



*ECR Workshop* **Forging a career in academia: A survival kit**

# Thinking strategically about your career

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*Dublin, Tuesday 1<sup>st</sup> September 2015*

*ECR Workshop* **Forging a career in academia: A survival kit**

# Thinking strategically about your career

- maximising future career opportunities
- building relationships
- networking tips
- thinking about impact & future collaborations  
(not just publications)

## Thinking strategically about your career

# This talk

- **Simon's research experience**
- **Painful lessons**
- **Good lessons & Key messages**
- **Your Career Aspirations**

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# Simon's research career

- Clinical medicine in UK  
*(Newcastle Cardiff, Oxford, Edinburgh)*
- Public Health at *Glasgow & Liverpool Universities*
- Research programme on cardiovascular epidemiology, prevention & food policy
- 300+ peer-reviewed papers
- Total JOINT funding >£20<sub>million</sub> (£5<sub>million</sub> *as PI*)

# Simon's research

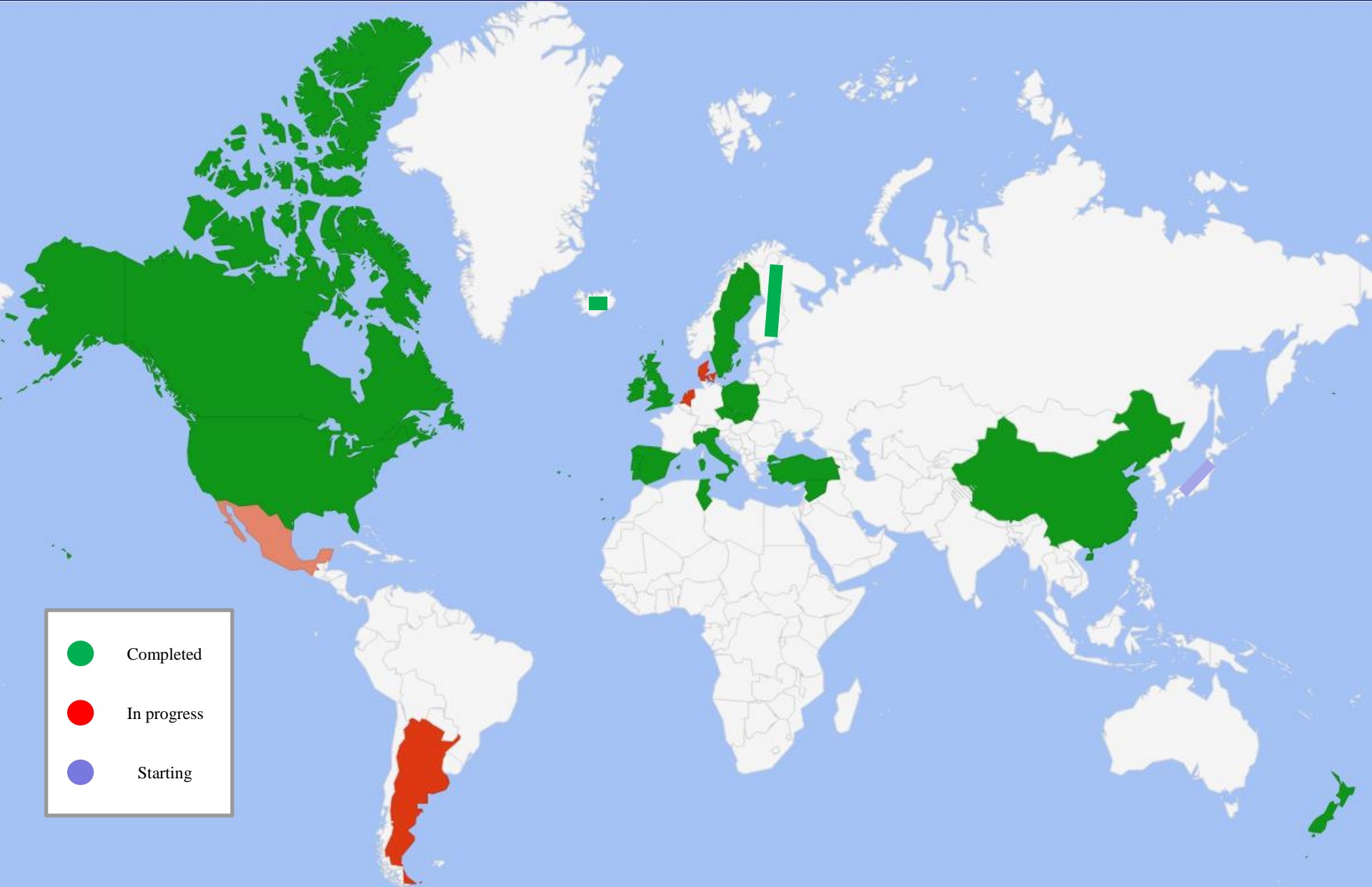
- Funded by MRC/EU/NIHR/BHF/WHO) includes:
- *IMPACT model* programme examining the dramatic falls in CVD mortality rates in UK, USA & other high income countries; & rapid mortality increases in China, Middle East etc
- Why are population-wide risk factor improvements more powerful than modern treatments??

