



Training for Universities

**Workshops for Academic & Non-Academic staff,
Postdoctoral Researchers, PhD students and
Undergraduates**

Supporting Universities in their provision of training to meet key skills development.



Tailored Training Programmes Delivered By Specialist Trainers

Providing programmes specifically relevant to training needs of University Staff and students.

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The above list gives an indication of workshops available.

Please do contact us if you have any questions or specific training needs to be addressed.

Performance coaching

Your key staff sometimes need to adapt quickly, to stretch, to master new skills. Coaching is one process that can expand their comfort zone.

Through coaching they can master communication skills, influencing and motivational skills and develop more awareness of their impact within your organisation.

Use personalised assessments: Behavioural Styles or DISC Analysis is a key tool to understand personal communication, effective team building, deliver feedback and achieve goals.

When you're ready to change, coaching works.

You clarify your goals, focus on solutions, decide to take action - starting now!

Working with a Coach you learn to access your innate creativity, stretch yourself, try something different. You hold yourself accountable for making decisions and taking actions. You make sure each day takes you closer to your goal.

Where would you like to start?

We will work exclusively on your agenda. You might know exactly where you want to focus or you may want to try a few assessments to identify priority areas for our work together. I can suggest the best tools for you.

During a session you will identify clear, measurable targets for your own personal goals. These will be ambitious but achievable.

Working with a coach gives you focus and a source of unfailing support- they will encourage you, challenge you, be an impartial sounding board and hold you accountable for your progress.

We can use techniques to remove limiting beliefs, burst through the fears that are holding you back, create an environment where you just love to succeed.

My professional training as a Coach combined with personal experience within University and Research Institute environments as a Researcher and Senior Academic gives me real insight into your needs.

But don't just take my word for it:

"I have to tell you that I don't sleep well the night of the call! I thought that tea, coffee and chocolate were to blame but it's simply that my head is buzzing. Last night I just had to get out of bed and make a to-do-list, just of the things we had discussed."
Pat Williams

Please contact us for further details.

Enterprising Alternatives to Simple Employment



What exactly do you expect from your career?

We know that there's no such thing as a "job for life" any more, but did you know there's an expectation that college leavers will have between 10 and 14 jobs – before the age of 38.

Ideas around stability and job security in the 21st century are changing . Research is not immune to these changes and we need to learn how to adapt to this new environment.

This workshop will introduce you to ideas about choosing a career path or even changing careers. You will look at your personal financial or values-based goals and understand what a good career or even financial freedom means for you. We will discuss the broad ideas around different ways to generate an income, through employment, self-employment, building a business or investing.

During this workshop, participants will explore enterprising alternatives to simple employment and be able to make better informed choices about future career paths.

This practical, hands on workshop can be organised for and tailored to particular groups in your University such as PhD students, Postdoc Researchers or even staff nearing the end of contracts...

There can be great benefit in recognising you are not alone and learning new strategies for success in a safe and supportive environment.

Participants at this workshop will

- understand how different values or goals can drive career choices
- have a personal definition for financial freedom
- be clear that simple employment is only one of many ways to make an income
- have an introduction to self-employment, business-building and investment strategies.

**New workshop for
2010 - 2011**

Presentation Skills/Presenting Your Research

Surveys regularly reveal that public speaking is the most feared business activity and is dreaded even more than death! In your career it is highly likely that you will be required to present your work to colleagues, at meetings or in seminars.

This workshop will outline the principles of confident speaking whether for meetings, seminars or research conferences. We will begin by exploring the basic components of communication including listening skills and the power of body language. We will cover planning for your meeting, structuring the content and preparing to deal with questions.

Participants are invited to deliver a short presentation and to receive coaching and feedback within the supportive workshop environment.

As a result of this workshop participants will:

- Understand the contributions of words, voice and body language
- Know four essential questions to answer when planning for a meeting
- Have structures to plan the content of a presentation
- Be clear about strategies to hold the attention of your audience
- Be prepared for dealing with questions
- Have strategies to deal with "presentation stress"

This workshop can be delivered to meet specific needs of your delegates.

This includes preparing for presentation of papers at National or International Conferences, multi-discipline meetings or cross-departmental strategy meetings. The emphasis used and examples delivered are chosen accordingly.

For example, at conferences, it can be important to understand how these skills apply to the "business networking" opportunities that present themselves or to have and to use skills to chair a session effectively.

