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Fellowships Workshop  
Manchester University  
April 7 2017

### Programme

- 10:00 ..... [Fellowships 101](#)
- 10:45 ..... Coffee
- 11:00 ..... [What Makes a Good Fellowship Application?](#)
- 12:00 ..... [The Magic Formula](#)
- 12:30 ..... Lunch
- 13:15 ..... [Writing Guidelines](#)
- 13:45 ..... [Talks and Interviews](#)
- 14:30 ..... [Elevator Pitch Exercise](#)
- 15:00 ..... [Fellowship Criteria](#)
- 15:15 ..... [A Project Sales Pitch....SubProjects....Aims and Objectives](#)
- 16:00 ..... Finish

### Introduction

The workshop is designed to start you thinking productively and pro-actively about Fellowship applications. It starts from the fundamental questions about what fellowships are, why they exist, what is special about people who win fellowships. Then it discusses how decisions are made about fellowships and gets you to think about what you may need to do to turn yourself into a strong applicant and to prepare yourself to apply.

My delivery style is interactive, so feel free to ask questions throughout the day. This handout contains all the visual material to be used during the day with clickable links to the main sections in the programme (above) and to the full contents slide-by-slide (below).

Andrew Derrington

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## What is a Fellowship?

...

- Personal support for an individual (The Fellow)
  - How much?
  - For how long?
  - To do what?

...

- Research expenses
  - Travel?
  - Slush?
  - Project Funding
    - \* Equipment?
    - \* Staff?
    - \* Research Costs

## Who offers Fellowships and Why?

Who? . . .

- Universities
- Research Institutions
- Funding agencies
- Charities

. . .

Why?

. . .

- To develop talent
  - MSCA, Research Councils, Wellcome Trust

. . .

- To attract talent
  - Institutions

. . .

- To steer talent
  - MSCA
  - Discipline-hopping
  - Industry -> Academia

. . .

- To exploit/reward talent
  - Superstar Fellowships

## What kind of person are they looking for?

- Exceptional research talent
  - How can you make your talent exceptional?

. . .

- Discuss with your neighbour(s)
  - What are you looking for?
  - What kind of fellowship might provide it?

## Sales Pitch for a Project

- Background/Literature review
  - Explains how 3 research outcomes are really important.
    - \* You can call these the “AIMS”
    - \* You can also call them “RESEARCH QUESTIONS”
    - \* [And describe them in “We need to Know” Key Statements](#)

. . .

- Description of Project/Methods/Research Plan
  - Describes the research activities in each of 3 [sub-projects](#) and makes it clear that they will produce the 3 important outcomes.
    - \* You can call these the “OBJECTIVES”
    - \* [And describe them in “This will tell us” Key StatementsS](#)

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## Aims & Objectives

...

- Nobody is sure what Aims & Objectives mean, so you can hijack them to reiterate the sales pitch.

...

- Background/Literature review
  - Explains how 3 research outcomes are really important.
  - Make achieving the outcomes the AIMS
- Description of Project/Methods/Research Plan
  - Describes the research activities in each of 3 [sub-projects](#) and makes it clear that they will produce the 3 important outcomes.
  - Make the subprojects the OBJECTIVES.

...

- The AIMS and OBJECTIVES deliver the sales pitch.
  - [Use Tag Phrases so Aims match Objectives](#)
  - Order them so they match the structure and the wording of the case for support.
  - Always try and give both, even if you are only asked for one.

## Subprojects

### What is a sub-project?

- You break your project into components (subprojects) to make it easier to explain.
  - The sub-projects can be sequential
  - Or parallel
  - Or even different analyses of the same data
  - The only requirement is they produce different, important outcomes.

...

- Each sub-project should produce an important outcome
  - That way the explainer will give a sales pitch.
  - If they know what makes the outcome important.

...

- The perfect number of sub-projects is 3, but 4 is OK.

...