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- Funded by MRC/EU/NIHR/BHF/WHO) includes:
- *IMPACT model* programme examining the dramatic falls in CVD mortality rates in UK, USA & other high income countries; & rapid mortality increases in China, Middle East etc
- Why are population-wide risk factor improvements more powerful than modern treatments??
- Developing effective and cost-saving non-communicable disease prevention strategies regionally, nationally and internationally (*majoring on **food policy**, using policy analyses, empirical evidence & quantitative modelling*)

# IMPACT models around the World

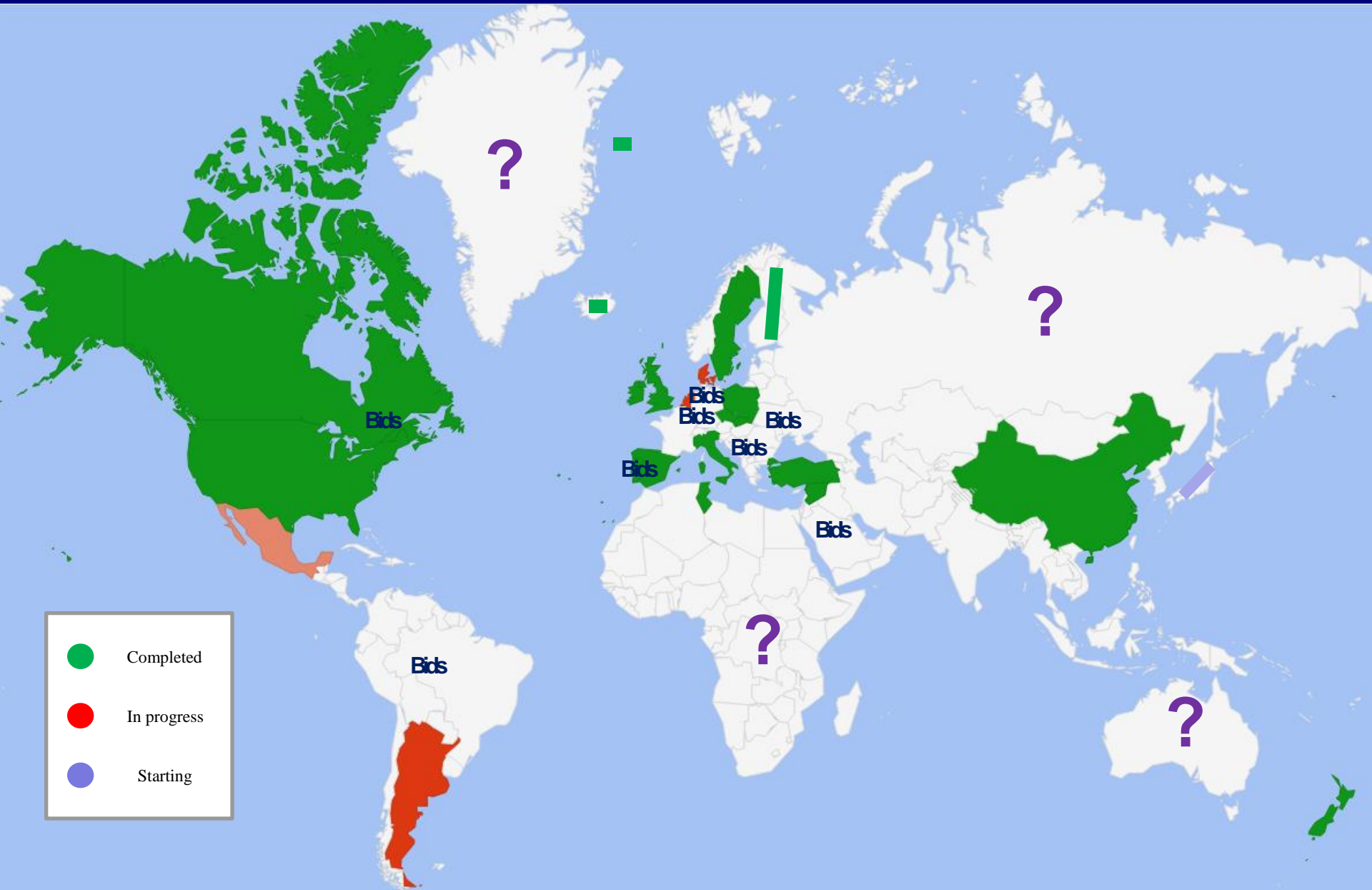
*A global view of CHD mortality trend analyses*





