



Challenging values and attitudes that support Researcher Development?

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Why do we need to challenge values and attitudes?

- 15 years since the Roberts Report
- Authors are compiling a literature review assessing the impact of Researcher Development training
- How can we record the impact of Researcher training?
- Three themes have surfaced from our review which we set out to challenge in this session

Why do we need to challenge values and attitudes?

- What are we training researchers for?
- How do we develop and measure their personal effectiveness?
- Why do we label a movement from academia as a transition?

What are we training PhDs for?

SET for success

The supply of people with science, technology, engineering and mathematics skills

The report of Sir Gareth Roberts' Review

April 2002


HM Government



We could also identify potential new types of interventions to enable research and business to collaborate (such as skills, or funding time away from the laboratory in businesses).

Third, we face particular **shortages in sectors that depend on science, technology, engineering and maths (STEM) skills**. For example, nearly half of businesses report a shortage of STEM graduates as being a key factor in being unable to recruit appropriate staff⁵⁰. The number of STEM undergraduates has been increasing over the last few years, but there remains unmet demand from employers. We must ensure the higher education sector is able to meet this need.

so we will consider with stakeholders the best way to substantially increase the number of PhDs and research fellowships in STEM subjects (science, technology, engineering and maths).

What are we training PhDs for?

- Less than ½ of PhD graduates stay in academia, this figure is lower in STEM
- PhD landscape has dramatically changed
- No longer viable to train PhD candidates just for academic careers
- Shift seen in BBSRC funded PhDs – PIPS programmes

Professional Internships for PhD Students

- Many DTP/DTC programmes now include funding for students to perform a 3 month, paid internship during their PhD
- Opportunity to gain work experience during your PhD in an area unrelated to your research
- Can be unrelated to science
- Experience of a potential career route after PhD

How should we be training PhDs?

- More transparency and acceptance of career routes from supervisors as well as researcher developers
- Change in the PhD model?
- Competency frameworks developed through engagement with employers

Personal Effectiveness

- Enable PhD students to spend time tailoring their development to their strengths
- Other essential skills desired by employers in addition to academic skills
- Creativity and Innovation, Resilience, Digital skills, Commercial Awareness

Personal Effectiveness

- Competency framework created
- Skills and strengths that employers seek in an accessible format – York Strengths
- Liaised with host organisations to gain feedback
- All levels of students – UG, Masters, PhD
- More accessible than the RDF

Competency Frameworks

Self Improvement and Resilience

A good self-awareness and competency in self-improvement means that you are continually looking for ways to learn and develop yourself. during your research you may face setbacks which challenge you to develop strategies to develop resilience and perseverance.....

Leadership and relationship building

Working closely with technical staff, visiting associates and overseeing student projects will help you to develop your own style of leadership. Opportunities may arise for you to be involved in networking and setting up collaborations outside of your research group. You take responsibility for your own research project management and will learn to make important decisions, motivating and persuading others.

THE PLANS:



THE PLAN YOU
TELL YOUR
ADVISOR

- "I'M GOING TO BE A
- PROFESSOR AT A MAJOR
- RESEARCH UNIVERSITY
- AFTER I GRADUATE."



THE REAL
PLAN

- LOOK FOR CAREER
- ALTERNATIVES.



THE SECRET
PLAN

- BECOME A
- BAKER/ROCKSTAR/WRITER.

Transitions? Alternative Careers?

- Mindset that a move from academia is an 'alternative career'
- Stigma attached to leaving science
- It is not a transition, it is a progression
- UK Government is seeking these transitions

Thoughts from the audience.....

- What should we be training PhD students for?
- How to PhD students develop personal effectiveness?
- How do we shift the alternative careers mindset?

Summary

- Roberts and more recent publications are still highlighting the need for investment in PhD graduates
- Progress has been made, but the focus is still centered on academic careers (STEM)
- How do we influence stakeholders to challenge these values and attitudes?



Any questions?

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