

Training for Universities

Workshops 2015 - 2016

**Supporting Universities and their Staff:
Academic Career Coaching
Specialist and Key Skills Training**



Workshops Tailored to Your Requirements for
Academic & Non-Academic staff,
Postdoctoral Researchers,
PhD Students and Undergraduates.



In alignment with the Researcher Development Framework

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For resources & book recommendations, visit <http://www.TrainingForUniversities.com/Resources>

Tailored Training Delivered By Specialist Trainers

Providing programmes specifically relevant to training needs of University Staff and students within the context of the Vitae Researcher Development Framework.

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Performance & Academic Career Coaching

During difficult times, your key staff need to adapt quickly, to stretch, to master new skills. Coaching is one process proven to help them expand their comfort zone.

Do you want

- to reward academic excellence?
- support career development of female academics?
- fast-track promising researchers?
- promote balanced and resourceful researchers and managers?

Working with a Coach facilitates professional development in a confidential yet supportive relationship that works with and through current challenging realities.

My professional training as a Coach using cognitive behavioural coaching techniques and the latest insights from neurobiology, combined with personal experience as a Researcher and Senior Academic within University and Research Institute environments, gives me real insight into researcher and Academic staff needs and situations.

Academic excellence, impact and presence can be developed more quickly through coaching and particularly when applying for or newly promoted to senior positions.

Confident Researcher Coaching can support development specific targets of grant submission or publication in a target journal or more general networking & communication skills which are essential to proactive career management.

Personalised assessments are available: Behavioural Styles or DISC Analysis is a key tool in personal communication, effective team building, delivering feedback or achieving goals.

Where would you like to start?

We will work exclusively on your agenda. You might know exactly where you want to focus or you may want to try a few assessments to identify priority areas for our work together. I can suggest the best tools for you.

During a session you will identify clear, measurable targets for your own personal goals. These will be ambitious but achievable.

Working with a coach gives you focus and a source of support- they will encourage you, challenge you, be an impartial sounding board and hold you accountable for your progress.

We can use techniques to remove limiting beliefs, burst through the fears that are holding you back, create an environment where you just love to succeed.

But don't just take my word for it:

"I have to tell you that I don't sleep well the night of the session! I thought that tea, coffee and chocolate were to blame but it's simply that my head is buzzing. Last night I just had to get out of bed and make a to-do-list, just of the things we had discussed."
Pat Williams

Please contact us for further details.

See also: <http://TrainingForUniversities.com> and <http://LemonadeLifePlanning.com>

Hot Topics – Gender Diversity and Women in Management

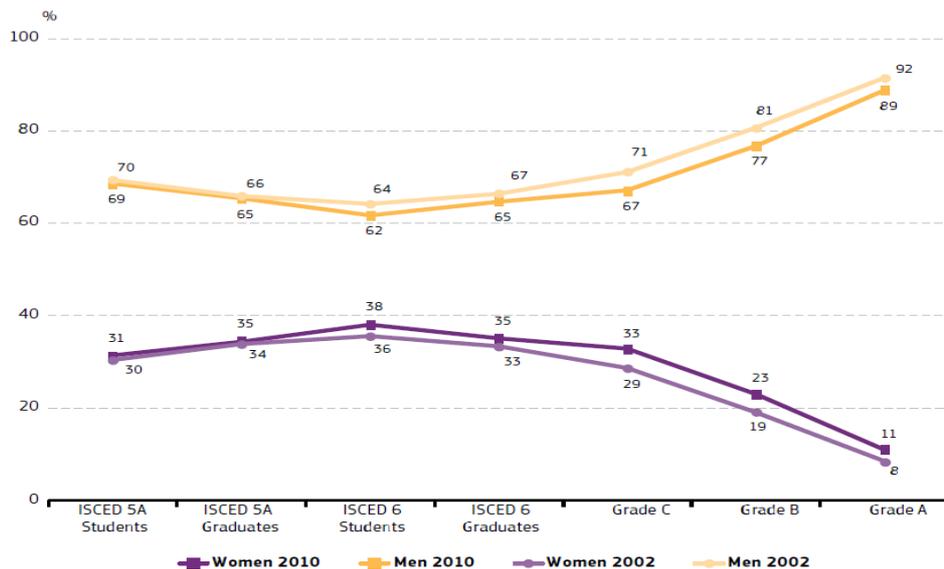
How close are you to gender equality in positions of leadership or influence?

The Athena Swan and Aurora initiatives address the issues of women in the workplace and in positions of leadership. Women do not lack ability or ambition yet while legislation has removed many overt barriers to equality and deliberate discrimination is rare, more subtle but effective barriers remain.

The causes of these differences are increasingly well understood and researched. There are unconscious schemas which lead to unintentional bias. Organisational structures based on historical patterns act as barriers which unequally disadvantage women in the workplace.

The solutions and the road to a genuine equality for every qualified and experienced candidate are sometimes surprising, require innovation and perhaps predictably, benefits everyone in the workforce.

Figure 3.2: Proportions of men and women in a typical academic career in science and engineering, students and academic staff, EU-27, 2002–2010



Exceptions to the reference years: **ISCED 6 students:** FR: 2006-2010; IT: 2002-2007; RO: 2003-2010; SI: 2005-2010; **WIS:** CZ: 2002-2008; DK, CY, AT, PT, SE: 2002-2009; ES: 2007-2010; LT: 2005-2007; NL: 2003-2010; SK: 2001-2011; UK: 2003-2006.