- Don't create dependencies on uncertain outcomes (hostages)

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## What Makes a Good Fellowship Application?

Why you need a magic formula.

Andrew Derrington

**A good case for support is designed for the decision process.**

1. [What do funders want to know?](#)
2. [How do funders make decisions](#)
  - [What are the implications?](#)
  - [The Case for Support as Sales Pitch](#)
  - [The Magic Formula](#)

## Funders' questions

**Fellowship Funders are looking for Four Things**

1. A good PERSON
    - Fellows are future research stars.
      - Potential
      - Achievements
      - Creativity
- ...
- Which of your achievements make you look like a future star?
    - What could you change to make yourself appear more stellar?
- ...

2. A suitable PROJECT
    - As a vehicle for your development
    - As a flagship for the funder.
- ...

3. A suitable PLACE
    - Facilities
    - Mentors
    - Support
- ...

4. A good PROGRAMME

- New Techniques & Skills for the Fellow (and the Host)
- Experience
- Connections

## The Decision

- Who decides?
- Committee of successful researchers
  - Very busy people
  - Very successful
    - \* Have their own grants
    - \* And research groups
    - \* And jobs
  - Not knowledgeable about your particular research area.
- Fellowships committees are usually broader than grants committees
- Often it's a 2 stage process
  - Paper then interview
  - Project then person

## The Decision: what information do they have?

- Applications
  - Usually a set of 50-100 per meeting.
  - Arrive 3-6 weeks before meeting.
  - Everybody delays reading them as long as possible.
- ...
- Expert referees' reports
  - Written reports with evaluation and score.
  - Usually 2-5 per application
  - Usually arrive before the meeting but often after the applications
  - Often conflicting
- ...
- Designated members' reports
  - Oral report by 2 or 3 members who have read the application.
  - Usually lasts < 5 minutes

## The Decision: what is the process?

- Designated members report on the proposal
  - Usually less than 5 minutes

- Who, what, why, how, outcomes, strengths, weaknesses, summary of referees, how important and exciting, suggested score
- One person may have to do this for 10 or more grants in a day.
- Probably based on 30-60 minutes preparation.

...

- Discussion by all members of the committee.
  - Even though some of them may be reading it for the first time during the discussion.
    - \* They will probably have read the summary beforehand.

...

- All members in the discussion can influence the score.
  - No matter how little they know.
  - And how little time they have spent reading your proposal.

### Implications of the decision process?

- Referees will analyse your grant in detail but:-
  - Most of the committee won't read it.
  - The ones who do read it won't know the field.
  - There will be about 100 other applications.
  - This imposes requirements on the case for support.

...

- It must be a very good sales pitch
  - Easy to analyse at a deep level (Referee).
  - Know what's in it by skimming it (Committee Member).
  - Learn the subject by reading it (Committee Member).
  - Memorable and Distinctive (Designated Member).

...

- These properties need a magic formula

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### The Magic Formula

- [Key Statements](#)
- [Layout](#)
- [Tag Phrases](#)
- [Repetition](#)

## Key Statements

- Outcome
- Institution's Strengths
- Fellow's Strengths
- Importance of Project
- 3 Research Aims and why we need them 'We need to know'
- Project summary
- 3 Research Objectives to deliver Aims "This will tell us"
- Dissemination / Impact
- Developmental Programme (How many parts?)
- Developmental value of Project

. . .

- Start every section with a key statement that summarises it

. . .

- They introduce the detail
  - that convinces the referee /detail reader
- Re-use them in the summary

## Use Layout to Communicate with Skimmers and Speed-Readers

- Message on first line of paragraph (ASSERT then JUSTIFY)
  - First sentence of para ASSERTS (topic sentence)
  - Remainder of para JUSTIFIES
    - \* This is where you cite literature
    - \* This is how you avoid citing too much literature.

. . .

- White space above each paragraph

. . .

