

# The researcher on placement

A guide to gaining work experience outside academia



Vitae and its membership programme is led and managed by CRAC: The Career Development Organisation

# Contents

<b>Introduction</b>	3
<b>What could I gain from doing a work placement?</b>	4
<b>Take a step back to consider your future</b>	5
<b>Review your professional development needs</b>	6
<b>Next steps</b>	8
<b>Ready for your first day?</b>	13
<b>Make it a success</b>	14
<b>Working in a different environment</b>	15
<b>Getting and giving feedback</b>	18
<b>Use what you learn</b>	19

# Introduction

## What do we mean by internships and work placements?

In this booklet we use the terms 'internship' and/or 'work placement' to cover any temporary position for a researcher in a non-academic environment which puts an emphasis on on-the-job training rather than simply employment. The researcher would normally be working with an industrial, commercial or third sector employer but non-academic placement could also be a position in higher education that's outside the academic research stream. A work placement could be of short (days) to medium (months) duration and may be paid or unpaid. It could be offered as part of a formal scheme run by your institution or funder, or something you have identified and arranged privately.



## Why do an internship or placement?

Undertaking work experience outside a university research environment, even if only for a short time, can open your eyes to the diversity of career options. It can also help you to identify and develop skills and knowledge that will underpin a successful academic career. An internship or placement will expose you to new practices and different people and to the subtle business imperatives and demanding commercial realities that drive everyday decision-making. By participating 'from the inside', you learn about commercial matters and develop the skills and the language to discuss work and research from new perspectives.

Universities and research institutes have distinctive cultures and ways of doing things, which we become accustomed to over time. We soon acquire a sense of familiarity with 'the way things are done here'. This certainly helps us to operate well in our own sphere, but it can also hold us back. The variety of ways in which organisations operate is enormous. Not every organisation operates like our own, and not every research group operates like ours. It's important to look outside your own environment to broaden your horizons, refresh your views, widen your understanding and gain new insights. Even if you have significant prior work experience outside academia, a placement could offer a way to learn about a different professional environment.

Understanding different perspectives is a vital part of the skill-set of a successful researcher.

It enables you to better understand and analyse collaborators, clients and competitors and opens doors to more senior roles that require a strong commercial and operational mind-set. Twenty five percent of PIs believe that knowledge exchange is very important in the development of research leaders. An internship or professional placement can be a great way to progress your career, explore new horizons and develop the all-round transferable skills that academic and business employers require.

# What could I gain from doing a work placement?

## Benefits to you, the researcher

- **Professional development.** Develop your professional experience, knowledge and skills in a client-focused enterprise. Work in a multi-discipline team striving for the same goal
- **Commercial awareness.** Learn how business priorities impact upon every aspect of an organisation and how the market affects business decisions
- **Build self-awareness, self-confidence and self-esteem.** Improve personal effectiveness through experiential learning
- **Develop fresh perspectives.** Bridge the gap between specialist research and the needs of business, industry, government or the not-for-profit sector
- **Apply research skills outside academia.** Work on a given project within a commercially-driven timeframe (this is not simply an extension of your own research)
- **Expose research to a wider audience.** Share research in a different working environment, demonstrate its relevance and impact
- **Meet new people.** Build internal and external relationships in a new workplace and build collaborations and professional relationships to further your career
- **Broader context.** Learn more about your preferences and the opportunities and options available to you, now and over the longer term
- **Boost your employability.** Gain a better understanding of how to communicate your value in a different environment

**Look at each item on the list of benefits to researchers. Which of these would you like to achieve? Can you achieve them within your current role?**

## Benefits to the employer

- **Capacity.** Deliver more or more quickly, by using an additional resource
- **Solutions.** Work with someone who can bring value to projects and contribute to business prosperity
- **Innovation.** Develop fresh insights and new opinions by accessing expert capabilities
- **Knowledge.** Gain access to university people, technologies, ideas and networks
- **Brand.** Strengthen links with the university or research institute to boost their employer brand
- **Talent.** Opportunities to assess individuals' research capabilities and talents with the longer term potential of future collaborations or employment