Data unavailable: **ISCED 6 students:** DE, LU, NL; **WIS:** BG, EE, EL, FR, IE, LV, LU, HU, MT, PL, RO.

Data estimated: EU-27 (by DG Research and Innovation) for WIS and ISCED 6 students.

Others: Head count (grades A, B, C).

MO: before 2007 legislation.

From SHE figures 2012

I have been active as an Aurora role model for two years and can provide keynote lectures or senior management briefings on these topics. I also facilitate workshops and focus group discussions. Coaching for women researchers and managers advancing into senior management positions is also available.

Well-Balanced Working

Many of us experience increasing pressures on our time. There seem to be so many more things to be done at work and also at home, yet we have the same 24 hours in each day.

The demands on our time and resources at work require that we make decisions about prioritisation, what will be done and what will wait – at the same time as new requests are appearing on our list of things to be done. We spend our time, trying to be efficient as we struggle to fit more and more into the same time slots...

Often we find that we're skipping break-times, eating our lunch at our desk and answering emails long after we should be at home doing something else instead. And when we do get home we might feel guilty thinking about what we have left undone at work or apprehensive about what will face us when we return to work tomorrow. Maybe we don't even have the energy to enjoy our time off any more.

Sometimes our stress-levels increase, we find we're skipping meals, losing sleep, feeling exhausted and unhappy with the way things have turned out – or we can see that if we don't do something to stop it, that's how we might end up in the next few months. Maybe we've even given up the expectation that "... things will get better next week/next month/once this deadline has passed".

If life seems to be turning into an uphill battle, a rush, a race, full of barely satisfactory compromises then the workshop "Well-Balanced Working" could be for you.

This session is designed to create space to look at our skills in time management, stress-management and resilience. We will:

- examine different tools and techniques for being more efficient, to help us prioritise more effectively and to create a balance or flow between activities at work and at home
- learn how to make more positive choices about prioritisation and a balance of different activities at work and at home
- examine our sources of stress and how to manage them more effectively
- learn tools and strategies to build resilience and restore our energy
- create a personal action plan to allow a more balanced work-life flow.

New workshop in 2015 - 16

Imposter Syndrome Secrets – Sources and Solutions

Are you as good as they think you are?

This secret fear that we're not really good enough is surprisingly widespread.

In the face of tangible evidence of their success, many women, some men, people who are genuine high-achievers are often racked by self-doubt and the fear of being found out.

This feeling has been termed "The Imposter Syndrome".

You might recognise this syndrome when you realise you're thinking or feeling:

- that you don't put yourself forward because you fear you'll fail
- you don't contribute in meetings because you don't want to look a fool
- you've done pretty well so far but it was really lucky
- other people doing similar jobs seem to be more "grown up" than you feel
- your definition of "good enough" for yourself is really "achieving perfection without breaking sweat"!

If not addressed the Imposter Syndrome can cause individuals to experience significant stress, anxiety and fear. It can drive them to burn-out or inhibit them from achieving their full potential, prevent them from making valuable contributions to projects or meetings and deprive an organisation from seeing the very best that their staff can give.

But the Secret is now out. The Imposter Syndrome can be sorted!!

During this workshop "Imposters" will:

- come to understand how this is affecting their life
- examine the "rule book" they are living by and choose - if they want - to re-write the rules
- examine the role that gender, race and class can have on feelings of fraudulence
- benefit from understanding how men and women put different values on the art of "winging it"
- see how their interpretation of past success has been making things more difficult
- notice that being incompetent and feeling incompetent are two totally different things
- explore the advantages and disadvantages of different coping mechanisms
- learn practical strategies to set free their Imposter and be themselves!

This practical, hands on workshop can be organised for and tailored to particular groups in your University such as PhD students, Women Researchers, Women Academics...

There can be great benefit in recognising you are not alone and learning new strategies for success in a safe and supportive environment.

Presentation Skills/Presenting Your Research at Conference

Surveys regularly reveal that public speaking is the most feared business activity and is dreaded even more than death! In your career it is highly likely that you will be required to present your work to colleagues, at meetings or in seminars.

This workshop will outline the principles of confident speaking whether for meetings, seminars or research conferences. We will begin by exploring the basic components of communication including listening skills and the power of body language. We will cover planning for your meeting, structuring the content and preparing to deal with questions.

Participants are invited to deliver a short presentation and to receive coaching and feedback within the supportive workshop environment.

As a result of this workshop participants will:

- Understand the contributions of words, voice and body language
- Know four essential questions to answer when planning for a meeting
- Have structures to plan the content of a presentation
- Be clear about strategies to hold the attention of your audience
- Be prepared for dealing with questions
- Have strategies to deal with "presentation stress"

This workshop can be delivered to meet specific needs of your delegates.

This includes preparing for presentation of papers at National or International Conferences, multi-discipline meetings or cross-departmental strategy meetings.

The emphasis used and examples delivered are chosen accordingly.

For example, at conferences, it can be important to understand how these skills apply to the "business networking" opportunities that present themselves or to have and to use skills to chair a session effectively.

"Margaret was extremely motivating and ran a very enjoyable and informative session.

I can truthfully say that I have never attended a better course, either here or in the many years I have worked in the commercial sector!"
JC-H

" A very, very good course. While I have done many presentations already I had much to learn.

Margaret taught in a holistic way that was both interesting and relevant. Thank you for a great day."

Sally

Confident Speaking at Meetings

We all attend meetings.

Whether it's the weekly department/research group debriefing, the departmental Management Group, the Health and Safety Advisory Committee, whatever, we all have some meetings scheduled in our diary.