- Readers' eye movements land on blank lines.
  - Speed-readers will read first line of every paragraph.
  - Browsers will only read first lines.
  - Detail readers will know what to expect in each para

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## Teach Terminology with Tag Phrases

### KeySentences 3,4 & 5

- 'We need to know' + tag phrase because....
- We need to know the relationship between the performance of single neurons and the performance of the whole visual system in order to establish the likely contribution of single neurons to perception. . . .



## Key Sentences 7, 8 & 9

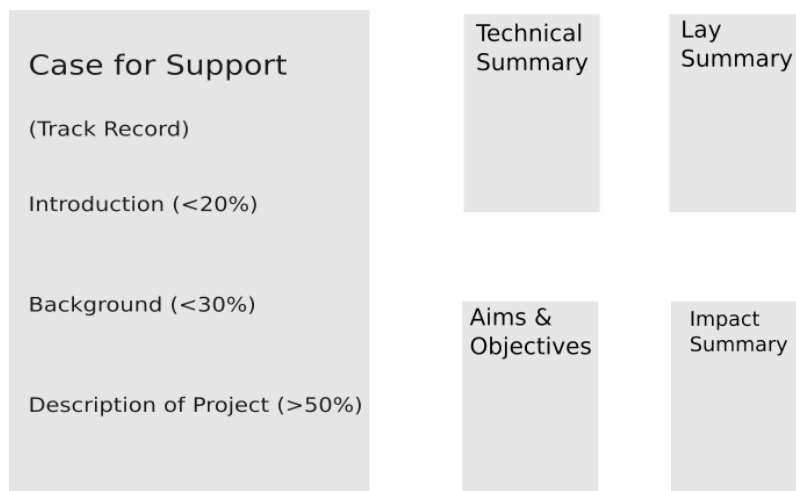
- 'We will do this sub-project in order to discover' + tag phrase
- We will record single neurons during perceptual tasks and calculate sensitivity functions for neural responses and for task performance in order to characterise the relationship between the performance of single neurons and the performance of the whole visual system.

...

- Tag phrases provide meaning - link between aims and objectives
- Use them in headings (make them short enough)

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## Re-cycle Text From Case for Support



- Repeat key sentences and tag phrases
  - to provide common structure, and
  - to link
- Maintain structure and order

## Resources

What's been funded?

- [Research Council Project Summaries](#)
  - <http://gtr.rcuk.ac.uk>
- [ERC Summaries](#)
- [Leverhulme Awards 2016](#)

Advice on writing:- [www.parkerderrington.com/blog](http://www.parkerderrington.com/blog)

- [How to construct a project](#)
- [The key sentences](#)

- How to get feedback

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## Principles of short talks and interviews

**Andrew Derrington**

### General Principles

- Decide how big a message your audience will take away.
- Decide what is you want that message to be
- Learn it
- Use a good communication approach to deliver that message
- Never never never never never NEVER EVER
  - under any circumstances
    - \* Overrun your time limit
- Be yourself!
  - Or a friendly approachable version of yourself!

### What is a Good Communication Approach?

- Remember: It's human-to-human
  - Like your audience - it helps with the body language
- Look at your audience and expect them to look at you
  - Or to shift their gaze and look at what you are looking at
- Assert-Explain-Remind
  - Tell them for what they are going to hear
    - \* Then explain it to them
  - Then remind them what you told them

### Principles applied to Talks

- Message size is 1 short sentence
  - Or 3 or 4 short bullets

...

- Learn the message
  - Then make it the first sentence of your talk
- The body of your talk explains the message
- Then you repeat the message

...

- And thank the audience
- Don't expect slides or handouts to expand the message
  - No slides is fine
    - \* And impresses people
  - If the slides are just for you, put them on your phone, laptop or tablet and NOT on the screen

## Slides, Handouts and Scripts

- Slides
  - Only show slides to demonstrate a point -
  - Must have very clear explanation of
    - \* What point the slide makes
    - \* What is on the slide - use a pointer
    - \* How it demonstrates the point
    - \* Which point it demonstrates. . . .
- Handouts
  - Only if teaching.
  - Never to expand the message - write a book!

