As part of the RD904 Researcher Engagement, Influence and Impact class, I studied the following courses and activities: 1)Leadership & Team-building, 2) Introductory, Training for PGRs who Teach, 3) PGE Digital Scholarship Skills Evaluation, 4) Writing with Confidence, 5) Research Group meeting presentation, 6) Communicating with Confidence: Public Speaking for PGRs Intermediate and 7) Creating Effective Poster Presentations Science. I selected these courses mainly because I wanted to be familiarised with certain software such as OneNote and to understand the range of career options in academia and the industry and to assist me in determining if industry is a better fit for me.

Throught the courses 'Writing with Confidence' and 'PGE Digital Scholarship Skills Evaluation' I was familiarised with different general and academic search engines such as Google Scholar and Microsoft academic, but also information about plagiarism, referencing, copyright, information about open access, bibliometrics and how to use OneNote, EndNote, BibTex and Mendeley. I passed the PGE Digital Scholarship Skills Evaluation test after having studied for it and started incorporating the "Credibility, Accuracy, Reasonableness and Support" (CARS) checklist actively during my search and assessment on the Literature Review chapters of my thesis as an inclusion / exclusion criteria method. This course helped me write two large literature review chapters of high quality by applying the previously mentioned assessment criteria. Furthermore, the course was an excellent opportunity to become familiarised with OneNote and had an immediate impact on my research since I am using OneNote as a medium to share my weekly progress with my supervisors. Once I started using OneNote I realised that the research tasks are more manageable and better organised for future retrospect. In conclusion, these two courses met my preparation needs in terms of how to use a variety of platforms including Google Scholar, BibTex, OneNote and more.

From the "Creating Effective Poster Presentations (Science)" course, I learnt about some of the fundamental principles behind poster design and I explored some of the skills needed to build a clear and persuasive presentation of my research and myself in many situations for example in job interviews. Through this module I realised some of the goals of different presentations, I learnt the essential principles behind useful presentations and understood what should be considered to prepare sufficiently for a presentation such as the one I gave during my military service in the 'OMAKOION' seminar series as well as the SiSRG and the research digest presentations.

For the Researcher Engagement, Influence and Impact RPD class, I attended the module "Leadership & Team-building" which was delivered by Fistral Training. This course facilitated the process of understanding my personal leadership and working preferences based on the DiSC behavioural framework. Moreover, the course through a series of practical exercises along with the other attendees offered me an additional experience of managing, leading and working within a team in an enjoyable way. The module helped me form some fundamentals for motivating team members to achieve successfully as individuals and forming team consensus by communicating, managing change and reducing conflict. This was good practice for me because a few months afterwards I found myself leading a team of other IT specialists in the KE.P.Y.E.S department of War Games/Simulation in the Ministry of Defence. There, I was responsible for the smooth facilitation and operation of several Command Post Computer Assisted Exercises according to the NATO Bi-Sc Collective Training and Exercise Directive 075-003 specification as the lead team operator where I had to motivate my team members to operate at their highest potential by identifying and highlight the benefits and the national recognition if these exercises were facilitated smoothly. The course helped me grow my soft skills specifically a moral and eagerness which played crucial role in the gentle operation of the team military exercises while adhering to the security standards as defined by the ISO 27001:2013.

Furthermore, this two-day module offered me a practical way to understand methodologies and theories of team working and team leadership. The concentration was on hands-on activities and practical usage of outcome techniques which I felt that enhanced my future team leadership and reinforce the learning through practice and group-work. At the end of this course I had explored methods of establishing a team and what makes a team, ways of influencing and inspiring the team as well as improving team dynamics, recognising and dealing with conflict, dealing with challenging people and

anticipating difficult situations and negotiation.

Moreover, after the completion of the module “Introductory Training for PGRs who Teach”, I was given an induction to the skills and attitude required to teach at the University of Strathclyde through practical examples which I incorporated in practical exercises in the seminar and afterwards when I was doing lab demonstrations and marking. Finally, I was able to consider the roles and responsibilities of an effective graduate teaching assistant and turn over to ways of responding to the diverse needs of students. By the end of the workshop I was be able to put in practice the skills required in different teaching contexts, for example the lab demonstrator role required me to have critical thinking and problem solving skills when students asked assistance to solve challenges with Java and Python. But also skills like communication and the ability to transfer to students of different cultures new knowledge. Especially the aspect of transferring knowledge to other people stumbled me as I realised in practice that often most things should not be taken as obvious and that I needed to have patience and to show understanding towards students who are facing difficulties, especially students with disabilities for some of which I had to scribe. My conclusion after this module was it is important to identify the best mechanisms to provide feedback and deal with different teaching situations and challenges. This process also helped me understand that teaching academically is not something that I want to do in my career after my PhD.

In terms of demonstration and marking activities I did the following: scribing for a few hours, in the 2nd semester of the academic session 2017-2018 I did more than ten hours of lab demonstrations and marking for the Programming Foundations class. By the same token in the 2nd semester of the academic session 2017-2018 I did 10 hours of lab demonstrations and marking for the Advanced Programming class. There was also a class test for students who required someone to scribe for 3 hours in the CS103 class test. Moreover, I replaced some demonstration hours of another colleague Philip Rodgers. I was also a lab demonstrator and marker of the students in the Big Data Technologies and Big Data Fundamentals class on week 7 for 3 hours.

To conclude, the preparations for the lab demonstrations were a good opportunity for me to revamp several aspects of Java including interfaces, hashmaps, JDBC, MVC (service and domain layer, json, xml). Furthermore, this repetition of various Java concepts were positive and valuable because afterwards I had to modify and extend in Java language the following IR search engines Lucene4ir and Anserini. While the lab demonstrations in Java were a pleasant accordance with what I was doing in my research, this educational process helped me recognise the duplicitous (planning and executive challenges) difficulties in teaching and discouraged me from wanting to do something similar in the future. However, this educational process helped me understand and practice good suggestions on how to communicate knowledge to other people which can be useful in any workplace.