



Working with PIs to Develop Research Staff

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Background

- HEFCE (2005) *Researchers in HE Institutions*
 - PIs are ‘the key staff group to work with if they [institutions] are to elicit any real change in the career development of research staff. The PIs need to be encouraged to become more effective and professional managers, a role for which they currently have little training apart from their own experience’.
 - Recommended a two pronged HR focus
 1. management development for PIs and
 2. development of early career researchers

HEFCE LGM Funded Project:

Establishing and Meeting the Leadership and Development Needs of PIs

Phase 1

February – October 2006

1. Identified Leadership and Development Needs of PIs
2. Produced a template for institutions to use in benchmarking their current support to PIs
3. Developed online resources for *new or inexperienced* PIs

Phase 2

June 2007 – December 2008

1. Continued development of further online resources and case studies addressing development issues identified by PIs.
 - Establishing a mechanism for institutions to tailor and adapt the resources to meet specific institutional needs.
 - Piloted Action Learning Sets to enable PIs to share experiences and provide peer support and mentoring.
 - Evaluating the outcomes of the 2 projects.

www.le.ac.uk/researchleader

Research Leaders - Developing Leadership skills for principal investigators - Windows Internet Explorer

http://www.le.ac.uk/researchleader/

researcher development conference

File Edit View Favorites Tools Help

Researcher Conferences :: S... Research Leaders - Devel... X

Research Leaders for Principal Investigators

Research Leader Home | Leading Your Research Team | Legal and Ethical Issues | Developing Your Researchers | Managing Your Research Career | Managing Your Research Finances | Case Studies

Results of Research Leaders Survey

Benchmarking Template

Launch Presentation

Action Learning

Resources

View text versions of the resources

Action Learning for Principal Investigators

Are you a Principal Investigator or Research Leader?

Are you facing a challenge or problem associated with this role that you would like to address?

If so, you may be interested in the **Action Learning Programmes for PIs** that will shortly be running in the East Midlands Region.

Follow link to find out more about [Action Learning for Principal Investigators](#) >

An online resource to support the leadership development of Principal Investigators

Newly appointed PIs are expected to lead and manage a research team, secure new research grants, liaise with stakeholders, publish, respond to with institutional issues and agendas, and maintain and develop their own research expertise. Frequently they simultaneously carry out a range of teaching and administrative duties too.

This resource aims to help new Principal Investigators navigate the bewildering array of leadership and management responsibilities that come with this role. It provides guidance

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PI Leadership and Management Issues – the rhetoric



The Concordat

- The Principal Investigator takes responsibility for the intellectual leadership of the research project, for the overall management of the research and for the management and development of researchers. (p5)
- Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management. (p.8)



Council of Science and Technology

- The role of the Principal Investigator as an effective line manager has been much neglected and should be supported to a greater extent. (p2)
- To allow Principal Investigators to play a full role in the development of their staff, HEIs must ensure that their research staff receive specific training and support to allow them to manage effectively. (p7)



University and College Union

- Your PI should help you find your way around / build networks
- You should be treated as an equal in your scholarly community
- You should have support with managing your project and your workload
- You should get recognition for all your work

PI Leadership and Management Issues – the reality

- 61% of PIs/Research Leaders have not pursued any other formal or informal learning/training relating to the leadership and management of research.

“ I’m too busy running research projects and managing staff”

“It's not something I've thought about”

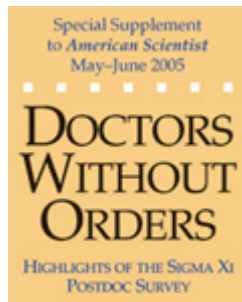
“There is an argument that if you're doing well, why bother when there's so much other stuff to be getting on with”

“I began managing research projects more than 20 years ago”

“As somebody who entered academia via the contract research route, I felt I had a sufficient practical and intuitive knowledge of effective research leadership and management”

How can we engage PIs?

- What evidence can we give PIs to demonstrate that good research leadership and management link clearly to research productivity?



POSTDOCS & STUDENTS

The staff dreams are made of

Being the boss is new territory for young investigators. Kendall Powell screens strategies for managing a successful group.

At a workshop last year, Steven Elliot (the name has been changed to protect the idealistic) described his dream vision for running a lab. "I only want conversation in my lab that pertains to the science and experiments," he told colleagues. His peers, there to evaluate and possibly 'join' the hypothetical lab, got up from the

retaining the job. This gives both parties an exit plan if after a few months things aren't working out. Do not shy away from giving a proficiency maths test, says Catherine Batty, who runs a live cell imaging group at the University of Pittsburgh School of Medicine. She learned her lesson when one of the first people she hired could not adjust routine solution recipes for

Any others?

