

Taking Control of Your Career

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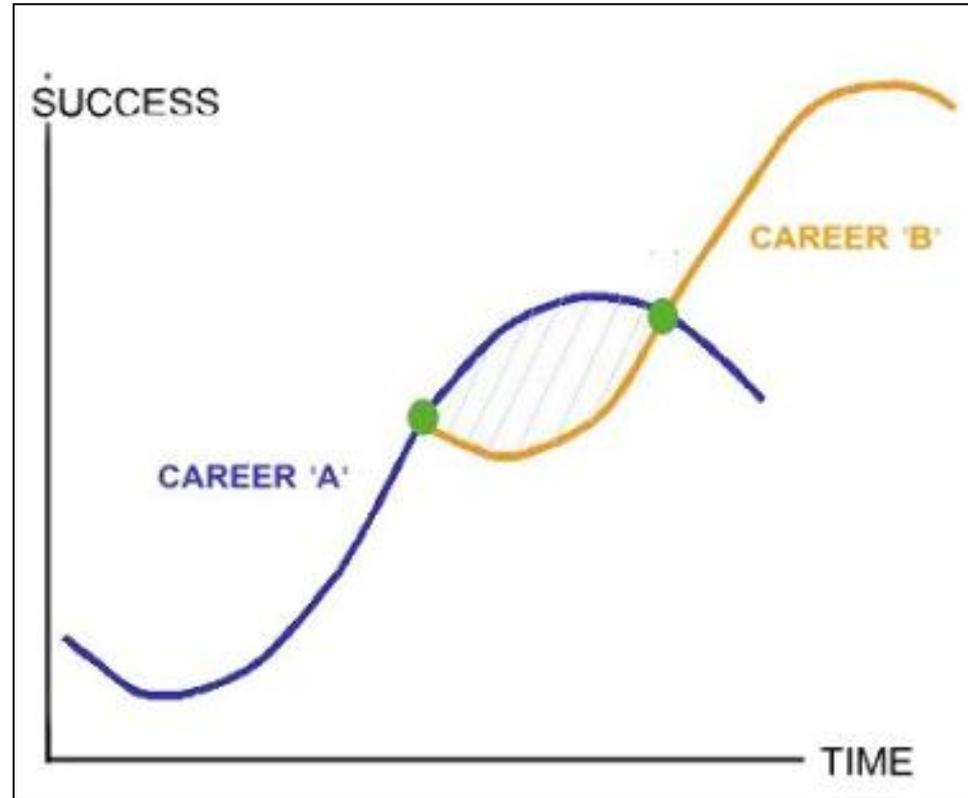
18 September 2014

Maximising Your Prospects - Preparing for Opportunities Before they Arise

Taking Control

- ▶ There's no such thing as luck
- ▶ People are successful because they see opportunities, go for them and take the risk of following them through. 'Unfair' divergence in career progression is often caused by being passive while others are being active
- ▶ You can't predict where and when opportunities will arise - but being aware, prepared and agile will make you as equipped as possible for when they do appear
- ▶ Being active in your career management doesn't contradict with being collegial or a good member of faculty - individual career and employer goals are best when they are aligned
- ▶ Luck = working smart + having the confidence to back yourself

Awareness of Career Trajectory



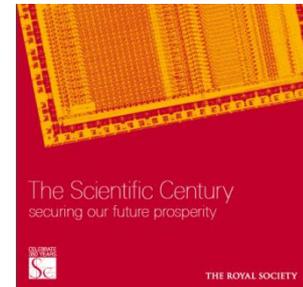
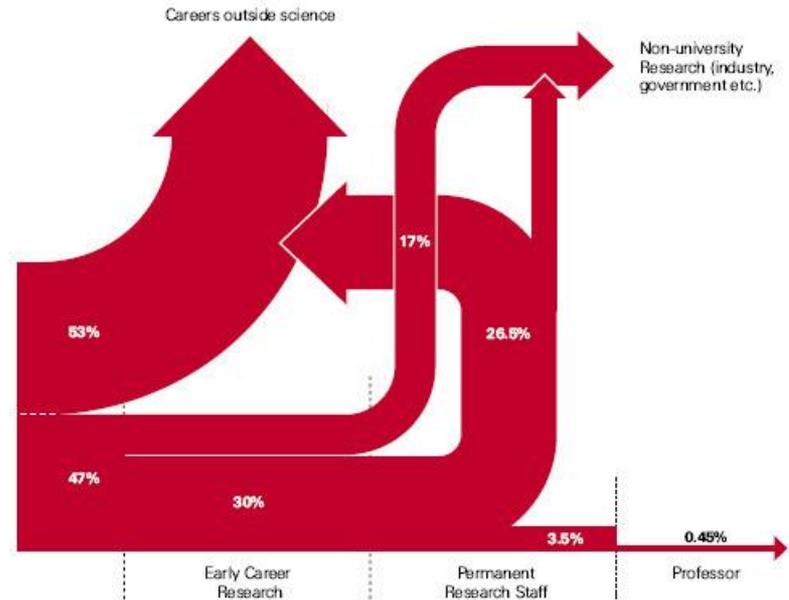
- ▶ Charles Handy's Sigmoid Curves (The Empty Raincoat)
- ▶ Start preparing for a career jump before Career A reaches maturity