# IMPACT models around the World

*Future collaborations??*



	Completed
	In progress
	Starting

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# Painful Lessons

- Going it alone
- Not asking for advice
- Getting good advice but then ignoring it
- Attacking too many interests simultaneously  
*(instead of focussing on one or two at a time)*
- Work/Life balance: neglecting my family

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# Good Lessons & Key Messages 1

- Interdisciplinary better than just clinicians
- Working with more experienced researchers:
  - Identify, meet, befriend & work with them
  - Learn from them

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- **Teams are better than individuals**
  - Generating & refining research ideas
  - Contributing different skills
  - Learning from each other

# Good Lessons & Key Messages 1

- Interdisciplinary better than just clinicians
- Working with more experienced researchers:
  - Identify, meet, befriend & work with them
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- **Teams are better than individuals**
  - Generating & refining research ideas
  - Contributing different skills
  - Learning from each other
- **Using different team member strengths**  
*(ideas, analysis, drafting, polishing, presenting)*

# Good Lessons & Key Messages 2

- **Follow your interests & enthusiasms**  
*(harness them to generate energy and persistence)*



# Good Lessons & Key Messages 2

- **Follow your interests & enthusiasms**  
*(harness them to generate energy and persistence)*
- **Meet people**
  - **Use email, Twitter Skype** *etc etc*
  - **Be prepared to travel to meet people**

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- **Funding: At first, aim LOW**
  - Local grants, fellowships, small pots
  - Get onto other peoples bids (be helpful++)
  - Build your CV (money attracts money)

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  - Get onto other peoples bids (be helpful++)
  - Build your CV (money attracts money)
- **Publishing: Aim HIGH** *(BMJ, Lancet, PLoS etc)*
  - **Be collaborative & INCLUSIVE**
  - **Take advice from mentors**

# Good Lessons & Key Messages 3

- **Recruit mentors**
  - Take their advice
  - Thank them
- **Talk to your peers**
  - *Learn from them*

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- **Exercise 1: Please write down three topics  
you might wish to be researching within 5 years time**



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- **Exercise 2: Write down your future collaboration needs**  
mainly to share data, or compare data or recruit additional expertise/skills?



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- **Exercise 3: Please MOVE & form GROUPS of 5-10 people NOW**





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mainly to share data, or compare data or recruit additional expertise/skills?
- Exercise 3: Please MOVE & form GROUPS of 5-10 people NOW
- **Exercise 4: Please LISTEN to your neighbours three topics, and tell them yours, (perhaps the person on your left, then your right, then in front, then behind)**



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- Exercise 2: Write down your future collaboration needs  
mainly to share data, or compare data or recruit additional expertise/skills?
- Exercise 3: Please MOVE & form GROUPS of 3-8 people NOW
- Exercise 4: PI LISTEN to your neighbours skill/resource needs, & tell them yours,  
(perhaps the person on your left, then your right, **then wider group**)
- **Exercise 5: Plenary feedback and discussion**

Reserve  
slides



*Enhancing Interdisciplinarity*  
*Afternoon Workshop*



**COLLABORATION:**

the key to successful academic research

**Simon Capewell**

*Professor of Clinical Epidemiology*

**LIVERPOOL UNIVERSITY, UK**

*Liverpool, Friday 31<sup>st</sup> January 2015*



*EPI/Lifestyle Early Career Session*



UNIVERSITY OF  
LIVERPOOL

# Global Collaborations in CVD: Practical Perspectives & Experiences

**Simon Capewell**

*Professor of Clinical Epidemiology*

LIVERPOOL UNIVERSITY, UK

*Baltimore, Thursday 5<sup>th</sup> March 2015*

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