"Margaret was extremely motivating and ran a very enjoyable and informative session.

I can truthfully say that I have never attended a better course, either here or in the many years I have worked in the commercial sector!" JC-H

" A very, very good course. While I have done many presentations already I had much to learn.

Margaret taught in a holistic way that was both interesting and relevant. Thank you for a great day."

Sally

Secrets of Successful CVs and Interview Skills

Moving on to a new job can be a stressful time.

While you're still working hard at your current "day job" you also have any eye on the future. You will probably be scanning for new job advertisements, preparing applications, writing and rewriting your CV and even hoping for a number of job interviews.

For most people, the only CV they ever see is their own... which might leave you wondering...

What things are important to include – or leave out?

Is presentation important or is content king?

Does it matter how you organise things as long as all the information is there and you have the skills to do the job?!

This workshop will cover some of the most important aspects of this process including how to:

- prepare a great CV
- write your covering letter
- present yourself effectively on paper
- prepare for a job interview
- develop your understanding of communication and body language skills
- present yourself effectively in interviews.

Preparing For The PhD Viva

Most people only ever get one chance at a PhD viva...

In the absence of previous experience rumours abound and many students are poorly prepared for one of the most important and potentially exciting episodes in their careers.

This workshop will cover some of the most important aspects of this process including :

- understanding the purpose and structure of the viva
- how to prepare yourself in advance of the interview
- presenting yourself effectively during the viva
- preparing for questions

Research Project Management

Planning and completing your research programme is key in your career as a researcher. Achieving a grant award is a major step in the project management journey.

For most researchers, delivering upon the plans they have is a challenge in project management for which they are given little or no formal preparation.

This workshop will examine the nature of project management, identifying goals, milestones and assessing risks. We will also consider how to organise time and resources to best achieve the project goals.

During this workshop participants explore three aspects of project management skills:

- Managing yourself – skills in personal effectiveness and organisation
- Managing your project – an introduction to getting results on time and on budget
- Managing other people – both above & below you in the management structure.

Participants will learn:

- Tools for determining priorities in their workload
- New time management strategies
- Tools to increase personal effectiveness
- Understand the project management cycle
- Understand the four major behavioural communication styles
- Have strategies to improve their management communication skills.

" I can really take control of my project and it's management.
I have a better idea of what is involved and am inspired to think harder about the risks, tasks etc.
Thank you."

"I found this workshop more relevant and practical than other sessions on time management I have attended."

Organising Time for Researchers/Time Management

Everybody has just 24 hours in every day. Why is it that some people seem to achieve much more than others with their allotted time?

During this half day workshop we will identify the major drains on your time or energies and explore different tools to structure your use of time and resources.

We will consider different ways to assess priorities, to deal with timewasters and with deadlines. The course will also allow participants to develop their own work-life balance and to reflect on how they choose to spend their time.

As a result of this workshop participants will have tools to

- Prioritise what they choose to do
- Streamline their use of time
- Define their own work-life balance
- Understand the difference between important and urgent

"I found this workshop very helpful.
Have recommended it to colleagues. "

" Thanks to Margaret for really making me think differently about my use of time - I now make a point of eating the frogs first and it's true the day does get better!"

"This was one of the best and most useful workshops I have attended. It offered insight into our attitudes and how this affects our use of time and some excellent practical strategies that are easy to implement e.g. re emails, diaries, dealing with requests. Margaret's presentation was just the right pace and structure. I found the handout extremely useful and have already found benefits in terms of using new strategies."

Supervising Research Students

In 3 years time you hope your student will get a PhD.

As a new supervisor are you clear about why are you doing this, what are you expecting them to achieve and exactly how will it happen?

This workshop will explore the planning for and mechanics of motivating and directing a student who is studying for a PhD.

Participants in this workshop will learn the value of planning a PhD project with measurable outcomes, clarifying the requirements of the University and outlining the responsibilities of both the students and their supervisor(s). They will learn strategies for management and have a range of techniques for monitoring the progress of their students.

At the end of this workshop participants will

- Understand the requirements of the University during a 3 year study period
- Be clear on their responsibilities as a PhD supervisor
- Know the responsibilities of a PhD student
- Understand how to influence behaviour and motivation
- Have clear plans for monitoring student progress

Supervision & Mentoring Masterclass

An emerging role for Supervisors and Principal Investigators is that of developing the wider career skills of students and research staff. This activity, though not new, is assuming a greater prominence in the skill portfolio to be demonstrated by research supervisors.

