Train the Trainer: a holistic and inclusive training framework for simulating a Funder Panel meeting

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WELCOME

MY OBJECTIVES TODAY

Clarify the Funder Panel meeting in a practical sense

Convince you of the immense value in running this training workshop within your own institutions, and the added benefit of integrating role play

Champion the idea of opening up participation beyond researchers and academics

BUT WAIT...

...IT'S MUCH MORE THAN THAT!

I would like to save you time

I hope to inspire creativity

I strive to encourage sharing

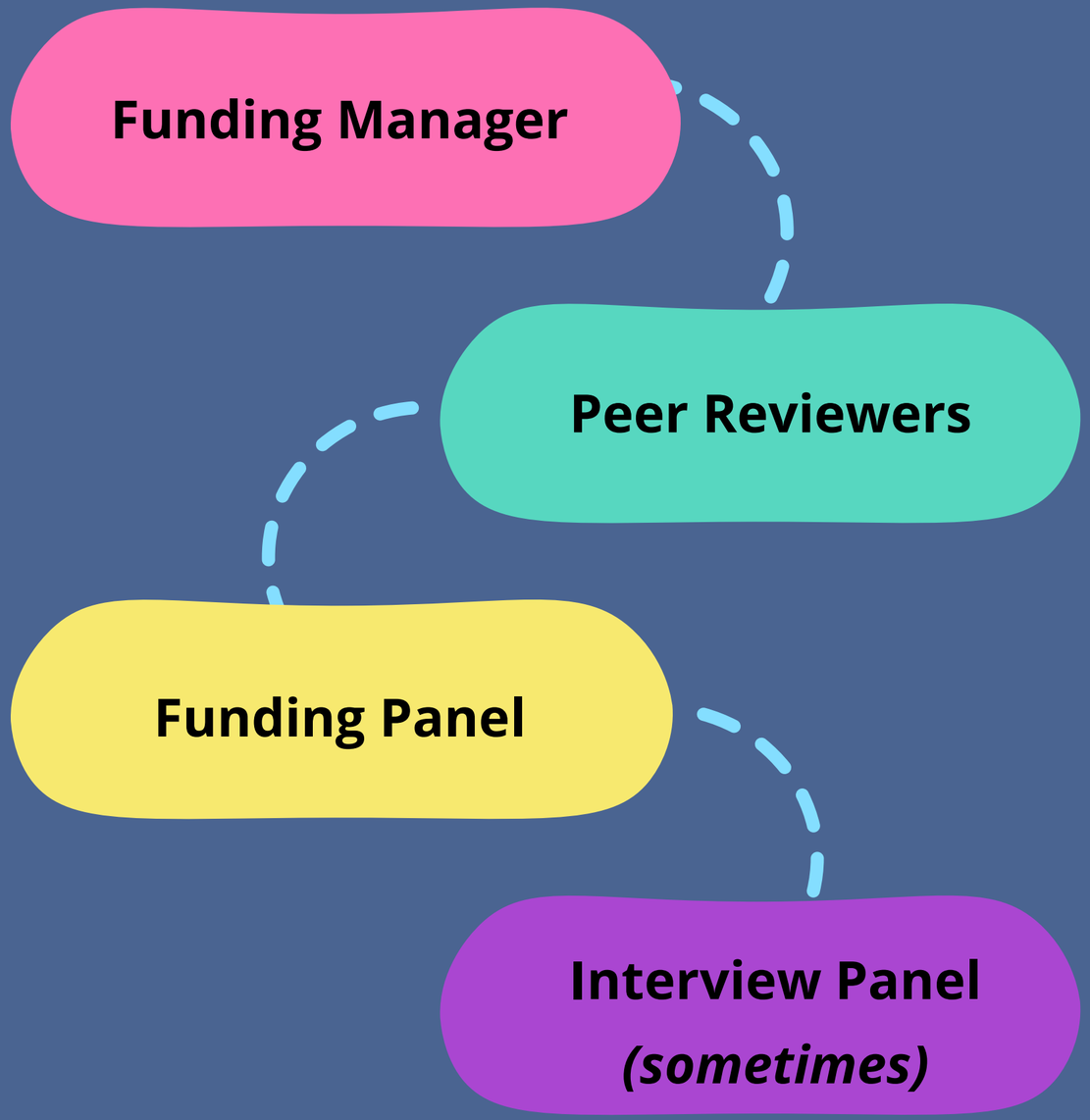


Tell me and I forget
Teach me and I remember
Involve me and I learn

Benjamin Franklin *(not Sherlock Holmes)*

Add to our Padlet

https://padlet.com/hello3090/simulating-a-funder-panel-meeting-train-the-trainer-scientif-m1y6dzi1vh2zvwm8



Who will read my grant application?

