

Researcher Development Online Workshop Descriptions 2020- 2021

	Descriptor	Vitae RDF	Stage E/M/L/All
A	<p><b>Accelerator Series:</b> Seven sessions which we think will be invaluable to getting your PhD off to the best start; or as a great reminder of some key skills that you need for your second year.</p> <p>There's no need to attend all of them, and some are repeated at different times/ days throughout the 10 weeks.</p>		
	<p><b>Accelerator 1/7 Speed Reading &amp; Note Taking</b></p> <p>We need to read and digest a vast amount of data and information. How can we do that effectively and efficiently? We need to read quickly but we need to take effective and consistent notes. This session will take you through 40 minutes of guided speed reading. Following a small break we will have a session on note taking effectively; a necessary combination.</p>	A2	E M
	<p><b>Accelerator 2/7: Project Management</b></p> <p>Hear from your peers as to how they have managed their PhD. By the end of the workshop, you should be able to:</p> <ul style="list-style-type: none"> <li>· To develop more knowledge about what project management tools can be used in your day to day tasks</li> <li>· To understand importance of project management skills for your own research project</li> <li>· To apply learned knowledge into practice.</li> <li>· Identify your stakeholders, and to understand their needs</li> <li>· Manage stakeholder expectations</li> <li>· Manage risks and issues, including changes to scope</li> <li>· Review and learn from strengths and weaknesses of your own research project.</li> </ul> <p>To self-reflect on your own productivity and effectiveness</p>	C2	E M
	<p><b>Accelerator 3/7 Supervisor &amp; PGR; building successful practice</b></p> <p>Your supervisor can be the most valuable resource you have during your PhD. A mentor and advisor, help to manage your project and keep on track, and a sounding board for your new ideas and thoughts. The list could go on... But key to the success is knowing and understanding how to manage this relationship successfully. The session will cover the responsibilities of both the supervisor and the PGR; it will also look at best practice, hints and tips.</p>	D1 B1	All
	<p><b>Accelerator 4/7 Literature Review</b></p> <p>We all need to write our Literature review but how do we start, what do we really need to cover and how?</p>	A1 A2	All

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<p>Get some hint, tips, ideas and your questions answered          See also Research Methods &amp; Literature Review Epigeum E Learning materials  <a href="https://moodle.warwick.ac.uk/course/view.php?id=15881">https://moodle.warwick.ac.uk/course/view.php?id=15881</a>          and <a href="https://moodle.warwick.ac.uk/course/view.php?id=36081">https://moodle.warwick.ac.uk/course/view.php?id=36081</a></p>		
<p><b>Accelerator 5/7 Tackling perfectionism- It doesn't need to be perfect - it just needs to be done</b></p> <p>Do you find yourself endlessly re-writing, re doing experiments because they were not 'perfect'?          Do you compare your work &amp; successes to others and feel like you don't measure up?          Is your perfectionism just procrastination?</p> <p>Any of these ringing bells?? Then this session is for you.</p>	<p><b>B1</b> <b>B2</b></p>	<p><b>All</b></p>
<p><b>Accelerator 6/7 Presenting your research (online and F2F)</b></p> <p>Conference presentation, upgrade, seminar? Join us to learn how to structure your presentations to get maximum impact. Whether you are presenting online or in person we will discuss how you can write, prepare and deliver a presentation that leaves your audience feeling informed and engaged with your research.</p> <p>And for those extra nerves – see our (Faking) confidence in presentations session.</p> <p>Want to practice? Present at our termly ‘My Research’ sessions- 11<sup>th</sup> March 12.00-13.30          Book a 10 minute slot by contacting RDContact.  <i>Or alternatively try the mini 3MT 3<sup>rd</sup> March @ 3pm</i></p> <p>Want to be part of the audience, book your place on Skills Forge.</p>	<p>Vitae RDF A1:D2</p>	<p><b>All</b></p>
<p><b>Accelerator 7/7 Networking ( or meet the folks)</b></p> <p>Hopefully by now you will have seen some familiar faces throughout the accelerator series, and learnt something about their research and interests. We’re now going to take the opportunity to meet up and chat for longer.</p>	<p><b>B3</b></p>	<p><b>All</b></p>