This workshop will clarify the roles, skills and functions of the supervisor in researcher development. We will explore models which describe supervisor function and the skills required for further coaching or mentoring of research staff to develop both within and beyond their current roles.

Reflective skills allow participants to more clearly explore how they are influencing the development of their research staff. We will also discuss using structured supervisory meetings in conjunction with ongoing coaching or mentoring of staff to actively develop learning and awareness.

At the end of this workshop participants will have

- Models of support for researcher development
- Supervisor roles and functions explored
- Structures for supervisory meetings
- Effective communication skills to influence behaviour and motivation
- Ongoing plans for monitoring progress

A programme of ongoing Supervisor coaching is available for participants in this workshop.

Writing Research Grants

Successful research grant writing is a standard requirement for academic progression, yet the situation is increasingly competitive. The writing of grants can seem never-ending and rejection deeply discouraging even though this is a common experience for even the most successful researchers.

This workshop will use a combination of practical exercises and shared experience - of the participants and the workshop leader - in order to understand what funders are looking for in successful grants, how to manage the writing process and reflect constructively on the decision.

This workshop will be suitable for people at any level of seniority or experience, who wish to improve their understanding of the research grant process, and become more effective at writing and submitting grants, and constructively handling success or failure. It is aimed for researchers from all faculties (for example science/biomedical/engineering/arts/humanities).

After attending this workshop, participants will be better able to:

1. assess what funders are looking for in a successful grant
2. identify the features of a strong proposal and the skills needed to write a strong project grant
3. evaluate the relative benefits of applying to different potential funders/schemes
4. produce a realistic time plan for submitting a proposal, in the context of your other commitments
5. reflect constructively on the success or failure of your proposal.

How to Write an Abstract.

This course aims to provide individuals, particularly postgraduate students or early career researchers, with the ability to write effective abstracts for a variety of situations – papers, conferences, presentations. Can be run as a full day workshop, half day or two linked half-days.

During the session we will cover:

- How to structure an abstract
- How to target an audience
- How to write effective opening and closing sentences
- Know what to include and what to leave out
- The importance of choosing a title and key words

A range of practical exercises will be used.

By the end of the workshop delegates will:

- Improve their writing skills
- Increase their confidence
- Write effective abstracts for a variety of situations

How to Write a Research Paper

This full day workshop aims to provide postgraduate students or early career researchers in the biomedical sciences, with the skills and confidence necessary to effectively write a research paper.

During the workshop we will consider:

- Where to begin
- The importance of the different sections and how to approach them
- The importance of a good abstract
- Use of words, sentences, paragraphs

Practical exercises will be used throughout.

By the end of the workshop delegates will:

- Have increased confidence in their writing skills
- Know where to begin and when to finish a paper
- Be able to construct and present an effective argument

Planning and Writing a PhD Thesis

This half day course aims to guide postgraduate students in the biomedical sciences through the process of planning and producing a PhD thesis.

During the workshop we will cover:

- How to plan, draft and edit
- Approaching the different sections
- Preparing figures and writing figure legends
- How to keep going – persistence and dealing with writer's block
- Dealing with your supervisor

By the end of the course delegates will have increased confidence in their ability to plan and write a thesis together with a range of skills to do the job!

Using Creativity to Make Writing Enjoyable

This full day workshop is designed to increase your confidence in your writing skills and encourage individuals to see writing as an enjoyable experience.

TARGET AUDIENCE

Anyone who wishes to improve their writing skills

A variety of creative writing exercises will be used to demonstrate that any kind of writing – academic or otherwise - can be fun.

We will also read examples of excellent writing from a variety of sources to uncover the key elements of skilful writing.

By the end of the workshop delegates will:

- Be able to create well-balanced, succinct sentences and paragraphs
- Understand why some pieces of writing are impenetrable and difficult
- Be able to create writing which is easy and enjoyable to read

Introduction to Management Skills for Researchers

For most scientists, completing a PhD is their first step in scientific management.

It is frequently followed by a postdoc project that someone else has planned and designed. Before you know it, you are managing their project, achieving targets and milestones, working within a budget and yes, even managing staff as project students or technicians become associated with your work. And then there's the question of what comes next... who prepares you to manage your manager?