## Employers' view of researchers' competencies

Before embarking on a placement, it is useful to understand likely expectations from the employer perspective. A survey of employers<sup>2</sup> indicated that they ranked doctoral graduates' skills and capabilities in the following order:

1. **Data analysis**
2. **Problem solving**
3. **Drive and motivation**
4. **Project managing**
5. **Interpersonal capabilities**
6. **Leadership**
7. **Commercial awareness**

Employers may not expect postgraduate researchers to have strong commercial awareness or leadership capabilities. A period outside academia could help you to develop those capabilities and boost your career prospects.

# Take a step back to consider your future. Be creative

## Work out what you want for yourself

As a researcher you use creativity, innovation, determination and problem-solving skills to create new knowledge, technologies or processes. But do you use those same capabilities to look at your career?

Maybe you are determined to achieve an academic career, maybe you'd like to move into another employment sector or maybe you would be suited to running your own business. Perhaps you want to keep your options open. If you are in need of inspiration, find out what others with a research background have done. Start with Vitae's 'What do researchers do?'<sup>3</sup> series or read career stories<sup>4</sup> from our collection. It's also worth going back to basics and thinking about your core values and 'career anchors'. The career management section of the Vitae website<sup>1</sup> includes some helpful tips. First-hand experience working outside a university or research institute, even for a short while, can be an even better way to reflect on what you enjoy and appreciate. A new environment can help you to learn more about yourself, your preferences and your motivations.



**Experience outside academia is now a vital component of an academic CV. Even if the researcher wants to remain in academia, he/she will need partner support for their research applications.**

Dr Danielle Leahy Laughlin, Research Associate,  
University of Sheffield



### Are you ready to leave your comfort zone?

Ask yourself:

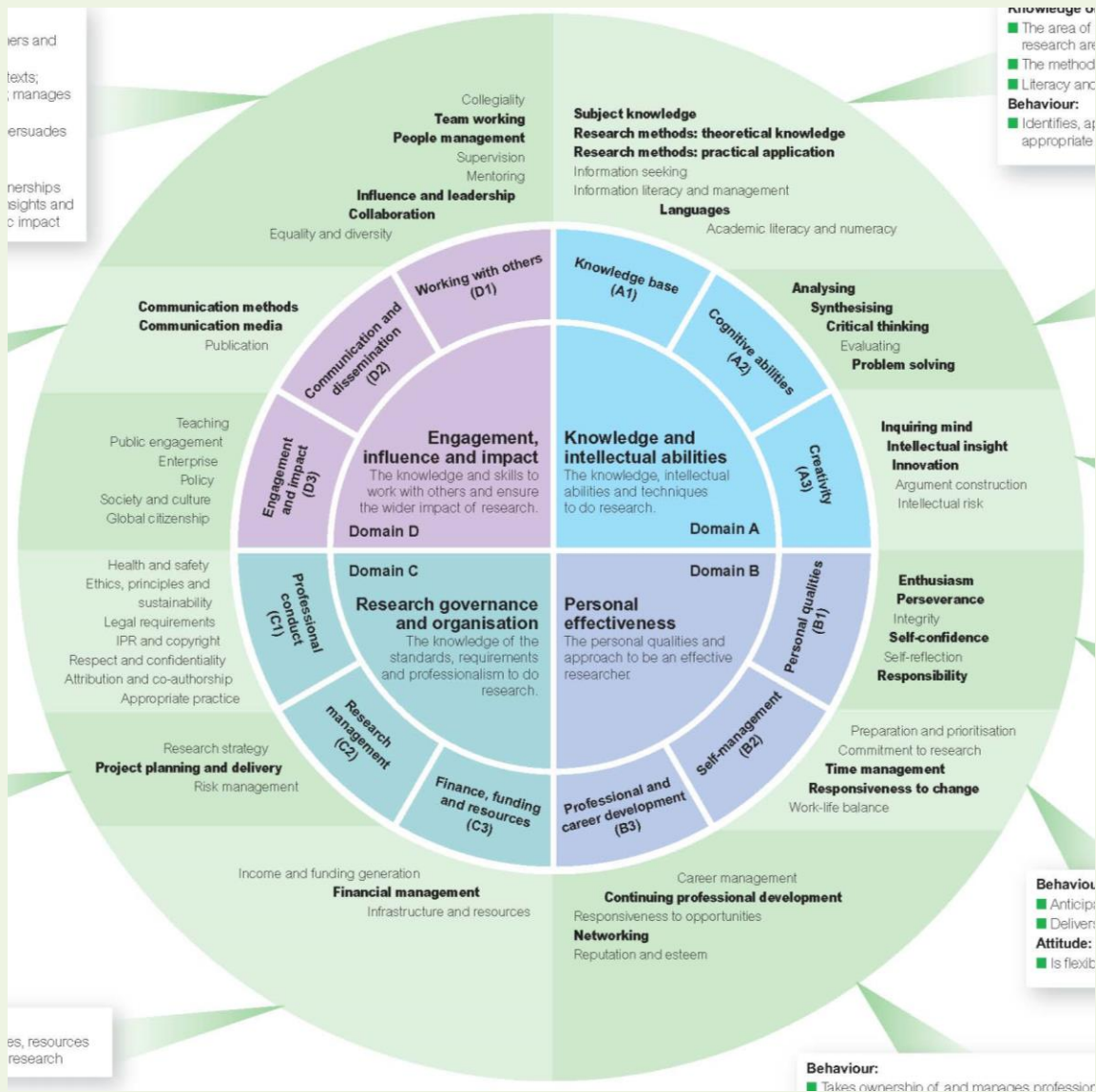
- What do I enjoy doing most and how could I do more of it?
- What type of environment would give me energy and satisfaction?
- What will I want to do more/less of in the next stage of my life?
- What skills, knowledge and networks do I already have and what would I like to develop further?
- In what sort of environment could I best expand my knowledge, expertise and transferable skills?
- How could I capitalise on my existing skills, knowledge and networks?
- Is there an occupation or employment sector I've always wanted to explore?