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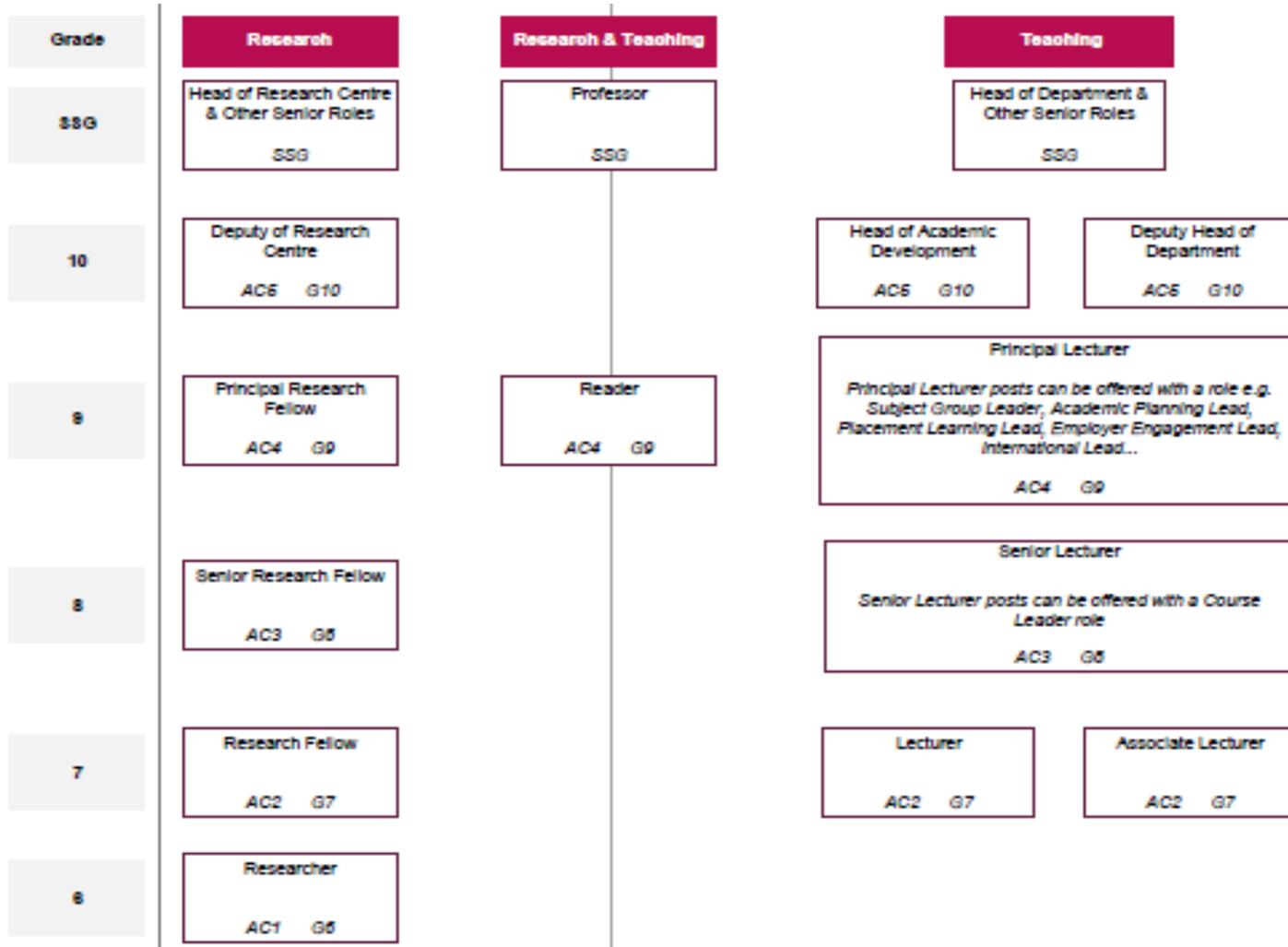
Awareness of Career Pathways

- ▶ Academic (research + teaching)
- ▶ Researcher
- ▶ University teacher
- ▶ Leadership route

- ▶ Private sector R&D
- ▶ Professional practice/consultant in discipline area
- ▶ Other private/public/third sector role



