an annual event and a residential enterprise school.

The series of popular workshops includes: Opportunity Spotting, Patent Searching, and Starting a Business, among many other titles (see [www.rte.manchester.ac.uk](http://www.rte.manchester.ac.uk) for a list). A program of interesting guest speakers has also been arranged – speakers so far this year have included: Tony Endfield (well known North West entrepreneur, founder of Rayware and University of Manchester graduate), and Liza Brooks (a PhD mechanical engineer who designs and sells the biggest-selling snowboards in the UK with her company, True Snowboards.) A ‘Social Enterprise Day’, organised by Dr Martin Henery, was attended by postgraduates and postdocs representing all faculties and enabled attendees to meet with inspiring founders of social

enterprises Ketso, Enterprise Uganda and The Social Enterprise Academy.

The mentoring program provides help and advice for those PhDs and postdocs who have an idea for a business or are interested in the commercial side of research. The mentoring is flexible and is tailored to each individual’s needs. Mentoring has so far included help applying for grants and funding from high street banks, advice on completing a business plan, and where to find information for market research. Ideas currently being mentored include the commissioning of African art, a foreign exchange trading platform, nano-coatings for electronics and several online services.

During the rest of the academic year there are a number of events which are open to all, including the third Annual Research to Enterprise Summit, which will take place on Thursday 10 June 2010 in Lecture Theatre B, University Place from 5-7pm. The line up of speakers will again include spin out company founders from the University and well known entrepreneurs. As always there will be the popular networking session with food and drink in the foyer afterwards. The



event aims to encourage people to be more enterprising, whether they are planning for a career in academia, a commercial organisation, or the public sector.

Another residential Enterprise School will run this summer, offering a

chance to improve your entrepreneurial skills with the guidance of expert tutors and guest entrepreneurs.

For more details, contact Dr Robert A. Phillips ([Robert.Phillips@manchester.ac.uk](mailto:Robert.Phillips@manchester.ac.uk))

## Skills training events calendar

### Faculty of Engineering and Physical Sciences

- May**
- 5 Stand and Deliver: Giving Presentations
  - 11 Research Staff Conference: IMPACT\*
  - 12 Perspectives, Opportunities & Support for Research Staff at The University of Manchester\* Mock Review Panel (Grant & Fellowship Applications); Managing Project Finance
- June**
- 11 & 14 Pathways: Career Options for researchers\* Deconstructing grant applications; Writing the Fellowship Lay Summary; Planning Your Development
  - 24 Skills for Mentors and Managers\* (two-day course) Fellowships & Funding Finance for funding applications

**Ongoing, by individual appointment:**

- Co-Active Coaching
- Writing Tutorials
- Micro-Mentoring\*
- Career guidance interviews\*

\* These opportunities are University-wide

### Faculty of Humanities

- May**
- 5 ESRC Funding Workshop
  - 11 Research Staff Conference: IMPACT
  - 18 Showcasing your research
- June**
- 3 Academic career planning
  - 18 & 19 Faculty annual ‘Researcher Showcase’ event
  - 24 Skills for Mentors and Managers\* (two-day course) Fellowships & Funding Finance for funding applications

### Faculty of Medical and Human Sciences

- May**
- 7 Grantsmanship 2
  - 11 Research Staff Conference
  - 12 Induction course for new Research Staff
  - 14 Academic Career Planning
  - 19 Scientific Posters
  - 21 CV Clinic
- June**
- 11, 14, 16 Pathways (three day event)
  - 21 Scheduling Time For Success
  - 21 Effective Publications
  - 24 Skills for Mentors and Managers 2
- July**
- 5 Research Project Planning
  - 7 Teaching
  - 12 Grantsmanship 1
  - 13 Publish or Perish: taking the sting out of peer reviews
  - 19 Grantsmanship 2

### Faculty of Life Sciences

- May**
- TBC Early career and travel fellowships: Information and networking opportunity
  - 11 21st Century Researcher, Research staff conference
- TBC**
- Research staff induction
  - 14 Academic career planning
  - 19 Scientific posters
  - 21 CV clinic
- June**
- 11 & 14 Pathways
  - 21 Effective publications
  - 24 Skills for mentors and managers (session 2)
- July**
- 5 Research project planning
  - 7 Teaching
- For further information & booking go to [www.intranet.l.s.manchester.ac.uk/research/staffdevelopment/training/calendar.aspx](http://www.intranet.l.s.manchester.ac.uk/research/staffdevelopment/training/calendar.aspx)

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 to feature in Incite?