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	<p>Or even if you haven't been to any of the Accelerator sessions –join us to create a network of people meeting for virtual coffee</p>		
	<p><b>Academic Interviews</b>                  Designed for Postgraduate Researchers at later stages.                  We rarely get the opportunity to be involved in the full interview process; choosing questions, interviewing; being interviewed; observing and giving feedback.                  This small group session enables you to be interviewed; interview and observe.                  How does this work?                  Two weeks before the session, you will need to send us a copy of your CV; details of a job that you wish to apply for; and a completed application form for that role (we will provide you with a standard application form).                  Each person will be allocated to an interview group of 5- which means that each individual will interview twice, be interviewed, and observe twice. You will work with this group of 5 for the whole session. Prior to the event you will also need to meet with your co-interviewers to prepare questions for when you are interviewing.</p> <p>Please note we will be handling private information and we will need to respect that and put in processes to handle it.                  You also need to be prepared to do the pre-session work.</p> <p>This is challenging and intensive session, and deliberately kept to small numbers working together for the whole event.                  All CVs, job descriptions and applications must be returned to <a href="mailto:M.underwood.2@warwick.ac.uk">M.underwood.2@warwick.ac.uk</a> by 22 February.</p> <p>You will need to attend a 60-90 minute planning session 10am 2<sup>nd</sup> March.</p>	<p><b>B:3</b> <b>D:1</b></p>	<p><b>Late</b></p>
	<p>Active listening for interviews &amp; interviewing                  Interviewing for your research? Being interviewed? Want to make sure that you clearly communicating?                  The way to improve your listening skills is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, the complete message being communicated. In order to do this you must pay attention to the other person very carefully.                  Active listening is an important research skill, but also supports you as a team member, leader, teacher and mentor.</p>	<p><b>A:1, A:2, D:2</b></p>	<p><b>Early, Mid, Late</b></p>

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	<p>Assertiveness for researchers - communicating &amp; collaborating                      Assertiveness is the ability to state clearly and confidently what you want or need in a situation AND to allow the other party to state clearly what they want. Does this make you feel uncomfortable? Then come to this session where we can discuss techniques for improving/ developing your assertive behaviour, understand what holds you back. Saying No ( Balanced researcher )                      To situations</p> <p>Follow up with Creating positive working relations which looks at influencing skills, emotional intelligence</p>	<b>B:1, B:2, B:3, D:1,D:2</b>	<b>All</b>
B	<p>Bake your research                      The next stage in the Public Engagement challenge. You've done posters, conference presentations, written about your research – now cook it!! A family get together (if you want) to decorate your cakes in the theme of your research or bring along a completed article. A chance to show off your baking skills and talk about your research or your job. A chance to finish off the academic year, and a challenging one at that, with a chance to celebrate and meet up with new and old friends.</p>	Vitae RDF D1:D3	All
C	<p>Careers in a Pandemic- what do employers want?                      Whether choosing a career in academia or industry, the social sector or enterprise; you need to know what employers are expecting. Additionally you need to know how to identify your skills, your abilities and your experiences with what your future employers want from a PhD. This session will help you understand the key achievements from your PhD and how to match that to employer's needs.</p> <p>Also see CV writing &amp; clinic; academic interviews; Researcher Development Framework</p>	B:3,B:1	Mid & late
	<p>CV writing &amp; Clinic                      There are plenty of opportunities and information on how to write a CV but where can you get some friendly critical feedback? The workshop will cover the essentials that employers want from PhDs, in both academic and commercial sectors, and how to phrase this on your CV.</p>	B:3,B:1	Mid & late

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	<p>We will also critically analyse each other's CVs, pointing out the successes and offering suggestions and hints. There is a great deal to be learnt from reviewing other's work and hearing from our peers</p> <p>You will need to provide a copy of your CV</p>		
	<p>Creating positive working relationships How do you prefer to work with people? can you recognise your emotions? those of others? Emotionally intelligent managers are able to empathise, communicate, build relationships and establish consensus. They understand what makes people tick and can use this constructively to manage performance and to develop capability. Style flexing – meeting with others communication skills How do you influence others both in your research, your team, your colleagues and your career</p>	D:1, B:1, B:3, C:1	All
	<p>Contingency planning – What can I do? Whatever you choose to call it we are still in unprecedented times and we need to make sure we have back up plans and ideas to get us through the next 12 months. A time to discuss risk assessments, think about more contingency planning and setting objectives. This small group coaching session will focus on what you CAN be doing, what you can be learning, developing , practicing, or even accepting when, in reality, nothing can be done.</p>	Vitae RDF C2, C3	All
D			
E			
F	<p>(Faking) Confidence in presentations Public speaking can feel like a terrifying experience, even for those experienced in it. Successful presenters can hide and cope with this fear and by the end of this workshop, you should to. This workshop develops ways to appear confident in presentations as well attempting to reduce the concerns when you are up there in front of your audience. This workshop provides:</p> <ul style="list-style-type: none"> <li>· Advice on how to present a confidently through both your voice and body language.</li> <li>· The opportunity to practice your presentation style and to acknowledge and adapt to any weaknesses.</li> <li>· The opportunity to voice any individual concerns and develop ways as a group to deal with them.</li> </ul> <p>Moodle Effective Visual Presentations: <a href="https://moodle.warwick.ac.uk/course/view.php?id=32071">https://moodle.warwick.ac.uk/course/view.php?id=32071</a></p>	B:1, B;2, D:2, D:3	All