For most researchers, these are challenges in management skills for which they are given little or no formal preparation or training. Mastering these skills will increase your chances of success whilst reducing your experience of stress.

During this workshop participants will explore two aspects of management skills:

- Managing yourself – skills in personal effectiveness and organisation,
- Managing other people – both above & below you in the management structure.

Before the workshop each delegate will be asked to complete an online Behavioural Styles Analysis questionnaire. This will produce a detailed and comprehensive report which is as close as it gets to a user manual for people!

Outlining your preferred communication style, the personal insights gained will allow you to understand your strengths and maximise your effective communication with colleagues and managers.

Participants will learn:

- Tools for determining priorities in their workload
- New time management strategies
- Tools to increase personal effectiveness
- Understand the four major behavioural communication styles
- Have strategies to improve their communication skills.

The online Behavioural Style Analysis assessment completed before the workshop generates a detailed, personal report providing insight into their general style of behaviour, their communication style, their preferred work environment and indicates keys to motivation.

This report provides invaluable knowledge for self-development, professional development and teambuilding. This assessment is a key tool for anyone with managerial responsibility.

The cost of each online Behavioural Style report is in addition to the workshop fee.

A Masterclass version of this workshop is available for more experienced researchers.

"At first, I must admit the DISC report appeared like a load of psycho babble but as discussions went round the group on the day many of us could see not only how the test illustrated ourselves but also those who work around us.

I would recommend that anyone with an interest in developing themselves both in management and science should attend this!" Dr D Smith.

Management Skills Masterclass

Highly effective managers know and understand themselves, they communicate their ideas clearly and effectively.

To manage yourself or others it is important to understand the keys to individual motivation, to be able to identify and build upon strengths and to blend these into an effective team.

During this workshop participants will explore two aspects of management skills:

- Managing yourself – skills in personal effectiveness and organisation
- Managing other people – both above & below you in the management structure.

We will also explore Behavioural Communication Styles as an effective tool to manage your own performance and to understand other people.

Based on the principles of Dr William Marston, behavioural communication styles influence:

- how we respond to problems or challenges in life
- how closely we work with people
- our response to the pace of action in our lives
- how we respond to procedures or constraints.

In short, they influence how we communicate, how we behave, what motivates us and what makes us turn on our heels and go home!

We will explore the basic components of communication including listening skills and the power of body language. These principles will support teambuilding and facilitate development of skills for leadership of your team.

As a result of this workshop participants will

- Have a range of tools for managing time and priorities effectively
- Understand the major behavioural communication styles
- Increase their ability to communicate effectively
- Understand the dynamics of building and leading a team
- Be able to appropriately influence, motivate and to reward others

Participants workshop will complete a confidential, online Behavioural Communication Style Analysis which generates a detailed, personal report that will provide insight into your general style of behaviour, your communication style, your preferred work environment and indicate keys to motivation.

The cost of each online Behavioural Style report is in addition to the workshop fee.

During the "Management Masterclass" it became clear that the DISC reports were surprisingly accurate for most people.

The day was thought provoking and stimulating, bringing attendees a clear jump in awareness of communication styles of both themselves and those they deal with. Highly recommended for any academic environment wanting to improve the overall standard of communication on site." Dr Pepper

Confident Speaking at Meetings

We all attend meetings.

Whether it's the weekly department/research group debriefing, the departmental Management Group, the Health and Safety Advisory Committee, whatever, we all have some meetings scheduled in our diary.

As time is such an important and valuable resource, a fundamental question is "Why are we there"? If we attend meetings at all it is essential that we make them work for us!

This workshop aims to identify the key components of "confident speaking at meetings" and to provide both a structure and tools for planning and delivery.

At the end of this workshop the participants will :

- be clear about their purpose in attending a meeting
- know four essential questions to answer when planning for a meeting
- understand the different contributions of words, voice and body language as strategies to build rapport
- be clear about the skills involved in active listening
- know how to plan the content of your contribution
- have a wider range of tools to manage relationships and influence people

Chairing Meetings – How To Achieve Your Objectives

To be successful, each meeting needs to be managed to achieve the desired outcome and to satisfy the diverse needs of the participants.

At the same time the Chair needs to effectively manage the participants, the agenda and the timing of the meeting. This workshop provides a space for delegates to learn new skills and to discuss strategies for successfully chairing different types of meeting.