- 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 submission for contributions to Incite issue 10 is **8 September 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](mailto: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!

### The University of Manchester

Careers  
[www.careers.manchester.ac.uk](http://www.careers.manchester.ac.uk)

IT training courses  
[www.manchester.ac.uk/itservices/trainingcourses](http://www.manchester.ac.uk/itservices/trainingcourses)

Manchester Enterprise Centre  
[www.msec.ac.uk](http://www.msec.ac.uk)

Staff Training and Development Unit courses  
[www.manchester.ac.uk/training](http://www.manchester.ac.uk/training)

The University of Manchester Intellectual Property Limited  
[www.umip.com](http://www.umip.com)

IT services  
[www.itservices.manchester.ac.uk](http://www.itservices.manchester.ac.uk)  
itservicedesk@manchester.ac.uk  
tel: 0161 306 5544

Counselling Service  
[counsel.service@manchester.ac.uk](mailto:counsel.service@manchester.ac.uk)  
tel: 0161 275 2864

Security  
tel: 0161 306 9966

### ... and beyond

FindAPostDoc.com  
[www.findapostdoc.com](http://www.findapostdoc.com)

Naturejobs  
[www.naturejobs.com](http://www.naturejobs.com)

New Scientist Jobs  
[www.newscientistjobs.com](http://www.newscientistjobs.com)

Research Councils UK  
[www.rcuk.ac.uk](http://www.rcuk.ac.uk)

ResearchResearch  
[www.researchresearch.com](http://www.researchresearch.com)

Research Concordat  
[www.researchconcordat.ac.uk](http://www.researchconcordat.ac.uk)

United Kingdom Research Office (UKRO)  
[www.ukro.ac.uk](http://www.ukro.ac.uk)

Vitae  
[www.vitae.ac.uk](http://www.vitae.ac.uk)  
[www.jobs.ac.uk](http://www.jobs.ac.uk)

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#### Human Resources

tel: 0161 306 4058  
[www.manchester.ac.uk/eps/servicesandresources/humanresources](http://www.manchester.ac.uk/eps/servicesandresources/humanresources)

### Faculty of Life Sciences

#### Research Staff Training Contact

Dr Anu Garg: [anu.garg@manchester.ac.uk](mailto:anu.garg@manchester.ac.uk)  
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#### Human Resources

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[www.humanities.manchester.ac.uk/humnet/facserv/humanresources](http://www.humanities.manchester.ac.uk/humnet/facserv/humanresources)

### Faculty of Humanities

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#### Human Resources

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[www.humanities.manchester.ac.uk/humnet/facserv/humanresources](http://www.humanities.manchester.ac.uk/humnet/facserv/humanresources)

### Faculty of Medical and Human Sciences

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tel 0161 275 2326

#### Human Resources

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[www.mhs.manchester.ac.uk/intranet/humanresources](http://www.mhs.manchester.ac.uk/intranet/humanresources)

# incite

ISSUE 9 MAY 2010

RESEARCH STAFF SKILLS TRAINING NEWSLETTER



## In this Issue

- 2 Meet the Researchers
- 3 Q&A with Helen Dutton
- 4 Researchers into Management

## Note from the Editor

## The Concordat, CROS Survey and the Research Staff Development Working Group

The University of Manchester is signed up to the UK Concordat to Support the Career Development of Researchers, and all UK HEIs will be benchmarked against this Concordat. Copies of the Concordat should be available from your faculty HR office. It includes seven principles, and seven pages of commitments which the University are required to meet including that the University will:

- “provide career development which is comparable to, and competitive with, other employment sectors”
- “recognise that researchers need to develop transferable skills, delivered through embedded training”
- review “offering training and placements to broaden awareness of other fields and sectors”
- “ensure that research managers provide effective research environments for the training and development of researchers and ... actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project.”