WHAT IS A FUNDER PANEL?

THE PEOPLE

Typically Expert Generalists
Traditionally academic researchers
More recently, can include a broader range of professions

THE ROLE

Oversight of all grant applications received in the funding round
Providing a balanced assessment based on comments from subject-specific peer reviewers

THE TASK

Score and rank all of the grant applications, either on a sliding scale or in categories (yes/no/maybe), to inform decision-making



The Funding Panel
makes a recommendation
to the Funder,
it does not make funding decisions

RUNNING A MOCK FUNDING PANEL

THE PRACTICAL ASPECTS

OBJECTIVE

To imitate the Funding Panel, in an imaginary scenario, with participants taking on the role of the Panel Members. This enables the participants to recreate the exact tasks and responsibilities of the Panel Member, to aid their learning.

RULES

The workshop must mirror the actual workflow and structure of a real Funding Panel. This includes the completion of pre-workshop preparation, reading and assessing real grant applications.
There are no shortcuts!

THE MOCK FUNDING PANEL WORKSHOP TEMPLATE

SLIDE DECK

Ready to be tailored to your needs, such as adding your institutional logo, brand colours and images

Provides a visual aid to the workshop

LESSON PLAN

Step-by-step workflow, including pre-workshop preparation and timings for on-the-day activities

RESOURCES

First speaker/second speaker grant application allocation matrix and scoring template

Signposting further reading

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JUST ADD SOME REAL EXAMPLES OF GRANT APPLICATIONS

RESOURCES

First speaker/second speaker grant application allocation matrix and scoring template

Signposting further reading

HOW DOES IT WORK?

Two weeks prior to the workshop, participants are sent a selection of grant applications, with assessment guidance.

They are each allocated two applications to read in detail, and asked to provide comments and to pre-score the applications according to a specified scoring criteria provided.

Each grant application includes

1. Case for Support
2. Justification for Resources
3. Letters of support and work plan
4. Peer Reviewer reports (x3 or more)
5. Applicant response to reviewers, if available
6. Other documentation specific to the funding call

LET'S DISCUSS AND ANALYSE TOGETHER

Create a safe space to share by building group size gradually

Q.

Task 1

In pairs, ask the participants to discuss the different roles of the Peer Reviewer (subject-specific expertise) and the Panel Member (expert generalists). How would they pitch a case for support?

Q.

Task 2

In small groups of 4 or 5, ask participants to discuss how they approached the task of reading, assessing and scoring the grant applications. Which sections of the grant application did they read first?

Q.

Task 3

As a whole group, and at the end of the workshop, ask participants to share 1 key learning point from the workshop (things they did not know beforehand) and how this might shape their bid development approach

WHY DOES IT WORK?

Encourages abstract thinking, essential in solving complex problems and in creativity.

Reminds us that Panel Members are real people! How can we make their jobs easier?

Building confidence to draw conclusions on research proposals that are outside of immediate area of expertise.
Taking a generalist view, identifying patterns and making connections.