Career Pathways - SHU



Taking Control of Your Career

Career Pathways - Other HEIs

- ▶ Research-only or teaching-only roles tend to only go up to grade 7 and are usually FTCs
- ▶ '40:40:20 model' (R:T:A) once have tenure (G8), but flexible and changes over duration of career
- ▶ Teaching in earlier career, research in mid-career, research leadership in later career, then University leadership and governance
- ▶ PL post doesn't exist outside post-92s. L = G8, SL = G9, P = individually negotiated
- ▶ SL is becoming Associate Professor (harmonising with the US)

Working Smart - Measures that Matter

- ▶ What outputs are you ultimately judged on?
 - Research outputs
 - Research income
 - Teaching excellence

- ▶ If you are doing lots of things that aren't contributing to these, ask yourself why, and if you should be doing them

- ▶ The art of saying no - think 'will it benefit me'. You can still be collegial without becoming a workhorse

- ▶ Generally you get recruited on potential and promoted on track record. So develop plans/ambitions, as well as being able to evidence past achievements

100 Day Planning

- ▶ Set yourself 5 objectives for the next 100 days

- ▶ Not day-to-day tasks, but things that will be real achievements to accomplish - e.g.:
 - Submit X grant application
 - Finish Y paper
 - Revise Z lectures
 - Produce a publication strategy for the new REF cycle
 - Have a conversation with my line manager about my goals and aspirations
 - Spend more time with my family

- ▶ What do you need to 'let go', to be able to 'pick up' these? - e.g.:
 - Developing proposals for everyone else
 - Constant email response to Inbox
 - Directly supervising team members/research students and how they work
 - Sign-offs on expense claims and holiday requests
 - Reducing my travel between campuses

- ▶ Repeat the process every 100 days

Backing Yourself

- ▶ Confidence relating to career progression can be a gender issue
- ▶ In HE females tend to be more successful in promotion applications, but males are significantly more likely to put themselves forward
- ▶ Applications don't need to be perfect and being unsuccessful doesn't need to be seen as a setback - it's a marker of how far you have got and guidance on what you need to focus on to get there next time
- ▶ Resilience is essential in academia - grant success rate is about 20% - so try and employ the same detachment/objectivity in relation to career progression

Identifying and Addressing Skills Gaps

- ▶ Development needs analysis is best undertaken alongside a framework of the knowledge, behaviours and attributes of excellent practitioners
 - HEA UK Professional Standards Framework (www.heacademy.ac.uk/assets/documents/ukpsf/ukpsf.pdf)
 - Vitae Researcher Development Framework (<http://shardprogramme.files.wordpress.com/2013/09/rdf.pdf>)
 - Higher grade job descriptions, including professorial promotion criteria

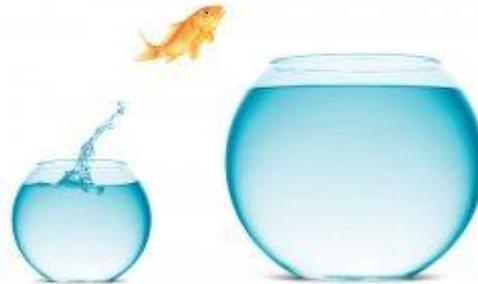
- ▶ What are the gaps in your CV/skills portfolio?

- ▶ Once needs or gaps are identified, set objectives to address them

- ▶ This could involve accessing training etc., or seeking new opportunities to expand your role

Expanding your Role

- ▶ What are the biggest gaps on your CV - research, teaching or admin?
- ▶ Strategically address these. Volunteer for roles so you can 'tick that box'. Take advice on what will benefit you and negotiate terms (e.g. if time bound) and rewards
- ▶ Examples - writing grant applications, producing publications, joining committees, teaching duties, supervision, research profile, significant admin roles, mentoring, line management, leadership and governance roles etc.



Raising your Profile

- ▶ Integrate into and contribute to wide professional communities beyond the department/centre - scholarly, faculty, University and external
- ▶ Broaden horizons, new ideas, new opportunities and contacts to open up shadow systems
- ▶ If you behave like people in the role you want to do do (in a good way), then those with influence will start to wonder why you are not - ongoing self-marketing



Thinking about Your Future

- ▶ *Are you on the right career path?*
 - ▶ *Are you ready for the next step?*
 - ▶ *How's your life/work balance?*
 - ▶ *Why do you enjoy what you do?*
 - ▶ *What are your strengths?*
 - ▶ *What motivates you?*
 - ▶ *What is your next step?*
 - ▶ *What skills and experience do you need?*
 - ▶ *How can you gain these?*
 - ▶ *Where can you go for objective guidance?*
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- ▶ To not seek answers to these and related questions regularly is a recipe for disillusionment and job worries
 - ▶ These questions should be answered whether you are completely set on your current pathway or you are already starting to think you are not heading in the right direction
 - ▶ Ask questions of/seek guidance from anyone and everyone - but decisions must be yours. The best decisions are gut instinct + rational