Performance and Development Reviews (PDRs) for Research Staff, which provide an opportunity for a formal annual review with their supervisor, are an important part of the implementation of the Concordat in supporting career development; the previous issue of Incite in January 2010 carried a front page article on what research staff can expect from a PDR. The experience of the PDR process varies widely between individual research staff and on page 2 of this edition, you will find anonymised quotes.

A key data feed into the monitoring process of the implementation of the Concordat in UK HEIs is the The Careers in Research Online Survey (CROS). This is a national online tool to collect anonymous data about working conditions and career development opportunities for research staff. The October 2009 issue of Incite published a front page article on the 2009 CROS Survey in which the University participated. The data is used by the Concordat Strategy Group to benchmark the sector and report on Concordat implementation to RCUK and other funders. The University’s results from the 2009 Survey have been collated by members of the University’s Skills Coordinators Group and the

concerns expressed by Research Staff grouped under the relevant Principles of the Concordat. This document will be taken to the University’s recently formed Research Staff Development Working Group, chaired by Professor Matt Lambon Ralph, Associate Vice President for Research. The remit of the Working group is to:

- Provide University-wide strategic and operational direction for implementing responses to the 2009 CROS Survey and the Concordat;
- Champion the Concordat and the work of the Group, helping to raise University-wide awareness of the key issues referenced in the 2009 CROS Survey and the Concordat.

Its members include one Research Staff representative from each faculty so do get in touch with them if you wish to feed your thoughts into the Working Group (Paul Gilbert, EPS; Sarah Mohammed-Qureshi, FLS; Anna Zimdars, Humanities; Dawn Edge, MHS).

Regular briefs from this Working Group will be published in Incite, so keep your eyes on these pages!

## 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.

### Emma Patchick, *MHS*



I graduated in 2004 from the University of Sheffield with a BSc in Psychology. My first research assistant role at the University involved working with amputees with phantom limb pain.

I then secured a research assistant post on a high-profile, multi-site, pragmatic, mixed-methods research project called the ACT NoW study. ACT NoW was commissioned by the National Institute for Health Research, Health Technology Assessment Programme (NIHR HTA). It aims to assess the effectiveness of Speech and Language Therapy (SLT) for people with acute post-stroke aphasia and dysarthria.

I have taken many opportunities for skills development that the University has to offer and I believe this helped me obtain a promotion to Trial Manager of the ACT NoW study. I have been in my current role for around 18 months and enjoy working with this patient group and within this School. That is why I'm so thrilled that I've recently secured Stroke Association funding to undertake a PhD and take major steps towards my ultimate goal of becoming an independent clinical researcher in stroke and contributing to the psychological recovery of stroke survivors.

### Matthias vom Hau, *Humanities*



A political sociologist by training, I am currently a postdoctoral research fellow in the Brooks World Poverty Institute (BWPI).

In my most recent work I compare indigenous social movements in Argentina, and investigate the implications of indigenous mobilizing efforts for democratic citizenship and public goods provision. I examine a variety of plausible hypotheses to explain local mobilization patterns, and explore the relationship between those patterns and the distribution of rights and resources. In investigating these issues, I seek to address more general questions about the nexus between ethnic politics and development: How and under what conditions is the political mobilization and institutional recognition of ethnic boundaries beneficial or harmful for development?

My previous research has also been focused on Latin America. I have published on nationalism in the region, and on the legacies of Spanish colonialism for contemporary development.

### Dr Kuveshni Govender, *EPS*



The availability and security of future UK energy supplies has been the subject of renewed media interest in recent months. A new push has been made at the University to recognise, coordinate and publicise all the energy-related research that is conducted in various departments. The aim of this strategy is to place the University in a leading position to contribute to securing safe, reliable energy for the UK now and in the future.

One group contributing in this area is the Corrosion and Environmentally-Assisted Cracking research group, located in the Materials Performance Centre. I have been a PDRA in this team for the last five years. We investigate topics such as stress corrosion cracking (SCC) in stainless steels, which are often used to make components for pressurized water reactors (PWRs). SCC is particularly dangerous as it can lead to "unexpected" failure of components, due to the interaction of corrosion processes and mechanical stress on a material.

