

Training for Universities

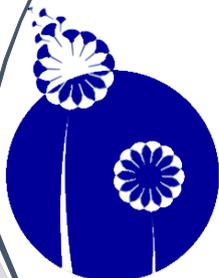
Tailored facilitation and training for
Academic & Professional Services staff,
Early Career Researchers and PhD Students

Workshop outlines 2024 - 2025



Includes blended learning solutions and
workshops delivered online.

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



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Tailored Training Delivered by Specialist Trainers

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

What do your staff need?

Your staff are wanting to deliver excellence across all their roles. They are working harder than ever to meet expectations and to achieve to the highest standards.

What is expected of staff, across the board, also seems to be increasing, year on year.

Across all roles and sectors, research, teaching and professional services staff report that they are working longer hours and experiencing higher levels of stress according to the Times Higher Education (THE) Work-Life Balance survey, 2022.

There is no doubt that people value support with time management, personal effectiveness and prioritisation skills. That about 80% of Academics and 60% of Professional staff are regularly working more than 8 hours a day and working at weekends is evidence of the intensity they feel. Over 40% feel that they are likely to leave their role within the next 5 years because of an excessive workload....

Supporting people to manage stress, develop resilience and maintain better boundaries are essential skills for people who want better mental health and a more balanced life.

In addition, people sometimes need role specific skills, like Supervising Research Students, Managing Research Projects or Confident Speaking in Meetings.

As support for career development is particularly important for staff, including Early Career Researchers, the Developing Professional Networks, Presentation Skills and even the Secrets of Successful CVs and Interview Skills workshops become very relevant.

Many staff also want to develop their leadership skills, awareness and presence. Perhaps the Developing Confident Leadership programme or even Aspiring to Research Leadership workshop, might be just what they need.

What else do your staff need to develop and thrive? Do let me know!

Why Training for Universities?

For 25+ years I was a researcher and academic.

I started with a PhD in molecular genetics and became a Senior Lecturer in Veterinary Virology. I know the demands of the busy and varied roles of university and research institute staff, particularly those of a research-oriented academic.

I also chose to train as a life coach, never intending to practice professionally, but knowing that the skill set and a coaching approach to management and supervision would be a great foundational skill set.

When I needed the greater flexibility to care for my disabled sister, I left Academia and established Training for Universities.

Now I deliver training & coaching that I wish I'd been able to access during my career, combining insider knowledge of the demands of the role with the skill set of a professional coach.



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

Workshops can be delivered as half day sessions live, using Zoom software, supplemented by recorded material available for watching as/when required.

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Bookings are subject to the terms and conditions listed on page 31 unless otherwise agreed.

Please do contact us if you have any questions or requests for specific training or team-building needs to be addressed: info@TrainingForUniversities.com.

Costs and Carbon Footprints

During this last few years I have discovered:

- Training can be delivered effectively through online media such as Zoom.
- Most workshops can be a 3 hour session – shorter or longer times can be agreed. The exception is Presentation Skills which really works best if participants have the time to deliver a presentation and receive constructive feedback – that takes time.
- I have created a bank of supporting video content so workshops could be delivered entirely online or live workshops can be supported by blended content.

As we plan training delivery for 2024 through 2025 I would ask you to consider:

- What can be delivered remotely using Zoom?
- What workshops need to be delivered in person?
- Consolidation: what in-person workshops can be delivered on consecutive days?

Online delivery is more convenient for many participants. It reduces the need for travel, saves time and expense, increases access to people who are remote from your campus.

Online delivery reduces costs for travel, accommodation and subsistence, allowing your budget to deliver more training and reduces the carbon footprint of your programme.

Consolidation by delivering face to face workshops in blocks, reduces the number of journeys needed. This has a real impact on my carbon consumption, your carbon footprint and saves you money.

Consolidation & online delivery reduce carbon footprint of training delivery.

Feedback from participants in synchronous Zoom sessions:

Excellent and practical tools that support time management and effectiveness, but also prioritisation of tasks. I had used the Covey quadrants in the past but 20 years ago and I had forgotten how useful it is so thank you for taking me back to it.

(Sent to the session organiser) The workshop host presented research and evidence for particular methods and tools, which I really appreciated. It is pitched perfectly - informative and practically helpful and I have put the learning into practice already. I learnt so much from this training session and the host is absolutely brilliant.

More of Margaret, please.

John Connolly, PhD

Thank you for the zoom session on managing time today. I found it a most helpful session for me personally – like there are things I can do.