As time is such an important and valuable resource, a fundamental question is "Why are we there"? If we attend meetings at all it is essential that we make them work for us!

This workshop aims to identify the key components of "confident speaking at meetings" and to provide both a structure and tools for planning and delivery.

At the end of this workshop the participants will :

- be clear about their purpose in attending a meeting
- know four essential questions to answer when planning for a meeting
- understand the different contributions of words, voice and body language as strategies to build rapport
- be clear about the skills involved in active listening
- know how to plan the content of your contribution
- have a wider range of tools to manage relationships and influence people

I attended the Confident Speaking At Meetings yesterday, which I honestly found to be one of the best courses I have attended here at the University. It was excellent - very useful indeed. Thank you so much. I feel anyone, no matter how junior or senior would benefit from the course - and I wish I'd done it years ago!

Presenting Yourself

Preparing for interviews and final year presentations.

This new workshop is specifically designed to give students skills in confident communication and body language.

This assists them in delivering effective presentations in seminars or in viva voce exams and in presenting themselves confidently and professionally to a prospective employer.

Presenting Yourself has 3 explicit outcomes for participants to:

- Present themselves confidently
- Plan and structure a presentation
- Be prepared for questions.

During this workshop there are opportunities for discussion and interaction, to communicate confidently and to receive constructive feedback on performance. Participants deliver a short presentation and are coached on their performance. By keeping the group sizes small we ensure students have the greatest opportunity to contribute, ask questions and receive supportive feedback from experienced trainers and from their peers.

Further information on developing confident attitudes to help deal with stress are also important components of this training session.

" Brilliant and very useful day.
Recommended!"

" Exactly what I needed - great help
with confidence issues.
Very well presented - a must!"

" Didn't think it would be relevant but it was really
good. I now feel more confident about presentations
and job interviews!!"

An Introvert's Guide to Influence and Impact

Various surveys show that between 30% and 50% of people identify with many of the characteristics which are called "introverted". Often an introverted type may be seen as shy, hesitant, ineffective and socially awkward. In contrast, many aspects of work place and social cultures seem to value exactly the opposite traits, that of the confident, outspoken and decisive colleague or manager.

This workshop is for anyone who identifies with the introverted characteristics and wants to learn how to communicate with a confidence and impact that is based on their strengths.

During the session we will explore the origins of the introvert-extrovert dimension in order to understand the potential strengths they provide, the misunderstandings that arise and potential conflicts that can be avoided.

We will explore ways to communicate with impact and to influence others from a base of introverted strengths whether in meetings or in conversations.

Participants in this workshop will

- gain insight into the nature of introversion
- better understand the strengths of the introverted type
- learn strategies to communicate more effectively
- have resources to support and sustain themselves in a busy workplace.

New workshop in 2014

Aim to be Assertive

Assertiveness is about effective communication. This course will allow participants to understand assertive behaviour, to improve their communication skills and have greater self confidence when dealing with potentially difficult situations.

Through group discussion, guided exercises and self reflection we will explore ways to communicate in a range of potentially difficult situations at home or at work and participants will develop skills including how to give constructive feedback, to say no, to give or receive criticism or praise.

At the end of this course participants will

- understand differences between assertive, passive and aggressive behaviours
- increase their ability to communicate effectively
- have strategies to deal with difficult situations
- have greater confidence in their own abilities

Saying No Positively

You've started on your PhD journey. Many things are familiar, many are very different. There are opportunities to excel and many risks to be taken. You'd be surprised how many people feel poorly prepared for the challenges that face them, afraid that they won't match up to other people's expectations of them.

All too soon it seems as if everyone wants a piece of your time, a portion of your attention... You are expected to do your research, read the literature, write reports, attend meetings or seminars. Perhaps you're all too familiar with the request "Can you just...?". And that's before you try to maintain friendships, a family or any sort of social life!

This workshop is aimed at PhD students who feel they are over-committed and want a little help. Saying "Yes" to the really important stuff often means learning how to say no positively to many things that you would like to do but just don't have the time or resources to commit to.

By the end of the course you can expect to have:

- Tools to communicate and influence more effectively
- Strategies to deal with difficult situations
- Tools to set and to achieve goals
- Verbal and non-verbal skills to build rapport
- Greater confidence in your own abilities.

This course can easily be modified to suit other groups of university staff as required.

Secrets of Successful CVs and Interview Skills

Moving on to a new job can be a stressful time.

While you're still working hard at your current "day job" you also have an eye on the future. You will probably be scanning for new job advertisements, preparing applications, writing and rewriting your CV and even hoping for a number of job interviews.

For most people, the only CV they ever see is their own... which might leave you wondering...

What things are important to include – or leave out?

Is presentation important or is content king?

Does it matter how you organise things as long as all the information is there and you have the skills to do the job?!

This workshop will cover some of the most important aspects of this process including how to:

- prepare a great CV
- write your covering letter
- present yourself effectively on paper
- prepare for a job interview
- develop your understanding of communication and body language skills
- present yourself effectively in interviews.

Preparing For The PhD Viva

Most people only ever get one chance at a PhD viva...

In the absence of previous experience rumours abound and many students are poorly prepared for one of the most important and potentially exciting episodes in their careers.

This workshop will cover some of the most important aspects of this process including :

- understanding the purpose and structure of the viva
- how to prepare yourself in advance of the interview
- presenting yourself effectively during the viva
- preparing for questions

Time Management

Everybody has just 24 hours in every day.