At the end of this workshop participants will:

- be more confident in chairing meetings
- know how to prepare for meetings
- understand how to lead and control meetings more effectively
- appreciate different purposes and styles of meeting
- have strategies to manage constructive participation in discussions

Coaching and Mentoring Skills for Researchers

Are you involved in the coaching or mentoring of researchers in your department? Many people find themselves with this role – officially or more often, unofficially – and sometimes feel unprepared as if they are “making it up” as they go along. Being involved with the professional development of a colleague can be one of the more satisfying aspects of a research career and also provide you with valuable skills and insights to apply to your own career development.

Coaching provides practical tools enabling you to get the best out of people - starting with yourself. As the benefits of coaching skills for both researchers and managers is rapidly becoming clear it becomes more important to learn and develop these skills. This expectation is in alignment with many aspects of personal career development, the Research Council's Joint Skills Statement and the Researcher Concordat – and many people find it is part of their job description as they take on positions of greater responsibility within their organisation

Coaching skills are valuable in a range of situations including:

- One to one discussions and developing research skills
- Giving constructive feedback
- Managing your manager
- Clarifying career development
- Being able to coach yourself

At the end of this session participants will

- Be clear about the different roles of mentor and coach
- Have verbal and non-verbal skills to build rapport
- Understand the power of questions to elicit learning
- Know how to use the GROW model to structure a coaching session

Coaching Skills for Managers

Coaching provides tools enabling you to get the best out of people - starting with yourself. Enabling people to realise their potential is a much talked about aspiration and the skills of coaching provide a practical way of doing this.

The development of coaching skills for managers, and pretty well everyone who interacts with others, is rapidly becoming clear. Many team leaders and managers, for instance, find it part of their job description.

Coaching skills are valuable in a range of situations including:

- One to one discussions and developing interview skills
- Giving feedback in appraisals and team meetings
- Managing your manager
- Clarifying career development
- Being able to coach yourself

At the end of this session participants will

- Be clear about the different roles of mentor and coach
- Have verbal and non-verbal skills to build rapport
- Be able to deliver positive and constructive feedback
- Understand the power of questions to elicit learning
- Know how to use the GROW model to structure a coaching session

NLP Skills for Educators – an Introduction

Neurolinguistic programming is a much talked about discipline.

In simple terms it is a system for modelling human behaviour and has studied the language, behaviour and performance of acknowledged experts in communication.

Distilling this analysis provides a tool kit for modifying our thoughts and behaviours to achieve greater degrees of excellence.

The beauty of NLP is that you are able to apply new patterns or models to achieve greater success in performance or communication and to see and feel the improvements.

This workshop provides an introduction to some of the key concepts of NLP including the importance of models in learning and performance, achieving rapport, unconscious levels of influence and the importance of the mind-body link.

At the end of this session participants will have:

- a better understanding of themselves and of others
- verbal and non-verbal skills to build rapport
- tools to communicate and influence others more effectively
- a better understanding of how their own brain works!

Advanced Communication Skills

This workshop explores the principles of communication and influencing skills.

We begin by exploring the components of effective communication and the power of behavioural and verbal modelling.

We will develop inter-personal skills, more subtle techniques for building rapport and practise these skills in a supportive environment.

The course is highly interactive involving discussion and practical exercises. Individual needs are considered in order to maximise inter-personal skills

By the end of the workshop delegates will become more effective in using:

- Body language, posture, eye contact, facial expression
- Appropriate language, listening and questioning skills
- Using Inter-Personal Skills
- Looking and sounding confident
- Communicating commitment and expertise
- Influencing individuals and groups during meetings or discussions

Creative Thinking and Problem Solving

The key to success in research is, first of all, being able to ask the right question. Being able to interpret the data, to see new patterns, to make links between the not-so-obvious associations are skills that are developed to provide new and creative answers to your research challenges.

During this workshop we will develop your ability to ask questions, to think outside the box, to see things differently and generate a wider range of possibilities.

We will use a range of techniques including group discussion, group activities and targeted exercises to develop your creative thinking and problem solving skills. Do come ready to work on your own research ideas, problems or challenges and be prepared to develop some surprising possibilities.

As a result of this workshop participants will

- Know the first step to solving a problem is to ask the right question
- Be able to use a range of techniques for stimulating creative processes
- Understand how learning styles and behaviour influence creative activity
- Have techniques to generate ideas and select solutions
- Access resources for creative thinking, problem solving and decision making

Plan Your PhD/PostGrad studies - survive and thrive!