I was not sure why I had signed up except that I was not comfortable how I was doing things and recognised that I was feeling stressed but could not really figure out why.

Your talk and the sharing was really helpful – there is something about the live experience even if it is zoom.

Maura McDonnell

I just wanted to send you a big thank you for today's training session. It was brilliant! I did know some of the things you spoke about already but it's great to hear it from someone else who teaches it so well!

These were topics that were so relevant to me as someone who is trying to manage home-schooling 4 and a toddler as well as studying.

I like the way I left the session feeling somewhat normal to be feeling the way I am as feeling, that actually I'm doing OK. I'm making progress and I'm happy with that.

Hannah

Academic Career and Performance Coaching

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

Do you want

- to develop 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.

But don't just take my word for it:



It was a pleasure to meet you last week - I really enjoyed the session. I have been recommending you to my colleagues non-stop, describing you (if you don't mind) as exactly "the small gin and tonic" I needed! I think you get what I mean. I really did get a lot out of the session.

Professor C Henry



"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 just make a to-do-list of the things that we'd discussed."

Pat Williams

Please contact us for further details: info@TrainingForUniversities.com

See also: <https://TrainingForUniversities.com> and <https://MargaretCollins.com>



"This programme is changing my life for the better. I am amazed at how powerful the exercises are. Margaret's guidance, care, patience and listening skills are scaffolding my development with precision, at the right pace.

I cannot quite believe the progress I am making."

Dr Ruth Kitchen

Cultivating Confident Leadership: 1 to 1 or group development

Cultivating Confident Leadership, is a blended group coaching programme with a focus on improving personal leadership skills and confidence.

Many staff are often very well qualified for their respective roles yet feel they lack leadership experience. They may not feel like leaders yet, but they do want to be seen as credible and influential in their respective fields, to make a positive impact and contribute to their organizations and communities.

Other more experienced leaders want a better understanding of leadership and management models and a supportive network where they can discuss the practical challenges of leadership.

This six-month programme can be delivered for groups or for individuals.

Outcomes of the programme include:

1. Improved leadership skills and effectiveness
2. Enhanced communication and interpersonal skills
3. Overcoming imposter syndrome feelings
4. Increased self-confidence and self-belief
5. Increased productivity and efficiency in professional roles
6. Development of professional identity and professional network
7. Increased awareness of personal strengths and areas for development
8. Improved integration of work-life commitments
9. Access to career advancement and opportunities for promotion.

Participants might be establishing a career path (eg early career researchers, research officers) or already in a leadership role (eg lecturers or new managers). Some may have more experience yet want to develop and diversify their skill set through sharing experience with colleagues (eg Programme Leader or Section Leader roles or Professors).



I am more aware of who I am and less afraid to hold my ground.
I learned to approach people differently, to create a safety network and to promote change by welcoming discussions.



Cultivating the Confidence to Lead...

The content of the programme is detailed below. Recorded video content is followed by one-to-one or group coaching sessions to support people to integrate and to apply the content in their professional roles.

Please do contact me if you would like more details about the programme.

1 : Introduction to leadership skills - Leading is not just for managers

- The roles of managers and leaders within your professional sphere
- Your current skills, strengths and confidence
- A range of leadership styles
- Your own professional goals for the programme

2: Owning your place at the table - What holds you back? **

- What are Imposter Syndrome feelings?
- Who is likely to experience Imposter feelings and why
- Unconscious bias in the workplace and how it is being addressed
- Managing over-active Inner Critics

3: Who do I want to be? - Developing confidence, communication and professional identity

- What is important to you professionally
- Exploring personal and professional values
- Shaping the professional identity message you want to communicate
- Designing your professional network

4: Communication styles and influencing skills - Looking for patterns

- Behavioural styles of communication
- Enhancing communication through Neuro Linguistic Programming
- Understanding patterns and motivating individuals

5: Bringing it all together

In this session we will explore how individual intentions for the programme have been met and developed and set future intentions for progress beyond the programme.

It was a pleasure to meet you last week - I really enjoyed the session. I have been recommending you to my colleagues non-stop, describing you (if you don't mind) as exactly "the small gin and tonic" I needed! I think you get what I mean. I really did get a lot out of the session.

Professor C Henry

** An optional module on time and energy management and prioritisation skills is recommended if these elements are not provided in current development programme.



The biggest change for me is feeling more confident in line managing, feeling calmer when in large meetings with other managers.

I felt more empowered to make decisions for the people I line manage without having to check with my own manager.

I think has helped improve my relationships with those who report to me. I feel more in control of my support for them!