## Review your professional development needs

The Vitae Researcher Development Framework (RDF)<sup>5</sup> is designed for you as a researcher to help you evaluate and plan your professional and career development at any stage in your career. It was developed by and for researchers in consultation with the academic community and other employers. The RDF articulates the knowledge, behaviours and attributes of successful researchers. Use it to audit your knowledge, behaviours and attributes, to formulate a plan for your development, or to structure conversations with your supervisors or line manager.

Additional tools related to the RDF include the Vitae RDF Planner, an online application to support long-term development planning and a series of Vitae RDF 'lenses' to help you focus on specific occupations, aspects of research or other topics.

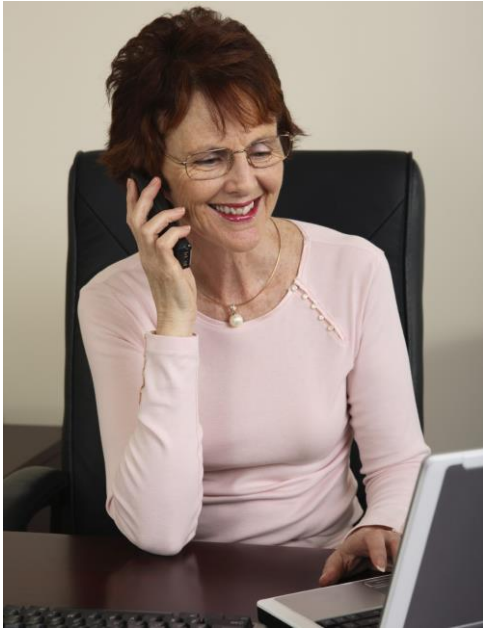
# Employability lens<sup>6</sup> on the Vitae Researcher Development Framework (RDF)



**Highlighted** phrases describe the key knowledge, behaviours and attributes of researchers that are most frequently desired by employers. Use the lens to identify and focus on potential areas for professional development and to help you to focus on the most appropriate examples of skills, knowledge or attributes in communications with employers.

