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realising
the potential
of researchers

Adventures in consulting

Case study

Vitae resources: developing the
skills and careers of researchers

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Acknowledgements

Adventures in Consulting has been written by Peter Reid, and updated by Helen Boughton, March 2007

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Contents

Summary

Overview and aims

This case study is an exercise to encourage the development of consultancy skills. It is designed to make participants aware that consulting is a process that happens (or should happen) often in everyday business situations and that the skills are transferable to a range of management and business roles and contexts.

The aims of this exercise are:

- To define consultancy and what consultancy work entails
- To expand awareness of the potential uses of consultancy in a range of roles, organisations and environments
- To develop skills of: information gathering; targeted questioning; active listening; creative brainstorming; problem solving; advocacy; teamwork; customer awareness and presentation
- To enable facilitators/clients to discover options for solving a real and current business issue

Type of resource

Case study

Recommended running time

3 hours - either as a single session or split over multiple days

Audience

This material has been written for postgraduate researchers (PGRs) but the exercise will work for other audiences. It is suitable for anyone with little to no consultancy experience but who has an interest in learning about consultancy and/or the skills related to this area of work.

Learning outcomes

These are the learning outcome areas as mapped on to the Researcher Development Framework (RDF).[1] For conditions of use for the RDF please refer to www.vitae.ac.uk/rdfconditionsofuse.

The RDF is a professional development framework for planning, promoting and supporting the personal, professional and career development of researchers in higher education. It articulates the knowledge, behaviours and attributes of successful researchers and encourages them to realise their potential.

A primary outcome is defined as an outcome that is likely to be achieved by all participants irrespective of how the resource is presented. A secondary outcome is that which might be achieved but to a lesser extent than a primary outcome and will vary from participant to participant depending on how the training activity is delivered and what focus is presented.

[1] www.vitae.ac.uk/rdf

Domain A: Knowledge and intellectual abilities		
A1 Knowledge base	**P**	**S**
1. Subject to knowledge		
2. Research methods – theoretical knowledge		
3. Research methods – practical application		
4. Information seeking		
5. Information literacy and management		
6. Languages		
7. Academic literacy and numeracy		
A2 Cognitive abilities		
1. Analysing		
2. Synthesising		
3. Critical thinking		✓
4. Evaluating		
5. Problem solving	✓	
A3 Creativity		
1. Inquiring mind	✓	
2. Intellectual insight		
3. Innovation		
4. Argument construction		✓
5. Intellectual risk		

Domain B: Personal effectiveness		
B1 Personal qualities	**P**	**S**
1. Enthusiasm	✓	
2. Perseverance		
3. Integrity		
4. Self-confidence		
5. Self-reflection		
6. Responsibility		
B2 Self-management		
1. Preparation and prioritisation		
2. Commitment to research		
3. Time management		
4. Responsiveness to change		
5. Work-life balance		
B3 Professional and career development		
1. Career management		
2. Continuing professional development		
3. Responsiveness to opportunities	✓	
4. Networking		
5. Reputation and esteem		

Domain C: Research governance and organisation		
C1 Professional conduct	**P**	**S**
1. Health and safety		
2. Ethics, principles and sustainability		
3. Legal requirements		
4. IPR and copyright		
5. Respect and confidentiality		
6. Attribution and co-authorship		
7. Appropriate practice		
C2 Research management		
1. Research strategy		
2. Project planning and delivery		✓
3. Risk management		
C3 Finance, funding and resources		
1. Income and funding generation		
2. Financial management		
3. Infrastructure and resources		

Primary (P) and secondary (S) outcomes highlighted (✓)

Domain D: Engagement, influence and impact		
D1 Working with others	**P**	**S**
1. Collegiality		
2. Team working		
3. People management		
4. Supervision		
5. Mentoring		
6. Influence and leadership		✓
7. Collaboration		
8. Equality and diversity		
D2 Communication and dissemination		
1. Communication methods		✓
2. Communication media		
3. Publication		
D3 Engagement and impact		
1. Teaching		
2. Public engagement		
3. Enterprise		
4. Policy		
5. Society and culture		
6. Global citizenship		

Additional notes

This case study can be led by a session leader with consultancy experience to add depth and reality to the case study, but it works equally well when presented by someone from a different background, but with experience of the transferable skills.