Why do some people seem to achieve much more than others with their allotted time?

During this half day workshop we will identify the major drains on your time or energies and explore different tools to structure your use of time and resources.

Particularly in a research environment it is likely that there will never be enough time to do everything. This workshop will give you the tools to help you to choose the most important things when all things seem important.

We will consider different ways to assess priorities, to deal with timewasters and with deadlines. The course will also allow participants to develop their own work-life balance and to reflect on how they choose to spend their time.

As a result of this workshop participants will have tools to

- Prioritise what they choose to do
- Streamline their use of time
- Define their own work-life balance
- Understand the difference between important and urgent

"I found this workshop very helpful.
Have recommended it to colleagues."
"

" Thanks to Margaret for really making me think differently about my use of time - I now make a point of eating the frogs first and it's true the day does get better!"

"This was one of the best and most useful workshops I have attended. It offered insight into our attitudes and how this affects our use of time and some excellent practical strategies that are easy to implement e.g. re emails, diaries, dealing with requests. Margaret's presentation was just the right pace and structure. I found the handout extremely useful and have already found benefits in terms of using new strategies."

Stop Procrastinating or The Secrets to Getting Started

Do you feel paralysed, prevented from starting or maybe from finishing tasks that you want or know you need to complete? Do you leave things to the last minute and then burn the midnight oil to get them done just in time?

More people than ever are experiencing the stress and frustration that arise from this insidious condition.

Dealing with procrastination, the habit of putting things off, requires more than good time management. At some level it may need us to understand and to confront some fundamental questions about our motivation and our ability to succeed in a competitive environment – where maybe the toughest competitor to face is ourselves.

Procrastination often seems to defy logic and to fly in the face of what we know we need and often deeply want to do – to start and then to complete – tasks that we know are needed for our professional career development.

This frustrating habit can seem so counter-productive as it makes even seemingly simple tasks all the more unpleasant as we struggle to understand our own resistance in the face of an overwhelming need to get stuff done.

This workshop will allow participants the space to examine and to question their procrastination, to understand why we do it and most importantly to explore ways to stop putting things off and start getting things done.

During this workshop we will explore:

- What procrastination is – or is not
- The consequences of procrastination for ourselves, our friends/colleagues, careers
- Reasons why we procrastinate
- Strategies to fight back – and win!

Managing Your Research Project

Planning and completing your research programme is key to success in your career as a researcher.

For most researchers, delivering upon the plans they have is a challenge in project management for which they are given little or no formal preparation. Applying for or achieving your first grant award is a major step in the project management journey which can be simplified by a better understanding of how to more effectively manage research projects.

This workshop will examine the nature of project management, identifying goals, milestones and assessing risks. We will also consider how to organise time and resources to best achieve the project goals.

During this workshop participants explore three aspects of project management skills:

- Managing yourself – skills in personal effectiveness and organisation.
- Managing your project – an introduction to getting results on time
- Influencing other people – both above & below you in the management structure.

Participants will learn:

- Tools for determining priorities in their workload
- New time management strategies
- Tools to increase personal effectiveness
- Understand the project management cycle
- Understand the four major behavioural communication styles
- Have strategies to improve their management communication skills.

"I can really take control of my project and it's management. I have a better idea of what is involved and am inspired to think harder about the risks, tasks etc. Thank you."

"I found this workshop more relevant and practical than other sessions on time management I have attended."

Exploring Teamworking and Leadership

How to work effectively as part of a team will be one of the most important career skills we can learn. Being a proactive, constructive and supportive team participant requires both behavioural flexibility, self awareness and constructive communication skills.

Moving on towards the stage of demonstrating effective leadership within a team requires further development in two key areas: a deeper awareness of managing the task and critically, a deeper awareness of others within the team.

To be successful, the manager or leader may need to demonstrate emotional intelligence and a range of leadership skills appropriate for the people and for the situation.

During this workshop participants will explore aspects of the theory and practice of teamworking, management and leadership.

We will explore the importance of communication including listening, contribution and the power of body language. These principles will support teambuilding and facilitate development of skills for leadership of your team.

As a result of this workshop participants will

- Increase their ability to communicate effectively
- Understand the dynamics of building and leading a team
- Understand the major behavioural communication styles
- Have insights to appropriately influence, motivate and to reward others.

Developing Professional Researcher Networks

The aim of this workshop is to give for Early Career Researchers or PhD students (particularly final year students) skills to conduct effective professional networking conversations and to use networking as a tool for developing their professional networks. .

Networking is recognised by established researchers and Academics as an essential tool for career development and professional advancement.

In contrast, research reveals that many Early Career Researchers feel very uncertain about networking, in respect to both the practical “how to do it” issues and the underlying, often values-based questions “Why it is important ?” and “Should I be doing this?”.

We will address various aspects of networking and develop the appropriate physical and mental skills necessary to improve our skill set in confident networking techniques.

Progress will be made through discussions and group exercises to develop essential skills, build confidence and overcome anxiety or blocks to performance.

As a result of this workshop participants will :

- Increase their understanding of the professional importance of networking
- Improve their ability to communicate confidently in networking conversations
- Understand the importance of body language in effective communication
- Have tools to deal with stress or anxiety related to networking
- Have strategies to develop collaborations or increase visibility.

Supervising Research Students

In 3 years time you hope your student will get a PhD.

As a new supervisor are you clear about why are you doing this, what are you expecting them to achieve and exactly how will it happen?

This workshop will explore the planning for and mechanics of motivating and directing a student who is studying for a PhD.