...

- Scripts
  - Never

## Interviews

- It's like several short talks with the topics chosen by the panel

...

- Prepare answers for the obvious questions
- If you think time is a problem offer a short answer and then say "would you like me to expand on that?"
  - Otherwise tell, explain, remind
- Practise speaking the short answers.
- Look mostly at the questioner but also at the chair and the other members of the panel

## Exercise

- Imagine you are in an interview. The first question is "Would you tell us why you have applied for this fellowship?"
  - Write an answer in one sentence. . . .
- Compare notes with your neighbour.

## Take Home Message

...

- Work out your message - and learn it

- Communicate it Human to Human
- Don't exceed your time

Thank you

## Marie Curie Criteria

- Excellence 50%
  - Quality and credibility of the research/innovation action (level of novelty, appropriate consideration of inter/multidisciplinary and gender aspects)
  - Quality and appropriateness of the training and of the two way transfer of knowledge between the researcher and the host
  - Quality of the supervision and of the integration in the team/institution
  - Capacity of the researcher to reach or re-enforce a position of professional maturity/independence

. . .

- Impact 30%
  - Enhancing the potential and future career prospects of the researcher
  - Quality of the proposed measures to exploit and disseminate the action results
  - Quality of the proposed measures to communicate the action activities to different target audiences

. . .

- Implementation: 20%
  - Coherence and effectiveness of the Work Plan
  - Appropriateness of the allocation of tasks and resources
  - Appropriateness of the management & risk management structures and procedures
  - Appropriateness of the institutional environment (infrastructure)

. . .

- 
- Discuss with your neighbour the key sentences or headers you would need.

## The Recipe

- Write Answers to the Pre-Start Questions
- Make Sure you Have a Sales Pitch
- Prepare your Ingredients
  - Sales Pitch
  - Project Intro & Outtro
  - The Elevator Pitch
- Build the Structure

## Sentences 7, 8 & 9 and 3, 4 & 5

### The Sales pitch:- “We need to know” & “This will tell us”

- Sentences 7, 8 & 9: “This will tell us” (One per Subproject)
  - Summarise the research activities and state the outcome of a sub-project.
  - “We will do X and this will tell us Y”
  - Structures the Research Plan/Methodology. Introduces a subsection.
  - States an OBJECTIVE (and the aim it will deliver).

▪

...

- Sentences 3, 4 & 5: ‘We need to know’ (One per subproject)
  - Say why we need the outcome of the sub-project.
  - “We need to know Y because Z”
  - Structures the Background: Introduces a subsection
  - States an AIM
  - Can be paraphrased as a Research Question

▪

...

- Rookie mistakes
  - Failing to mention research activities in 7, 8 & 9
  - Describing the research activities instead of outcomes in 3, 4 & 5
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## Sentences 6 & 10

### Sentence 6 (Project Intro)

- Sentence 6 introduces the introductory part of the description of the project.
  - Summarise the distinctive aspects of the project in fewer than 40 words.

### Sentence 10 (Project Outro)

- Sentence 10 introduces your discussion of what will happen after the research is complete
- It will depend to a certain extent on whether the importance is academic or practical or both.
  - State in about 40 words what you will do to maximise the benefit from the project.

## Sentence 1 & 2

### The Elevator Pitch

1. Sentence 1 should have 3 parts:-

1. What the project will achieve, in terms meaningful to the whole committee.
2. The general research approach, to suggest you will be successful.
3. An example of your achievements using that approach, to show you are competent.

. . .

2. Sentence 2 says what it is that makes the outcome important. For example...
  1. Quantify the real-world problem it will help to solve.
  2. Say what it will allow us to do that we can't do now.
  3. Prepare to say which named priorities of your funder it contributes to, and how?