If feasible, the facilitators (as the clients) provide a real life issue for the participants to solve. This should be prepared and submitted in advance of the session to the course organiser using the client worksheet proforma.

It is recommended that there is a main plenary room for introduction and debrief; individual group rooms where interviews with clients, brainstorming, presentation preparation and delivery can take place.

This case study should be run with a minimum of two groups of participants, who are the consultants in this exercise. This is in order for the plenary debrief to provide sufficient contrasting experience and feedback for discussion.

Session leader brief

Overview of session

This case study provides an opportunity for participants to take on the role of management consultants and attempt to solve a business issue presented by their client (facilitator). It aims to give participants an insight into the tasks and processes of consulting and to develop some of the associated skills. They take part in client meetings and present their findings at the end of the session.

Stages of the exercise

Introduction

As session leader you will introduce the case study. A set of slides is also available for your use - you should not feel constrained by these! There is no substitute for real experience, so please feel free to add examples from your own experience.

The main points to include in the introduction are: defining what consultancy means and introducing the structure and timings for the exercise. Three elements are key to the consulting process: questioning, listening and idea generation. The GROW model of coaching is a useful template for these areas.

GROW = **G**-Goal **R**-Reality **O**-Options **W**-Will

Explain and clarify the concepts behind this model, illustrating with examples.

Participants are provided with a Consultants' worksheet with more information on this model and notes to guide them through the exercise. They are encouraged to use the GROW model in their client meetings and presentations.

Client meetings

After the introduction, participants will receive their Client worksheet and will attend a client meeting. Emphasise that this is not a role-play exercise. All the issues should be treated as real (they are based on real issues), so they should be treated with some seriousness (that means it's still OK to have fun in the process!)

Client meetings should last no more than 30 minutes initially. If consultants want another meeting with the client, then a 10 minute appointment can be arranged to take place no earlier than the half-way point in their analysis and preparation phase. Once the meetings are over, consultants prepare their client presentations.

Presentations

Participants should be encouraged to produce formal and considered presentations back to their clients, in the expectation that their findings will be relayed to the client's employers in some way. Once again, the GROW model can serve as the basis for structuring presentations. Presentations should be accompanied by a written outline. The consultants should allow time for some questions from the client after their presentation.

Debrief

Ask the groups and the clients what were the key learning points for them. Here are some of the possibilities that may emerge – and some you may wish to promote:

- Understanding an issue you are not familiar with
- Focusing on process rather than content
- Getting to the heart of the issue
- Formulating good and useful questions
- Generating really creative solutions in the team
- Building up a good working relationship with the client quickly. Treating them like a client!

- Putting knowledge and awareness together to understand what really goes on in business
- Bringing an outsider's perspective to the situation
- The responsibility of dealing with a real issue
- Making a persuasive presentation
- What do consultants really do?
- How do I get to become a consultant?
- How can I use consulting skills back on my doctorate?*
-

*Two of the slides provided below (Slides 15 and 16) relate exercise outcomes to the Researcher Development Framework. This can help participants make links between skills used in this exercise and developing as a researcher.

Structure and suggested timings
It is recommended the whole exercise is run in 3 hours, either on a single day, or split into multiple sessions (preferably consecutive). See example timings below.

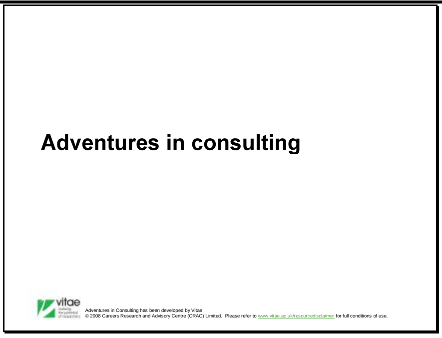
Suggested 3-hour session on a single day