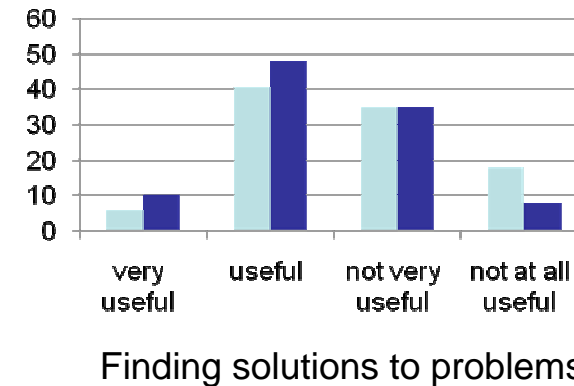
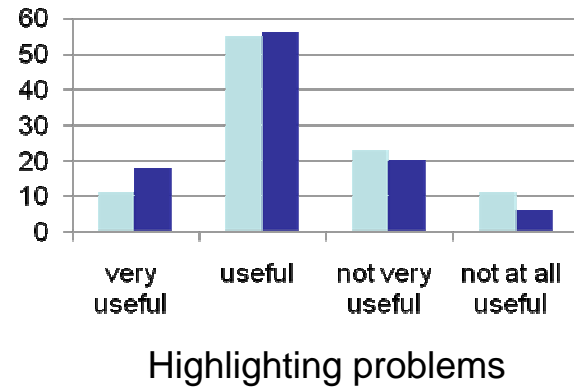
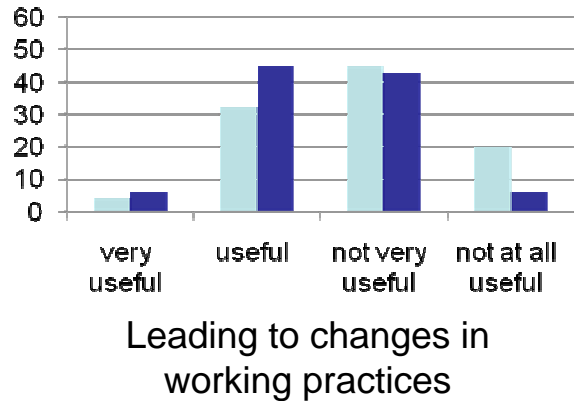
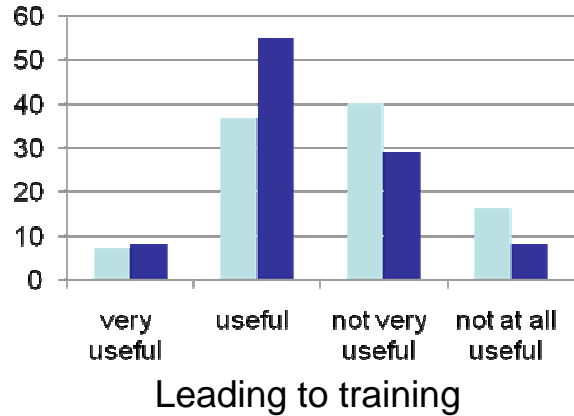
PI development in HEI's, some examples

- At UCL
 - New management and leadership prog + specific modules
 - Combining on line resources with Research Admin
 - Development centre
 - Appraisal training
 - New HoD's prog
 - Community of practice
- At Leicester
 - Management and leadership programmes + specific courses
 - Targeting those aspiring to be Pis/1st grant schemes
 - Appraisal training
 - Action Learning Sets

Why appraisal/performance review

- Part of existing staff process – no need to reinvent the wheel
- Although only 39% of researchers reported having had an appraisal in CROS 2006 – this had increased from 22% in 2002
- Interestingly 59% of research leaders claimed that they reviewed their staff using these systems

PI and Researcher perspectives on the usefulness of appraisal



Researchers
(in appraisee role)
from CROS 2006

Research Leaders
(in appraiser role)
from Research
Leaders Survey
2005-6

Structure of the new resource

- [Overview of Appraisal](#)
- Benefits of appraisal
- Focus on PIs role in appraisal in HEIs /Responsibilities
 - Skills required of you
 - Logistics
 - Setting agendas and priorities for meetings
 - Follow up
- Case studies

Case studies - different types of appraisee

- Reluctant
- Sceptic
- Nervous
- Long-serving
- Close to retirement
- Enthusiastic
- Committed
- Unfocussed
- Chatty – off at a tangent
- Laidback