My investigations focus on whether the addition of certain platinum group metals (PGMs) helps mitigate SCC in high-temperature water environments, such as that found in PWRs. In my work, use of an analytical transmission electron microscope (ATEM) is vital. Although the PGM dopants in the stainless steels have a strong effect on the entire material, their precise location and nature at the atomic level in the alloy are very difficult to determine. The ATEM allows me to image and analyse alloys at the nanoscale, characterise complex corrosion products and perform real time in-situ heat treatment investigations on samples. The information gained using the ATEM helps in understanding corrosion mechanisms.

SCC is one of the most challenging issues for nuclear power plants. If these PGMs are found to alleviate SCC in PWRs, it may offer new possibilities for corrosion-resistant materials and nuclear vendors. For example, as only minor changes are made to the alloy composition, regulatory re-approval of a 'new' alloy would not be required.

### Abbie Saunders, *FLS*



I began my science career at the tender age of eighteen, working as an Assistant Forensic Scientist at the Service's Chepstow site, close to my family home. The job mostly involved applied physics, analytical chemistry and copious detailed notes! However my passion had always lain with Biology, and so a year later I went to the University of Nottingham to read Genetics.

Since starting my BSc, I had never contemplated a career outside of research, and so it was a natural progression for me to go on and do a PhD. I decided to enter the 5-6 year PhD program at Cornell University in the USA, which was strongly recommended by my undergraduate advisor, and involved lab rotations, further classes and a two semester teaching requirement. Cornell provided a close-knit graduate community and I thrived in the outdoorsy culture, enjoying water-skiing, snowboarding, and walks along the gorge trails!

My PhD research examined the transcriptional regulation of the heat shock genes in the fruit fly, *Drosophila*. During my PhD it became clear that important aspects of the regulatory mechanisms of these genes were also present in developmental control genes. Consequently, my interests moved towards how gene expression programmes are determined by developmental signalling pathways, and keen to stay with the excellent model system that *Drosophila* provides, in September 2008 I moved to Hilary Ashe's laboratory in the Faculty of Life Sciences for my Postdoc. I am thoroughly enjoying my research in Hilary's lab and am fortunate to have been awarded an EMBO Long Term Fellowship.

My other science interests lie with outreach in the community and I have become a STEM – Science, Technology, Engineering and Mathematics – ambassador with the Museum of Science and Industry. Away from work I am making the most of Manchester life, and enjoying many a long walk in the Peak District!

The University of Manchester is one of the top five recipients of 'Roberts money', awards given by RCUK to enable the university to support training in transferable skills for postgraduates and research staff. The others are Cambridge, Oxford, Imperial College London and University College London.

In March, the RCUK sent representatives to all of these institutions to find out, on the ground, what impact the money had made. They wanted to know the experiences and impressions of those involved with the skills training program, both in design and delivery, and on the receiving end.

The RCUK representatives met with many groups, to gain the perspectives of the senior staff, the academics and the trainers as well as the research staff and postgraduate students. From the research staff they were interested in learning:

- how our learning needs are identified,
- who decides what the program offers and whether it meets our needs,
- whether the program helps in the progress or management of our research,
- what are our impressions of quality, flexibility and level of provision,
- what input do we have into course evaluation and development, and into:
- whether the program has prompted and enabled career planning, and will assist us in our careers.

An initial discussion of these topics occurred at a 'pre-meeting', a week before the RCUK visit, with research staff, postgraduates and skills trainers. This was a very lively discussion that revealed some interesting general trends for skills training for research staff:

- the process of identifying learning needs is self-driven
- while a lot of information is sent to research staff about training courses in their departments, less is sent about training courses in other departments and units; the information is there on the web for those who look
- most staff are aware they can take courses in their own departments, some are not aware they can take courses in other departments and



many staff are not aware of all the places courses are offered

- the attention paid to training by the different departments varies e.g. MHS has a working group (Research Staff Forum?), EPS has not much, FLS has a mentorship scheme
- skills training should be discussed at a researcher's PDR, but these are not universal
- the general impression is that the quality of courses is good and many staff are very enthusiastic about courses they have taken even though few said these courses were directly applicable to their current research project
- staff in general feel they have some impact, albeit small, on what courses are available and their content (the skills trainers explained that they are very open to suggestions and do take feedback seriously)

The discussion a week later with the RCUK representatives was just as lively. Research staff met with three of the RCUK group: Rosie Beales

(Research Careers and Diversity Team, RCUK), Dr. Maggie Wilson (EPSRC) and Dr. Clare Nixon (Bioscience Skills and Careers Team, BBSRC).