Finding Focus – the secret to getting the right stuff done



“ The most important thing for me was realising that difficulty focusing is a common problem and not unique to me. There are things that I can do to improve that don't require me to miraculously develop a new hyper-efficient personality!

Finding focus - something so simple and yet often elusive.

Our lives are often full of conflicting demands on our time and attention. Some things can be done relatively quickly, even with ease. Other tasks require a deeper state of focused attention, a commitment to "deep work" where cognitively demanding tasks get prioritised.

If we really want to progress projects that are significant for personal or professional life we need to know how to manage our energy and develop our mental ability to focus deeply on our chosen priority.

Our voluntary attention, our mental fitness, like a muscle, can be strengthened by conscious practice and development.

To increase our power to focus at will we need to understand how to manage our energy, our environment and our attention.

We need to get better at identifying Saboteur hijacks, remove distractions, calm our minds and pay deliberate attention to our chosen activity. Getting clarity on our priorities is an essential pre-requisite. This deliberate practice develops our skills and creates our results.

It seems simple, it is simple - though sometimes it's not an easy skill set to perfect. Sometimes it helps to have a guide. In this workshop we explore:

- The importance of being clear on our priorities
- Simple strategies to support our decision to focus
- Ways we can develop our mental fitness and ability to deeply focus.

“ The session was very helpful. I learned that it is important to plan and prioritize activities directly linked to key performance and career development indicators... I enjoyed the open and sincere conversations and the use of examples from her own career and experiences to illustrate theories and models.

“ So many sensible points peppered throughout the session:
- Take time to prepare to work (planning, scheduling, etc). e
- You'll never get everything done, but the things you prioritise will get done.
- Thinking about monthly, quarterly, and annual goals...

“ Honestly, it was a fantastic workshop. One of the best, if not the best, I have attended in recent years. It was not too short or too long. The trainer was excellent. I feel like I got so much out of it.

Imposter Syndrome Essentials

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 wracked by self-doubt and fear of being found out.

This can be described as Imposter Syndrome feelings.

You might recognise this when you realise:

- 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 feels really lucky
- other people doing similar jobs seem to be more "grown up" than you feel



If not addressed Imposter Syndrome feelings can cause people 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.

During this workshop "Imposters" will explore:

- the roles that background, experience and beliefs play
- how unconscious bias can contribute to feelings of fraudulence
- how their interpretation of success has been making things more difficult
- practical strategies to set free their Imposter and be themselves!

This 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.

“Just wanted to let you know that this course was absolutely fantastic.

Dr Collins is a superb course leader and it was without doubt the best course I've ever been on. Thanks again”

Julia

“Very interesting course and probably, long term life-changing!

~~It's quite a long day for the amount of self-reflection.~~ I take this back! One of the reasons I took this course was because I struggle with positive reflection. The fact that I was uncomfortable was because you gently forced me out of my comfort zone!

“Margaret was both a benign presence and a razor-sharp mind.

We could build up small ideas into the bigger picture. Not needing to carry everything forward we could build our own model from the bricks she offered us. (Make it compulsory!)”

Clare

Owning Your Place at the Table: don't let Imposter Syndrome and Unconscious bias hold you back



The call for women to step into positions of seniority and leadership is widespread. Organisations and teams that have greater diversity – in terms of gender, race or culture – are increasingly shown to be higher-performing, more creative and more profitable.

And yet, many women are also aware that unconscious bias is still, subtly affecting their career progression and that feelings of not being good enough – what we often describe as Imposter Syndrome feelings – stop them volunteering or going for positions of leadership.

If not addressed the Imposter Syndrome feelings can cause individuals to experience significant stress, anxiety and fear and can contribute to burn-out. These feelings often 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.

We consider what authentic presence means for a female leader and how a woman can exercise power effectively to bring change and progress within her professional area of influence. One focus will be on professional network design and development.

We will also explore the difference between management and leadership, how it is possible to demonstrate and develop leadership at any stage in your career and explore a number of models of using influence and power that can be applied to many professional situations.

During this workshop we will explore:

- What is Imposter Syndrome
- Who might experience imposter feelings and why
- Unconscious bias in the workplace
- Ways to move forward
- Powerful female archetypes to give insight to leadership skills and presence

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



“Thank you for a really excellent workshop last week. It was very thought provoking and integrated material from so many different areas. I gained so much insight. Thank you!”

Ruth

Time and Energy Management: Strategies for Getting Stuff Done!