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	<p>Building your PhD profile: for now and your career</p> <p>Doing your PhD can be like building an ever-growing tower: on top of your thesis, there are papers to write, conferences to organise, seminars to teach, committees to sit on... The amount of possibilities can seem overwhelming. And at the top of your tower future employment is gleaming as a distant goal. It can be tempting, or even seem necessary, to agree to every offer that comes your way, but this can lead to a heavy workload. Reaching the top isn't about accumulating as many building blocks as possible, but about choosing the right ones. In this workshop we will explore how to build a coherent profile for yourself, that says who you are and what you're capable of. Using examples from our experience as PhD students, we will discover how to make the best use of all these opportunities, choosing the ones that will help you be ready for employment, either within or outside of academia. We will look into the value of the skills you have acquired, and how to frame those in the context of the job market.</p> <p>Together, we will take a look at your current profile as a PhD student and help you use the experiences you have towards creating a story that clearly describes who you are, what you want, and what skills you have. Furthermore, we will develop a plan to work on any skills you might need to acquire to fit the profile of the job you're aiming for.</p> <p>By the end of the workshop, you should be able to:</p> <ul style="list-style-type: none"> <li>- Articulate the value of your skills and extra-curricular activities (and sell yourself on the job market).</li> <li>- Make considered decisions about which activities to pursue, that will help your employability.</li> </ul>	B1, B3	Mid, late
G	<p>Goal setting – (and beating self-sabotage)</p> <p>Are you procrastinating; getting distracted; obsessing over the standard of your work? Did you realise that you could be sabotaging your own success? From procrastination to perfectionism, this workshop explores the many forms of self-sabotage and offers practical strategies to help you be more productive.</p>	Vitae RDF B2C2	All
	<p>Get prepared, get organised</p> <p>What do you need to know and where to start? Start with some clear goal setting. This small group coaching session will help you identify where you need to start with your planning, who you need to contact and when you will know you have succeeded. Get your PhD off to a great start.</p>	Vitae RDF B2	Early

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	<p>Get your week started- action planning for the week ahead            Get your week started right by sharing your goals and actions. Consider what three things need to be done today and over next 4 days to make the biggest impact on your research, in your research and around your research.</p>	B2	All
H	<p>Hope, Fears &amp; Challenges            What are you hoping to get from you doing a PhD? What do you think you need to find out? And how are you going to plans your way through the next years.            We will share some of our top tips for enjoying your research experience</p>	Domain B; B1	Early
I	<p>Increasing your productivity            How do you fit the diverse demands on your time into your day? Find out how to snack manage your tasks, find extra time in the day, improve your planning and achieve your objectives.</p>	B1,B2, C2	All
	<p>Imposter Syndrome            Worried that they might find out that you're not as bright and capable as they thought you were? Think that they meant to give someone else the research funding and they sent the email to you incorrectly? You're not alone!            Learn to banish your fears so you can enjoy your research with confidence. The session will be mostly experiential with small group discussions and individual reflective activities.</p>	Vitae RDF B1	All
J			
K			
L			
	<p>Leading or managing? Or both?            Leading Researcher            Leadership is about challenge. The challenge of getting the best out of yourself and the people around you. Challenging yourself and others to do what is right and not just what is easy. Leadership is the challenge of influencing when you have no power, the challenge of sharing your passion and values with other people, and hoping they will follow. (Dr Steve Hutchinson- Hutchinson Training &amp; Development Ltd)            The session will help you identify the behaviours you value most in leaders and yourself, and then explore Leading strategically; by getting results; in meetings; virtually; in a crisis and with follow up information for leading multiple projects.</p>	Vitae RDF D1:B3	