In 3 years time you hope to get a PhD.

Why are you doing this?

What are you expected to achieve?

Exactly how will it happen?

This workshop will explore the motivation for and mechanics of studying for a PhD.

Participants in this workshop will learn the value of taking responsibility for the process of gaining a PhD degree. They will explore different learning styles and models of adult learning. They will also be clear about the requirements of the university and the responsibilities of both students and their supervisor(s).

As a result of this workshop participants will -

- Understand the requirements of the University during their 3 year study
- Know the responsibilities of a PhD student
- Be clear on what they can expect from their PhD supervisor(s)
- Understand the components of the adult learning cycle
- Be familiar with different learning styles
- Have a clear timetable to meet their commitments to the organisation

"I liked the way Margaret presented her topic.
It was very impressive and interesting.
Thank you for such valuable time and content."

"Very well presented and thought provoking.
A must for all new PhD students!!"

Presenting Yourself

Preparing for interviews and final year presentations.

This new workshop is specifically designed to give undergraduate students skills in confident communication and body language.

This assists them in delivering effective presentations in seminars or in viva voce exams and in presenting themselves confidently and professionally to a prospective employer.

Presenting Yourself has 3 explicit outcomes for participants to:

- Present themselves confidently
- Plan and structure a presentation
- Be prepared for questions.

During this workshop there are opportunities for discussion and interaction, to communicate confidently and to receive constructive feedback on performance. Participants deliver a short presentation and are coached on their performance. By keeping the group sizes small we ensure students have the greatest opportunity to contribute, ask questions and receive supportive feedback from experienced trainers and from their peers.

Further information on developing confident attitudes to help deal with stress are also important components of this training session.

" Brilliant and very useful day.
Recommended!"

" Exactly what I needed - great help
with confidence issues.
Very well presented - a must!"

" Didn't think it would be relevant but it was really good.
I now feel more confident about presentations and job
interviews!!"

Manage, Influence and Motivate!

Highly effective people know and understand themselves, they communicate their ideas clearly and effectively.

To manage yourself or others it is essential to understand the keys to individual motivation, to be able to identify and build upon strengths and to blend these into an effective team.

This workshop will outline the principles of behavioural communication styles.

Behavioural traits influence:

- how we respond to problems or challenges in life
- how closely we work with people
- our response to the pace of action in our lives
- how we respond to procedures or constraints.

In short, they influence how we communicate, how we behave, what motivates us and what makes us turn on our heels and go home!

We will explore the basic components of communication including listening skills and the power of body language. These principles will support teambuilding and facilitate skills for developing and motivating staff appropriately.

As a result of this workshop participants will

- Understand the major behavioural communication styles
- Be clear on the use of body language to support verbal communication
- Be able to use effective listening techniques
- Increase their ability to communicate effectively
- Understand the dynamics of building a team
- Be able to appropriately motivate and to reward others

Optional extra (costs to be agreed before delivery): Participants in this workshop may be able to complete an online Behavioural Style Analysis assessment. This generates a detailed, personal report providing insight into their general style of behaviour, their communication style, their preferred work environment and indicates keys to motivation.

This report provides invaluable knowledge for self-development, professional development and is a key tool for anyone with managerial responsibility.

Resources for Successful Change

Change happens whether we like it or not.

The real question is whether we let ourselves become a "victim of change" which happening around us or whether we proactively manage the situations we encounter.

This workshop will explore how our attitudes shape our responses to the changes we experience for better or for worse. It will provide you with tools to deal with change constructively and to find a personal course of action for managing yourself and the environment around you.

The aim of this course is to equip people to anticipate and to deal with change in a constructive manner, consequently reducing stress and increasing the positive outcomes from the experience of change.

At the end of this session participants will

- understand the important elements of change
- have strategies to recognise, prepare for and respond to change positively
- recognise patterns of change and growth in their own lives
- have a personal plan for dealing with change in their life

Stress Busting for Busy People/Managing Pressure Positively

Stress, a part of everyday life, something to be lived with, inescapable???

In many cases, stress has power over us because we don't realize that we have choices and could be doing things differently.

This course will allow the participants to understand the nature and sources of their stress. They will gain the skills to deal with their stress symptoms and with stressful situations, they will learn how to relax and to choose a healthier and happier future. The skills gained can be equally applied to stress at home or at work, from dealing with tasks or to managing people and situations.