The discussion followed the same lines as that of the pre-meeting, with the RCUK group being particularly interested in cross-faculty knowledge of training opportunities, and staff knowledge of external programs like Vitae, the Concordat and the CROS survey. There was also some discussion of fellowships during which it was generally agreed that everyone would love one!

Feedback from the RCUK team at the end of the day suggests that all the discussions were as positive and constructive as those had with the research staff. The RCUK team left with a "very good impression" of the skills training activities at the University.

If you want to know more about the RCUK 'Roberts money', follow the link below. Information about training courses is given on page 5 of this Newsletter.

[www.rcuk.ac.uk/rescareer/rcdu/default.htm](http://www.rcuk.ac.uk/rescareer/rcdu/default.htm)

## Comments from Research Staff re PDR

**"They require effort on everyone's part; supervisors and researchers both have to be committed to the process for anything to be achieved. Too many people try to gloss over the PDR process as a form-filling exercise"**

"I think they are a good idea, it's a chance to hear positive feedback about your performance and work"

"There's no incentive to put any real thought into them; a bad PDR experience still means continuation of contract and annual payrise"

"The situation can be uncomfortable – especially if you and your supervisor don't have a good working relationship"

"I think the concept of having someone discussing your work and career direction with you is a great idea, unfortunately I don't have this experience in practice. I feel that my

immediate supervisor is not the best person that I feel I can talk honestly with about my future career goals which may not be directly relevant to my current work and may cause him to question my commitment to my contract – and so I find myself lying through our PDR meeting"

The PDR process aspires to provide a constructive forum for research staff to work with a line manager or senior colleague to enhance performance and improve future employability. These are laudable aspirations but the comments above highlight the need for the University to improve the PDR process as an effective support for research staff. A key remit of the Research Staff Development Working Group (see front page article) will be to review and improve the PDR process for research staff and regular updates from the Group will be posted in this Newsletter.

## Shape of Science Symposium - REGISTRATION NOW OPEN

The Manchester Doctoral College will be holding its first interdisciplinary event on Monday 5th July 2010 which aims to bring together world-class researchers and business leaders to examine the composition of science in the future and the connections between the medical, social, engineering and life sciences. To find out more and to reserve your free place visit [www.shapeofscience.manchester.ac.uk/registration](http://www.shapeofscience.manchester.ac.uk/registration)

Alison Mark, *EPS*

I was lucky enough in my previous position to have a boss who was also a mentor. So when I arrived here at the University of Manchester I was happy to see that a mentorship scheme had been set-up, and I applied right away. The Manchester Gold Mentorship Scheme is a program run by the STDU that matches junior staff with more senior staff, and provides a structure for them to discuss career related issues. Mentors foster and guide a process of self discovery in the mentees, help them to develop new skills, introduce them to new ideas, and in other ways encourage their development.

The application process requires the prospective mentee to think about why she or he wants a mentor and what type of person would be useful. The mentors submit profiles and explain what they can offer a mentee. The Manchester Gold team then tries to make matches, and where they are successful a pair is set-up. The program is structured to have a minimum of one introductory meeting, four one-on-one sessions and a closing session, and other workshops and events are available. The introductory session explained what mentoring is and tips were provided on how to get the most from the one-on-one meetings. One of these tips was: enter the relationship with a clear set of objectives. Mine seemed clear to me, even if I was completely unsure as to how I would go about achieving them. That's what the mentoring was for, right?

