



# Career planning – Leaving academia

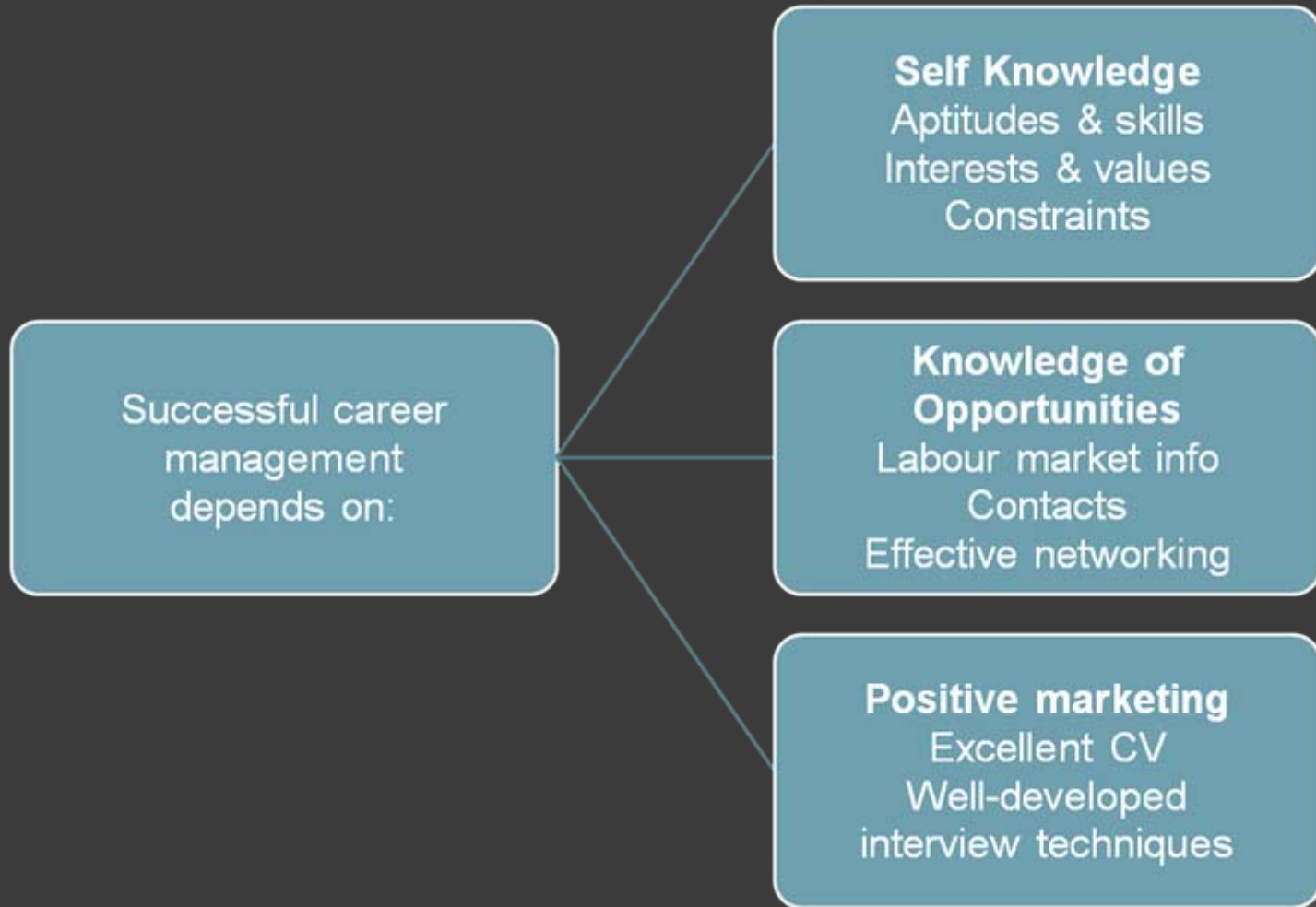
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# Career planning



# Our aims

By the end of this workshop you will have:

- Explored your skills and priorities
- Discussed some of the career options and paths open to you
- Identified sources of information and support to help you move forward

# Your aims

- ◎ Your career so far
  - Highs and lows
  - Decision making
  - Lessons learned
- ◎ Where are you now?
  - No / some / clear plans? Long or short term?
  - Your research – likes and dislikes
- ◎ What does *career* mean to you?