By the end of the course participants can expect to:

- understand the biological basis of stress and it's symptoms
- see the reasons why stress is personal and identify your particular stressors
- become aware of how you deal with stressful situations
- have choices to deal with stress in a healthier or more helpful way
- learn techniques that can help to deal with the symptoms of stress
- have tools to manage themselves and their environment more effectively

"I went on the Managing Pressure Positively workshop on Friday and I just wanted to let you know that it was the best course I have ever been on. The person running it was fantastic, really good and I learnt so much from it."

Aim to be Assertive

Assertiveness is about effective communication. This course will allow participants to understand assertive behaviour, to improve their communication skills and have greater self confidence when dealing with potentially difficult situations.

Through group discussion, guided exercises and self reflection we will explore ways to communicate in a range of potentially difficult situations at home or at work and participants will develop skills including how to give constructive feedback, to say no, to give or receive criticism or praise.

At the end of this course participants will

- understand differences between assertive, passive and aggressive behaviours
- increase their ability to communicate effectively
- have strategies to deal with difficult situations
- have greater confidence in their own abilities

Saying No Positively

You've started on your PhD journey. Many things are familiar, many are very different. There are opportunities to excel and many risks to be taken. You'd be surprised how many people feel poorly prepared for the challenges that face them, afraid that they won't match up to other people's expectations of them.

All too soon it seems as if everyone wants a piece of your time, a portion of your attention... You are expected to do your research, read the literature, write reports, attend meetings or seminars. Perhaps you're all too familiar with the request "Can you just...?". And that's before you try to maintain friendships, a family or any sort of social life!

This workshop is aimed at PhD students who feel they are over-committed and want a little help. Saying "Yes" to the really important stuff often means learning how to say no positively to many things that you would like to do but just don't have the time or resources to commit to.

By the end of the course you can expect to have:

- Tools to communicate and influence more effectively
- Strategies to deal with difficult situations
- Tools to set and to achieve goals
- Verbal and non-verbal skills to build rapport
- Greater confidence in your own abilities.

This course can easily be modified to suit other groups of university staff as required.

Imposter Syndrome Secrets – How to Feel as Good as They Think You Are

Are you as good as they think you are?

This secret fear that we're not really good enough is surprisingly widespread.

In the face of tangible evidence of their success, many women, some men, people who are genuine high-achievers are often racked by self-doubt and the fear of being found out.

This feeling has been termed "The Imposter Syndrome".

You might recognise this syndrome when you realise you're thinking or feeling:

- that you don't put yourself forward because you fear you'll fail
- you don't contribute in meetings because you don't want to look a fool
- you've done pretty well so far but it was really lucky
- other people doing similar jobs seem to be more "grown up" than you feel
- your definition of "good enough" for yourself is really "achieving perfection without breaking sweat"!

If not addressed the Imposter Syndrome can cause individuals to experience significant stress, anxiety and fear. It can drive them to burn-out or inhibit them from achieving their full potential, prevent them from making valuable contributions to projects or meetings and deprive an organisation from seeing the very best that their staff can give.

But the Secret is now out. The Imposter Syndrome can be sorted!!

During this workshop "Imposters" will:

- come to understand how this is affecting their life
- examine the "rule book" they are living by and choose - if they want - to re-write the rules
- examine the role that gender, race and class can have on feelings of fraudulence
- benefit from understanding how men and women put different values on the art of "winging it"
- see how their interpretation of past success has been making things more difficult
- notice that being incompetent and feeling incompetent are two totally different things
- explore the advantages and disadvantages of different coping mechanisms
- learn practical strategies to set free their Imposter and be themselves!

This practical, hands on workshop can be organised for and tailored to particular groups in your University such as PhD students, Women Researchers, Women Academics... There can be great benefit in recognising you are not alone and learning new strategies for success in a safe and supportive environment.

About Some of Our Trainers

Training For Universities uses a number of expert trainers. All the trainers delivering these workshops have specialist experience within Universities and/or Research Institutes. Many are currently active within their field, using their expert skills. You can trust them to share specialist "insider experience" with your workshop participants.

Dr Margaret Collins



My research career is driven by the question "How does that work?". During my career at the University of Surrey, The Institute for Animal Health and the Royal Veterinary College it didn't take long for me to begin to ask that question about teaching students. Why were some techniques more effective than others? What if students had different learning styles?