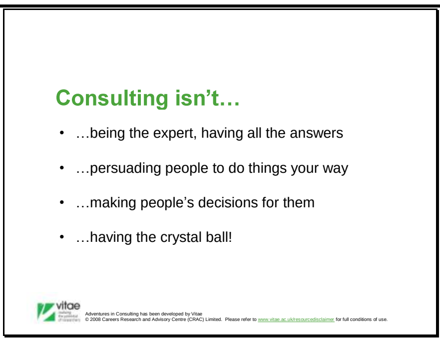
Time	Activity	Duration
T	Introduction	(20)
T+20	Preparation for initial meeting with client	(15)
T+40	Initial meeting with client	(20)
T+55	Work on issues	(35)
T+90	Optional second meeting with client	(15)
T+105	Work on issues and presentation	(40)
T+145	Presentation and feedback	(25)
T+170	Debrief	(10)
T+180	Close	

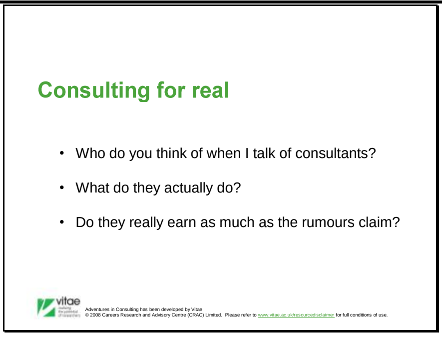
Suggested timings for a 3-hour session split into two

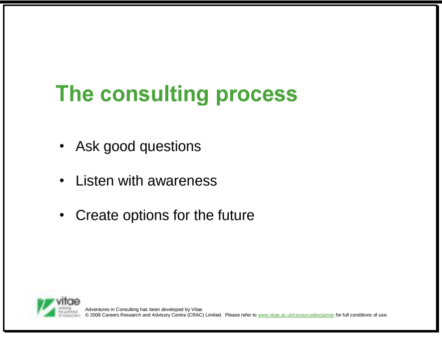
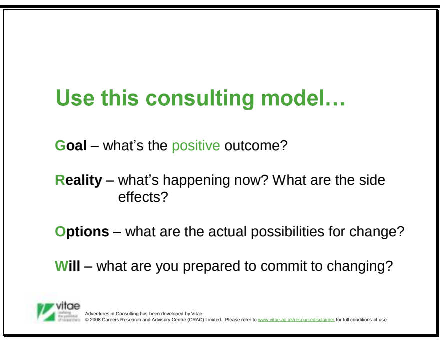
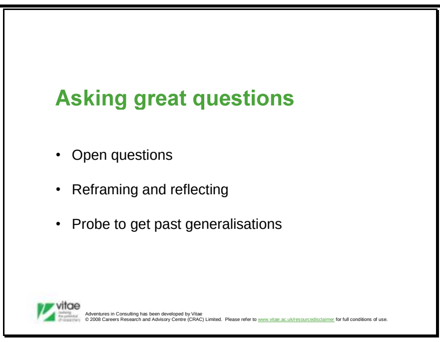
Time	Activity	Duration
T	Introduction	(20)
T+20	Preparation for initial meeting with client	(15)
T+40	Initial meeting with client	(20)
T+55	Work on issues	(35)
T+90	End of 1st session	
T	Reminder Introduction	(5)
T+5	Work on issues	(15)
T+20	Optional second meeting with client	(10)
T+30	Work on issues and presentation	(25)
T+55	Presentation and feedback	(25)
T+80	Debrief	(10)
T+90	Close	