## Next steps

Once you have spent some time defining your aims and goals, you will be in a position to explore opportunities for internships or work placements. Remember that your background, education, experience, ideas and aspirations are unique to you. Your career goals and plan belong only to you and so it's up to you to put in the work needed to find the right opportunity for you.



### What is a suitable opportunity?

A suitable opportunity for an internship or work placement could be a business project or block of work that might otherwise not get done, a defined piece of work that needs completing in a specific timescale or a group of short-term tasks. This type of work may be more fulfilling than undefined work that simply helps an existing team but alternatively, you could explore a role-based placement that would allow you to try out a role that is new to you. The most satisfying opportunities will involve interesting, challenging work that meets a real business need.

### Finding a placement

The first step is to start talking to people and investigating your options. Discuss this with your PI/research director or supervisor as well as any support services such as a Graduate School, Centre for Doctoral Training, careers service, staff or professional development unit, research funding office or faculty/school of business or management. They may each be able to advise you on internship schemes, the time of year that opportunities are advertised, legal aspects, funding and how to prepare and apply. If you are looking for an opportunity in your own field your PI/research director or supervisor is likely to know past or present collaborators that might be interested in offering a full-time or part-time placement. They will be able to look out for opportunities.

If you are a member of research staff it's important to discuss the contractual obligations of your employment with your line manager. If you are a doctoral candidate you should discuss a proposal to undertake work experience with your supervisor at an early stage. Consider the potential consequences to your registration status, completion dates, fees and funding. If you are registered outside your home country consider any visa restrictions. You may be able to suspend your studies if you investigate these matters sufficiently early.

Don't just think locally: you could seek out an opportunity in another part of your country or, if you plan sufficiently far ahead, in another country. By investigating options in good time, you will give yourself more chance to consider the type of organisation you wish to work for, the skills and experience that each would provide, and where you'd like to be located.



As a researcher, you can offer capabilities that some employers may not have considered using before. Be creative in your thinking. There may be more suitable opportunities available than you might first think. Take advice on approaching employers directly if necessary.

If you are looking for a longer-term career opportunity, consider this when planning a placement. For example, target organisations that operate in locations where you want to be working in the future.

### An appropriate project

A typical brief for an internship or professional placement offered through a scheme will give the name of the organisation and describe the type of work or project, the essential and desirable skills required and the intended outcomes for the participant and the employer. It will include information on the application date and provide start and end dates, location, hours and any payment information.

Review the work brief carefully and start thinking what this would mean for you, and how you fit the criteria. Consider the suitability of each opportunity to your career plan and how it will help you to develop new skills. Select opportunities that will offer the type of working environment you wish to experience.

If you are arranging a one-off placement or if no brief is provided, create one yourself to include all of the above. You can then use this as a basis for agreeing terms and goals with the host organisation.

**There are a number of institutions and agencies that could help find an internship, make sure you draw on their expertise and networks.**

#### Contact:

- Research funders
- Your university or research institute – ask your organisation's careers service, graduate school or staff/professional development unit
- National or regional schemes or agencies (e.g. [www.graduatetalentpool.direct.gov.uk](http://www.graduatetalentpool.direct.gov.uk) for UK opportunities)
- Specialist professional recruitment agencies in your sector of interest
- Employers in your sector of interest.

### Will I be paid?

It's important to clarify the terms of each opportunity. Most internships and professional placements will involve a written agreement of some kind between your institution, the employer and yourself. As well as clarifying the type of work involved, the timescale and location, always clarify if, what and when you will be paid, and the hours you are required to contribute.

The employer will be investing time in managing and supervising your work and providing the resources you need to operate effectively, whether or not you are paid. Financial arrangements will vary by company, by sector/academic area and in the case of placement schemes by institution.