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M	<p>Managing change</p> <p>Our lives are changing so rapidly and we are all struggling to keep up. So it is time to get some perspective and make the changes that are needed. But we need to make the changes that suit us in our research lives, home lives and careers. And we need to make the changes in a way that we can manage. A session to help you regain focus, plan and action getting colleagues on board.</p>	A2,A3,C2,D1	All
	<p>My Research</p> <p>The best 90 minutes of your month. Come along and present for up to 10 minutes about your research. Six slots available- so if you need to practice for a conference, challenge yourself, prepare for a seminar, prepare for your Viva, then this is your chance.</p> <p>Your research doesn't need to be complete, you can present work in progress, research ideas- your choice, BUT you need to present to a multi-disciplinary audience. Book your slot by contacting RDContact@warwick.ac.uk.</p>	Vitae RDF A3:D2	All
	<p>Meet a PhD or four</p> <p>Meet up with some PhD colleagues from different departments and different stages of their PhD</p>	B3	E
N	<p>Networking for Researchers (online and F2F)</p> <p>Networking – love it? Hate it? We have to do it, otherwise how do we meet people who are interested in our research. And now we have to network online. The session will start with some basic guidance on how to make networking work for you in Face to Face situations; then it will look at how you can apply that knowledge to the online networking experience. Join us on 26 November for networking session online.</p>	<b>Vitae RDF B3</b>	All
	<p>Networking ( or meet the folks)</p> <p>Hopefully by now you will have seen some familiar faces throughout the accelerator series, and learnt something about their research and interests. We're now going to take the opportunity to meet up and chat for longer. Or even if you haven't been to any of the Accelerator sessions –join us to create a network of people meeting for virtual coffee.</p> <p>A chance to get to know more people across Warwick, practice your online networking skills, start to create a community of interest, all of which will support you throughout your research and career.</p>	Vitae RDF B3	All
O			

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P	<p><b>Parent Juggle</b>                  Are you struggling with the parent-work-research juggle? Join us to share your experiences and learn from others. Feel reassured and know that we are all in this together, getting through each day one tantrum, x-box battle and snack request at a time.                  Share your go to distractors for little-ones, one-liners to encourage a little homeschool work and learn from others all in the same boat.                  Totally confidential, totally non-judgemental and worked around you.</p> <p>Nipping out to see to the kids is fine!</p> <p>Join the Parent Juggle Team too</p>	Vitae RDF D1:B1	All
	<p><b>PhD - the Middle Years- what you need to know and plan</b>                  So you've managed year one – what do you need to think about for the next year.</p> <p>The workshop will enable you to establish where you are in the doctoral process, what your gains have been in year one and identify practical steps to chart a successful course through the next 12-18 months.</p> <p>We will identify the 7 habits for success and by the end of the workshop you will have set your own individual plan for the year ahead.</p>	Vitae RDF C2;A3	Early, Mid
	<p><b>Procrastination Busters for lockdown, new normal, newer normal...</b>                  What's stopping you? Why can't you settle down to do some work? Keep finding distractions? Keeping motivated and focussed whilst working on a PhD is challenging, and even more so now we are in unprecedented times and mostly WFH. This small group coaching session will help you identify your procrastinating behaviours, make achievable goals and identify small and quick wins.</p>	B:1	All
	<p><b>Plagiarism &amp; Referencing - what do I need to know?</b>                  Not quite certain, exactly certain or just need to get some answers as to what is and what isn't plagiarism. Make sure you are certain that you fully understand plagiarism and the basic conventions of referencing. Get it right at the beginning.</p>	A1,C1	Early,mid

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	<p>Follow up this session with speaking to your subject specialist librarian who will advise of the specific referencing convention to your discipline area. Also attend a Copyright session; make sure you understand what you can and cannot use in your thesis, poster, presentations.</p>		
	<p>Presenting your research (online)          Conference presentation, upgrade, seminar? Join us to learn how to structure your presentations to get maximum impact. Whether you are presenting online or in person we will discuss how you can write, prepare and deliver a presentation that leaves your audience feeling informed and engaged with your research.</p> <p>And for those extra nerves – see our (Faking) confidence in presentations session.</p> <p>Want to practice? Present at our termly ‘My Research’ sessions- book a 10 minute slot by contacting RDContact.</p> <p>Want to be part of the audience, book your place on Skills Forge.</p> <p>Moodle Effective Visual Presentations:  <a href="https://moodle.warwick.ac.uk/course/view.php?id=32071">https://moodle.warwick.ac.uk/course/view.php?id=32071</a></p>	<p>Vitae RDF          A1:D2</p>	<p>All</p>
	<p>Perfectionism- It doesn't need to be perfect - it just needs to be done          Do you find yourself endlessly re-writing, re doing experiments because they were not 'perfect'?          Do you compare your work &amp; successes to others and feel like you don't measure up?          Is your perfectionism just procrastination?</p> <p>Any of these ringing bells?? Then this session is for you.</p>	<p>Vitae RDF          B1:B2</p>	<p>All</p>
	<p>Project Management          Hear from your peers as to how they have managed their PhD. By the end of the workshop, you should be able to:</p> <ul style="list-style-type: none"> <li>· To develop more knowledge about what project management tools can be used in your day to day tasks</li> <li>· To understand importance of project management skills for your own research project</li> <li>· To apply learned knowledge into practice.</li> <li>· Identify your stakeholders, and to understand their needs</li> </ul>	<p>C2,B1,B2,A2</p>	<p>Early, mid</p>