### What should the elevator pitch say?

- Why is this a good Person?
- Why is this a good project?
  - Direct Outcome?
  - Training Outcome
- Why is this a good place?

### Gathering information for the elevator pitch

Ask your neighbour about their project. Try to understand and remember:-

- What will their project achieve?
- Would that achievement be important? Why - objectively?
- Why would they be a good person to receive a fellowship -
  - Get evidence rather than value claims.
- How will the project develop their career?
- Why would their chosen organisation/lab be the best place to hold the fellowship - objectively?

After 5 minutes, change roles and repeat.

### Writing the Elevator Pitch

1. Imagine that you are trying to persuade a committee to give your neighbour a fellowship.
  - Write a short statement that will convince them to do so.
  - You have 5 minutes.
2. Imagine that you are trying to persuade a committee to give you a fellowship.
  - Write a short statement that will convince them to do so.
  - You have 5 minutes.

## End

### Writing Guidelines

- Should repetitions use the same words or different words?

. . .

- Same words: NO SYNONYMS

. . .

- [Key statement](#) at the start of every section
- Re-use tag phrases across key statements
- Re-use [tag phrases](#) in headlines

. . .

- Punchline at top of para (~6 paras per page)

. . .

- Strong Verbs (no adverbs, no nominalisations)
- Short sentences
  - [Health Check](#)

. . .

- Avoid value claims (state evidence instead)
- Bullet lists good, lists in sentences bad.

. . .

- No initialisations
  - unless the expansion is in the same paragraph
  - or no expansion is needed

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## Presenter



Andrew Derrington has in-depth experience of the research funding process. He obtained his first research grant, a Beit Memorial Fellowship for Medical Research, while he was writing his PhD. His research was continuously funded by fellowships, project and programme grants for the next 30 years. He served on research grant committees for The Science and Engineering Research Council, the Medical Research Council and the Wellcome Trust. His book, *The Research Funding Toolkit*, which he co-wrote with Jacqueline Aldridge, research and enterprise associate in the School of Psychology at the University of Kent, is the definitive guide to grant writing for early career academics and research professionals. It is based on Andrew's analysis of how grants committees make funding decisions.

Andrew has worked in eight Universities including two in the world top ten.

He has also worked as a journalist. Over several years he wrote two successful columns in the Financial Times. *The Nature of Things* covered science - from astrophysics to zoology. *Psych Yourself Up* was a guide to the different psychotherapies available in the UK.

Andrew set up [Parker Derrington Ltd](#) in 2013. He now works as a consultant, writing research grant applications and providing strategic advice and training to individuals and organizations.

## Testimonials

*I had a fantastically useful time attending your recent workshop at Leicester University. Writing the 10 key sentences was a very useful exercise and I have, since, worked on them to discover they are a fab tool for any kind of writing really.*

Dr Ranjana Das, University of Leicester

*Andrew blends easy authority and extensive experience with humour and approachability. The result is a workshop full of practical, memorable advice on how to compete more successfully for research funding.*

Professor Peter Clegg, Institute of Ageing and Chronic Disease, University of Liverpool

*I attended one of Andrew's workshops when I was a senior lecturer. The hands on advice about how to structure my applications in a really appealing fashion enabled me to win a grant of nearly £600K the next year. I still implement the advice that I received in that workshop, and pass it down to junior colleagues. I find that Andrew's advice has a high success rate!*

Prof Theresa Gannon, University of Kent

*I still use the tips you gave me for my successful Wellcome SRF application. Your advice on "12 key sentences" is spot-on and helps people focus on the aspects of the proposal that are critical to success instead of getting bogged down in reams of text.*

Prof Mark Baxter, Mount Sinai School of Medicine

*Andrew's grant-writing workshops teach you how to convince the world that it needs your research. They are the most useful training events I have ever attended. His advice about how to sell the big idea without compromising on the science was critical to the success of our £9.3 million ESRC application.*

Prof Julian Pine, University of Liverpool