# Next steps cont...

## Timing

Timing may be challenging since you may only be available to undertake an internship or placement at a specific time of the year. You will need to take into account the employer's business priorities as well as your own work commitment, so expect a certain amount of negotiation. Be prepared to consider various full-time and part-time options, from one day per week to six months' full-time employment, and anything in-between.

### Make a plan

A placement can be a big investment of time and energy so it's worth doing some careful planning to make sure this is not wasted.

- Start from your overall professional development plan, whether this includes specific career goals or simply areas that you'd like to explore. If you don't have a plan, try working through our booklet 'The career-wise researcher'
- Note down what you would most want to take away from a placement in order to progress your professional development plan (e.g. better understanding of your own career priorities, insight into a new sector, developing a specific skill, experience in a new role, making new contacts, international experience)
- Define the opportunity that would bring the most benefits to you, taking into account your lifestyle and responsibilities. What is essential and what is less important (sector, role, location, duration, paid/unpaid, timing etc.)
- Research the broad options available, e.g. do you have access to any placement schemes, if yes are they likely to offer the type of opportunity you want, are there specific companies you'd like to work with, does your organisation offer services that can help with advice or networks, how can you get advice from others who have undertaken work placements in the past?
- Speak to your line manager or supervisor about your ideas. They may have knowledge that would help you to develop your plan further and they should highlight any considerations related to your employment terms, research funding or studentship
- Now you are ready to consider specific opportunities

## Get ready to apply

Make sure you are fully equipped and ready to present yourself in the best possible light. Participating in training, coaching or knowledge-building will help you to reflect on your capabilities and skills, articulate them effectively and boost the chances of getting the type of work experience that suits you best. Some aspects of the work may be quite new to you, e.g. costing versus pricing, profit margins, business development, financial statements and client sales meetings. Even if you do not expect to be directly involved in commercial or client-facing situations, you need to be aware that business pressures drive every organisation and influence the everyday behaviour of employees.

To get the most out of a placement, prepare as you would for a serious job application.

Will you have a formal interview? Plan how you can articulate your skills and experiences in a concise, considered and well-formed way. Always take time to research the employer's business and activities and to find out something about the sector they work in and their main competitors. This shows your interest in the employer's business goals, particularly if you may be interested in working for the employer in future. If you have an informal meeting rather than an interview the employer will still be trying to answer the same questions about you so the same level of preparation is wise.

Expect to be asked questions about your skills, how you would approach the project, what you know about the organisation and what you hope to learn from the experience. Take the opportunity to ask questions about the work involved, who you would work for (and with) and check any other expectations (yours and theirs). The employer will want to be assured that you will be productive from the start and that you will be flexible and able to meet their deadlines.

## Commit

At a certain stage, you will need to pledge your commitment. Once an agreement is signed, you are committed to starting and completing the work experience. If any change becomes necessary after you have agreed arrangements, be communicative and don't just assume that the change will be acceptable. Remember that the company offering the placement is also making a commitment to managing and supervising your work and providing the resources that you need to operate effectively.



## Be prepared

Make full use of the support that your institution offers. For example:

- CV, interview and job-application training
- Workshops, talks and briefings to boost commercial awareness
- Relevant skills training, e.g. leadership, management, presentation and enterprise
- Orientation sessions for people considering an internship or placement and opportunities to meet others who have been on an internship or placement
- Career coaching or mentoring schemes
- Relevant networks to join

## Next steps cont...



**I learned a lot about working as part of a team, as a collective group to meet certain targets and goals. It was all about getting the right things to the right people at the right time. In a research group it is just different.**

Researcher on placement

### **Start a reflective journal**

Before the work commences start documenting your expectations, hopes and concerns. This will support your development as you become immersed in the work experience, help you to address any issues constructively with the employer from the start and focus your attention on your development. Do this in whatever way suits you best. For example, you might wish to blog instead of producing a document. If so, check that this is acceptable to all involved, keep it positive and professional and be aware of potential sensitivities and of the employer's confidentiality requirements.