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	<ul style="list-style-type: none"> <li>· Manage stakeholder expectations</li> <li>· Manage risks and issues, including changes to scope</li> <li>· Review and learn from strengths and weaknesses of your own research project.</li> </ul> <p>To self-reflect on your own productivity and effectiveness</p>		
	<p>Public Engagement – What is it and why should I do it?</p> <p>We all want people to be interested in our research and understand what we do. Our audience for this is changing and includes people outside of academia; more often it could be school groups, community groups, the media, professional presentations- the scope is wide. But how do we do it? The workshop will cover some key tips and techniques to develop public engagement opportunities for our research; examine broader social contexts for our research; tailor our materials to reach our audience’s needs.</p> <p>We will look at the different audiences, different styles and leave with a briefing presentation for our chosen audience. We will source ideas for different opportunities and contacts; and plan our activities. We will look at opportunities for getting involved locally and nationally.</p>	Vitae RDF D1.D2. D3. A1:A3	All
	<p>Planning, patience &amp; preparation for post lockdown</p> <p>As we move into a new phase of pandemic &amp; lockdown, we need to think about what next? How do we plan for a new unknown; how can we prepare ourselves, our research, our lives for this. And finally how can we remain patient with the rate of change, patient with ourselves if we are struggling with our progress.</p> <p>This session will help you look at different goal setting, think about how you prefer to work, think about how these may apply now you’re WFH, possibly with family or a job, or nowhere sensible to work from? An opportunity to revisit some old and new methods and find out what could work for you. Or are you procrastinating? Whatever your individual reason this session will allow you to clarify your priorities for the next stage, uncover what is hindering you from achieving your goals, and set short and mid-term goals.</p>	C2 B2	M L
R	<p>Researcher Development Framework- structuring your career development</p> <p>Make sure you know how to talk about you, your research and your abilities in a globally recognised way.</p> <p>The <a href="#">Vitae Researcher Development Framework (RDF)</a> is structured into four domains covering the knowledge, behaviours and attributes of researchers. It sets out the wide-ranging knowledge, intellectual abilities, techniques and professional standards expected to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research.</p>	Vitae RDF B3	All

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<p>Research Poster design          Designed for Postgraduate Researchers producing their first poster; and also a refresher for those who have produced several.          A good poster allows us to communicate our research quickly and clearly. A poor poster will put off our intended audience. So how do we make our poster clear, impactful AND tell everyone what we know?          To start we will evaluate a series of posters in order to decide what works; which of them are clear, engage us with their research and memorable. We will also examine two major design styles to see what will work for us and our research. We will look at further techniques for poster design and presentation and discuss how to tailor this to your research area.          PowerPoint is one of the simpler methods of Poster design, and is therefore the package that we will be suggesting you use. If you are unfamiliar with PowerPoint or want to use another software package then you will need to attend an IT Services training course.  <i>'Specific, to the point advice &amp; guidelines' 2019</i>  <i>'Excellent trainer and materials, clear and concise' 2019</i></p> <p><i>Moodle : Academic Posters</i>  <a href="https://moodle.warwick.ac.uk/course/view.php?id=15763">https://moodle.warwick.ac.uk/course/view.php?id=15763</a>          Effective Visual Presentations:  <a href="https://moodle.warwick.ac.uk/course/view.php?id=32071">https://moodle.warwick.ac.uk/course/view.php?id=32071</a></p>	<p>Vitae RDF D3;A3</p>	<p>Early, mid</p>
<p>Reflexivity for Researchers- Unconscious about your bias??          Reflective practice, analytical reflection and (particularly) reflexivity, are generally recognised as the core characteristics of research and teaching practice. <i>Reflexivity</i> is a strategy to question our own attitudes, thought processes, values, assumptions, prejudices and habitual actions, to try to understand our complex roles in relation to others. Reflexivity involves thinking from within experiences 'turned or reflected back upon the mind itself'. Reflective practice and reflexivity are therefore a valuable developmental process for any professional or researcher.          In this session, we will examine key features of reflection, introduce a number of models of reflective practice (such as the Gibbs model), and understand how reflective practice can help you learn and the tools you can use to support reflective learning.</p>	<p>Vitae RDF C1:C2</p>	<p>All</p>

