RD902 Researcher Personal Effectiveness

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As part of the RD902 Researcher Personal Effectiveness class, I did the following courses PG Essentials, Postgraduate Research Student Induction, Planning Your Professional Development as a Researcher and Conference volunteering. Some of the things I had the opportunity to learn are the following:

As part of the RD902 RDP class course, I attended the PGR induction on the 5th of October 2017, in order to acquire a better understanding of what it means to be a PhD student at Strathclyde. On that University broad event I had the chance to meet, ask and discuss, with various academic staff and PhD students within the university, from different faculties and departments, and also within my research department. At the end of that event, I had a greater comprehension of the life of a PhD student and acquired additional information regarding postgraduate researchers. For example, what are some of the expectations (e.g. presenting once a year in my research group ‘SISRG’ and in the research digest organised by the PhD researchers of my department with the participation of other researchers from different departments, devoting 35 hours of research per week and providing regular reports on the progress of my research and on the personal development programme through the Spider platform) of The University of Strathclyde from its postgraduate research students. This event helped me quickly orient my PhD studies towards the right direction.

Additionally, for the RD902 class, I did the PG Essentials module, as soon as I registered as a PhD student. From this module, I received valuable information on how to start and organise my PhD research, also how to cooperate with my Supervisors, some of the best practices when searching in the Literature and for writing a Literature Review and some helpful advice to follow when managing research data (e.g. how to access the Pure system, H and i drives). The PG Essentials module along with the PGR induction day were extremely useful aspects of my research development programme and crucial factors in making a good research start, as these two modules ensured, that I was fully aware of my duties and rights as a PhD student on time.

Moreover, I did the module ‘Planning Your Professional Development as a Researcher’ as part of my class ‘Researcher Personal Effectiveness’ in order to acquire an insight into protocols for advancing the skills required for a good doctoral research degree and path. Additionally, I understood some more aspects of research in a doctoral degree, which I had not understood before, in terms of being independent and performing adequately. This workshop introduced me to a new methodology the “Training Needs Analysis Tool” which enabled me to mark my current and target skill level in four different domains, for example, Knowledge and Intellectual Abilities and Personal Effectiveness as well as multiple sub-domains and the timeframe of completion. Finally this strategic tool (Researcher Development Framework) helped me clearly identify my main motivators (character transformation, enhancing soft skills and professional career) for undertaking the PhD path and my career aspirations (become a data analyst in a medium sized tech company and assist the advancement of the tech community globally.

But also determine my expectations from my future employer which I believe are two things, displaying an interest in acquiring new skills part of which is acquiring academic qualifications, industry certifications as well as soft skill development certifications, and earning valuable and relevant work experience. An example of identifying from the Personal Effectiveness and Personal Qualities domain and subdomain was my enthusiasm, which I marked as low at that time and my target which was high. To accomplish this, the strategic tool helped me determine a timescale of 3 years, in which I would introduce frequent weekend trips and visiting more often family and close friends, in order to oppose pessimism and negativism. Furthermore, as part of the RD902 RDP class, I attended sessions and participated as a Student Volunteer in the 19th ACM International Conference on Multimodal Interaction, which happened in Glasgow, Scotland, on November 13-17th, 2017.

I also contributed as a student volunteer on the day 12 of October, one day before the conference started to make additional preparations for the beginning of the conference. The General Chair of the ACM International Conference on Multimodal Interaction, [Alessandro Vinciarelli](http://www.dcs.gla.ac.uk/vincia/) certified my participation and my work of more than 30 hours during the whole event as a Student Volunteer. During this event, as a Student Volunteer I had the opportunity to learn and practice the organisation, customer service and communication skills required to host an event of such size as well as the difficulty of ensuring the satisfaction of all stakeholders of such events, not just the University, the attendees, the ICMI and Professors and students organisation committees, but also the hotels to accommodate the attendees. My pleasant experience through this major conference motivated my attendance in additional conferences.