



Rising stars

**Working strategically with talented
postdocs and young group leaders**

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Who are we? Mette og Kirsten

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Kirsten Gelting Works with EU funding (pre-award) at the University of Copenhagen's Central Office for Research Service



We both have +10 years experience in research support

Program for workshop

Introduction

Who are the Rising Stars?

What characterises Rising Stars?

Working with Rising Stars – tool box

Q&A



Who are they?

Are all PhDs rising stars/ research leaders/ professors?

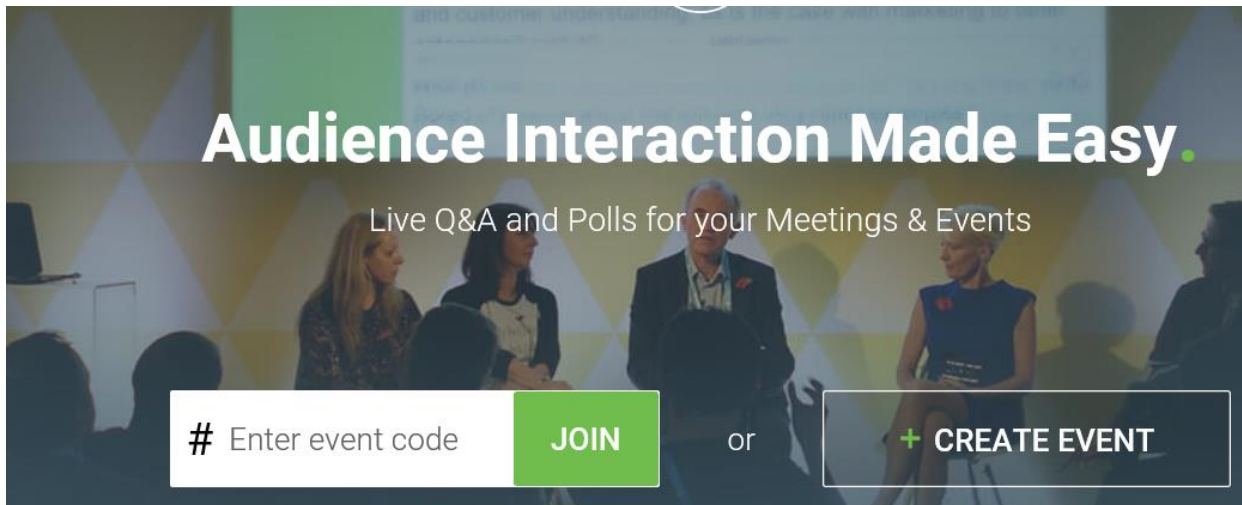
We know that not all talented students and PhDs can stay in academia....

- How many percentage of PhDs continue a career in academia and become part of the permanent research staff?
- How many PhDs continue to eventually become professors?

Slido polls intro

Open the webpage <https://www.slido.com/> at your computer, mobile phone or tablet

Enter the code **[we will give it to you in a minute]**



Enter your estimate/guess in slido (through 'Polls'): Put rs [x] for research staff and p [y] for professors, like this:

rs [x] p [y]

The diagram illustrates the career progression of researchers from Early Career Research to Professor. The main flow is from Early Career Research to Permanent Research Staff (30%), and then to Professor (0.45%). A significant portion of researchers (53%) leave the academic path for careers outside science. Other flows include 47% from Early Career Research to Non-university Research, 26.5% from Permanent Research Staff to Non-university Research, and 17% from Permanent Research Staff to Non-university Research.

From	To	Percentage
Early Career Research	Permanent Research Staff	30%
Permanent Research Staff	Professor	0.45%
Early Career Research	Careers outside science	53%
Early Career Research	Non-university Research (industry, government etc.)	47%
Permanent Research Staff	Non-university Research (industry, government etc.)	26.5%
Permanent Research Staff	Careers outside science	17%

Source: The Royal Society 2010

So in conclusion....

No!



We can't make stars of them all

How do we recognize a rising star?