Participants in this workshop will learn the value of planning a PhD project with measurable outcomes, clarifying the requirements of the University and outlining the responsibilities of both the students and their supervisor(s). They will learn strategies for management and have a range of techniques for monitoring the progress of their students.

At the end of this workshop participants will

- Understand the requirements of the University during a 3 year study period
- Be clear on their responsibilities as a PhD supervisor
- Know the responsibilities of a PhD student
- Understand how to influence behaviour and motivation
- Have clear plans for monitoring student progress

Supervision & Mentoring Masterclass

An emerging role for Supervisors and Principal Investigators is that of developing the wider Thank you for leading the workshop. Although I am an experienced supervisor, I learnt a lot from the day and it was good opportunity for reflection. In particular, the different personality profiles for students (DISC) was very interesting and in hindsight explained some issues we had in the past career skills of students and research staff. This activity, though not new, is assuming a greater prominence in the skill portfolio to be demonstrated by research supervisors.

This workshop will clarify the roles, skills and functions of the supervisor in researcher development. We will explore models which describe supervisor function and the skills required for further coaching or mentoring of research staff to develop both within and beyond their current roles.

Reflective skills allow participants to more clearly explore how they are influencing the development of their research staff. We will also discuss using structured supervisory meetings in conjunction with ongoing coaching or mentoring of staff to actively develop learning and awareness.

At the end of this workshop participants will have

- Models of support for researcher development
- Supervisor roles and functions explored
- Structures for supervisory meetings
- Effective communication skills to influence behaviour and motivation
- Ongoing plans for monitoring progress

A programme of ongoing Supervisor coaching is available for participants in this workshop.

"Thank you for leading the workshop. Although I am an experienced supervisor, I learnt a lot from the day and it was good opportunity for reflection. In particular, the different personality profiles for students (DISC) was very interesting and in hindsight explained some issues we had in the past." Dr Stephen Man, Reader.

Introduction to Management Skills for Researchers

For most scientists, completing a PhD is their first step in scientific management.

It is frequently followed by a postdoc project that someone else has planned and designed. Before you know it, you are managing their project, achieving targets and milestones, working within a budget and yes, even managing staff as project students or technicians become associated with your work. And then there's the question of what comes next... who prepares you to manage your manager?

For most researchers, these are challenges in management skills for which they are given little or no formal preparation or training. Mastering these skills will increase your chances of success whilst reducing your experience of stress.

During this workshop participants will explore two aspects of management skills:

- Managing yourself – skills in personal effectiveness and organisation,
- Managing other people – both above & below you in the management structure.

Before the workshop each delegate will be asked to complete an online Behavioural Styles Analysis questionnaire. This will produce a detailed and comprehensive report which is as close as it gets to a user manual for people!

Outlining your preferred communication style, the personal insights gained will allow you to understand your strengths and maximise your effective communication with colleagues and managers.

Participants will learn:

- Tools for determining priorities in their workload
- New time management strategies
- Tools to increase personal effectiveness
- Understand the four major behavioural communication styles
- Have strategies to improve their communication skills.

The online Behavioural Style Analysis assessment completed before the workshop generates a detailed, personal report providing insight into their general style of behaviour, their communication style, their preferred work environment and indicates keys to motivation.

This report provides invaluable knowledge for self-development, professional development and teambuilding. This assessment is a key tool for anyone with managerial responsibility.

The cost of each online Behavioural Style report is in addition to the workshop fee.

A Masterclass version of this workshop is available for more experienced researchers.

"At first, I must admit the DISC report appeared like a load of psycho-babble but as discussions went round the group on the day many of us could see not only how the test illustrated ourselves but also those who work around us.

I would recommend that anyone with an interest in developing themselves both in management and science should attend this!" Dr D Smith.

Management Skills Masterclass

Highly effective managers know and understand themselves, they communicate their ideas clearly and effectively.

To manage yourself or others it is important to understand the keys to individual motivation, to be able to identify and build upon strengths and to blend these into an effective team.

During this workshop participants will explore two aspects of management skills:

- Managing yourself – skills in personal effectiveness and organisation
- Managing other people – both above & below you in the management structure.

We will also explore Behavioural Communication Styles as an effective tool to manage your own performance and to understand other people.

Based on the principles of Dr William Marston, behavioural communication styles influence:

- how we respond to problems or challenges in life
- how closely we work with people
- our response to the pace of action in our lives
- how we respond to procedures or constraints.

In short, they influence how we communicate, how we behave, what motivates us and what makes us turn on our heels and go home!

We will explore the basic components of communication including listening skills and the power of body language. These principles will support teambuilding and facilitate development of skills for leadership of your team.

As a result of this workshop participants will

- Have a range of tools for managing time and priorities effectively
- Understand the major behavioural communication styles
- Increase their ability to communicate effectively
- Understand the dynamics of building and leading a team
- Be able to appropriately influence, motivate and to reward others

Participants workshop will complete a confidential, online Behavioural Communication Style Analysis which generates a detailed, personal report that will provide insight into your general style of behaviour, your communication style, your preferred work environment and indicate keys to motivation.

The cost of each online Behavioural Style report is in addition to the workshop fee.

Coaching and Mentoring Skills for Researchers

Are you involved in the coaching or mentoring of researchers in your department? Many people find themselves with this role – officially or more often, unofficially – and sometimes feel unprepared as if they are “making it up” as they go along. Being involved with the professional development of a colleague can be one of the more satisfying aspects of a research career and also provide you with valuable skills and insights to apply to your own career development.