### **Application checklist**

- ✓ **Be self-aware.** Know your own career goals and what you want to get from this placement
- ✓ **Be business-aware.** Learn more about commercial matters before your interview
- ✓ **Be selective.** Apply for opportunities that fit well with your professional and career development plans
- ✓ **Be employer-aware.** Research the organisation and the environment they operate in to see what they do and where they are heading
- ✓ **Be prepared to shine.** Make sure you can articulate what you have to offer and will be attractive to a non-academic employer
- ✓ **Be reflective.** Start a learning journal and maintain it throughout your internship or placement

# Ready for your first day?

Once your placement is organised, there are certain practicalities you should agree or ask about before your first day.

- Is there a degree of flexibility on start/finish times and hours worked?
- Who will be your line manager or mentor and who should you ask for when you arrive on day one?
- Will you be located in one team or is there an opportunity to observe or work in different teams/departments?
- Do you need to do any advance preparation?
- Dress code, if any
- Will they provide you with the hardware, software and data access that you need to do the job; have they allocated a suitable working space?



## Think before you start

- ✓ **Be organised.** Organise your time, your documents and your thoughts
- ✓ **Be aware.** Your manager or mentor has other demands on their time
- ✓ **Be pro-active.** Make sure everyone is happy with your work plan and your learning plan
- ✓ **Be positive.** Embrace the difference and look for ways to learn

In the first 1-2 days the employer should give you an induction, introducing you to:

- the organisation and the people you will be working with
- the workplace or site and its facilities, including any security clearance or identity cards needed
- health and safety information
- workplace procedures, practices, codes and policies
- information on practical issues, e.g. accessing IT systems, security and confidentiality procedures, claiming expenses, requesting time off
- information on progress meetings and other meetings with colleagues that you should attend



You will also need a clear work plan and learning plan: review this with your line manager or mentor over the first few days. Ask about any training or events you might attend.

# Make it a success

It may take a little time to settle in and get into the swing of things in your new working environment; remember that your new colleagues are there to help and want you to succeed.

## **Build your network**

Networking is a number one priority. If you only focus on your project and keep your head down, you will miss out on one of the most important features of working in a new environment – meeting new people.

Those people will help you to understand how the organisation works, how the various functions and departments fit together, how decisions are taken and what the organisation expects of its people. They are the key to greater commercial awareness. Build relationships with your manager, supervisor, mentor and other new colleagues to help you integrate quickly into the organisation and learn how it ticks. Expand your network and help people by connecting them into the life and work of your university. Remember it's a two-way process.

## **Professional orientation**

You are an ambassador for your institution and 'being professional' requires different behaviours in each workplace. Some common rules apply: listen carefully, seek clarity, speak up, take the initiative and get the job done. Use your research capabilities to address the situations that you face – be curious, think critically, search for answers and, most of all, communicate. Elicit help from new colleagues too: most people will be pleased to help.

A new workplace puts extra demands on you, so take notice of the behaviours of your new colleagues and the managers you meet. Notice how they approach the problems that they encounter, don't be afraid to ask questions and have confidence in your ability to make a positive contribution. They recruited you, so now it's your turn to let them know they have made a good choice, by showing what you can do and how you can contribute.

## **Professional development**

Show your interest and see if you can be included in staff development and social activities. You may not automatically be included since you are there temporarily, so take the initiative and see if you can join company briefings, lunchtime meetings and internal training sessions that others attend. Reflect upon the commercial, technical and other factors that seem to affect how the organisation works. If you have not had the opportunity to find out what a certain department does, ask someone. Look at the way the company presents itself in the Annual Report and any advertising. Ask an appropriate person to talk to you about finance and accounting or project management processes. Find opportunities to move around the business if you can, spending time with people who do different jobs. Ask them about what they do and how they broke into their field. This is your opportunity to seek out professional experiences away from the lab or the university, so make the most of your time.

## Fitting in

Even if you are not directly involved in commercial or client-facing work, business pressures drive every organisation and influence everyday behaviour. Business know-how may be quite new to you. The norms for arranging and conducting meetings and the methods for planning and managing projects may be very different to what you are used to. The ways in which managers delegate work, track progress and provide feedback on performance of the job may be different too.