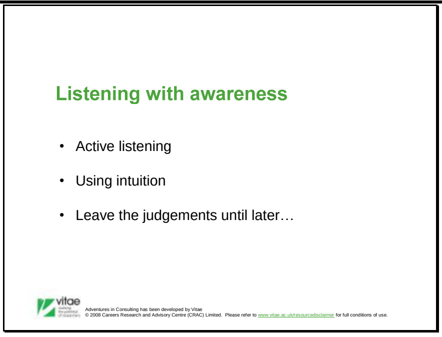
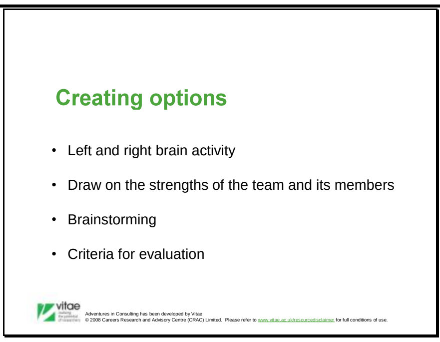
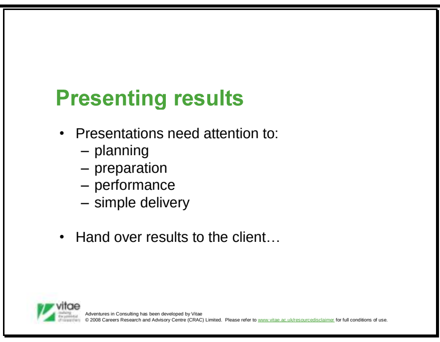
If the exercise is run over multiple days, it is important to point this out to participants in the introduction. Explain that the first session focuses on problem definition, ideas and analysis, and the following sessions will involve finalising their solutions and presenting back to the client.

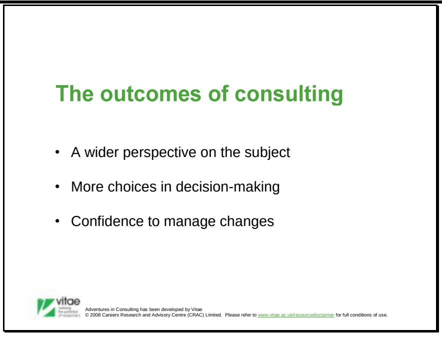
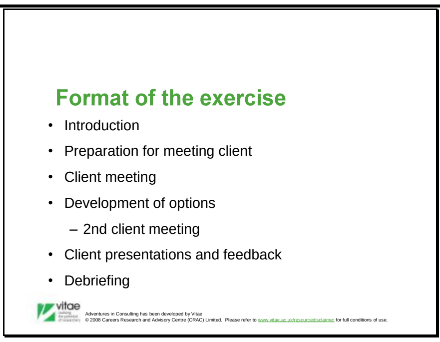
Slide 1		
Slide 2		Consulting is a skill set: • about asking questions • getting information • analysing data • presenting Businesses use consultants to get more choices (often already available in house!) Puts control back – consultant gets the standard employees voice heard, as people may be happier telling an outsider what they really think than having to tell their manager to his/her face Client owned – consultant offers solutions, but client decides what they implement and how they might implement it The intention of Adventures in Consulting is to consolidate the knowledge and awareness participants have gained through employment or their research project, and bring it to focus on a set of real issues. Participants may ask about management consulting as a career option; they are often curious about what consultants actually do. Adventures… is designed to make participants aware that consulting is a process that happens (or should happen) often in ordinary business situations. Consultants aren't the only people who consult. In particular there are "internal consultants" - a manager may act as an internal consultant to another part of their own organisation, perhaps on a secondment basis, to bring a fresh "outside" view on a problem without resorting to the expense of external consultants. Such roles offer the organisation a valuable opportunity to develop the breadth of experience of their own managers, and

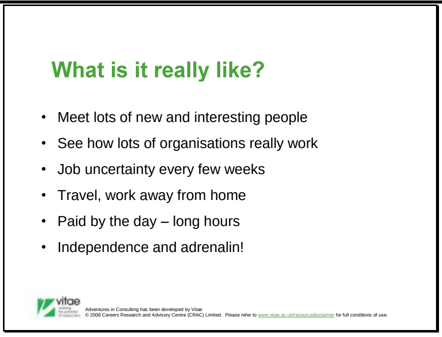
		the manager involved can gain an interesting opportunity to explore a career option in another part of their own organisation. This slide helps you to make these points. Consulting in any environment is about helping people get back in control by having more choices and the equipment to make better decisions. Anyone can and should use a consulting approach when it's appropriate. Sometimes, however, people are in a situation where the wood is obscured by the trees and an outside, neutral partner in the process is necessary. That's when it's right to 'call in the consultants'. The last point on the slide is the key one: the solution is owned by the client, not the consultant (even though the consultant may have a part in implementing it).
Slide 3	 	**The consultant:** • may not agree with the client approach • is usually employed to give an independent view • should stress the benefits and highlight the risks of each possible solution Client holds the purse strings, decides on the way forward Note that there are 'expert consultants' who advise on installation and implementation of quality processes and IT systems, but this exercise is about 'process consultants', who are expert in asking questions, building good working relationships, and seeing to the heart of a client's concerns. This is the sort of consulting that any manager can practice.