Coaching provides practical tools enabling you to get the best out of people - starting with yourself. As the benefits of coaching skills for both researchers and managers is rapidly becoming clear it becomes more important to learn and develop these skills. This expectation is in alignment with many aspects of personal career development, the Research Council's Joint Skills Statement and the Researcher Concordat – and many people find it is part of their job description as they take on positions of greater responsibility within their organisation

Coaching skills are valuable in a range of situations including:

- One to one discussions and developing research skills
- Giving constructive feedback
- Managing your manager
- Clarifying career development
- Being able to coach yourself

At the end of this session participants will

- Be clear about the different roles of mentor and coach
- Have verbal and non-verbal skills to build rapport
- Understand the power of questions to elicit learning
- Know how to use the GROW model to structure a coaching session

Coaching Skills for Managers

Coaching provides tools enabling you to get the best out of people - starting with yourself. Enabling people to realise their potential is a much talked about aspiration and the skills of coaching provide a practical way of doing this.

The development of coaching skills for managers, and pretty well everyone who interacts with others, is rapidly becoming clear. Many team leaders and managers, for instance, find it part of their job description.

Coaching skills are valuable in a range of situations including:

- One to one discussions and developing interview skills
- Giving feedback in appraisals and team meetings
- Managing your manager
- Clarifying career development
- Being able to coach yourself

At the end of this session participants will

- Be clear about the different roles of mentor and coach
- Have verbal and non-verbal skills to build rapport
- Be able to deliver positive and constructive feedback
- Understand the power of questions to elicit learning
- Know how to use the GROW model to structure a coaching session

NLP Skills for Educators – an Introduction

Neurolinguistic programming is a much talked about discipline.

In simple terms it is a system for modelling human behaviour and has studied the language, behaviour and performance of acknowledged experts in many different fields.

Distilling this analysis provides a tool kit for modifying our thoughts and behaviours to achieve greater degrees of excellence.

The beauty of NLP is that you are able to apply new patterns or models to achieve greater success in performance or communication and to see and feel the improvements.

This workshop provides an introduction to some of the key concepts of NLP including the importance of models in learning and performance, achieving rapport, unconscious levels of influence and the importance of the mind-body link.

At the end of this session participants will have:

- a better understanding of themselves and of others
- verbal and non-verbal skills to build rapport
- tools to communicate and influence others more effectively
- a better understanding of how their own brain works!

Advanced Communication Skills

This workshop explores the principles of communication and influencing skills.

We begin by exploring the components of effective communication and the power of behavioural and verbal modelling.

We will develop inter-personal skills, more subtle techniques for building rapport and practise these skills in a supportive environment.

The course is highly interactive involving discussion and practical exercises. Individual needs are considered in order to maximise inter-personal skills

By the end of the workshop delegates will become more effective in using:

- Body language, posture, eye contact, facial expression
- Appropriate language, listening and questioning skills
- Using Inter-Personal Skills
- Looking and sounding confident
- Communicating commitment and expertise
- Influencing individuals and groups during meetings or discussions

Creative Thinking and Problem Solving

The key to success in research is, first of all, being able to ask the right question.

Being able to interpret the data, to see new patterns, to make links between the not-so-obvious associations are skills that are developed to provide new and creative answers to your research challenges.

During this workshop we will develop your ability to ask questions, to think outside the box, to see things differently and generate a wider range of possibilities.

We will use a range of techniques including group discussion, group activities and targeted exercises to develop your creative thinking and problem solving skills. Do come ready to work on your own research ideas, problems or challenges and be prepared to develop some surprising possibilities.

As a result of this workshop participants will

- Know the first step to solving a problem is to ask the right question
- Be able to use a range of techniques for stimulating creative processes
- Understand how learning styles and behaviour influence creative activity
- Have techniques to generate ideas and select solutions
- Access resources for creative thinking, problem solving and decision making

Plan Your PhD/PostGrad Studies - Survive and Thrive!

In 3 years time you hope to get a PhD.

Why are you doing this?

What are you expected to achieve?

Exactly how will it happen?

This workshop will explore the motivation for and mechanics of studying for a PhD.

Participants in this workshop will learn the value of taking responsibility for the process of gaining a PhD degree. They will explore different learning styles and models of adult learning. They will also be clear about the requirements of the university and the responsibilities of both students and their supervisor(s).

As a result of this workshop participants will -

- Understand the requirements of the University during their 3 year study
- Know the responsibilities of a PhD student
- Be clear on what they can expect from their PhD supervisor(s)
- Understand the components of the adult learning cycle
- Be familiar with different learning styles
- Have a clear timetable to meet their commitments to the organisation

"I liked the way Margaret presented her topic.
It was very impressive and interesting.
Thank you for such valuable time and content."

"Very well presented and thought provoking.
A must for all new PhD students!!"

Manage, Influence and Motivate!

Highly effective people know and understand themselves, they communicate their ideas clearly and effectively.

To manage yourself or others it is essential to understand the keys to individual motivation, to be able to identify and build upon strengths and to blend these into an effective team.

This workshop will outline the principles of behavioural communication styles.

Behavioural traits influence:

- how we respond to problems or challenges in life
- how closely we work with people
- our response to the pace of action in our lives
- how we respond to procedures or constraints.

In short, they influence how we communicate, how we behave, what motivates us and what makes us turn on our heels and go home!

We will explore the basic components of communication including listening skills and the power of body language. These principles will support teambuilding and facilitate skills for developing and motivating staff appropriately.