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	<p><i>Reflective Practice</i> can enable practitioners to learn from the experience of themselves, their work, and how they relate to home and work, significant others and wider society and culture</p>		
	<p>Surviving the viva- Reading with Researchers                  Reading with Researchers: How to write a lot  <b>Reading with Researchers:</b>                  Reading with a purpose and an ability to network and learn something along the way? This sounds a positive use of your time, and you get to speak to other PhDs and share thoughts and opinions. We are running two sessions, based around writing more productively &amp; surviving your viva  <b>How to write a lot by Paul Silvia:</b>                  We will be focussing upon first four chapters                  Warwick EBook is here:  <a href="https://encore.lib.warwick.ac.uk/iii/encore/record/C_Rb3442582_Show%20to%20write%20a%20lot_P0%2C1_Orightresult_U_X6?lang=eng&amp;suite=cobalt">https://encore.lib.warwick.ac.uk/iii/encore/record/C_Rb3442582_Show%20to%20write%20a%20lot_P0%2C1_Orightresult_U_X6?lang=eng&amp;suite=cobalt</a>  <b>How to survive your viva : defending a thesis in an oral examination by Rowena Murray</b> Warwick EBook is here:  <a href="https://encore.lib.warwick.ac.uk/iii/encore/record/C_Rb2941957_Sviva_P0%2C13_Orightresult_U_X6?lang=eng&amp;suite=cobalt">https://encore.lib.warwick.ac.uk/iii/encore/record/C_Rb2941957_Sviva_P0%2C13_Orightresult_U_X6?lang=eng&amp;suite=cobalt</a></p>		
	<p>Writing your research plan: Stage 1                  If you want to get your PhD, you need to know how you are going to get there. Join us for a mapping session and start to answer the following questions: What is your question? What are you trying to find out? What will your contribution be? How and why?</p>	A1,A2,B2, C2	Early
	<p>Writing your research &amp; career plan: Stage 2                  To get to where you want to in your career you need to know how to get there.                  A research plan is a map for your career as a research professional; examining the qualities that you need to be able to communicate; the abilities that you need to demonstrate; and the planning you need to undertake now. We will also look at the qualities and needs for you to moving into a lecturing role; whether you decide to combine the two roles or follow specifically one.</p>	A1,A2,A3B1, B2, B3,C2,C3 D1,D2,D3	Late
	<p>Research Collaboration                  There are great benefits to being part or leading on a research collaboration; new ideas, new questions, new approaches. By the end of the workshop, you should be able to:</p> <ul style="list-style-type: none"> <li>▪ Tackle some of the challenges embedded in multidisciplinary collaborations.</li> </ul>	Vitae RDF D1:C1	All

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	<ul style="list-style-type: none"> <li>▪ Be able to create an action plan that helps you achieve tangible results.</li> <li>▪ Understand what makes collaboration complex when you work across different areas of expertise, cultures, or in virtual spaces.</li> <li>▪ Expand your current network through topical engagements with students and workshop facilitators.</li> <li>▪ Self-reflect on how you can create your own research network and what particular steps you are doing right or wrong</li> </ul>		
	<p>Research collaboration for employment                  This is your opportunity to put your research collaboration skills into practice. Part public engagement, part presentation but including negotiating, active listening and decision making. Suitable for mid &amp; late stage PhDs                  The session will involve working in a small group discovering and designing a collaborative research project which you will then present to the group.</p> <p>If you need a new challenge, want to stretch your creativity. thinking about inter-disciplinary opportunities- then this session will provide those challenges.                  This is a 2.5 hour session and you will need to attend it in its entirety.</p>		
	<p>What does resilience for Researchers mean now?                  Research is challenging, not just in itself but in its impact on our wellbeing as researchers. There are techniques that we can apply to help us recognise our stress and to maintain our wellbeing.                  Resilience is the capacity to recover quickly from difficulties and is a very important part of maintaining wellbeing and continuing to be productive.                  Some people are equipped with a natural sense of how to maintain resilience but for others those same skills can be learned. This experiential workshop will give you the opportunity to learn about stress and its effects as well as a range of techniques for maintaining your personal resilience, including where to find help when it is needed.                  By the end of the workshop, you should be able to:</p> <ul style="list-style-type: none"> <li>· Apply Stoic exercise to build resilience</li> <li>· Understand the importance of taking a break to get different angle on the problem</li> <li>· Understand how to reframe your problems</li> <li>· Develop learning goals as a help towards resilience</li> <li>· Understand the importance of self-reflection for development of resilience</li> </ul>	Vitae RDF B2	All