Slide 4		Get the participants to shout out the name of some consultancies. Many of the big consultancies started off as accountancies – PWC, Deloittes, Accenture – and have separated, especially in the wake of the Enron and Andersen's scandal in 2001. Get the participants to shout out what they think consultants do. **What do they do?** Management consultants, area specialists, eg. process outsourcing (HR, finance, IT…), or business change associated with mergers and acquisitions. **Sector specialist –** have strong, sometimes niche skills in a business area - for example there are consultants advising government in subjects as diverse as road pricing , NHS efficiency, environmental modelling … **Technical specialists** - the large companies are usually IT focused (Atos Origin, LogicaCMG) but there are many consultancies both large and small in other technical disciplines. Sometimes these are a branch of a larger business, for example Atkins and Jacobs Engineering both run specialist transport consultancy practices alongside their main construction and engineering businesses. **Recruitment consultants** - charges range enormously £100 - £7000 per day. This is what the company charges, not what the consultant receives! Many are self employed, £300/day = £38K for 110 days, but being self employed means that you have to fund your own sickness leave, pension and holiday absence so this is equivalent to only about £20K earned by a salaried employee. Lots of jobs – finance functions, project functions, HR etc use consultancy skills every day.

Slide 5		This slide sets out the three areas of focus for the exercise. These are: • questioning to achieve understanding. Beware of making assumptions. • active unprejudiced listening - look out for what they don't say just as much as listening to what they do say. In many organisations, climbing the management tree means being unremittingly positive, and some managers will experience a huge cultural difficulty with expressing clearly just what is wrong • creative thinking and teamwork Watch their body language!
Slide 6		The GROW model was devised by sports coaches in the US in the 1970s and has since become widely used in business and personal coaching as well. More information can be found in *'Coaching for Performance'* by John Whitmore, for example. Participants in Adventures… can use it to help frame their questions for the client meeting, and as a structure for their client presentations. Note the emphasis in the first point on the *positive* outcome. If the client wants to do something that is stated initially as moving away from, reducing, minimising, avoiding or eliminating something, it is usually better to reframe this by asking "What would doing that achieve?' so as to start with a positive target, which is more motivating.
Slide 7		Most people understand the difference between closed and open questions – intellectually, at least. So it may be worth asking for examples. Reframing is here the process of testing out understanding by applying it in a different context: questions that begin with 'How would it be if..?'. Reflecting back the speaker's last words ('What I think I'm hearing you say is…', 'can I just check that…') is a good way to generate understanding. The kind of generalisations in the third point are indicated by statements like 'we have to do this' or 'everybody thinks that' to which follow up questions like 'who exactly says you have to do it?' and 'who specifically thinks that?' can often get to the reality behind generalisations. If the conversation gets stuck you can try a question like: Suppose you had a magic lamp with a genie who would give you one wish to make this situation better - what would you wish for?

Slide 8		Listen without prejudging the facts at this stage, is the message here. The evaluation comes later. The main thing to do is to find out about the client's map of the world and gather some data. But intuition is useful in deciding what questions to ask.
Slide 9		This part of the process needs both data and intuition – left and right brain activity. If you know any brain gym activities perhaps the participants could do some now as an interlude! Brainstorming is an activity where the team generates ideas without initial evaluation, and then considers them. It is important to generate some criteria for evaluation of the ideas in the light of the client issues and priorities, so that the ideas generated can be evaluated rationally.
Slide 10		Final presentations should be no more than 10 minutes long. Questions from the client follow. The client should receive a written outline of the content and coverage of the presentation. The three Ps of presenting are: • **planning** (what do we need to know: what does the audience want to know?) • **preparation** (how to organise the material and equipment for the presentation) • **performance** (how to deliver the messages for maximum useful impact) And remember that the results are owned by the client in the end, so plan presentations accordingly.