Remember that you will have a responsibility to meet the norms and expectations for professional conduct in the employer's organisation (e.g. the protocols for time-keeping, business clothing etc.) and to represent your institution appropriately. Assume nothing! Take every opportunity to learn how it's done and to contribute your own feedback and ideas.

### Make the most of the experience

- ✓ **Be comfortable with networking.** Build relationships
- ✓ **Be open-minded.** Consider different ideas, methods and cultures
- ✓ **Be positive.** Find ways you can add value
- ✓ **Be strategic.** Go to relevant meetings and events, talk to senior people
- ✓ **Be curious.** Keep asking questions

# Working in a different environment

You are in a new and different working environment and will need to build relationships to ease your way; you will also need to understand and adapt to the organisational culture and the way things are done. It may seem like worlds away from your research environment, so be patient, it may take a little time to fit in and become familiar with things; this is perfectly normal.

## Your mentor

Perhaps you have been matched with a mentor in your new workplace; if not, why not ask for one? They may or may not be the manager of the project you are working on. Either way, having a mentor could make settling in and getting the most from your placement a lot easier.

The mentor's role would be to:

- build a supportive relationship with you
- act as a contact point for any concerns you may have
- provide constructive feedback, guidance and informal help
- hold regular progress or review meetings based on your work and learning objectives
- discuss career routes and your plans for the future

# Working in a different environment cont. . .

## Being managed

Employers have their own priorities and it is normal for them to treat you like any other member of staff. This may be quite different from your experience as a member of research staff or as a postgraduate researcher, where you probably progressed your own work without reporting to others as frequently. You may find you have to account for your progress on a regular basis and in relation to commercial criteria.

Being managed is an important experience, enabling you to operate as a fully functional working professional in a new environment.

Good management (of you and of the work) will make you more productive and help you to develop more quickly. You are likely to have progress reviews (how the work is going) and performance reviews (how you are performing) to help monitor how you are getting on and to enable you to contribute effectively.

## Progress reviews

Since progress reviews are often based around project work, they are likely to take place regularly (e.g. weekly or monthly). They are intended to keep the work on track and to adjust how the work gets done. Reviews may be one-to-one meetings or team meetings. Prepare for progress meetings by looking back at the activities you have been involved in and planning how you intend to address the next stage of the work. For clarity, take relevant paperwork, including your plans.

## Performance reviews

Performance reviews generally take place less frequently. They are intended to provide feedback on your performance, help you direct your energies effectively and enable you to discuss how you are getting on in a wider sense.

Performance reviews contribute to employees' professional development plans. They are generally more formal meetings in which individual performance and professional development needs are documented. Prepare for performance reviews by looking back at what you have contributed, how effective that contribution was and raising any challenges or difficulties that you faced, as well as focusing on your successes.

Approach both types of review with an open mind and be ready to share your thoughts about your contribution.





## Keeping in touch with your university or institute

During the internship or placement, keep in touch with your academic supervisor, PI or research director and other colleagues from your organisation so that you are aware of continuing work in your research group, of developments in the wider institution and new opportunities that arise. Your supervisor, PI/research director or placement officer may visit you at the workplace, in which case you will need to get involved in making arrangements for meetings. Call and speak to your main contact at the university if you experience problems that you are not sure how to address with the employer - don't wait for a scheduled meeting.

### Thrive in a new environment

- ✓ **Be realistic.** You may not have the same freedom that you are accustomed to
- ✓ **Be flexible.** Listen and learn, be diplomatic, be open to being managed
- ✓ **Be proactive.** Volunteer your time and suggest how you might help
- ✓ **Be practical.** It is better to 'under-promise and over-deliver' than to disappoint.



# Getting and giving feedback

**Once the work placement is over, it's time for all parties to reflect on the experience and record achievements.**

The employer may have been asked by your institution to provide a reference or a statement of participation or achievement with dates. If not, ask your mentor or line manager if they will provide a reference so that you can demonstrate how you spent time working with them. Ask those you have met to connect on social media (e.g. LinkedIn or a researcher social media site). They may be willing to provide a recommendation there.



