

Example case study video script with ideas for film clip, photo or slide - Kay Guccione

1. My name is Kay, and I did my PhD in MBB in DNA repair and my postdoc in Animal and Plant Sciences on plant molecular resistance to disease at the University of Sheffield and then in 2010 I decided to move into what really interested me and understand how people work. [timeline slide]
2. I work now in Research & Innovation services, in researcher development, designing mentoring and coaching programmes for research staff and students. My department comes under the umbrella term of 'professional services' but it's what researchers usually refer to as university management, or research support. [journey into R&IS]
3. Coming to the end of my postdoc I was feeling nice and comfortable, neither really good nor really bad at my job and part of a fantastic team. [photo with poster]
4. But really it was the team, the other postdocs and students and my PI – Prof. Julie Scholes – that motivated me to get up and go to work. I liked my job but I didn't really love it. [photo in lab coat]
5. So I mentioned to my PI that I didn't want to continue in science and actually I expected her to be disappointed, or cross with me. It took me by surprise that she was not only OK with it, she was interested and helpful, she hooked me up to another ex-postdoc, Anita, who worked in university professional services. [click through web pages]
6. To get into my area of work – researcher development – I combined my own experience as a researcher with my experience of running a non-profit organisation in Sheffield, with the specific 'how to write an application' guidance from Anita. [careers booklet]
7. These dovetailed and meant that as well as knowing the ins and outs of the research environment I also have practical experience of managing networks, running events, and liaising with external organisations. [phone]
8. My work now involves the whole process of designing a mentoring initiative, from the initial research into what's needed, to the design and delivery of taught workshops and modules, through to the evaluation and reporting on the work. [computer]
9. A typical day includes juggling some teaching, perhaps meetings, and working on projects like designing a way to look at the impact of mentoring, and talking to lots of people, persuading them to be mentors usually. [highlighting]
10. I think my job is the best job in the world actually, and that's because I've made it my own. The job description is an outline it isn't the whole job and I've been able to bring my own skills, expertise, and my own personality into my work. Even my own research questions. [MA thesis]
11. The most challenging thing about this work is breaking new ground and inventing a new way to develop researchers based on the research I've done. Taking data into reality is difficult and finding a way to put theory into practice is really satisfying. [desk pan / book pan]
12. From my experiences as a researcher almost everything is relevant, my love of knowing why something happens not just what, being determined to find a solution, being able to be flexible and roll with things that come up and disturb your plans. [evernote]
13. For the future there are so many roles open to me now, I think once you have some experience beyond academic research, you get presented with a lot more opportunities that you couldn't see before. Something senior in higher education policy would suit me well as a 5 year plan I think. [jobs pages]
14. My advice is if you don't love the work you're doing, don't stick around. You're never going to love it more by doing nothing, so make a change and see what new insight that gets you about what motivates you to get up in the morning. [text on a slide]