

# Managing Research Careers

Unit outline for approval as minor change to Graduate Certificate in Research Commercialisation (QUT course code IX97). February 27, 2008.

**UNIT CODE:** IFP106

**UNIT TITLE:** Managing Research Careers

**DISCIPLINE CODE:**

**Credit Points:** 12

**Semester(s) of Offer:** 1 and 2

**Year(s) of Offer:** 2007 onwards

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Coordinator:** Rod Wissler

## 1 Rationale

The Research Manager is well-positioned to nurture the career development of individual researchers and research teams. The effective implementation of this mentoring role requires the research manager to have an understanding of the principles and theory of career development and a capacity to apply them personally and with others in the context of research.

## 2 Aims

This unit aims to provide you with an understanding of the patterns of research career development, and of the principles and mechanisms of career self-management. It aims to assist you to develop the analytical approaches to professional development needs of researchers, and the personal skills of effective presentation to employers at various levels in the research and research management fields.

## 3 Objectives

On completion of the unit, you will have:

- (a) a functional understanding of career development models as applied to careers in research
- (b) the ability to identify career strengths and skills as well as career opportunities within the field of research.
- (c) a functional understanding of career leadership within a research setting, including research team building and management of research trainees
- (d) the ability to apply career leadership skills within an organisational environment.

## 4 Content

This unit allows you to engage with the following content areas, to extend your understanding of these key domains of research career management and to develop skills in some of the practical tasks which apply to them.

### 1. Career Self-Management

- (a) Identifying and analysing Career Dreams, Influences, Experiences and Achievements
- (b) Auditing specialist and transferable skills, and gap analysis
- (c) Identifying and analysing technical and discipline-specific interests, and work values

### 2. Career Development Models

- (a) The process of career development and research career pathways

- (b) The climate of careers
- (c) The world of work

### 3. Career Leadership

- (a) Research team formation, performance and development
- (b) Supporting self-managed research careers
- (c) The mentoring process

## 5 Teaching and Learning

The design of the unit encourages active learning through online collaboration. While the unit moderator (teacher) provides expert content input and guides your learning, the peer learning opportunities are equally important, as the class group will include a significant cohort of practicing research management professionals. You will participate and interact in the online learning environment provided by this unit in a variety of ways, including:

- a) Reading and responding to online content, including completion of online quizzes
- b) Participating in online interactions such as forums and chat sessions
- c) Engaging in formal assessment tasks (reading, reflecting, responding, writing, discussing)  
The emphasis in formal assessment tasks will be on extending your conceptual reach through your own experience and knowledge, and to facilitate this, opportunity will be provided for workplace-based assessment tasks and workplace-relevant modes (eg case studies, project reports, project plans, presentations).

Opportunities will be provided for formation of groups and for participation in externally provided expert workshops, seminars and information sessions.

## 6 Assessment

### Summative Assessment

- a) Type: Forum and personal journal contributions (objectives 3a, 3b, 3c, 3d)

Description: You are required to contribute weekly to the Online Forums (on response to weekly stimulus questions or responses to designated key reading) and also to a Personal Journal (online blog), as a record of personal reflections on your progress through the unit.

Due date: Ongoing  
Weight: 30%

- b) Type: Short answer tests (objectives 3a, 3b, 3c, 3d)

Description: You are required to complete three short-answer tests at regular intervals.

Due date: Week 2, Week 5, Week 7  
Weight: 30%

- c) Type: Assignment (objective 3a, 3b,3c,3d)

Description: You are required to develop a workplace-relevant document (eg case study, report, plan, proposal, presentation) using a supplied template, in the final stage of the unit. This document will allow for in depth treatment of at least one key content domain in the context of a case study organisation. This may be completed as a group task.

You will have the opportunity to submit a concept draft of the assignment for formative feedback.

Due date: End of unit (final version)

Weight: 40%

d) Formative Assessment (objectives 3a, 3b, 3c,3d)

Description: The unit moderator will be able to respond to email enquiries throughout the unit, s/he will provide written feedback on short answer tests within one week of completion and you will also have the opportunity to participate in online chat sessions. Together, these provide for ongoing evaluation of your progress through the unit, for example through moderator and peer feedback on forum and journal posting, and also an assignment draft.

Weight: 0%

## **7. Resource Materials**

The key resource is the unit website. Reference materials are provided online in the unit's 'Resources' section and throughout the body of the website. They include:

- Documents for download
- Links to offsite websites and web pages

You will also have access to:

- An online chat facility
- A personal journal/blog site
- Online discussion forums

The resources are identified in relation particularly to the topics covered on a weekly basis, as described in the semester calendar for the unit to be provided to students in week one.

## **8. Risk Management**

There are no out-of-the-ordinary risks, other than those relating to the functioning of the internet and the provision of QUT systems access to the website for enrolled students.