Slide 11		Just a summary of the key messages of the exercise, to conclude this part of the introduction.
Slide 12		Use this slide to display the actual timings for the exercise. Then send the participants away to get started.
Slide 13		This slide begins the final debrief in plenary at the end of the exercise. Ask for show of hands who wants to be a consultant?

Slide 14		Presenter should add a lot of their own experience here!

Facilitator/client brief

Overview of session
This case study provides an opportunity for participants to take on the role of management consultants and attempt to solve a business issue presented by their client (you, as the facilitator). It aims to give participants an insight into the tasks and processes of consulting and to develop some of the associated skills. They take part in client meetings and present their findings to you at the end of the session.

Your role

Preparation
Ideally in their role as consultants, participants will work on real business issues. Prior to the session you will be asked to identify a business issue for your participant group to solve and to submit this on a client worksheet proforma to the course organiser.

The issue should be chosen in the light of these questions:
- Is this an issue that my organisation would really like to see resolved?
- Have we exhausted the possibilities in our own investigation of the topic?
- Is the topic one where the input from a selection of the best researchers at UK universities would be useful?

This means that topics with a need for a 'blue sky' research approach are likely to be most appropriate for this exercise. So questions like 'How do we get a real presence in the Far East market?' or 'How do we reduce labour turnover in marketing and R&D?' are more appropriate for this team of consultants than questions like 'How do we increase the throughput on our main production line by 6%?' or 'My boss and I don't get on: what can we do about it?'

On the day

Initial client meeting
In the first part of the exercise, you will need to brief your allotted group on your issue. The session leader will specify the time for the briefing in the introductory session, and you should go to the group room at that time to brief them. The group will receive your client worksheet with an outline of the issue prior to the client meeting.

The aim of the client meeting is to give the group sufficient information in the limited time available so that they are able to understand enough about the issue and its context – organisational, financial, timeliness etc. – and are able to generate some options that could be genuinely useful to your business problem.

Before the meeting refresh your memory on the wording of the business issue, and draw up a list of the key points that are most important to get across in your briefing. You know your own business the best and if you are enthusiastic about what you do, then it is easy to lose track of time, or get diverted by an interesting question from the group, and maybe forget to mention something important! As a client with a busy diary however, you do only have a limited time to spend with your "consultants" and you should therefore avoid the temptation to give an extended briefing.

When you arrive to brief them, the group will have had a few minutes to arrange themselves and read an outline of the issue, but hardly any thinking time. You should behave like a genuine client, and note whether they treat you like a client: greeting, seating arrangements, maybe offering you a coffee; and whether they question politely or just pile in and grill you – this is useful material to give them feedback on at the end of the exercise.

If the exercise is being run over two days then you may want to jot down these points as a reminder as you will not be giving feedback until the second session the next day.

Second client meeting (optional)
In the introductory session, the session leader will suggest to the participants that they have the option of asking for a second client meeting part way through the exercise. Wise groups always take up this opportunity – if they don't, then you have valuable feedback to give them, as real consultants never pass up the chance of quality time with the client and the information and rapport that can be gained from it!

The session leader will explain to participants how to request the meeting, and this will normally involve the group coming to find you at an agreed location, instead of you visiting them in their group room. You need to be in the right place at the right time.

The group should lead this second meeting as they will have generated questions for you as part of the creative process. They should again treat you as a client, and should have an agenda – again as you are a busy client, they should respect the time limits.

Presentation and feedback meeting
At the end of the exercise, the consultant group presents their findings to you, their client. This is a formal presentation and should adopt an appropriate style. Not too stiff as though presenting to a symposium, and not with songs and paper hats either.

Consequently this should take place in their group room or other room where the group and client are alone together and can set a suitable atmosphere of rapport, not as a plenary session. The presentation should last no longer than ten minutes and be followed by about 5 minutes for the client to ask questions. Make sure you have some questions to ask your consultants at the end of the presentation.