Quantifiable characteristics of the rising stars

- Research age: 0-8 years from PhD degree (junior postdocs to new associate professor/group leaders/ERC StG)
- Publications in high impact journals (within field) – many publications? – both?
- Already has a grant, e.g postdoc fellowship, PoC, apparatus – or a seal of excellence from a MSCA proposal?
- Prizes, patents
- International research experience (international network)
- Conference presentations – oral or poster – invited
- Other activities – outreach – (co-)supervision of students and PhDs
- Trusted positions – editor, reviewer, conference organizer

How do we recognize a rising star?

Personal characteristics of the rising star

- Enthusiasm
- Creative thinker
- Adventurous/mobile
- Hard-working/stamina
- Willing and able to prioritize career
- Open-minded for others' inputs (e.g. peers, end-user, support staff etc)
- Ambitious
- Independent – self-leading
- Selective in choice of collaborators / recognize own worth
- Personal behaviour - able to build trust and create lasting relations
- Appereance?

Discussion in groups of 3-5 people

- Are we missing any characteristics?
- What are the most important – determining for success?
- Discuss in your group for 5 minutes
- Identify the 2 most important characteristics for the rising star in each category (quantifiable and personal)
- Identify 1-2 new characteristics, if applicable
- Please write on the hand-outs

Output of group discussions: share in plenum (total 3 minutes)

1: Barriers

What are the main barriers for the talented PhDs to succeed and move from postdoc to research leader, consolidating themselves?:

- Lack of knowledge of funding possibilities
- Lack of peer support and promotion
- Lack of planning ahead (career planning)
- Lack of independence
- Lack of mobility
- Competition



Lack of knowledge of 'what it takes' !

2: Drivers

What are the drivers for young scientists?

- Independence
- Enthusiasm for own research ideas
- Prestige
- Money
- Job security
- Idealism (e.g. "save the world")
- Challenging oneself and existing paradigms...



Consider the drivers when designing research support for the individual researcher!

Poll – What do you consider the most important barriers and drivers for young researchers?

Please go to slido.com and vote under 'Polls'

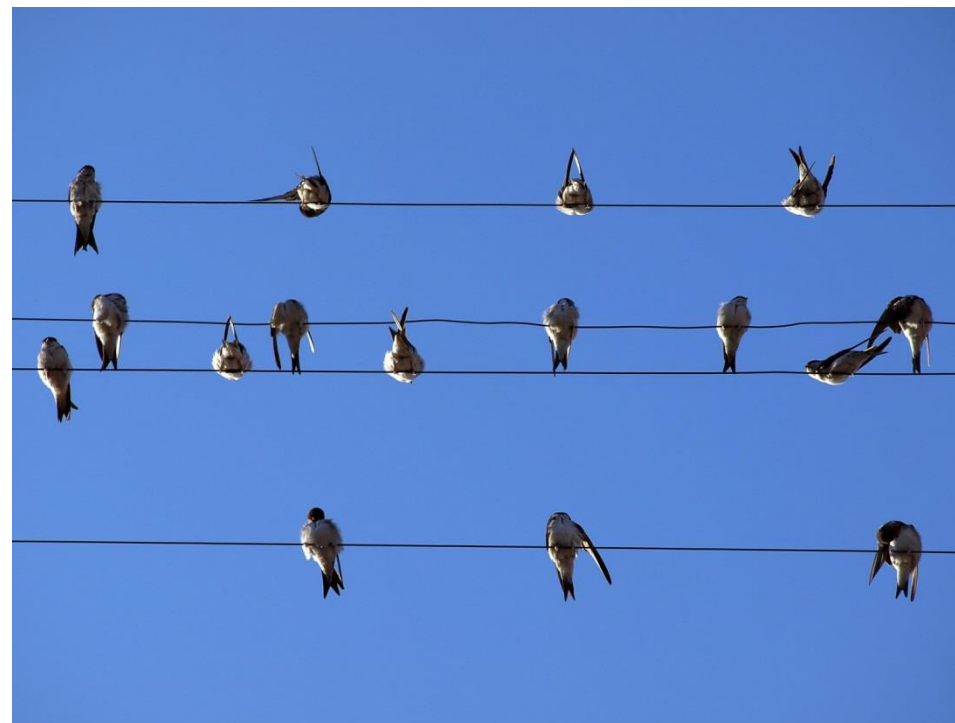
Poll: Barriers

Poll: Drivers

Tools for working with Rising Stars

Tools 1: Generic information activities

- Info meetings on funding opportunities
- Newsletters
- Facilitate (creative) skills workshops