**I would recommend work experience to all researchers. It has broadened my outlook and the experience will be valuable whether or not I choose to stay on in academia.**

John Valletta, Postgraduate Researcher, University of Southampton

You may have, or you may like to suggest, a final progress review to discuss what you have learnt and achieved and to identify any areas where you might develop further or shift your career goals. In larger organisations, a senior member of staff or HR may hold an exit interview with you. This is intended to help the organisation improve its practices in the future by getting feedback from you. If you are looking for a career move, make the most of final meetings to enquire about any opportunities that the organisation may have in the future and how you would find out about them.

The end of your placement or internship is a good time to extend a welcome to your mentor, manager and colleagues to participate in activities that your institution organises. Whether this is a talk or a series of lectures, a networking or public engagement event, or a collaborative research project, your positive intention to connect them into the wider work of the institution will be appreciated.

## Giving and receiving feedback

- ✓ **Be cautious.** Provide constructive feedback, focus on structure and process not people and personalities
- ✓ **Be pragmatic.** Some organisations have policies that prevent them from writing detailed references
- ✓ **Be pleased.** Thank them for hosting you, consider writing them a thank-you letter, always end on a positive note
- ✓ **Be welcoming.** Help them to stay connected with your institution.

# Use what you learn

Before stepping back into your research or into the next stage of your professional life, make time to reflect on what you have learned. Think about the insights that you have gained, how you can relate this to your academic work and integrate it with your research capabilities. Make sense of your experience. Your reflection should not simply be descriptive (what you have done): draw out the implications of your experience and what it means for your future. Your experience will also be helpful to others, so consider how you can share it and encourage colleagues to undertake internships or placements themselves.

Take time, while this is fresh in your mind, to consolidate and update the profile on your CV, whether or not you are planning to apply for another role right now. Think of ways to market your capabilities effectively, e.g. in discussions, interviews and on your online/social media profiles.

Your work experience is likely to inform your career direction, even if it's only to confirm what you don't want to do. You may find that you have moved beyond your identity as a university researcher to something broader that describes your wider potential. As you go forward, make sure that you refine your plans, keep investigating new opportunities and keep preparing yourself for the future.

## Continuing professional development

- ✓ **Be reflective.** Articulate what you achieved and learned, find a good way to explain it
- ✓ **Be collaborative.** Share what you have learned with colleagues and your supervisor or PI
- ✓ **Be strategic.** Record your experience and new skills on your CV and personal profiles
- ✓ **Be opportunistic.** Take action as a result of what you have learned and be open to new opportunities



## This booklet was developed by:

Alison Mitchell (Director of Development, Vitae)

Heather Pateman (Project Manager, Vitae)

Madeline Paterson (Symmetry Coaching Ltd)

Jane Sugars (Project Manager, Vitae)

The authors acknowledge valuable contributions from members of our UK network in sharing their practice and experience and in offering feedback during the development of this guide. We acknowledge in particular:

Hilary Jones, University of Nottingham

Rebekah Smith McGloin and Kerry Wright, University of York



Vitae, is an international programme led and managed by CRAC, a not-for-profit registered UK charity dedicated to active career learning and development. Working in the UK since 1968, when we ran our first project to support transitions of doctoral researchers to industry, Vitae has great expertise at enhancing the skills and career impact of researchers locally, within a global context.

We work in partnership with UK and international higher education institutions, research organisations, funders, and national bodies to meet society's need for high-level skills and innovation.

Vitae aims:

- **Influence effective policy** development and implementation relating to researcher development to build human capital
- **Enhance higher education** provision to train and develop researchers
- **Empower researchers** to make an impact in their careers
- **Evidence the impact** of professional and career development for researchers

Vitae and its membership programme is led and managed by CRAC: The Career Development Organisation.

Further information on our activities with HEIs, researchers and employers may be found on this website, [www.vitae.ac.uk](http://www.vitae.ac.uk)