You should then draw the presentation session to a close, drop out of client role, and give the group feedback on:

- **the quality of options generated for your business**
  Thank the group for their efforts. Tell them which option you might consider using, and (briefly) why. Give them feedback on any obvious shortfalls such as questions that they should have asked you, and didn't. For example, a common oversight is to omit to find out what your budget is, and this can lead to options generated being a long way from what you need.

- **the process**
  Tell the group how you felt you were treated as a client in the meetings and how they might do this differently in future, for example being greeted and looked after, appropriateness of questioning style, and how well they built rapport with you, body language etc. Give the presenter(s) feedback on how well they presented, including how well they handled client questions.

Thank the group again for helping you with your real life problem! If appropriate and by way of comparison, outline how the issue has been handled in your organisation.

Client worksheet (example)

Name: Motivation for Success

What is the issue? As the manager of this division, I am responsible for a team of people who provide three key functions for the business: to supply high quality products to external customers, to also supply 'group' customers (parent company related organisations - in theory without favouritism), and to provide excellent after sales service directly to our end users. The key issue as I see it is finding the right kind of motivation for our people so that we can work effectively, perhaps even enjoyably at times, and achieve the sort of financial success we badly need to survive.
What do you want to achieve? I would really like the staff to care more about their work and to be more involved with the whole business process. But that doesn't mean I expect them to spend their every waking hour at work. I would like them to be more efficient, because my gut feeling is that most folks are just 'cruising it' at work each day. In short I would like: • Involved and committed staff, who really care about their work, and achieve more • I would like to see people enjoying their work, but if that's too much to ask for, then at least not becoming stifled and bored by it • Better financial results (or I won't last long around here!)
What is happening now? The employees are all generally well behaved and tend to come and go and do the work as defined by their contracts. They seem reasonably happy, but not exactly overjoyed coming to work. They generally cope OK with the demands of the customers, but only just, and we often need to get in some additional temporary help when things get out of hand. This cost us quite a bit last financial year.
What options have already been considered? We have thought about a team-building day or days, but we didn't want to force this on people who were not interested. Also it was proving more expensive than I thought. I wondered if people would prefer some kind of bonus instead. The problem is, there wouldn't be all that much to go round if things stay as they are.
What commitment is there in the organisation to resolving this? From my point of view there couldn't be more! As the relatively new manager of this division, my job is to improve productivity and 'bottom line' financials. But my budget is rather limited, and the team-building venues we contacted would eat up most of that. What can you suggest?

Client worksheet

Name:

What is the issue?
What do you want to achieve?
What is happening now?
What options have already been considered?
What commitment is there in the organisation to resolving this?

Participant handout

Consultants' worksheet

Consulting in any environment is about helping people get back in control by giving them more choices and the equipment or resources to make better decisions. Anyone can and should use a consulting approach when it is appropriate. Sometimes, however, people are in a situation where the 'wood is obscured by the trees' and an outside, neutral partner in the process is necessary. That's when businesses 'call in the consultants'.

It is important to remember that the solution to any problem that consultants help solve is owned by the client, not the consultant (even though the consultant may be given a role in implementing it). Note that while there are 'expert consultants' who advise on installation and implementation of quality processes and IT systems, this exercise is about 'process consultants', who are expert in asking questions, building good working relationships, and seeing to the heart of a client's concerns. This is the sort of consulting that any manager can practise.

A manager may also act as an internal consultant to another part of their own organisation, perhaps on a secondment basis, to bring a fresh 'outside' view on a problem without resorting to the expense of external consultants. Such roles offer the organisation a valuable opportunity to develop the breadth of experience of their own managers, and the manager involved can gain an interesting opportunity to explore a career option in another part of their own organisation.

The **GROW model (GROW** = **G**-Goal **R**-Reality **O**-Options **W**-Will) was devised by sports coaches in the US in the 1970s and has since become widely used in business and personal coaching as well. Use it to help frame questions for the client meeting, and as a structure for client presentations. Note the emphasis in stating the Goal is on the positive outcome. If the client wants to do something that is stated initially as moving away from, reducing, minimising, avoiding or eliminating something, it is usually better to reframe this by asking a question like "What would doing that achieve?" so as to start with a positive target, which is more motivating.