A fully online, webinar version of this workshop is available

Everybody has just 24 hours in every day, yet some people seem to achieve much more than others with their allotted time.

In an academic research environment, it is likely that there will never be enough time to do everything.

This workshop will be a little different to typical time management workshops. Yes, we cover vitally important elements including prioritisation, organising our time and diaries, how to deal with overwhelm including a range of time management tools and ways to get things done.



We approach this through the lens that time management is also very much about prioritisation and energy management, facing the right tasks with the helpful attitudes and the best energies to get things done.

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. As appropriate we will explore a number of tools and strategies to help us make better use of the time that we have.

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 half day workshop participants will have tools to

- Prioritise what they choose to do
- Streamline their use of time
- Define their own work-life balance
- Understand how to manage their energies



I would like to thank you - for me, the time management 3 hours was probably the best 3 hours training I have ever spent. I came away with really practical solutions that enabled me to go back into the office with a clear plan for change. My day was energised by a sense of focus because rather than the day controlling me, I feel that I have a strategy that enables me to manage my day and get the job done.

For some reason the way you presented the session meant that I remembered the information and this information has kept coming to mind to keep me on task. I have shared what I have learned with lots of other people and I will be eating frogs at the start of every day until the supply runs out.

Mevalyn Cross



"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."

How to Stop Procrastinating or The Secret to Getting Started

Do you feel paralysed, not starting tasks that you know you want and need to do?

Do you leave things to the last minute and stay up all night to get them done just in time?

This is not a time management workshop - dealing with procrastination, the habit of putting things off until the last minute, requires more than good time management.

I know you mean well but suspect that you're also struggling. You probably know what your priorities are, you already have a range of time management tools yet things don't get done.

Procrastination often seems to defy logic and 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 feel 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 half day 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!

This can be delivered as a half day workshop using Zoom.



This has been really helpful to me and was immediately and practically implementable. The leader was an excellent communicator with very practical ideas.



"The session was eye-opening! I was blown away by the insights it offered, and it got me thinking about my post-PhD future.



"This is a must if you feel overwhelmed, trying to do too much, and not getting much done. Also, if you are beginning your journey and want to avoid procrastination, this is great for figuring out what it is and what can/could trigger it.

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.

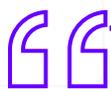
Participants are invited to deliver a short presentation and to receive coaching and feedback within the supportive workshop environment.

As a result of this workshop participants will:

- Understand the contributions of words, voice and body language
- Know 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 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

A fully online, webinar version of this workshop is available



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 essential questions to answer when planning for a meeting
- understand the different contributions of words, voice and body language as strategies to build rapport
- know how to plan and deliver the content of your contribution
- have tools that can be used to develop confidence and manage anxiety.

This can be delivered a half day workshop using Zoom.



I attended 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!

Sarah



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

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 or described as shy, hesitant, ineffective and socially awkward. This is to misunderstand the nature of introversion,

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 half day 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.



Aim to be Assertive or How to Say “No” Positively

Your time is limited. Everybody seems to want a bigger slice of your energy and attention - but these resources are already fully spent.

Saying yes to an additional request almost certainly requires you to say no to something or someone else and often you – your time – your priorities are the loser in that scenario.

The skill of saying no positively is essential if you want to manage your time and energy well. We need to be clear on why we might want to say “No” and how to do so effectively and respectfully.

Or 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!



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 challenging situations at home or at work and participants will develop skills including how to say no positively and to communicate their intentions, clearly and confidently.

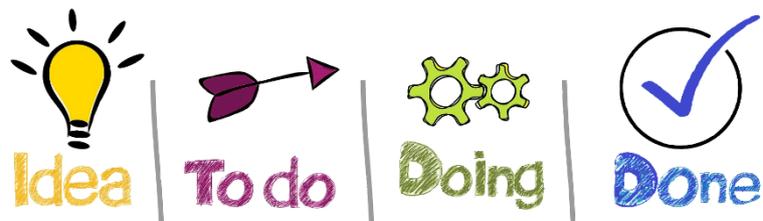
Participants are asked to reflect on specific situations they have experienced so that they can discuss real and relevant examples during the workshop session.

In this half day course participants will

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

This half day workshop can easily be modified to suit specific groups of staff as required.

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 understanding how to manage research projects more effectively.

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

We will explore the importance of understanding our stakeholders, managing the scope of the project and awareness of risks.