As a result of this workshop participants will

- Understand the major behavioural communication styles
- Be clear on the use of body language to support verbal communication
- Be able to use effective listening techniques
- Increase their ability to communicate effectively
- Understand the dynamics of building a team
- Be able to appropriately motivate and to reward others

Optional extra (costs to be agreed before delivery): Participants in this workshop may be able to complete an online Behavioural Style Analysis assessment. This generates a detailed, personal report providing insight into their general style of behaviour, their communication style, their preferred work environment and indicates keys to motivation.

This report provides invaluable knowledge for self-development, professional development and is a key tool for anyone with managerial responsibility.

Resources for Successful Change

Change happens whether we like it or not.

The real question is whether we let ourselves become a "victim of change" which happening around us or whether we proactively manage the situations we encounter.

This workshop will explore how our attitudes shape our responses to the changes we experience for better or for worse. It will provide you with tools to deal with change constructively and to find a personal course of action for managing yourself and the environment around you.

The aim of this course is to equip people to anticipate and to deal with change in a constructive manner, consequently reducing stress and increasing the positive outcomes from the experience of change.

At the end of this session participants will

- understand the important elements of change
- have strategies to recognise, prepare for and respond to change positively
- recognise patterns of change and growth in their own lives
- have a personal plan for dealing with change in their life

Stress Busting for Busy People/Managing Pressure Positively

Stress, a part of everyday life, something to be lived with, inescapable???

In many cases, stress has power over us because we don't realize that we have choices and could be doing things differently.

This course will allow the participants to understand the nature and sources of their stress. They will gain the skills to deal with their stress symptoms and with stressful situations, they will learn how to relax and to choose a healthier and happier future. The skills gained can be equally applied to stress at home or at work, from dealing with tasks or to managing people and situations.

By the end of the course participants can expect to:

- understand the biological basis of stress and it's symptoms
- see the reasons why stress is personal and identify your particular stressors
- become aware of how you deal with stressful situations
- have choices to deal with stress in a healthier or more helpful way
- learn techniques that can help to deal with the symptoms of stress
- have tools to manage themselves and their environment more effectively

"I went on the Managing Pressure Positively workshop on Friday and I just wanted to let you know that it was the best course I have ever been on. The person running it was fantastic, really good and I learnt so much from it."

How to Write an Abstract.

This course aims to provide individuals, particularly postgraduate students or early career researchers in the biosciences, with the ability to write effective abstracts for a variety of situations – papers, conferences, presentations. Can be run as a full day workshop, half day or two linked half-days.

During the session we will cover:

- How to structure an abstract
- How to target an audience
- How to write effective opening and closing sentences
- Know what to include and what to leave out
- The importance of choosing a title and key words

A range of practical exercises will be used.

By the end of the workshop delegates will:

- Improve their writing skills
- Increase their confidence
- Write effective abstracts for a variety of situations

Workshop facilitated by Prof Shirley Ellis.

How to Write a Research Paper

This full day workshop aims to provide postgraduate students or early career researchers in the biomedical sciences, with the skills and confidence necessary to effectively write a research paper.

During the workshop we will consider:

- Where to begin
- The importance of the different sections and how to approach them
- The importance of a good abstract
- Use of words, sentences, paragraphs

Practical exercises will be used throughout.

By the end of the workshop delegates will:

- Have increased confidence in their writing skills
- Know where to begin and when to finish a paper
- Be able to construct and present an effective argument

Workshop facilitated by Prof Shirley Ellis.

Planning and Writing a PhD Thesis

This half day course aims to guide postgraduate students in the biomedical sciences through the process of planning and producing a PhD thesis.

During the workshop we will cover:

- How to plan, draft and edit
- Approaching the different sections
- Preparing figures and writing figure legends
- How to keep going – persistence and dealing with writer's block
- Dealing with your supervisor

By the end of the course delegates will have increased confidence in their ability to plan and write a thesis together with a range of skills to do the job!

Workshop facilitated by Prof Shirley Ellis.

Using Creativity to Make Writing Enjoyable

This full day workshop is designed to increase your confidence in your writing skills and encourage individuals to see writing as an enjoyable experience.

TARGET AUDIENCE

Any bio-scientist who wishes to improve their writing skills

A variety of creative writing exercises will be used to demonstrate that any kind of writing – academic or otherwise - can be fun.

We will also read examples of excellent writing from a variety of sources to uncover the key elements of skilful writing.

By the end of the workshop delegates will:

- Be able to create well-balanced, succinct sentences and paragraphs
- Understand why some pieces of writing are impenetrable and difficult
- Be able to create writing which is easy and enjoyable to read

Workshop facilitated by Prof Shirley Ellis.

Powerful Conversations for Effective Management

This workshop is for anyone who has responsibility for influencing the performance of others, managing up, down or across the management structure.

People's performance in any activity is the result of what they do (or don't) do. That is, their performance is the result of their actions and behaviour.

As a manager, one of primary responsibilities is to manage the performance – and therefore the behaviour of our staff or our team.

But how do you get people to behave in a particular way, to grow, to think for themselves, to be self-reliant and resilient?

We need to understand that most effective way to change performance is to change the way people think...

In this workshop we will directly address how people think, make models of the world and find their place and roles within them.

We will learn powerful ways to have conversations that directly influence the ways other people think and using insights from neuroscience, coaching and influencing we will learn how to increase their potential for creativity, insight and problem solving.

Learning these skills will save time, reduce misunderstanding and produce more highly motivated, confident and independent colleagues.