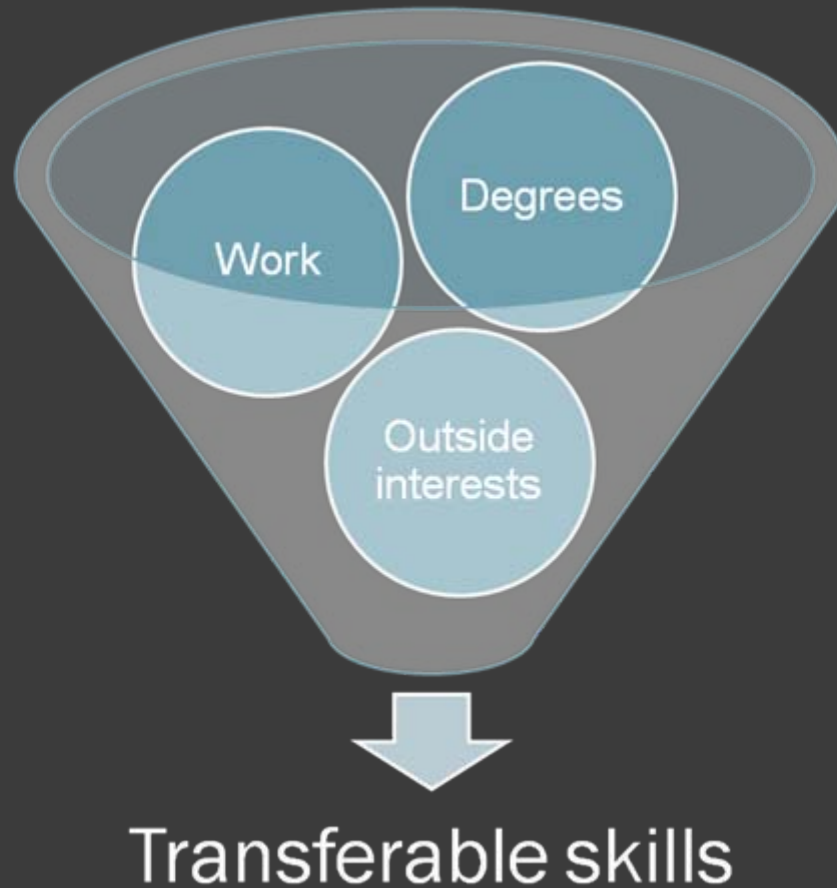


# What you want

- ◎ Career anchors
  - When are you at your best?
  - What motivates you?
  - What matters most to you?
- ◎ Type of organisation
  - Size / sector / culture
- ◎ Work environment
- ◎ Balance of tasks



# What you have to offer



# What do researchers offer?

“Their strong intellectual capacity is an advantage”

*Andersen Consulting*

“Analytical thinking, up to date experience of research methods and published demonstration of their abilities.”

*BMSP*

“They have a high academic profile which is advantageous when presenting their CVs to prospective clients and their research skills are crucial...”

*McKinsey & Co*

“Recent PhD recruits have shown a good deal of maturity and have been able to move through their early career faster than undergraduate recruits.”

*Financial consultancy firm*

# Any drawbacks?

Lack of exposure to the commercial world and limited team-working skills. Also limited experience of working on short term tasks.

## *Cadence Design Systems*

Lack of experience of meeting deadlines and lack of awareness of the different aims of academia and industry

## *GlaxoSmithKline*

These candidates tend to be focused on their subject area and don't emphasise their transferable skills which actually make them more employable

## *Esso-Exxon*

They tend to have unrealistic salary expectations.

## *Engineering firm*

# In the last month have you:

- Worked alone or with others?
- Conducted research on primary or secondary sources?
- Written reports or a section of your thesis?
- Attended a conference?
- Debated issues with colleagues/peers?
- Taught undergraduates?
- Designed web pages or set up a database?
- Helped to organise an meeting or other event?
- Renegotiated a deadline?
- Persuaded someone to provide access to information sources?
- Encountered problems and had to resolve them?
- Suffered set backs and had to be resilient?

# What Do Researchers Do?

- 51% working outside the Education sector
- Spread across wide range of jobs in all sectors of UK economy
- Popular sectors:
  - Health & Social Work 17%
  - Manufacturing 14%
  - Finance Business & IT 10%
  - Public Administration 5%
- Many working in research roles in private and public sectors

# What Do Researchers Do?

- Most in professional/managerial level jobs - very few in 'stop-gap' jobs bearing no relation to level of qualification
- More geographically mobile than people with lower level qualifications.
- Majority of graduates from Scottish universities in employment remain in Scotland
- Unemployment remains consistently lower than for first degree and masters graduates.

# The Current Climate

- Wide variation in recruitment numbers – some sectors are improving, others are yet to feel the pinch
- Big rise in vacancies on Careers Service database
- Many graduate employers tell us that they are currently struggling to recruit
- Majority of graduate jobs are not discipline specific
- Not all job opportunities are visible – many require a pro-active approach

# The Broad Options

- ◎ Linear progression
  - Academic Researcher
  - University Lecturer/Teacher
- ◎ Changing the emphasis
  - Other roles in Higher Education
  - Teaching outside of Higher Education
  - Focus on additional skills acquired, eg IT
- ◎ Change of direction
  - Graduate Scheme
  - Re-training

# Generating job ideas

- Start with a wide range – don't narrow your choices down too quickly
- Consider sectors/broad areas rather than individual jobs
- Explore ideas related to research area, work experience and personal interests
- Use your networks – professional and personal
- Read the press – what's going on in the world?

# How to research career ideas

- Web Resources
- Your Careers Service
  - 1 to 1 Advice & Guidance
  - Careers Information
- Careers events on campus and elsewhere
- Professional Bodies

# Action Planning

- ◎ SMART objectives

- Specific                      Measurable
- Achievable                  Realistic
- Time bound

- ◎ Short, medium and long term goals

- ◎ Aim for a mix of planning and flexibility -  
take account of changes in the labour  
market, in your own life and in yourself

# What we covered

- ① Exploring your skills and priorities
- ① Discussing some of the career options and paths open to you
- ① Identifying sources of information and support to help you move forward