I met my mentor briefly at the end of the introduction session. He asked me to write up a few lines about myself: what gets me up in the morning, who I admire, what I want to know. One of the things I included in this first note was that I did not want to do any more self-analysis. At our first meeting my mentor and I got on well. We talked about time-management and risk analysis, and SWOT: strengths, weaknesses, opportunities and threats. It's a type of self-analysis. I protested, but I was persuaded to compile a list of threats to my career progression. It turned out to be rather fun. At our next meeting we discussed that list, and the answer to the question I had posed: what societies should I join? Then my mentor asked me to put together two lists, one with the things I spend time on at work, and one with my ranked priorities. I then tried to determine if the way I spent my time matched my priorities. At our third meeting we discussed the intricate code I had developed to assign my priorities to my time, as well as good journals to publish in, and how to decide where to send a paper. In our last meeting we talked about finding a mentor in my department who could help me with issues more specific to my field, and who could introduce me to potential employers.

I enjoyed the process, despite the self-analysis, and feel lucky to have had the chance to meet and talk with the professor who became my mentor. I do not feel the process entirely met my stated objectives. I think that is in part because, as much thought as I put into them, they were not realistic. The questions that I wrestle with can only be solved by me, and what my mentor did was try to give me tools to break them down, to organise them and to face them. (This does require some self analysis!) He also, in discussing his career with me, made my future career seem closer, and the path to it more ordinary and less forbidding. The mentorship scheme may not have answered my all questions about my future, but it helped me to worry about them less.



## Mentoring - some personal thoughts by Professor John R Helliwell DSc

I have been a Mentor within the Manchester Gold Programme for the last 8 years. There is an organised framework for the Programme involving key support and guidance and frequent networking opportunities for Mentors and Mentees, who are drawn from across the whole University. The one-on-one, totally confidential, meetings between Mentor and Mentee can emphasise different issues according to the challenges faced by the Mentee. Each Mentee is different by circumstances but some common themes emerge, notably career development challenges; in the academic context 'how to gain tenure?' is a common one for early career researchers, naturally enough. More generically the 'career ceiling' or 'career blockage' features for later-career academics or staff are often the theme.

For my match to the Mentee I always seek a scientist, which can be Physical Sciences (my own specialty) but also Life or Clinical Sciences. However on one occasion I have been a Mentor more generally i.e. matched with an Arts and Humanities person; this still worked out ok and indeed gave me more generic insights into time-management and job satisfaction of the Mentee, who had a very heavy workload. As Mentor one learns a lot about what goes on across the whole University, beyond one's School or Department; one has to be prepared for some surprises.

Overall I wish to conclude this narrative on a few points of high-principle. I think Mentoring is one of the most constructive ways of developing the potential of an individual Mentee to the benefit of both the person and the University. To serve in this capacity is a privilege. One thereby has a vital role to play in the sustainability of our overall culture and society; as Researchers and Educators we can have a profound and positive influence on that sustainability and this is a very effective way to broaden one's contribution beyond one's own specific work.

## Want to create impact in your role, career and beyond?

**Important date for your diary – 11 May 2010 - Chancellor's Hotel and Conference Centre, Fallowfield.**

This year's Research Staff Conference will be on the theme of 'Impact'.

Building on feedback from research staff, this year's Conference takes the form of a 'development day', with the opportunity to focus on your career and build your network. It will include a series of short presentations and more in-depth workshops on the overall theme of 'creating impact' – in your role, career and beyond.

Themes for the development day include:

- Creating personal impact, for example through networking and collaboration
- Impact beyond academia, including knowledge transfer, working with the media and public engagement

- Maximising the impact of your publications
- Impact in grant applications – what are Research Councils looking for in impact statements?
- Strategic sessions such as RCUK's view on impact and the Research Excellence Framework.

You can choose a particular workshop theme to follow or select from different themes to get a broad appreciation of how to create impact in different areas of your career.

Find the latest on the Conference programme at: [www.21centuryresearcher.manchester.ac.uk/](http://www.21centuryresearcher.manchester.ac.uk/)

If you would like to get involved in some way, such as helping to promote the event in your School, then please get in touch with your Faculty Research Staff Development Officer (see contact details on p6), or via the blog on the Conference website.