Examples of workshops

- ° CV checks, including timing of proposal to that of publications
- ° Budgetting
- ° Idea pitch
- ° Grant writing
- ° Use of graphics and illustrations
- ° Communication and presentation skills
- ° Introduction to networks, eg. COST, ERA, national, local etc



Tools 2: Specific and customized support - researcher

- One-to-one counselling
- Mentor programmes
- Idea pitch and input from peers
- Other courses (didactic, project management etc)



Tools 3: Specific and customized support – proposal

- Call-specific grant writing workshops (and MSCA master class)
- Research/money matching
- Peer review
- Interview training
- Proposal feed back



Other stakeholders

- Close dialogue with management – alignment of priorities and strategies
- Close dialogue with group leaders on talent development
- Involvement of other staff groups (HR, communication, tech-trans offices etc)



Plenum brainstorm on tools/workshops

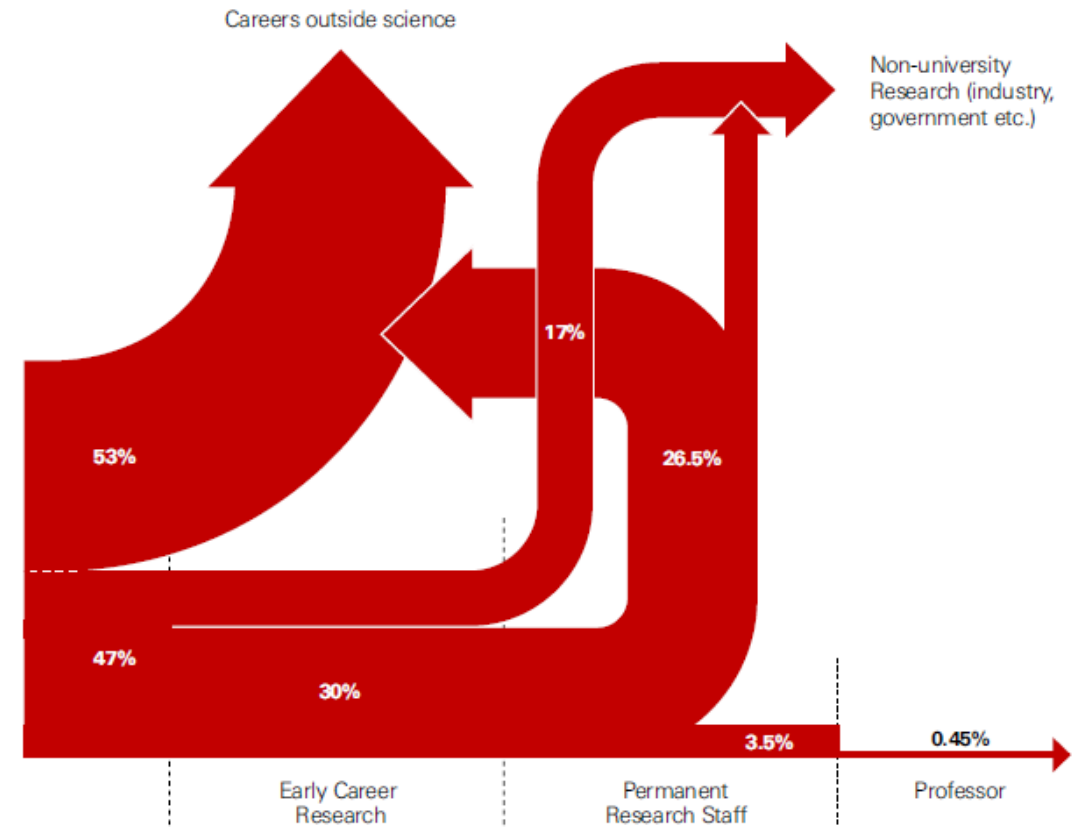
Live: Participants' ideas

How do we guide the all the rest?

- Let them try?
- Do you reject? (Who does – or don't?)
- Do you give advice on other career possibilities?

ANY INPUTS?

Figure 1.6 Careers in and outside science



Thank you for your participation

Any questions or comments?