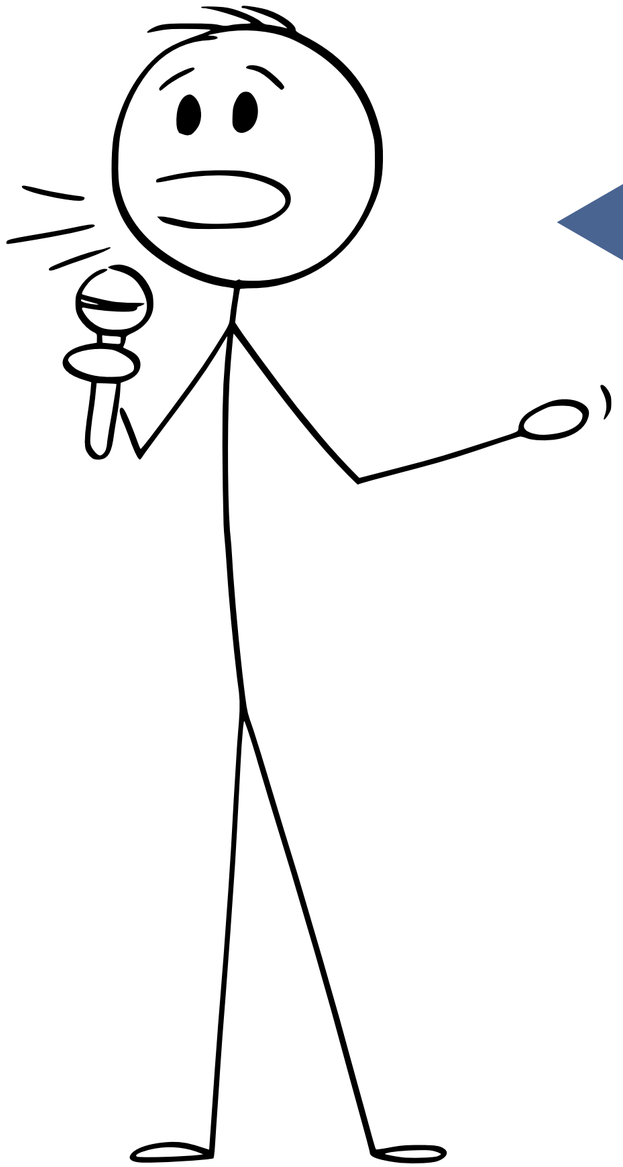
‘This is not my specific area of expertise, I don’t feel confident to make a judgement on this proposal’

Panels are expert generalists

‘There was so much to read, I didn’t have time to read it all’

Panel Members are also busy people!

Re-evaluate our perspectives and our assumptions



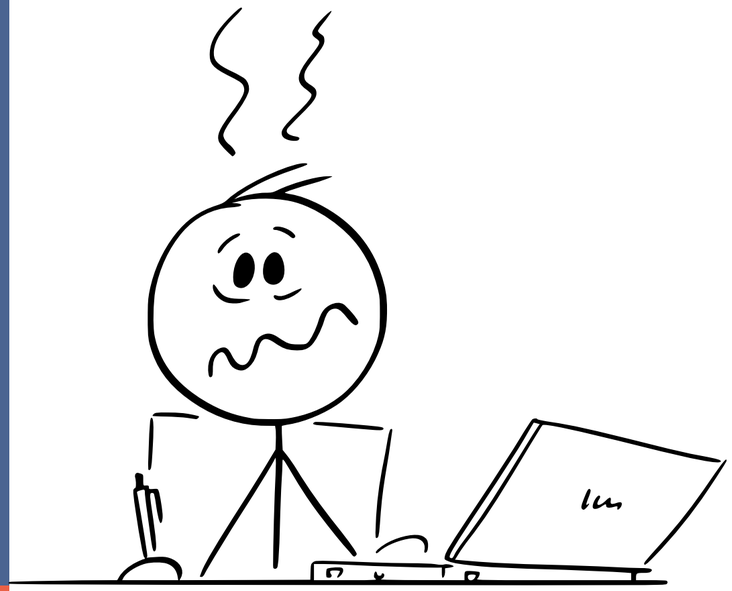
Mock Interview Panel

Typically 4 people, including a Chair

Not just academic researchers!

Provide interviewers with suggested questions based on assessment criteria and peer reviewer reports

Allocate sub-topics to each



Coaching interviewees

Mirror the same structure of the actual interview - will it be remote or in-person?

Ask them to prepare a list of questions that they suspect may come up, or areas they are concerned about

At least two mock interviews!

Interviews are stressful!

When coaching, define the desired behaviours and change actions, not attitudes

FINAL THOUGHTS

Let’s make training open to all, not solely for our academic research colleagues



THANK YOU!

Connect with me on LinkedIN

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