Two approaches to questioning:

- **Re-framing** is the process of testing out understanding by applying it in a different context: questions that begin with 'How would it be if..?' And **reflecting** back the speaker's last words, 'What I think I'm hearing you say is…', is a good way to generate understanding. Often you will hear generalisations in statements like 'we have to do this' or 'everybody thinks that', to which follow-up questions like 'who exactly says you have to do it?' and 'who specifically thinks that?' can often get to the reality behind generalisations.

- **Brainstorming** is an activity where the team generates ideas without initial evaluation, and then considers these ideas. Criteria for consideration and evaluation of ideas may be useful, and it is up to the team to devise criteria that are appropriate in the light of the client's issues.

Final presentations should be no more than 10 minutes long, to allow for questions from the client afterwards. The client should receive a written outline of the content and coverage of the presentation.

The three Ps of presenting are:

- **Planning** (what do we need to know: what does the audience want to know?)
- **Preparation** (how to organise the material and equipment for the presentation)
- **Performance** (how to deliver the messages for maximum useful impact).

And remember that the results are owned by the client in the end, so plan presentations with this in mind.

What is the issue as stated by the client?

GROW = **G**-Goal **R**-Reality **O**-Options **W**-Will

GOAL **What is the positive outcome?**

- What do you want to achieve long term?
- What does success look like?
- How much personal control or influence do you have over your goal?
- What would be a milestone on the way?
- What do you want to achieve by it?
- How will you measure it?

REALITY What is happening now?

- What is happening now? (what, when, where, how much, how often)
- Who is involved (directly & indirectly)?
- When things are going badly on this issue, what happens?
- What is the effect on others?
- What have you done about this so far?
- What results did that produce?
- What is holding you back from finding a way forward?
- What is really going on? (intuition)

OPTIONS What could you do?

- What options have you already explored?
- What else could you do?
- What if.....? (time, money, etc.)
- What are the benefits and cost savings you need?

WILL What could you commit to do?

- What are your criteria and measurements for success?
- When precisely would you like to start and finish this initiative?
- What could stop you being successful?
- What personal resistance is there to taking this initiative?
- Who needs to know what your plans are?
- What support do you need and from whom?

Idea generation worksheet

Brainstorming

Selection criteria

Key ideas for development

Presentation planning

What are the client's….
Goals (positive outcomes)

Realities (our understanding of the current situation)

Options for change

Ways they could commit to making change happen

Collation instructions

In advance

Session leader	Facilitators	Participants
Everything	• A in C intro for clients • A in C client worksheet • A in C client worksheet example	Nothing

On the day

Document	Quantity	Instructions
A in C consultant worksheet	1 per participant	A4 white double-sided and stapled
Completed client worksheets	As many as there are people in the largest participant group	A4 white
Client brief and relevant client worksheet	1 per client	A4 white double sided stapled
Spares of everything else		

Whoever is playing the role of the clients (facilitators or suitable alternative) should complete a copy of the **client worksheet** and return it to the course organiser by a specified deadline, prior to the session.

In the exercise, each participant group is given a different **client** to work with and each member of the group receives a copy of their client's **completed worksheet**, together with a copy of the **consultant worksheet**.

vitae
realising the potential of researchers

About Vitae

Vitae is supported by Research Councils UK (RCUK) and managed by CRAC: The Career Development Organisation. Vitae's vision is for the UK to be world class in supporting the personal, professional and career development of researchers.

To achieve our vision we have four aims:

- building human capital by influencing the development and implementation of effective policy relating to researcher development
- enhancing higher education provision to train and develop researchers
- empowering researchers to make an impact in their careers
- evidencing the impact of professional and career development support for researchers.

Vitae's work with higher education institutions

Vitae works with UK higher education institutions (HEIs) to embed professional and career development in the research environment. Vitae plays a major role in innovating, sharing practice and enhancing the capability of the higher education sector to provide world-class professional development and training of researchers. We do this both through national projects and through Hub activities.

The programme develops resources for use by trainers and others working with researchers, and provides opportunities for HEIs to share information and practice; develop ideas and approaches; and work collaboratively.

For further information about the range of our resources, email resources@vitae.ac.uk
or visit www.vitae.ac.uk/resources

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