Getting the Most Out of Your Appraisal, and Other Support

Appraisals

- ▶ Participation rate - SHU 88.1%, UK HE - 59.5%
- ▶ Found it useful - SHU 56.6%, UK HE - 44.1%
- ▶ Annual appraisal should be equally weighted between performance review and development planning - career focus as much as on current role/project
- ▶ It is about establishing individualised expectations and should cover the full range of a staff member's responsibilities
- ▶ Identifying areas for personal and professional development
- ▶ Appraisees ideally drive (or at least open questions from appraiser)



First Year in Post

Role

- ▶ Have you completed the mandatory components of your **induction**?
- ▶ Have you participated in further induction opportunities for new staff?
- ▶ Are you clear on your **role and responsibilities**?
- ▶ Are you familiar with the **terms and conditions of your contract**?
- ▶ Have you reviewed the University's **research strategy, research ethics and research integrity policies**?

Career

- ▶ Have you thought about what you want to get out of this experience as a researcher at Sheffield Hallam?
- ▶ Have you used the RDF Planner or equivalent to do a **development needs analysis** and produce a **personal development plan**?
- ▶ Have you sought out information about the range of **researcher development** opportunities at the University, such as the SHaRD Programme?
- ▶ Are you taking active responsibility for your **career planning**?
- ▶ Have you considered where you want to be in five years' time?

Subsequent Years

Role

- ▶ Do you feel you are being pro-active in **reviewing you work** and raising any issues?
- ▶ Are you **taking stock of your progress**, in line with your agreed work programme, and seeking appropriate feedback?
- ▶ Are you contributing to, or taking responsibility for, **writing publications and attending conferences** (as appropriate for the project and their career stage)?
- ▶ Do you have a **publication strategy** for this REF cycle?
- ▶ Have you considered how to maximise the **impact** of your research and its role in enhancing the economy and society?
- ▶ Have you been involved in **knowledge exchange, commercialisation or public engagement** activities?

Career

- ▶ Are you **regularly reviewing your skills development** - recording your progress and setting further goals in your development plan - using the RDF Planner or equivalent?
- ▶ Are you making sure that you review your progress and career ambitions?
- ▶ Are you looking at **funding opportunities** for which you are eligible?
- ▶ Are you keeping your **CV** up-to-date?
- ▶ Are you finding and engaging with the **training and development opportunities** available to you (e.g. the SHaRD Programme, the QESS CPD Programme, professional recognition)?
- ▶ Are you maintaining and developing useful **networks**?
- ▶ Are you aware of the possibilities for progression and promotion?
- ▶ Have you considered opportunities for **expanding your role**, e.g. writing grant applications, joining committees, teaching duties?
- ▶ What **peer-review** and supporting development have you been involved in, e.g. of colleagues' funding proposals, research practices, draft research outputs?
- ▶ Have you considered acting as a **mentor** to an early-career researcher (or thesis completion mentor to a final year doctoral student if they are an ECR)?

Final Year of Fixed-Term Contracts

Role

- ▶ The prospects for your **continuing employment** on this project, if I want to stay, are...
- ▶ Have you sought to discuss the possibility of **ongoing work or redeployment**?
- ▶ Have you contributed to planning the **continuation of the project** (if appropriate)?
- ▶ Are you familiar with the **University procedures** relating to the ending of fixed-term contracts and redeployment?

Career

- ▶ Are you taking **active steps** to secure your next job, including looking beyond academia?
- ▶ Have you made full use of the **careers advice** and resources that are available to you?
- ▶ Have you **identified any possible sources of research funding** for which you are eligible and may wish to apply?

- ▶ <https://portal.shu.ac.uk/departments/HRD/development/appraisal/academic/Pages/home.aspx>

- ▶ <https://portal.shu.ac.uk/departments/HRD/development/appraisal/academic/Documents/Supplementary%20Prompts%20for%20Appraisers%20of%20Research-Active%20Staff.pdf>

Other Sources of Support

- ▶ Line managers - regular 1:1s
- ▶ Mentors - a more experienced colleague outside of your line management chain. Informally or through a formal scheme (e.g. Aspire)

Aspire

- ▶ Training and development - <https://portal.shu.ac.uk/sites/acpd>

- ▶ Resources:

- Career Planning in the Sciences
- Developing and Consolidating your Research Career
- A Useful Guide to Career Development

- ▶ <http://shardprogramme.wordpress.com/resources/>

Academic CPD

For staff and students involved in teaching and/or research