Similarly when it came to career progression and promotion, why did some move up more quickly and easily than others? How did that work?

I found many answers through study of coaching, Behavioural Styles Analysis, Neuro Linguistic Programming and developments in educational theory. In 2003 I founded this company, designed to bring aspects of these disciplines into academic workshops for you to share!

Fellow of the Higher Education Academy
Member of the Society For General Microbiology
Graduate of CoachInc Coach Training Programme, 2002
Master Practitioner of NLP, 2006

Rebecca Ballard



My educational background is in the areas of language and linguistics based in both Aberystwyth (undergraduate) and Bath (postgraduate) Universities. The application of these interests to communication and presentation skills training seems a small and very natural step.

Professionally I have been providing training and support for small groups and for individuals since 1990. Initially this was within organisations including the Southern Regional Council, The RNIB and Blazie Engineering. For the last two years I have been a freelance trainer.

Like many trainers, this initially started, almost by accident, as people realised I was "good at helping". Since then I have supplemented these natural talents with formal training in adult education with the City & Guilds 7307 qualification and certification in software support applications.

I have specialised in providing support for computer users of Microsoft products (including Word, Excel and Outlook) enabling people - even the technophobic and completely new computer user - to comfortably and confidently get the best out of their technology!

More recently I have provided individual support for people with various forms of disability requiring the use of a variety of access technology software including JAWS, Dragon Naturally Speaking Preferred, Magic, SuperNova and ZoomText.

About Some of Our Trainers

Dr Shirley Ellis



I have been an active research scientist in the field of molecular immunology since 1980, initially at Oxford University and since 1990 at the Institute for Animal Health, a BBSRC-funded institute. I run a small, productive research group, and have supervised 10 PhD students to completion.

I have a long-standing interest in both postgraduate and supervisor training, and was involved since its inception with the training and accreditation programme for postgraduate supervisors (TAPPS) which is now administered by the Higher Education Academy (HEA) of which I am a Fellow.

I have a long-standing passion for good writing, and recently completed an MA at the University of Sussex in creative and critical writing, with a dissertation entitled: Genomes and creative writing. Since 2007 I have been working as a part-time freelance trainer, offering a variety of workshops involving writing skills for postgraduate students and early-career scientists.

Professor Neil Stoker



I have been an active researcher for over 30 years, training at the University of Leicester and Imperial Cancer Research Fund, and then working as an academic at the London School of Hygiene & Tropical Medicine, and the Royal Veterinary College.

I have considerable experience in obtaining grant funding, having received several £ million as principal or co-applicant.

I am also highly experienced at scientific writing, with over 80 refereed papers.

As a teacher, I have developed and run BSc and MSc courses, both in-house and distance-learning, and am a fellow of the Higher Education Academy.

Academics are often expected to be 'good at everything'! I believe that this is impossible for most people, but that sensible strategies can be developed that make the tasks we find difficult less painful and more likely to succeed.

I have recently moved out of full-time academia, in order to develop other avenues, including mentoring, coaching, and creative awareness.

Terms and conditions

These are examples of the Terms and Conditions of engagement. The details may be modified following discussion with individuals representing the organisation commissioning the training as appropriate.

The following terms and conditions apply to events being facilitated or delivered by Dr Margaret Collins or any other trainers acting on behalf of Training for Universities.

Workshop name: To be agreed.

Fees: To be agreed.

Services to be Provided: Design and delivery of workshops. Handouts as pdf files, and/or PowerPoint presentations will be provided as appropriate in advance of the workshop. The content of such remains the property of Dr Margaret Collins/Training for Universities and can be used with permission.

Postponement/Cancellation: Cancellation or postponement must be confirmed in writing.

If, for any reason, the University/Institute/Organisation is unable to fill the places at an event, the event may be cancelled or postponed as appropriate by mutual agreement.

If the workshop is cancelled/postponed between 42 and 14 days before the event and no further work is secured, the University/Institute/Organisation will be liable for 50% of the agreed fee; cancellation later than 14 days notice will normally incur payment of 75% of agreed fee. There will be no charge for postponements/cancellation if alternative work on that date can be found. Any travel or accommodation expenses already incurred in relation to the postponed workshop will be payable by the University/Institute/Organisation.

Signed Date

Print Name: Dr Margaret Collins

Signed Date

Print Name: