

ASA Early Career Researcher Mentoring Workshop – Session summary

Session Topic: Planning your career – The Big Picture Discussion Leader: Warrick Couch

Note takers: James Allison, Sean Farrell & Russell Jurek

If you only remember three things from this talk, remember these...

1. You need to plan where you want to be in 5-10 years, then set goals and work out how to achieve them.
2. Get a mentor.
3. Ensure that the community is aware of your area of expertise.

Session summary/notes

- Astrophysics grads have ~0% unemployment.
- Training in Astro opens you up to a broad range of career choices.
- Big Picture = think 'Career'.
- 'Career' includes life roles, leisure, activities, learning, and work.
- "Careers are a journey, not a destination!"
- Career is a lifelong approach.
- Career drivers: Material rewards, power & influence, search for meaning, expertise, creativity, affiliation, autonomy, job security (A job that provides a solid and predictable future.), and status.
- Managing your career successfully requires: self-awareness, opportunity awareness, decision making, implementation.
- You need a plan of where you want to be in 5-10 years time. This includes mid-course options 'B', in between 'A' (origin) and 'C' (destination).
- Need to set strategies now for getting to your destination.
- Destination options:
 - University sector (research-only, research/teaching, teaching-only). Pros: freedom/autonomy, student/learning culture. Cons: research time reduced by teaching.
 - Observatory, government research org (research-only, research/observatory duties, support role). Pros: invaluable experience with telescope/instrumentation. Cons: research time reduced by observatory duties, not all jobs ongoing.
 - Career outside astronomy.
- 7 career strategies:
 1. "Do all you can to become well known for the research you do and your specific area of expertise." "You've got to establish yourself as an expert in a particular field". Ultimate goal – become an internationally recognized expert.
 - a. Keep your research focused, maximizing output in one or two areas.
 - b. Work in areas that are globally relevant.
 - c. Use every opportunity to tell people about your research.
 2. Publish, publish, publish!!! Whether you like it or not your publication track record carries enormous weight in assessing how good you are.
 - a. Quality/impact is as important as quantity.
 - b. Typical output of ARC Future Fellow (5-15 yrs out):
 - i. 5.6 papers per year (+/- 2)

- ii. 35% as first author
 - iii. m-index (h/#years) =1.8
- c. Being part of large collaborations that publish is a good way to improve your publication track record.
- 3. Grow your links/connections. Networking and collaborations extremely important for research, learning, and creating new opportunities. Collaboration breeds new ideas and generates job opportunities.
 - a. Increasing value placed on international linkages and collaborations by govt. and funding agencies.
 - b. Working in teams provides an effective way of maintaining research through job interruptions.
 - c. AVOID becoming 2nd string 'bit player' in collaborations (need to lead research, best shown through being 1st author).
- 4. Get some teaching experience. Don't underestimate value of teaching experience.
 - a. Some teaching experience is considered good, no matter how small.
 - b. Research supervision of students counts!
 - c. Teaching enhances your communication skills.
- 5. Get yourself a mentor (or 2). Mentor = someone who sees more talent and ability within you than you see yourself, and helps bring it out (not just someone with more experience than you).
 - a. A mentor can be someone who sees the strength in you – that is important.
 - b. Seek a mentor IN ADDITION to your boss!
 - c. Your institution should be willing to help you find a mentor/establish mentor schemes. Be proactive!
- 6. Set yourself goals and targets. Performance best motivated and measured by setting goals/targets and regularly evaluating your progress.
 - a. Many people don't set themselves goals.
 - b. Strongly recommend that this is done on an annual basis with reference to a plan with goals & targets.
 - c. Set yourself some stretch goals, be prepared you may not achieve everything. "What are the key things you will be evaluated on for your next job/grant?"
 - d. Your goals should align with your career plan. They should be goals that will take you from 'A' to 'B', so that you can eventually get to 'C'.
 - e. Most importantly, YOU set them, so YOU have to meet them.
- 7. Be professional about job seeking. The importance of a well organised & professional looking CV and learning good interview skills are often overlooked.
 - a. CV should be clear & well organized statement of experience & skills relevant to the job (should be on 1st page).
 - b. Your CV should highlight why you're uniquely qualified for the position.
 - c. Your mentors, senior colleagues and Personal Development courses can all help with developing job interview skills.
 - d. Your CV should communicate who you collaborate with. Discuss the collaborations you're part of, and highlight those that you have initiated.
- How employable are you? Communication, teamwork, problem-solving, self-management, planning and organizing, technology, life-long learning, initiative & enterprise, personal attributes.
- Mid-course options:
 - Working overseas. There has been a strong expectation in Australia that PhD

students should go overseas for at least their 1st postdoc to be competitive for a permanent job.

- Much less pressure to do this now.
- Valuable thing to do if you have the opportunity.
- Obtaining a fellowship. Having a fellowship for 3-5 yrs allows you to devote 100% of your time to research. Prestigious fellowships look good on your CV.

Interesting quotes from the discussion

- “Careers are a journey, not a destination!” (Warrick)
- “Do all you can to become well known for the research you do and your specific area of expertise.” “You’ve got to establish yourself as an expert in a particular field.” (Warrick)
- “The best work with the best.” “If you work with an A, you’re an A too. Work with As, Cs only work with Cs, because they see As and Bs as threatening.” (Boyle)
- “A mentor can be someone who sees more talent and ability within you than you do.” (Warrick)

ASA Early Career Researcher Mentoring Workshop – Session summary

Session Topic: **Networking**

Discussion Leader: **Geraint Lewis**

Note takers: **Sarah Martell, Graeme Salter, Lee Spitler**

If you only remember three things from this talk, remember these...

1. The anti-network: always be professional!
2. Take the initiative and approach those you want in your network
3. Once you have established your network it will carry on working for you in the background

Session summary/notes

Networking is...

...the people you know, who are familiar with you and your work. They will comment on you – officially and unofficially. “They will be brutally honest with you about career advice!”

...the action of going out and advertising yourself and your work.

Why network?

Science has become globalized and socialized. At the same time there is a strong tendency in science to focus and work in a silo. It is therefore critical to keep your head up and maintain your network.

Networking makes you recognizable and therefore accessible. It enables you to get the right job because one’s network is where you look to hire a good person. In the ideal case the employer knows about you (and that you are looking for work) before a job becomes available.

It provides a group of people to guide and advise you through your career.

It also keeps giving – people say nice things about you and you get on more publications and more ideas.

“It’s not **only** what you know, it’s **also** who you know!” – GL

“Careers don’t just happen. Cultivate your career.” - GL

How do you expand and maintain a network?

You need to be visible on a global scale.

Papers

- Publish in the right journals
- Write to the authors of papers, especially the high-level person on the project.
- Send your newly published papers to the key people in your field who you know will want to read them.

Talks and Conferences

- Perform talk tours (esp. for ARC grants), volunteer for committees, colloquia organizing.
- *Take advantage of opportunities* for collaboration and expanding your network!
- Don't be shy, plan and know who is going to be at a conference. Prepare.
- Approach those you want to see your poster in the reception and suggest they try and view it.
- Make sure you ask questions and comments during talks.
- Be strategic about conference attendance: attending broader conferences can foster new links and new collaborations

"You can get very incestuous with respect to networking. Try to be diverse and spread your network." – GL

Collaborations

- Take the initiative to start a collaboration – they won't come to you.
- Know your value or skills.
- Meet people through people you already know.

How do you use your network?

Advice and mentoring

"Does this sound right?" "Should I apply for this?"

"Your mentor will be brutally honest with you!" – GL

For references

Ask them if they will write a good one for you... but also give them a way out (e.g., Is it a good time to give me a reference?). On CV, list many people who would be willing to say something good about you, not just the three or so they ask for. Your references are important, but it is more important what they say.

For jobs

Tip-offs! You should notify your network that you're looking for work. And go on talk tours visiting them.

"I think you should put in an application for this position." – GL

For advertising

Colleagues will spread your work, even if you're not there.

The anti-network

It is important to appear professional, especially at conferences and meetings; you are on show!

Have a professional attitude at the reception as well as the conference itself.

Be sure to separate your work and personal web pages and to adjust your Facebook privacy settings (potential employers will look).

"Make sure you are one pint behind... you can't be drunker than those you want to impress!" - GL

Interesting quotes from the discussion

[embedded in text]

ASA Early Career Researcher Mentoring Workshop – Session summary

Session Topic: Writing a Successful Proposal

Discussion Leader: Rachel Webster

If you only remember three things from this talk, remember these...

1. Don't be a Delta function! Make sure you have some breadth in your academic and service activities.
2. Always have some great research ideas in your back pocket - you never know when the opportunity will arise to apply for some funding.
3. Make sure your proposal addresses a 'big idea' people care about.

Session summary/notes

Funding success is the result of an imperfect, quantised process. Indeed, if just one assessor does not like your proposal, you are toast. The "best" projects do not always get funded. But don't be discouraged: if you are not failing sometimes, you are not applying enough! In any case, a bad proposal should never be submitted.

A few key points:

- Feasibility:

Good proposals strike the right balance between "we have already done it" and "we have not done anything yet". Ideally you will have done enough to show it is feasible, but the exciting science will remain to be done. (Also, if you are going to go ahead and do it anyway, then why should they give you the money for it?). If you are not proposing new research, but improving something already done, your improvement must be huge!

Further important questions to take into account are: is a new technique exploited to accomplish the research? Is the team skilled enough to achieve the results? Are you pushing the boundaries?

Finally, a physicist must be excited by the project described: key readers in the College of Experts are physicists, not astronomers.

- Co-authors:

Each person appearing in the proposal should add value to it. Indeed, for ARC proposals Co-Is track records will also be examined.

Is there an "ethical" reason why a particular person should be on? Including a senior is fine, but distinguish yourself from being just a tiny cog in a large project.

Be as clear as possible in defining your role in the science - make sure you are leading the project.

Avoid name dropping: you need to be able to demonstrate a genuine working relationship with the big names. Hence, keep the team reasonably small so that there will still be people left in the community who will know what your work is about.

ECRs are judged most heavily on project: note that the DECRA is designed for ECRs.

- Budgets:

The budget it is not going to make or break a proposal, but the important thing is to establish why you need the money. This is obvious for a fellowship, but not so much for projects that do

not have to pay your salary.

A standard Astro proposal has a post-doc/student (suitable for doing the heavy lifting). Travel is fair game and you can include it. Also, do not pad the budget, and do not translate telescope time into dollars in an attempt to convince the ARC that they should match this quantity in kind! Take care when requesting funding for students since most good students come with scholarships. In any case justify their presence in the team, for example highlighting specific tasks.

- The Big Idea:

The final question to ask is whether there is a big idea that your proposal addresses - though of course you may not completely solve it. However it needs to be contributing to solving a problem people care about.

- Track Record:

Don't apply for funding if your track record is not yet competitive. Spend the time writing papers. Don't be shy about explaining any aspects of your career that have slowed down your publication record.

Interesting quotes from the discussion

"If you throw enough mud at the wall some will stick"

Session Topic: **HIRING AND MANAGING PEOPLE**

Discussion Leader: **KARL GLAZE BROOK**

The aim of this session was to analyze the key process of hiring and managing people and describe how to optimize it. It is a key topic since at some point we will be doing much of our science through the people who we hire and manage. If we do not have the right people our science will suffer.

First part of the Session: HIRING PEOPLE (how to conduct a job interview and how to answer the questions...)

Two mock interviews were arranged. Scenario: two students applying for the same PhD position. The panel was composed by three of the postdocs attending the meeting and the two “students” were Bryan G. and Karl G.

Standard questions:

- Why did you apply for this particular position?
- What can you give to this project?
- Can you give us a specific example of a problem you solved?
- What type of computers and programming languages do you use?
- What can you tell us about the three main pieces of instrumentation you will use in this project?

Outcome:

- “Bryan”: weak at presenting himself in terms of professionalism, but shows competence & dedication when asked about detailed experience.
- “Karl”: unspecific, bit self-absorbed, quotes grades instead of any practical experience, but has better physical background knowledge and broad interest in astronomy / facilities.
- Panel decision: technical skills better for this particular project (observational), hence pick Bryan.

Comments:

- Bryan G: many students give poor answer to questions such as Windows experience being computing experience and not having a basic understanding of the instruments involved.
- Both students had little good reason why they picked that particular university.
- Brian B: clear definition and addressing (in interview) of selection criteria helps greatly to select candidates apart.
- Bryan G: for postdoc hiring, being science-driven will be the dominant criterion. Technical skills will not lead a candidate to publishing papers.

Hiring panels summary:

- Brian G was clearly better candidate for hands-on research
- Impressed by Brian Gs example of a problem he solved in research
- Karl G had little research experience, though had good marks

- Overall the job was for a hands on researcher, so Brian G was favored
- Brian G could work on coming up to speed with the theory more easily than we could get Karl to come up to speed with the research skills

Top questions from poll:

- Why did you apply to work here?
- How do you think the project would benefit from your expertise?
- Where would you like to see your career in the next 3-5 years?
- What are your future research goals?

Other typical and very important questions:

- Why are you doing a PhD?
- Where do you see yourself in the future?
- Tell us about your experience working in a team. - It is critical to know how to handle difficult situations that may arise while working in a team.
- Experience with teaching / student supervision?
- Do you have any questions for us? - Always answer 'yes' to this question: it shows initiative.

NO GO questions: never ask to a candidate personal questions.

Recruiting part 1: Students

- Grades differ from research ability (and poor grades should not be ignored).
- Research experience / astronomy tools used?
- Why apply in astronomy? Do they know what they are in for?
- Why work with *you*? Did they do their homework? Did they do research with you?
- Darren C: if going for a job with a talk try and personalize the talk for the institution.

Recruiting part 2: Postdocs

- Do you know the letter writer? If in doubt, phone call!
- Did their PhD research have impact? How original / creative? Independent?
- Do they have a good research plan? Do you want a super star? i.e. some jobs do not require the best and brightest but are better filled by a moderate skilled candidate
- Have they heard of you? Done their homework?
- Brian B: saying "I don't know, I'd ask others with experience" is okay. It is better to admit that you do not know, especially when you are new to a place, and ask someone with experience rather than ramble and pretend to know.

Second part of the Session: MANAGING PEOPLE

New students: Managing them...

- Be prepared for time commitment - 4 to 5 hours per week.
- Should have written thesis plan, ideally one page summary before start.
- *Schedule* regular meetings ("door is always open" often will not work).
- Student should have more than one supervisor and another senior student mentor.

Management: Basics

- Your Behavior (quite important) - What are your habits? How do you react in situations / to bad news?
- Achievement: You set the targets - Make them achievable.
- Recognition: everyone likes to be appreciated.
- Motivation: leadership & vision - Research should be challenging - Share dull tasks around, do some yourself.
- Assign responsibility.
- Advancement - What happens next?

Progress meeting:

- Positive reinforcement / criticism better than negative.

Different leadership styles depending on the individual:

- Control (progress reports) vs laissez-faire, sliding scale in between.
- If style tension is inevitable, live with it.

You CAN:

- Provide pointers to the literature.
- Give them good ideas.
- Enthusiasm and motivation.
- The scientific big picture.
- Help with small details.
- Build team.

You CANNOT:

- Be a parent.
- Be available at all hours.
- Write their papers for them.
- Provide step by step guidance.
- Teach how to write / program.
- Guarantee them a job.

Difficult situations:

- Student that cannot progress.
- Proposed research is not being accomplished.
- Personality / resource conflicts.
- Unethical behavior.

TIPS:

- Avoid email to solve conflicts.
- Avoid getting personal, involve person in solution.
- Formal systems and structures can help you.
- Prevention rather than cure.
- You cannot solve everything.
- Astronomy is not life & death.

Questions at the end:

How to deal with personal situation (e.g. taking maternity leave) during a job interview?

- Do not answer any personal questions. If necessary, try to deflect the question and / or

state clearly that you are not supposed to answer this kind of questions.

If you hire a student or postdoc with a different style of works, how do you deal with that?

- Keep the focus on the project. If the work is done then it is ok. (it is a kind of style tension). If the different style is effective ok, if it is not then you should address the problem.

Final Comment:

Discriminations are often based on the fact that a supervisor does not take into account that his / her PhD students or postdocs may have different demands due to personal situation.

ASA Early Career Researcher Mentoring Workshop – Session summary

Session Topic: Public Outreach and the Media
Not Takers: Boris Haeussler, Alex Hill, Stas Shabala

Discussion Leader: Helen Sim

If you only remember three things from this talk, remember these...

1. Outreach is important for **them, us and you!**
2. **“Know your audience”** – It’s important to pitch your press release/talk/activity to the right level for the audience to be conceived well. Don’t assume pre-knowledge.
3. **“Keep it simple”** - It's important to be non-scientific and short enough to catch the attention. Use simple language!

Session summary/notes

This talk/slot concentrated more on media and interaction with the media, but the thinking and the concepts can apply to outreach in general.

Reasons for outreach:

Everyone needs to think about their very own reasons, to decide why, in his own busy lives, he is going to devote time to doing media/outreach.

1 minute thinking time & discussion on why we should do outreach

I’m doing it for us (what the 'institution' you're attached to and the astronomy community as a whole wants):

- Giving your work out to the public is brand management, perhaps with the hope that it helps to get resources from the public
- Institution provides resources to get message out there
- Your project will benefit

I’m doing it for them (the general public, the people we want to give it back to)

- Astronomy has a social license to operate.
- It will provide knowledge.
- May want to inspire other people in particular circumstances. It inspires other people to show them what's possible (e.g. from underprivileged backgrounds).
- You owe it to the community
- It might engage them with science
- You are paid for by tax money.

I’m doing it for me:

- I like it. It makes me look good. It can feel rewarding and motivating for your everyday work.
- It makes me look good and it looks good on my CV
- You're going to make your mum proud.
- This is part of my job.
- It's good practice: I will have to explain my science to people who know nothing about it throughout my career, so I should practice now.
- When you explain things, you refresh the basic skills. Good way to get over performance anxiety. You will find the gaps in your understanding, refreshing your skills helps you stay up to scratch

Your institution does provide resources to get your story out.

Who's the audience? What do they want?:

- most people in the world are not like you, they don't know these things:
- 30% of Australians believe it takes 1 day for the Earth to go around the Sun
- worldwide, only ~25-40% of the population cares about science. Only a small subsample of those actually looks for information => It is hard to reach them (and astronomy won't reach them, if they are not looking for it)
- With astronomy, you're not generally trying to reach the population that doesn't care about science
- There are only ~13000 astronomer out of 7 billion people! We are a small minority!

What do people WANT from astronomers?

- things they could comprehend
- an interesting story
- emotion.

Additions from the audience:

- pretty pictures
- concepts easy to understand
- answering the big questions
- Interesting personalities
- they want to be entertained
- they want information in simple language

Example: why is Fred Watson so popular?

- Quirky
- Not condescending
- Approachable
- Makes people feel they understand things
- he's emotional about the things he explains

Exercise:

Your 12 year old niece has project at school and wants to explain what an astronomer does. Some examples, generally well written. Unfortunately, those were not collected and we cannot quote them here

Exercise: Describe a piece of work in 8 words!

- title must get to the essence of things
- not just outreach: also proposals etc.
- example: "Old person smell really exists, scientists say" (story in Time, courtesy of Bryan Gaensler)

Classify press releases (with examples):

- Discovery story
- Achievement story
- Problem solved story
- "Revolutionary" story (faster-than-light neutrinos)
- Problem unsolved/mystery story
- Quirky story ('hot ice')
- Human interest story (high school student found something)
- Picture story
- Boring, bad story (too long title and abstract, too many details without a single core point).

if you have a story about a large piece of work with many different aspects (a survey, for instance), then you need to pull out single interesting finding, **a nugget of information**, and make that the focus of your media release.

It's important to be non-scientific and short enough to catch the attention

How to learn about interacting with the media:

- Watch others do it
- Take media training
- Do practice interviews
- Explain to innocent lay-people
- Practice in front of a mirror

Every university has a science officer that will help you prepare your topic for the public

Interesting quotes from the discussion

What does the public expect from astronomer?

- “more interpretative dances”

SELECTED TWEETS DURING THE TALK:

- Public outreach session: Why do it? Astronomy is the public's gateway drug to the broader sciences #ECRmentor
- .@sky_pointer on doing outreach: clarify in your mind why you're doing it. #ecrmentor
- 30% of Australians believe it takes the Earth a day to move around the Sun #fb #ecrmentor
- Not everyone has our knowledge base t.co/SyYqNIGE #ecrmentor
- Maybe astronomers should do more interpretive dances #fb #ecrmentor
- What do the general public want from outreach? To be entertained #ecrmentor
- The community wants the same from astronomy as they want from art - Andy Green #fb #ecrmentor
- Outreach and media session now. Most people don't have our knowledge base. 30% of Aussies think 1day 4 Earth to go round Sun: #ecrmentor
- People want to feel like they can understand the science issues. #ecrmentor
- Helen Sim from CSIRO: The press wants emotion, because that's what connects with the public #ECRmentor
- .@sky_pointer: "Good science story needs to be captured in a 6-word headline." Here's a perfect example! #ECRmentor t.co/6B30cGkW
- Media communication: Large complex bodies of work, pull out the interesting nugget and hang the rest off it #ECRmentor
- .@sky_pointer Example of how not to write a press release. #ECRmentor t.co/4Y6MUIQo
- How to learn to interact with the media: Practice in front of a mirror #ecrmentor
- .@sky_pointer How to do good outreach: Watch others do it. Take media training. Do practice interviews. Explain to lay-friends. #ECRmentor

ECR Workshop Notes – Getting a Faculty Job

Compiled by Cormac Purcell, Shane O'Sullivan, Stas Shabala & Matt Owers.

Introduction

This document summarises notes taken during the Early Career Researcher workshop in Shoal Bay on Friday June 1st 2012. Two one-hour sessions from 9am to 11am dealt with securing a faculty job.

1. Up to the interview (Bryan Gaensler).
2. Interview and offer (Sarah Madison).

Getting a Faculty Job 1: Up to the Interview

The three key points

1. Clear concise CV layout and do not pad CV or publication list.
2. Do write a cover letter and use it to address the selection criteria.
3. Keep your web-page up to date (no anti-networking photos etc.).

Which job should you apply for?

- Make a **strategic decision** about the make-up of the jobs you apply for, e.g., observatory position, pure research, teaching & research or teaching only. Decide what sort of work you would be happy doing
 - It is rare to find a research-only job, so you need to think about what you are happy to do the other 50% of the time. Need to have thought through a career plan otherwise it is obvious to hirers that you just want a job, rather than a career.
 - Often need to think of a way that you can make yourself fit into a job.
- Will you be happy with the location of the institute (country and city)? If possible visit and give a talk. This is also a good way to bump your name up the list of candidates.
- Investigate potential employers at conferences – approach senior people and don't be afraid to be upfront that you are looking for work.
- It is very important to make contact with someone at the institution. **Always** write and ask for more information! You can almost rule yourself out if you don't contact them.

Potential careers outside astronomy (Rachel Webster)

- Astronomers are very desirable in a large range of non-astro jobs: biological, medical, geoscience/environmental/climate, finance/banking, etc. etc.
- **Transferrable skills:** analysis of huge datasets; advanced computing; solving hard (real-world) problems; modeling; writing/presentation.
- **Potential employers:** universities, research institutes (CSIRO, DSTO, BOM, IBM, medical institutes), financial institutions, hospitals, management consultancies, secondary

teaching/science education. Management consultancies consultancies often employ experts on short-term contracts.

Preparing your application

General Advice

- Check out the online forms etc. in good time - online forms can be clunky and differ from place to place.
- Human Resources often put a lot of rubbish into applications: don't leave anything unanswered. If in doubt ask the contact person.
- Deadlines are almost always rigid. Don't forget to factor in the time-difference, if applicable.
- **Know your target:** Find out about the employer (dept, school, entire institute). Make sure you have explored their website and understand their interests, connections to other departments and internal structure.
- Always tailor your application (research and teaching statements, CV) to the job. If applying for an ARC grant make sure your statements align with the aims of grant. Get the science case and paraphrase.
- Keep your CV (or an associated file) up to date as you go along – add in talks, papers etc.

References

- Give referees time so they can think about what to write. Make sure they have a copy of the job description so they can tailor the text to address the selection criteria.
- Choose your references carefully (not your buddies). Your referees knowledge of you should reflect your experience. For example, if some of your case is made for teaching make sure that one of your referees knows about and can comment on this.
- Referees have reputations for writing meaningful (or not) references. Ask around for who has a good reputation. People from the US only write positive letters – difficult to tell apart. People in Europe write a more balanced assessment.
- If first postdoc, your PhD supervisor should be one of the referees (unless there is a very good reason for not doing this, in which case ask your main referee to explain why.)
- **Tip:** Create a Google Docs spreadsheet with a table of jobs you are applying for, and links to job description, your application, deadlines etc. Send this to your referees early.
- Some online application systems automatically send emails to referees asking for letters. However, most only send at the time you hit the submit button! Make sure you submit leaving enough time for the referees to write a good letter.
- As the deadline for each job approaches email your referees a gentle reminder with a link to the job advertisement and your Google spreadsheet, including your completed application and CV.
- Always thank your referees and tell them the outcome.

Addressing the Selection Criteria

- A good cover letter is *critical*. This is the only chance to say in your own words what attracts you about the job and allows you to add extra information (e.g., you were once a school teacher). Don't add anything personal (moving for love etc.) .
- SPELL CHECK!
- Always address the selection criteria specifically (point by point) even if you are repeating material from other forms, or your CV. Give a paragraph response for each question.
- If you don't have a certain skill set, you need to answer but put positive spin on it (try to include some institution-specific information). For example, if you have no teaching experience say “*I want to learn technique X developed at your institute*” .

- The cover letter can also include key things like H-index, citations; things from your CV that need to be highlighted.

Publication List

- **Don't** pad your CV or publication list. Do not include sections for “papers in preparation”, conference attendance lists or abstracts. Only put papers submitted if actually submitted (include date submitted). Even archive listing is poor – must have a journal reference.
- List papers in reverse chronological order, numbered, and quote the number of citations and source (ADS, Google scholar etc.).
- Give title of paper, full journal name (don't abbreviate), and start/end pages.
- Conference papers are fine early in your career, but omit them later to be more concise. Do split up refereed and non-refereed papers.
- When listing authors of papers put your name in bold. It is also a good idea to briefly describe your contribution to co-authored papers.
- People on big collaborations can list “+ 23 other papers in which I played a minor role”.
- Put an asterix and footnote next to students you have supervised.
- Invited talks will stand out and make you more competitive. However, for others you should summarise where you can, e.g., “I've given 11 talks at 9 institutions around the world”.

CV

- Stating your nationality does no harm, however do not list birthday, marital status etc. This is taboo in the USA and not advisable to put on any applications. Likewise don't include a photograph.
- It is very important to put a statement of research interests up front - a single paragraph. This forms a snapshot of where you are, what you do and where you want to go in research.
- Tailor your application to the institute to which you are applying. For example, if applying for an ARC-funded position, find out what the proposal was about. It is perfectly acceptable to ask for a copy of the proposal prior to applying.
- Show you are a responsible citizen – list duties and services (organising seminars, committees etc.)
- Explain unusual things, like prizes – why did you get it?
- It is good idea to put successful grants in and the amount awarded – even travel grants as a PhD student. This is especially impressive if you get money to invite someone else to visit. For example, Nick Seymore is running a conference on a grant. Make your conference!
- Keep your web-page up to date and your Facebook page clean. If you are short-listed most panels will look at these.
- If you are fluent in multiple languages do list them and the level. If you are not a native English speaker do list English and your proficiency level.
- **Do not** list jobs you were offered and turned down – this comes across as arrogant.

LIKE	?? (frowny face)
<p>clear</p> <p>gave examples</p> <p>presentation</p> <p>invited talks</p> <p>"service" category</p> <p>format, order</p> <p>explaining prizes</p> <p>bold name in author list</p> <p>* papers by students</p> <p>end page of pubs</p> <p>post successes (bullets)</p> <p>citations (total & per paper)</p> <p>career highlights</p> <p>grant \$ & details</p> <p>first page critical</p> <p>CV highlights on WWW page</p> <p>Languages</p>	<p>-no future</p> <p>-no research topic (phd) / postdoc)</p> <p>-order</p> <p>-lying!</p> <p>-birthday, marital status</p> <p>-no clear statement of interests</p> <p>-pubs in prep.</p> <p>-choose skill list carefully</p> <p>-make personal contribution explicit (examps?)</p> <p>-high school grades</p> <p>-no supervisors for past projects</p> <p>-not Word or PS file</p> <p>-birthday/ -jobs you declined</p>

Above: The participants *likes* (left column) and *dislikes* (right column) for CVs randomly distributed to the audience.

Government and Science Policy

Speaker: Brian Boyle

Summary from: Amanda Bauer, Leith Godfrey, Thibault Garel

The main points from this session are:

- Read the Australian decadal plan and mid-term reviews in order to be familiar with the goals of the community.
- In order to get involved with science policy, follow the procedures of your organisation and join committees (e.g. Science Meets Parliament, National Committee of Astronomy, Science and Technology Australia, etc...)!
- In working with government, you must think carefully in response to questions. Provide advice, but stay away from policy commentary (unless you have a Nobel Prize). You can be visionary, but you must also be realistic. It is OK to say ‘I dont know’ and ask for clarification.

Summary:

The discipline of astronomy enjoys a good relationship with, and is highly regarded by the Government, largely due to the fact that the astronomy community acts with unity, and there are not sections of the community “complaining.” Astronomy is well known for the ability to have a clear view and be well organised. Future interaction with the Government should seek to maintain, or enhance, this impression, and the good relationship that has been built up over more than 20 years. That means learning to “sing from the hymn sheet” in order to maintain unity, and develop well prepared business plans, as this minimises the risk for Government. One should understand the vision and science goals of the astronomical community in several years time, in order to communicate the policy and financial needs to achieve those goals. To do this, one should be familiar with the Decadal plan and mid-term reviews prepared by a committee of astronomers with feedback from the entire community.

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In working with members of government, behave with trust and respect towards public servants. Remain proud of what you do as an astronomer and humble that people want to support it! Represent the decadal plan and midterm reviews in order to present a united front to the government (which Australian astronomers have established well!). On policy, one should provide advice, but not commentary (unless you have Nobel prize ;) “you should have done this” (commentary, in public) versus “you could do this” (advice). Never go beyond your brief, provide advice that has been asked for, but not more. Provide the vision, show how to implement and know risk level.

Select Quotes:

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Getting a Faculty Job 2: Interview and Offer

The three key points

1. Be presentable.
2. Prepare for the obvious questions – simple to look them up on the web.
3. Have questions for the panel.

Sarah and Bryan Brain Dump:

- Tailor your interview to your panel. Make sure you ask who is on the panel (by return email) and their backgrounds. Are there any members with non-astronomy backgrounds?
- Make sure you practice for the standard questions, this can be with your partner, your colleagues or anybody willing to listen. Look the questions up on Google and prepare answers.
- Be presentable for your interview – a suit is good. This is good advice even if video conferencing.
- Worth paying for proper video-conferencing rather than Skype. Think about your back-setting, is it professional looking? Don't use your laundry room!
- Project your voice well and practice your intonation.
- Be conscious that 'likes hire likes', i.e., personalities tend to hire people with the same personality types – play to your strengths here.
- If you find yourself speaking garbage, stop, regroup, start again.
- At the end ask insightful questions of the panel.
- If you are giving a talk find out who the audience is and pitch the talk at them (i.e., to a suitable level).

Mock Interview:

Sarah being interview for a faculty job by the panel:

Bryan: What about this university attracted you?

Sarah: The teaching techniques which you are expert in, for example ...

Kate: Name an achievement you are proud of.

Sarah: An award for a team-work.

Geraint: How would you deal with conflict in the workplace.

Sarah: I'd like to answer with an example: I've been in a team where we need to allocate tutors in a workplace where changes take place at a fast rate. We needed contingency plans for absences, however this lead to conflict between the professor and tutors. I had not been in this situation before so I consulted my line-manager and implemented his solution.

Bryan: Where do you see yourself in ten years.

Sarah: In your job!

Bryan: What aspect of this job would challenge you the most?

Sarah: Managing a team and the challenges involved.

Kate: What would you say is your biggest weakness?

Sarah: I agree to do too many tasks – spread myself too thin. I was hoping I could get some mentoring on this issue.

Geraint: What are the key skills you bring – why do you stand out?

Sarah: I do scholarly research in teaching practices and implement the research in the department. I would like to think I could broaden your education horizons by bringing some of my network with

me.

Bryan: Are you planning starting a family – this might conflict with duties.

Sarah: Ha!

Kate: When could you start?

Sarah: I have some teaching commitments, so September.

Geraint: Anything you would like to highlight?

Sarah: I have lots of experience in outreach and would like to bring this here.

Bryan: Any questions for us?

Sarah: I see you have a bla-bla thingo scheme and I would be keen to participate. I was also wondering what opportunities there are to get PhD students?

Discussion on Mock Interview

Bryan: Note that the 'family planning' question was totally inappropriate. Deflect inappropriate questions by simply saying that you do not want to discuss this at the time.

Audience question: If the question is asked 'how much money you expect?', what should you do?

Bryan: Tell them what salary you are on and say you would not expect to drop down.

Panel: About the conflict question: always have an answer, even if you have not personally experienced conflict. Never name names in this case – be discrete. Don't say that the 'my boss is a groper'. It is the skill-set and approach you took which is important. If you don't have experience give a hypothetical example. Note that interviews are confidential. Feedback is normally not given.

Panel: Be prepared for questions like: What do you know about the University. Go to the university website!

Quote of the session, by Rachel Webster: *“CSIRO is a many-armed octopus”.*

ASA Early Career Researcher Mentoring Workshop – Session summary

Session Topic: Work/life balance

Discussion Leader: Kate Brooks

Note-takers: Signe Riemer-Sorensen, James Allen, Emil Lenc, Samantha Penny

If you only remember three things from this talk, remember these...

1. Don't sweat the small stuff
2. Take control: if you don't design your life someone else will design it for you
3. Don't suffer in silence: seek help when the going gets tough

Session summary/notes

Topics covered in this session:

- 1 – What does work/life balance mean?
- 2 – What are the essentials of work/life balance?
- 3 – Family planning
- 4 – When and how to seek help

It is a human right (Article 24 of the UDHR) to have time for rest and leisure. Some tips (from Nigel Marsh) to help achieve a good balance are:

- Acknowledge some career choices won't work for you. Some career choices are fundamentally incompatible with being meaningfully engaged with a young family.
- Take control: if you don't design your life someone else will design it for you and you may just not like their idea of balance.
- Be careful with timeframes: you can't do everything in one day. Instead, measure your work/life balance over the week.
- Approach balance in a balanced way: being a fit 10-hr-a-day office rat isn't more balanced, it's more fit. To be balanced we need to attend to all the other parts of our life.

Nigel Marsh has published books on the topic:

- "Fat, 40 & Fired - The year I lost my job & found my life"
- "Overworked & Underlaid - A seriously funny guide to life"

and gave a presentation at TEDxSydney:

- <http://www.youtube.com/watch?v=jdpIKXLLYYM>

Some other points of advice:

- Time is precious, and work stress can impact outside of work hours. Reduce stress by taking control of your work and avoiding long hours. Concepts of time are discussed in the book "Time Bomb – Work, rest and play in Australia today" by Barbara Pocock et al.
- "Perhaps the most basic measure of the potential for happiness lies in having enough time to work, care, rest and play in ways that allow us to enjoy our relationships, good health and a strong social fabric."
- "Choose a job you love, and you will never have to work a day in your life" – Confucius
- "You've achieved success in your field when you don't know whether what you're doing is work or play" – Warren Beatty
- "Jobs are often a source of feelings of personal achievement, social connection and skill development, alongside the immeasurable rewards of family life. Jobs often provide welcome relief from the demands of caring." – Barbara Pocock

- Don't be ashamed of going home at 5.30pm to have dinner with your family.
- Think holistically: don't plan your career, plan your life.
- Don't think of work and life as being in competition; bring them together as parts of a system – your life. Think about them working together instead of at odds with each other. Find ways to get the personal helping build the professional and vice versa.
- Find the balance that works for you.

Some points from the discussion:

- Smart phones are good tools for optimizing your time, but make sure you know where the off button is.
- Sport is a good way to meet people and enjoy yourself away from work.
- A partner helps keep you in check.
- Cooking helps you focus on being healthy and helps bring a family together.
- Some participants said they felt guilty about not doing enough work, particularly when other people arrive at work earlier and/or leave later than them. But the point was made that career progression is based on what you achieve, not how many hours you work.
- Don't feel bad about taking personal time.
- It's OK to say you're tired and need a holiday.
- It can be difficult to multitask; most people work better when concentrating on one task.

Work-life balance is different for everyone. Remember that your self is the foundation of all your interactions in life. The Effort-Recovery Theory states that our bodies have a fundamental need to rest and recover after exertion, and that includes both physical and mental exertion.

Advice for reducing work-related stress:

- Take control of your work by avoiding long hours and additional responsibilities. This can be difficult but small changes can make a difference.
- Learn to say "no" more often. If you can't fit something into your life, it's best to admit it. Tell your supervisor you don't have time for something rather than letting them down.
- Set aside some time in the day to do the things you enjoy.
- For more information see www.beyondblue.org.au (Fact Sheet 6).

The Occupational Health, Safety and Welfare Act (1986) states that it is the employer's responsibility to provide a safe workplace. This includes a duty of care for workers' health and wellbeing, which may be affected by bullying. If you, or other people, are being bullied at work, you should tell somebody. There are many people you can contact in or outside of your work.

Results from the research literature by Barbara Pocock:

- One central characteristic of a good job is one with reasonable hours, that enable us to have the time, energy and opportunity to engage in important life activities, and also to have rest and recovery time.
- Quality is another recurrent theme. Good quality jobs have great value beyond their monetary work and wage returns. They can provide meaning, satisfaction, education, a sense of achievement, opportunities to contribute to large goals, and are often the source of friendship and social networks.
- Another cornerstone of a good job is control. In general, some degree of influence and

control over our situations and activities is beneficial to health.

- Flexibility is most likely to be pernicious where there are excessive work demands as well as expansive working time boundaries.

It's in everyone's interest that you stay healthy and happy, so work places are usually happy to discuss solutions. Look after each other at work.

Family planning and the two-body problem: Vera Rubin has advised young astronomers to "marry well!" You need your partner to be supportive, and likewise you need to be supportive. Not all partners can travel around the world for work, e.g. a lawyer or doctor would have to retrain. Talk to others about the two-body problem and find out how they managed.

From Willimas & Ceci (2012): Women scientists that want to become mothers are faced with a conundrum: Should they risk their careers for the sake of having children earlier, or risk lower fertility and birth complications for the sake of their careers? Fertility data from Velde & Pearson (2002) show a rapid decline in fertility between PhD/post-doc period and tenure period. There's no right time to have a child but there's also no wrong time. Remember that you can pause your career but not your body clock.

If you take a career break for family or other reasons, there are some things you can do to help your career stay afloat:

- Get a mentor
- Get on a committee
- Get a student
- Get on a solid collaboration
- Get a support network in place
- If you're in Sydney or Melbourne, get on a wait list for childcare!

In general, these points help you stay active and connected without requiring too much time.

Don't suffer in silence when the going gets tough. Use the resources and flexibility that you have access to when working in a university or government organization. Nobody is going to die, and millions of dollars won't be lost, if you don't show up for work tomorrow!

Interesting quotes from the discussion

"In the event of a change in cabin pressure, remember to secure your own oxygen mask before assisting others"

"If the Chief Operating Officer of Facebook can get home in time for dinner, so can you"

"You can pause your career but not your body clock"

"Choose a job you love, and you will never have to work a day in your life"

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Vision and Leadership Session by Matthew Colless.
Notes by Lisa Fogarty, Michelle Cluver and Martin Bernet.
From the ECR Workshop, Shoal Bay, 31st May - 1st Jun 2012.

The takeaway points from this session:

- 1) Everyone needs to be a leader in some context or another – this is inevitable in astronomy.
- 2) Anyone can be a better leader. You can always learn more by listening to others or imitating their style or leadership ideas.
- 3) Leadership is a skill you can learn and improve upon.
- 4) There is more than one way to do it, you can be a different leader in different contexts.

Notes

There are three main theories of leadership, the trait theory, the great events theory and the process theory. The trait theory says that leaders are born possessing a certain set of personality traits that make them leaders. The great events theory states that leaders are forged in crisis. The process theory states that leaders are made and that leadership is a skill you can learn. The truth is a mixture of all three of these. You become a leader by stepping up, at which point you are immediately thrown into a crisis!

Some traits associated with leaders are: vision, passion, authority, drive, integrity, courage, empathy, resolution, commitment, confidence, oratory, determination, charisma, strength, reliability, openness, principles, people skills, trustworthiness, creativity.

Think of three other traits you value in a leader to add to these. Some additions: listening, delegation, innovation, improvisation.

From this extended list select the leadership traits that are most important to you in a leader. There is no one “correct” answer to this - different leadership traits are valued by different people and groups.

Looking over the long list of traits, it is certain you possess some of them and it is certain you don't have all of them. The key is to play to your strengths, enhancing the traits you have and using them to help you be a good leader. Find good people to work with and don't micro-manage.

What do leaders do? Leaders speak truth - this is different from THE truth and is about articulating ideas clearly and authentically. Leaders care about the people around them and the role they have in their development. Leaders have integrity and strength of character. Who you are speaks much more loudly than what you say. Leaders have courage to do things they don't want to do. When there is a choice between the hard thing and the easy thing the hard thing is the right thing – there's only a conflict through being tempted by the easy thing! Leaders build teams and communities, giving people a sense of belonging and fostering collaboration and friendship. Leaders know themselves, again playing to their strengths. Leaders dream and think “what if...?”. Leaders can always see a way forward and can inspire others. Leaders achieve goals,

creating their legacy, one the most important parts of which is the formation of the next generation of leaders.

A key part of leaderships comes from the vision of the leader. Quote: "Leaders articulate and define what has previously remained implicit or unsaid; then they invent images, metaphors, and models that provide a focus for new attention. By so doing they consolidate or challenge prevailing wisdom. In short, an essential factor in leadership is the capacity to influence and organize meaning for the members of the organization." Bennis and Nanus (2007)

Vision involves being able to see through brick walls and over horizons, seeing and thinking things that others don't. It is capturing the zeitgeist, imagining the future and imagining as well that you can change the future.

Some examples of vision statements:

- 1) "Men wanted for hazardous journey. Small wages, bitter cold, long months of complete darkness, constant danger, safe return doubtful. Honour and recognition in case of success." Ernest Shackleton in an 1890 job ad for his first Antarctic expedition.
- 2) "When I'm through...everyone will have one." Henry Ford on producing automobiles.
- 3) "I believe that this nation should commit itself to achieving this goal, before the decade is out, of landing a man on the moon and returning him safely to Earth." President Kennedy initiating the Apollo program.

Think of your own vision statement, for your career, organization, or field.

There are many different leadership styles. These include: The Dictator, The Consensus-builder, The Visionary, The Administrator, The Team Captain, The Expert, The Prophet, The Field Marshal, The Sage, The Power Behind the Throne, The Educator....and many more! No one of these will work every time by itself. It is necessary to mix and match and try out new styles in different contexts. This can be practiced by consciously adopting a persona and then trying it in different areas of your life. The situation is critical!

Leadership is practiced by leading. Find an opportunity to lead and do it. Always have confidence in yourself, for if you don't know one else will either. Start bigger than you dare, and then some! Don't fear failure, it will happen and you must be able to learn from it, but succeed more than you fail. Copy the good leaders around you, watch them and use their ideas. Learn your strengths and weaknesses as a leader and try different styles to assess how and when they work. Practice, practice, practice and you will become a better leader!

ASA ECR Mentoring workshop

31st May 1st June 2012

Time Management Panel Discussion

The “Time Management” panel included: Brian Boyle (CSIRO), Kate Brooks (CSIRO, ASA), Warrick Couch (Swinburne), Bryan Gaensler (CAASTRO), Karl Glazebrook (Swinburne), Geraint Lewis (University of Sydney), Sarah Maddison (Swinburne), Helen Sim (CSIRO), Rachel Webster (Melbourne University). Different people obviously had different opinions and different methods on the topic at hand. Thus, the advice given below is somewhere on a continuum between the consensus of the panel and ideas that worked for certain individuals.

Email

- Email is the scourge of time management! Especially as you become more senior.
- Only check your email twice a day. Don't let it notify you outside those times.
- Use filters. Colour code your emails - e.g. students are red, family blue etc.
- Automatically delete (or archive) any email older than three months.
- If an email must be replied to, hit "reply" and save a blank reply.
- Go to bed with an empty inbox. Alternatively, the only emails in your inbox at any time should be emails that you must do something about e.g. that need a reply or are reminders of something you must do. All other emails go in an appropriate folder.
- Remember the telephone! It can be much quicker than many back-and-forth emails, and more nuanced.

Scheduling and Deadlines

- Your long-term goals and personal vision will dictate what your priorities are. Keep them in mind.
- Make a daily to-do list. Be specific. Go get a coffee, and then come back and prioritise it.

- Do the important things before the urgent things. Don't put off that big, guilty burden that won't go away. If you find yourself doing the easy things, stop!
- Know how long a task will take — guess before and review after to hone this ability.
- Schedule your time in blocks of one hour, even if the thing doesn't take an hour. Don't schedule things back to back. Don't be afraid to just stop and think. Schedule gaps and empty time. Use them to talk to people.
- Keep personal and work events on the same calendar, so that you don't double book yourself.
- Proposals tend to spend as much time as you have. Know how much time you have to spend on it. Don't let it expand to use all your time.
- Leaving a task to the last minute can work in your favour, as it stops the task eating too much of your time. Be careful, however, as last minute complications are also likely.
- Even a tenth of a secretary's week can be enormously time-saving, especially for things like booking conference flights and accommodation.
- Above all, enjoy the freedom you have in academia to decide how you will spend your time.

Working Hours

- There are some people who work so much that they become unproductive. Have a routine and be careful with your time.
- Know what times of the day you are more productive. If you are more effective at writing in the morning, then block that time out and don't let yourself be distracted.
- Don't get into a rut. Don't sit at your desk counting off the hours to home time if you are not working effectively. Just take a break or go home and start working again when you can work effectively.
- Don't take your laptop charger home in the evenings to limit your time. (Requires an older laptop!)
- Part time: two days a week is too few, because your admin overhead doesn't shrink in proportion. Four days is possibly too many, because it's so close to full-time that people won't expect your output to be less than for a full time worker. Three days is about right.
- Astroph: Skim quickly. Read the interesting ones on the train. Make sure that journal clubs are saving you time by summarising papers of interest.

Managing Time in a Team

- Learn to delegate. Know what training they need, and what responsibility you must give them, and what accountability they take on.
- As you get more senior, you will spend more time on metaresearch - the next generation of researchers and the infrastructure that they will need. Focus on your team, your students, your collaborators, your postdocs.
- As a team member, don't be a 'yes' person. Think about how a task you have been asked to do aligns with your priorities and be prepared to say no.

Teaching

- Learn to delegate. Know what training they need, and what responsibility you must give them, and what accountability they take on. This especially true of first year PhD students — be prepared for them to be a net time sink.
- Preparing lectures from scratch: about 3-5 to 1 preparation time to lecture time ratio for a first course. A long lecture course, given for the first time, can wipe out research for a semester.
- You will learn a lot in teaching a course, so look to teach courses that you want to learn about.

Resources

- Randy Pausch Lecture: Time Management (<http://youtu.be/oTugjssqOT0>)
- Online + app syncable to-do list: www.toodledo.com/
- Task Management (Mac): www.omnigroup.com/products/omnifocus/
- Google calendar
- Book: The Seven Habits of Highly Effective People, by Stephen R. Covey
- arxivsorter.org/

ASA ECR Mentoring workshop

Summary of Friday panel discussion

The panel included: Brian Boyle (CSIRO), Kate Brooks (CSIRO, ASA), Matthew Colless (AAO), Warrick Couch (Swinburne), Bryan Gaensler (CAASTRO), Karl Glazebrook (Swinburne), Geraint Lewis (University of Sydney), Sarah Maddison (Swinburne), Rachel Webster (Melbourne University).

The topics discussed were the 2-body problem and job offer negotiations. In the end, members of the panels were each asked to give one single advice to the audience.

1. 2-body problem

The problem

The 2-body problem can be a serious problem or at least a major complication for academics. When asked more than 2/3 of the audience (mostly young postdocs) have experienced the 2-body problem. It was noted (Karl) that the 2-body problem can be weak (astronomer + non-astronomer) or strong (astronomer + astronomer). Also, the problem can have a wider impact on the family, including grandparents and children (Bryan/Kate).

Things to consider

The 2-body problem can be solved (even the strong one) one needs however to consider the bigger picture. First, don't think it terms of a 'problem', think about it as an opportunity (Bryan/Darren). Second, you never know how the decision you didn't make would have turned out so don't worry about it! (Kate). Finally, your partner is always more important (Matthew). Be prepared to sacrifice your career for your partner, don't write off the option of retraining yourself.

Tips

Going somewhere familiar/with established family makes things easier (Darren), for example your partner may have better opportunities to get a job. However, don't expect to have a job lined up for your partner before starting (Bryan).

When taking a new position the institute may help with the relocation expenses, or with flexibility with start date.

Sometimes you may wait for a job opportunity. However, taking time out can handicap you in the battle for jobs (Geraint), but people are becoming a lot more understanding of this, so in such a case remember to explain your situation in the CV or motivation letters (Warrick/Sarah).

Also, keep in mind that there are many opportunities for short term (~6 months) contracts as left-over bits from grants (Karl), so you may stay involved even without a full-time position - soft money (Darren).

If getting a job in the same place as your partner is not possible then try to arrange multi-institution appointments/visiting position. Academia is pretty flexible - talk to your manager, solutions can be worked out (Warrick). In such cases your professional network can be of great help (Brian). In case of the strong 2-body problem keep in mind that joint positions do happen but are very rare.

Children part-time working arrangements are becoming common and are relatively easy to arrange but come at the cost of your salary (Matthew).

2. Job offer negotiation

Before negotiation:

After you get a job offer and before you sign the contract you have a lot of power, as soon as you sign your power is gone (Darren). So don't waste this opportunity. Job offer negotiations are not only for permanent faculty jobs, even postdocs can negotiate (Warrick). First, go and talk to your mentors about reasonable things to ask for in terms of salary, start-up funds etc. (Geraint). Talk to your new colleagues - it is in their interest to have you succeed (Karl). What you can negotiate depend on a country.

In the USA you may get even \$500k-start up package (for the period of the first three years) to pay for your office, computers, students (Karl). However, you always need a research plan to justify your expenses. In Australia there is less freedom, as there are transparent regulations, so depending on pulling power you may get \$20-50k (Brian). This may not be as bad as it looks, since there are no overheads in Australia, and students come for free. Before you start negotiating write down a list of the essential and the frivolous. If you can make a case for it that will help. Also "choose the things that can advance your career rather than just money today" (Matthew).

During negotiation

Keep in mind that the person you're negotiating with has done this a lot more than you have, "I want them to ask me for the thing I would have given them anyway - then I can give it to them and look like a good guy" (Matthew). It might be easier for you personally to do this by email rather than in person (Kate). Learn about the salary classification system/scale – and try to use their language when negotiating (Sarah). During the process you don't need to say anything about other jobs/offers/applications (Kate).

Negotiate almost anything that is job related: relocation, travel money, student funding, parking spot, transferring postdocs/students, health cover, pension, school fees, flexible working hours, visa reimbursement, honeymoon periods from teaching/admin, probation period (Bryan/Geraint/Kate). Most likely you will not get everything, be prepare to give up on some of these points (Bryan). Remember, "as long as you do it in a civil, professional, rational way you can only gain respect" (Matthew).

After

Get things in writing - verbal 'contracts' or emails mean nothing (Bryan). It is unlikely to renegotiate the contract afterwards. However, if you get another job offer go to the head, and talk, you may be surprised how much you can get if the institute wants to keep you.

3. Advice from the panel

Matthew: "Find a really good mentor. Listen to them. Copy them"

Geraint: "Network. Network. Network"

Kate: "Collaborations. People who know your work outside your institution."

Bryan: When you get your first permanent job - stop, think what you want and plan for the long term. Take the opportunity to learn something new

Matthew: Take time to be a postdoc. Don't settle down too soon.

Bryan: " Have fun. If you're not having fun it's not worth doing"

Sarah: "On your journey your destination changes" Re-evaluate your goals at different stages

Darren: "Be daring" You have lots of freedom, take a chance