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	<p>Also take a look at the online Wellbeing Thesis <a href="https://thewellbeingthesis.org.uk/">https://thewellbeingthesis.org.uk/</a></p> <p>or contact the Wellbeing Team <a href="https://warwick.ac.uk/services/wss">https://warwick.ac.uk/services/wss</a></p>		
	<p>Research Impact - what is it and how do I get it?          Research Impact. We have all heard the term but what does it actually mean?          Join us for a session on Research Impact where we will talk through what impact you might be making with your research, consider what questions you need to ask your supervisor about Research Impact and feel more confident about Research Impact more generally.          Even if you can't make a session here is the University's definition of Research Impact and some links to some really helpful guides:          Impact, based upon research excellence (applied; user-engaged and basic), is the identifiable and evidenced contribution made by Universities to the economy and society. These benefits are broad and diverse and can be experienced in a myriad of different contexts. They include the diversity of ways in which research-derived knowledge and skills benefit individuals, organisations (public, private and “third sector” and nation states through:           Enhancing the economic competitiveness of the United Kingdom and global economic performance;              Improving and enhancing the effective delivery of public services and policy development;              Improving quality of life; health and wellbeing and creativity.           Impacts, from Research Related activities, are derived through many different mechanisms across the university including (but not restricted to) publicly funded research; collaborative or contract research; consultancy; staff exchanges; licensing and spin out companies; public, policy and cultural engagement, Continuing Professional Development (CPD); and training and student enterprise. Find out more here:  <a href="https://warwick.ac.uk/services/ris/impactinnovation/impact">https://warwick.ac.uk/services/ris/impactinnovation/impact</a>           Your Research Impact  <a href="https://career-advice.jobs.ac.uk/career-development/impact-and-your-research/">https://career-advice.jobs.ac.uk/career-development/impact-and-your-research/</a>          What is impact and what isn't?  <a href="https://www.york.ac.uk/staff/research/research-impact/impact-definition/">https://www.york.ac.uk/staff/research/research-impact/impact-definition/</a></p>	<p>A1, B1,B2,C1,C2, D3</p>	<p>All</p>

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S	<p><b>Supervising your first team:</b> You've been offered the chance of supervising, mentoring, teaching, working with research groups, or overseeing UG research work. But how do you see yourself in that role? Many of us manage &amp; supervise in the way that we have been managed ourselves; but what if there are different ways of doing things? This session will look at our values, our communication styles and that of our teams. We will share hints and tips, and the odd mistake.</p>	D1,D2,D3, C1,B3,B2,B1, A2	All
	<p><b>Supervisor &amp; PGR; building successful practice</b> Your supervisor can be the most valuable resource you have during your PhD. A mentor and advisor, help to manage your project and keep on track, and a sounding board for your new ideas and thoughts. The list could go on... But key to the success is knowing and understanding how to manage this relationship successfully. The session will cover the responsibilities of both the supervisor and the PGR; it will also look at best practice, hints and tips.</p>	D1,D2,D3, C1,B3,B2,B1, A2	Early, Mid
	<p><b>Using Storytelling to communicate your research</b></p> <p>This workshop teaches various concepts of storytelling as a means to make your research more engaging. Whether writing your final chapters or preparing for a conference, skilful storytelling has widespread applicability throughout our lives.</p> <p>This workshop provides:</p> <ul style="list-style-type: none"> <li>· Concepts of Storytelling that you can use as a tool to structure the delivery of your research.</li> <li>· An opportunity to discuss the layout of your research as a group and to find ways to improve upon it.</li> <li>· A method of structuring your research, the Storyboard, which you can use in the workshop to work on your current project.</li> </ul> <p>Vitae RDF A3;D2</p>		
T	<p><b>Twitter for Researchers:</b> why should you be on Twitter – are you missing out? The session will look at some basic housekeeping of all your social media profiles in preparation for setting up or developing your Twitter profile. Are you missing out?</p>	D1,D2,D3,C1, B3,B2,B1	All

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	<p><i>I thought I would send you an email to say thank you for inspiring me to join Twitter yesterday, it is something that I knew I needed to do but I had slight reservations about it. It is also clear that I have been missing out on things by not being on twitter. Many thanks for your help, it will clearly be a very useful resource.</i></p> <p>Look for Digital identities moodle course ( part of the online Digital Researcher suite of Moodles)  <a href="https://moodle.warwick.ac.uk/course/view.php?id=42632">https://moodle.warwick.ac.uk/course/view.php?id=42632</a></p>		
	<p>Twitter chat          At the end of each month we take the chance to reflect on one of the learning sessions we have experienced. By holding this conversation on Twitter it allows us to engage in social media, meet researchers from across the globe, and a chance to reflect upon our thinking.</p> <p>Each Chat is preceded by a monthly Twitter for researchers to get you online and ready to join us.          On January 29<sup>th</sup> we will be talking about Keeping momentum- top tips for what works and what doesn't – join us and share your thoughts</p> <p>On February 26<sup>th</sup> we will be discussing 'Getting that perfect job'</p> <p>Both at 11.00-11.45.          Make a drink and warm up your social media muscles!</p> <p>Hosted by @researchercoach and @warwickrssp          It's going to be a jam packed 45mins. Get involved, share your experiences and your knowledge.          Don't forget to search the hashtag #ResDevWarwick to keep up to date with the conversation</p> <p><b>INSTRUCTIONS</b>          How to take part in #ResDevWarwick for Researchers Tweetchat?          You will need a twitter account and device to access it.          To see the chat notifications, please follow @warwickrssp on Twitter.          Use #ResDevWarwick in all your replies          On the day of the Tweetchat make sure you activate your notifications to see our chat questions and others' responses.</p>	<p>D1,D2,D3          B1,B2,B3</p>	<p>All</p>