During this half day workshop participants will learn:

- Understand the project management cycle
- The importance of understanding stakeholders, scope and risk
- How to plan for and anticipate timelines in a project
- Tools to increase personal effectiveness, prioritisation and time management

A fully online, webinar version of this workshop is available

"This turned out to be about finding the most helpful strategies for managing me, managing the project, and managing other stakeholders. Not only was the content invaluable, precisely tailored, interesting, and very relevant but also Margaret's presentation style was engaging, warm, and compelling. A first-rate workshop that I would have no hesitation recommending anyone undertaking PhD Research, especially at the start of their PhD, to attend."

Philip J James

Developing Professional Researcher Networks



Developing Professional Networks

The aim of this workshop is to give Academics, Researchers, PhD students or Professional Services staff, the relevant 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, Academics and professionals as an essential tool for career development and professional advancement. In contrast, many Early Career Researchers feel very uncertain about networking, both the practical "How to do it" issues and the values-based questions "Why it is important?" and "Should I be doing this?".

We will address various aspects of networking including a strategic analysis of our networks and the practical tools to develop them further. We will also explore the appropriate communication skills, beliefs and attitudes necessary to improve our confident networking techniques. This will include exploring how to refine our professional introductions and making the business of small talk easier and more effective.

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

In this half day 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.



"I had a great experience at the Developing Professional Researcher Networks workshop. Margaret leads by example, combining practical exercises with short recaps of most relevant advice and tricks. She believes and enjoys what she does, making the session pleasant and very useful."

Dr B Domenech



Dr Collins was an amazing facilitator, turning a room of 20+ (mostly) first year candidates, who did not know one another, into a fledgling research support community in just 3 hours. The style of presentation was accessible to everyone and her background as a successful academic herself means that everything was not only pertinent, but also delivered in a meaningful way - practical advice that we were able to implement. Informal feedback from my peers suggests that everyone else found it as useful and informative as I did."

Hazel

Managing Pressure Positively or Stress Busting for Busy People

A fully online, webinar version of this workshop is available

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

In many cases, we are juggling multiple roles which make many demands on our time and resources. We may see our sources of stress as external and underestimate the power or influence of our internal states or attitudes. 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. We will include discussions around perspective-taking, reframing and resilience, ways to make better choices for more helpful outcomes. The skills gained can be equally applied to stress at home or at work, from dealing with tasks or to managing people and situations.

During the half day workshop 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!

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 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 - 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 tomorrow. Maybe we don't even have the energy to enjoy our time off!

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 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.

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 half day 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

Aspiring to Research Leadership

For most researchers, career development and advancement is likely to involve greater or lesser degrees of leadership or management responsibility. Some of us actively seek these roles.

Other researchers don't explicitly seek leadership or management, these responsibilities appear "as part of the package" as we become more experienced and grow into roles where mentorship and leading others is a natural part of progression.

Anyone aspiring to research leadership should reflect on the roles of leader and manager that are beyond the day to day requirements of "getting the research done" and develop the necessary skills in leadership and management.

This workshop is aimed at researchers who are considering a future move into a leadership role which may involve more managerial responsibilities possibly including line management.

During this one day workshop we will consider what leaders and managers do and the skills and qualities they need to develop to succeed beyond their research-specific skills. Participants will raise their self-awareness whilst exploring the skills and development opportunities needed to support them in preparing for future roles.

During the workshop we will explore:

- What good research leadership looks like
- Skills and behaviours of effective leaders and managers
- Roles of research leaders
- Reflect on your own potential management qualities
- Explore opportunities for our personal development.

Researcher Career Development – putting the puzzle together

There comes a point for many of us where "the next step" in our career development or professional trajectory doesn't feel natural or obvious. We often underestimate how common this feeling is. While there are no guarantees, there are many practical things we can do in order to build a bridge and a secure foundation before we take a leap into that bright new future inside or particularly if we are considering moving outside of the academic research environment.

In this workshop aimed at science-based researchers we will explore our abilities in terms of our specific and transferrable skills and how to describe or present ourselves in a way that is potentially more attractive to a diverse range of potential employers.

During the session we will explore elements of:

- Who am I – personally and professionally?
- Exploring career paths taken by researchers post-PhD
- Analysing our strengths using different tools and perspectives
- Presenting our professional selves well.

Strategies to Increase Your Influence



This workshop is aimed at staff who are in or are considering a future move into a role which requires them to work with other people, possibly involving more leadership or managerial responsibilities possibly including line management.

For most people, career development and advancement is likely to involve greater or lesser degrees of leadership or management responsibility. Some of us actively seek these roles.