Interview Skills-based Video or Audio Presentations

Researchers are increasingly encouraged to engage in communication of their results through outreach and public engagement.

One highly effective way of reaching a larger audience is through the use of audio or video interviews made available over the internet or a university intranet.

The specific skills needed to engage with a non-specialist, distant audience, to get their attention and to keep their interest can be very different to the experience of delivering seminars or lectures in an academic environment.

This workshop will outline principles of preparing for an interview.

We will begin by exploring the basic components of presenting your message effectively.

Participants are required to prepare material for an interview and to perform to camera. Different types of video work will be addressed and participants will have several opportunities to work and be filmed while presenting their research areas.

The video recordings will be reviewed during the session and participants will receive coaching and feedback within the supportive workshop environment.

If relevant to the participants, we will discuss the technical aspects including editing video or audio recordings, available software, uploading videos to the internet and adding keywords to facilitate inclusion in search engine results.

As a result of this workshop participants will:

- Understand the contributions of words, voice and body language
- Have structures to plan the content of an interview
- Be clear about preparing a script for delivery to camera
- Gain experience with different types of interview sessions

This workshop can be delivered to meet specific needs of your staff.

The intensive nature of the work undertaken during these sessions restricts participant numbers to a maximum of 5 per session. Each participant will be able to take their recordings away after the session for review or editing.

About Some of Our Trainers

Training For Universities uses a number of expert trainers. All the trainers delivering these workshops have specialist experience within Universities and/or Research Institutes. Many are currently active within their field, using their expert skills. You can trust them to share specialist "insider experience" with your workshop participants.

Dr Margaret Collins



My research career is driven by the question "How does that work?". During my career at the University of Surrey, The Institute for Animal Health and the Royal Veterinary College it didn't take long for me to begin to ask that question about teaching students. Why were some techniques more effective than others? What if students had different learning styles?

Similarly when it came to career progression and promotion, why did some people move up more quickly and easily than others? How did that work?

I found many answers through study of coaching, Behavioural Styles Analysis, Neuro Linguistic Programming and developments in educational theory. In 2003 I founded this company, designed to bring aspects of these disciplines into academic workshops for you to share!

Fellow of the Higher Education Academy
Member of the Society For General Microbiology
Graduate of CoachU Coach Training Programme
Master Practitioner of NLP
Member of Association of Coaching

Rebecca Ballard



My educational background is in the areas of language and linguistics based in both Aberystwyth (undergraduate) and Bath (postgraduate) Universities. The application of these interests to communication and presentation skills training seems a small and very natural step.

Professionally I have been providing training and support for small groups and for individuals since 1990. Initially this was within organisations including the Southern Regional Council, The RNIB and Blazie Engineering. For the last two years I have been a freelance trainer.

Like many trainers, this initially started, almost by accident, as people realised I was "good at helping". Since then I have supplemented these natural talents with formal training in adult education with the City & Guilds 7307 qualification and certification in software support applications.

I have specialised in providing support for computer users of Microsoft products (including Word, Excel and Outlook) enabling people - even the technophobic and completely new computer user - to comfortably and confidently get the best out of their technology!

More recently I have provided individual support for people with various forms of disability requiring the use of a variety of access technology software including JAWS, Dragon Naturally Speaking Preferred, Magic, SuperNova and ZoomText.

About Some of Our Trainers

Professor Shirley Ellis



I have been an active research scientist in the field of molecular immunology since 1980, initially at Oxford University and since 1990 at the Institute for Animal Health, a BBSRC-funded institute. I run a small, productive research group, and have supervised 10 PhD students to completion.

I have a long-standing interest in both postgraduate and supervisor training, and was involved since its inception with the training and accreditation programme for postgraduate supervisors (TAPPS) which is now administered by the Higher Education Academy (HEA) of which I am a Fellow.

I have a long-standing passion for good writing, and successfully completed an MA at the University of Sussex in creative and critical writing, with a dissertation entitled: Genomes and creative writing. Since 2007 I have been working as a part-time freelance trainer, offering a variety of workshops involving writing skills for postgraduate students and early-career scientists.

Typical Terms and Conditions

These are examples of the Terms and Conditions of engagement. The details may be modified following discussion with individuals representing the organisation commissioning the training as appropriate.

The following terms and conditions apply to events being facilitated or delivered by Dr Margaret Collins or any other trainers acting on behalf of Training for Universities.

Workshop name: To be agreed.

Fees: To be agreed.

Services to be Provided: Design and delivery of workshops. Handouts as pdf files, and/or PowerPoint presentations will be provided as appropriate in advance of the workshop. The content of such remains the property of Dr Margaret Collins/Training for Universities and can be used with permission.

Postponement/Cancellation: Cancellation or postponement must be confirmed in writing.

If, for any reason, the University/Institute/Organisation is unable to fill the places at an event, the event may be cancelled or postponed as appropriate by mutual agreement.

If the workshop is cancelled/postponed between 42 and 14 days before the event and no further work is secured, the University/Institute/Organisation will be liable for 50% of the agreed fee; cancellation later than 14 days notice will normally incur payment of 75% of agreed fee. There will be no charge for postponements/cancellation if alternative work on that date can be found. Any travel or accommodation expenses already incurred in relation to the postponed workshop will be payable by the University/Institute/Organisation.

Signed Date

Print Name: Dr Margaret Collins

Signed Date

Print Name:

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info@TrainingForUniversities.com or visit www.TrainingForUniversities.com

For resources & book recommendations, visit <http://www.TrainingForUniversities.com/Resources>