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MEETING ABSTRACT

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Supporting early-stage researchers to plan their careers

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Objective and target audience: The objective of this workshop is to provide a systematic approach to career planning for those whose role it is to supervise, mentor or otherwise develop early-stage researchers including (but not limited to) PhD students and post-doctoral fellows. The workshop is aimed at anyone in academia or industry with supervisory or pastoral responsibility for early-stage researchers, including principal investigators, HR managers, deans of graduate studies, course providers and mid-career scientists with supervisory responsibilities.

Active career planning seldom features in the lives of early-stage researchers: 50% of postdoctoral researchers have no idea how their postdoctoral training will lead them into a career [1]. Yet there is evidence that developing specific career goals makes early-stage researchers more likely to succeed, leading to higher salaries, more frequent promotions, more responsibility and greater job satisfaction. This approach encourages researchers to take an active role in their career progression and is beneficial for those intending to pursue academic or non-academic careers.

There are some excellent resources readily available to help early-stage researchers to recognise their personal strengths and enthuse-asms, plan their careers and then adhere to a plan. We will introduce these in a highly interactive way.

Expected outcomes: Participants will leave the workshop with a set of resources that they can introduce to their early-stage researchers, and a plan for how they can be used. This will enable them to become more effective multipliers for good career planning in their place of work. By encouraging early-stage researchers to plan their careers effectively, participants will encourage the practice of lifelong career development in their supervisees.

Reference

1. Gibbs KD Jr, Griffin KA: **What do I want to be with my PhD? The roles of personal values and structural dynamics in shaping the career interests of recent biomedical science PhD graduates.** *CBE Life Sci Educ*, 2013; 12(4):711–723.
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