Others don't explicitly seek leadership or management, these responsibilities appear "as part of the package" as we become more experienced and grow into roles where collaboration, mentorship and leading others is a natural part of progression.

Being able to communicate effectively, to develop a professional network and to influence others ethically, are essential skills to develop on that journey.

During this programme today we will consider the importance of your communication, reflecting on your personal styles and how that can be used to best effect.

In this short session we will explore:

- Building trust and rapport with colleagues
- Different models of communication or influencing
- Exploring your strategic network and how to leverage your influence

Supervising Research Students



This workshop will explore the planning for and mechanics of motivating and directing a student, particularly a student who is studying for a Masters or a PhD degree.

Participants in this workshop will learn the value of planning a 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
- Have clear plans for monitoring student progress

This half day session is for new or less experienced supervisors. A full day version includes additional content on communicating with people who have different behavioural styles, managing motivation and discussion of case studies.

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

Supervision & Mentoring Masterclass

In addition to formal supervision, an emerging role for Supervisors and Principal Investigators is that of nurturing the wider career development of PhD students and Early Career Researchers. This activity, though not new, is assuming a greater prominence in the skill portfolio to be demonstrated by research supervisors and PIs.

This workshop will allow space to explore the roles, skills and functions of the supervisor in researcher career development. This will include reflection on 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.

Topics of interest may include:

1. Preparing students for careers post-PhD...
2. The Researcher Development Framework (RDF)
3. The Researcher Concordat
4. Theoretical frameworks/models for supervision
5. Using a coaching or mentoring approach
6. Reflecting on our supervisory issues
7. Understanding diverse communication styles...

"Thank you for leading the workshop. I am an experienced supervisor and I learnt a lot from the day. 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.

Coaching and Mentoring Skills for Researchers or Managers

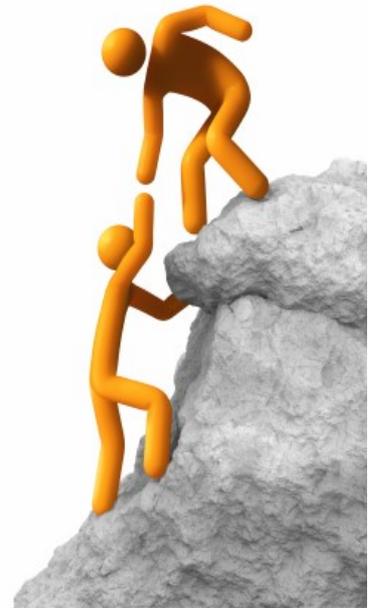
Are you involved in coaching or mentoring in your work?

Maybe you are a researcher and find yourself supporting more junior colleagues or PhD students.

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

During this half day 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

Secrets of Successful CVs and Interview Skills for Scientists

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 any 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.

This can be delivered a half day workshop using Zoom.

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 half day 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

This can be delivered a half day workshop using Zoom.

Planning Your PhD

In several years from now 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)
- 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!!"

Below are a number of writing workshops designed and delivered by Dr Shirley Ellis which will only be delivered in-person and by prior agreement.

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 Dr 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 Dr 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 Dr 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 Dr Shirley Ellis.

About some of our Trainers

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

Dr Margaret Collins



My research career was 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
Graduate of CoachU Coach Training Programme
Master Practitioner of NLP
One of Many™ Certified Coach and Trainer
Member of Association for 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 eight 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 continued...

Dr 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 typical 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 of content and delivery of workshops by an appropriate trainer/facilitator with relevant skills and experience. Handouts as pdf files, and/or PowerPoint presentations will be provided as appropriate in advance of or after the workshop. Access to recorded video content may be provided if appropriate.

The content of all materials provided remain the property of Dr Margaret Collins/Training for Universities and can only be used by people who participated in the workshops for their own personal use. They cannot be reproduced, copied or shared without written 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.

If the workshop is cancelled, the University/Institute/Organisation will be liable to pay 50% of the agreed fee.

Cancellation with between 14 and 7 days notice of the scheduled date will normally incur payment of 75% of agreed fee.

Cancellation within a week of planned delivery will incur the full fee to be paid.

At any stage, travel or accommodation expenses already incurred in relation to the postponed workshop will be payable by the University/Institute/Organisation.

Signed on behalf of Training for Universities: Date

Print Name: Dr Margaret Collins.

Signed on behalf of (organisation) :..... Date

Print Name:

Director: Dr Margaret Collins ♦ <https://TrainingForUniversities.com> ♦ PO Box 5157, Cardiff, CF5 9BB