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	<p>During the Tweetchat our questions will be labelled Q1, Q2, Q3 etc, to help us follow your answers and for us to create a Tweetchat summary please write A1, A2, A3 etc before your answers and remember to include the hashtag #ResDevWarwick</p> <p>To keep up to date with the chat search #ResDevWarwick in the search box on Twitter and sort by 'latest'.</p>		
U	<p>Understanding your upgrade</p> <p>Many of us are asked to go through an upgrade process after our first year. This takes us from MPhil to PhD study process. It allows us and colleagues to reflect on the previous year, research knowledge gained, and plans for the next stages.</p> <p>The session will inform you of the University's criteria for a successful upgrade process and help prepare you for it. The facilitators will share their own experiences of passing upgrade process and provide you with particular tips and advices that will be useful for you to understand what your need to do and how to successfully pass your own upgrade.</p> <p>By the end of the workshop, you should be able to:</p> <ul style="list-style-type: none"> <li>- Have a better understanding of what is the upgrade process</li> <li>- Gain practical tips on how to prepare for your upgrade</li> <li>- Reflect on progress made during your upgrade</li> </ul>	A1,A2,B1,B2, C2	Early
V	<p>Preparing for your (online) Viva</p> <p>Join us to learn how to prepare for your viva, understand the types of questions you might be asked and where to get the details for examination logistics at the University of Warwick.</p> <p>The session will also provide you with the opportunity to share your concerns, ask questions and practise answering potential viva questions. The focus will be entirely on on-line Vivas, but the questions and preparation are the same.</p>	Vitae RDF B3;D2	Late
W	<p>Write more this week</p> <p><b>Get your writing started- action planning for the week ahead</b></p> <p>Need to get more writing done? What's causing the blockages? Work with our Research Coach to get more writing into your week.</p> <p>Consider what three things need to be done today and over next 4 days to make the biggest impact on your research, in your research and around your research.</p>	B1,B2,	All

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	<p>Writing – making your thesis easier to read for your examiner                  A short practical session introducing the concept of thesis mapping and signposting. Learn how to ensure your examiners understand what you planned, what you did and what you found as a result of conducting your research.                  By the end of the session you will have created a thesis map that will guide you to write your thesis and your examiners to read your thesis more easily.</p>	<p>Vitae RDF                  A3:A2</p>	
	<p>Writing for your research audience – putting Public Engagement into practice Who is the audience for our research? Our colleagues? Our peers? Our local community? Government? Our funders?                  Do you need to write a journal article? A press release? A book chapter? Twitter or a Blog?                  We need to communicate with all our stakeholders, and we need to communicate in a way that is suitable and relatable for them.                  In this workshop we will look at who our stakeholders are, the communication tools that are available to us and how we would adapt our information for each of our intended audiences.                  We will produce draft documents (or sections of) targeting our different audiences and examine them collectively for clarity, suitability and success.</p>	<p>Vitae RDF D3</p>	
	<p>Who does what? The role of your supervisor &amp; your responsibilities ;                  What are your responsibilities as a PGR; what are those of your supervisor. A great place to start to understand this important relationship.</p>	<p>D1</p>	<p>E M</p>
	<p>10 things I wish I had known                  Colleagues share the 10 things that they wish they had known at the start of their PhD- get some great tips and avoid their mistakes. Meet current and just qualified PhDs; meet current researchers and facilitators.</p>	<p>D1,B1,B2,B3</p>	<p>E,M</p>
	<p>7 Steps to PhD completion                  What are the key characteristics of successful PhDs? A discussion session identifying some best practice; identifying characteristics and hints. We will set goals for 2021, plan some time away from our research, and set milestones and targets. A great way to finish up the year and get set for 2021.</p>	<p>Vitae RDF                  C2;B2</p>	<p>Mid late</p>

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