

PRBB INTERVALS PROGRAMME

Report of activities in 2017

PRBB *Intervals* Programme

Annual report 2017

The capacity to learn is a gift, the ability to learn is a skill, the willingness to learn is a choice

Brian Herbert, American author.

2017 was another busy year for the PRBB *Intervals* programme. While the main core of workshops and courses was maintained, some new ways of offering training and development were explored working in collaboration with partners, both within and outside the PRBB. These included: a joint course with BIST* and the CRG developing leadership skills for young principal investigators; organisational support for the first PRBB World Café addressing integrity in scientific publication run by the PRBB Good Scientific Practice group; and a course organised for ISGlobal on team skills.

This report gives an overview of activity during 2017, and reports on feedback from course participants. As our *In Focus* topic we look at the issue of gender balance as it relates to the *Intervals* programme.

1.0 Strategic Aims

The aims of the PRBB *Intervals* programme are:

1. *to provide high quality, innovative, interdisciplinary education*
2. *to facilitate community building by providing networking opportunities*
3. *to contribute to promoting a culture of good scientific practice throughout the PRBB*

In order to achieve these aims the programme has evolved over nine years from its start in 2008. Courses, workshops and events are now organised under the following three themes.

- A. **Leadership and career development** – covering training for all aspects of the *interpersonal skills* necessary for leading and/or working in teams. This theme includes a career development sub-strand.
- B. **Communication** – covering all aspects of communicating science to all kinds of audiences, within the system of science and beyond.
- C. **Good science, honest science** – giving opportunities to address and grow the *intrapersonal skills* that can help professionals apply the highest level of integrity in the conduct of their work.

2.0 Activity

2.1 Places and uptake (Tables 1 & 2)

In 2017 demand for places remained very high as in previous years. A total of 462 places were offered with 443 being filled by 301 individuals.

One of the most challenging aspects of organising the *Intervals* programme is to ensure that there is a maximum number of places available while at the same time ensuring that there is no reduction in quality.

Scientific writing

Given the high demand for places on scientific writing courses, changes were made to streamline the curriculum. The aim of the streamlining was to make more places available on courses covering the fundamentals of writing a conventional scientific paper – the so-called IMRAD article. A total of six courses in fundamental scientific writing skills were held, offering a total of 90 places (*Write it clearly* - five editions, *The craft of the scientific research* – one edition). This compares with only 45 places in 2016. In order to make these extra places, other more general writing courses (eg *Popular Science Writing*) were not held in 2017. Since the highest demand for places on the fundamental writing skills programme comes from PhD students, the *Intervals* programme is now working in partnership with the CLIK (UPF) and part of the programme will be joint funded in 2018.

2.2 Satisfaction (Table 3, Figure 1. Box 1 and Appendix)

Opino que hi ha molts cursos interessants impartits per bons professionals i que està ben organitzat

Overall ratings for course satisfaction remained on a par or higher than other years, mean overall course satisfaction being 87%, assessment of trainer 92% and satisfaction with organisation 89%. As always, qualitative feedback was extremely valuable and a selection of responses is shown in Box 1.

Satisfaction: sample of comments from participants

Es el primer curso que hago y definitivamente haré más. Acabo de descubriros per definitivamente prometéis mucho...

I'm a big fan of PRBB Intervals courses.

PRBB Intervals is a useful complement for our scientific formation. Many thanks.

It has been a pleasure again to attend one of your courses. You are one of the best things of being at the PRBB.

I've learned so much from all Intervals courses in the past five years Thank you!.

BOX 1

2.3 Centre representation (Table 4)

During 2017 there were a number of changes in Centre occupancy in the PRBB. This state of flux must be taken into account when interpreting variations in uptake between Centres compared with previous years. As always, the policy of the *Intervals* programme is to allocate the number of places available on courses according to strict quotas that align with the proportion of staff in each PRBB Centre – updated annually. However, since individuals sign up for courses freely and also cancel freely and frequently at short notice, the *Intervals* team takes all reasonable measures to ensure that no course is left with empty seats. As a result, some smaller Centres benefit from extra places becoming available at the last minute.

2.4 Balance by job and level (Table 5, Figure 2)

In 2017 there was a return to the balance of representation of career categories to that experienced in former years of the programme, in which PhD students are the majority users of the programme. In 2016 there had been an unexpected blip of increased uptake from post-docs but this was not repeated in 2017.

2.5 Gender balance (Tables 6 and 7 and Section 4.0)

As always, there was a heavy skew towards female uptake of places. A more in-depth analysis of the balance of women to men on courses is provided below in Section 4.0, Tables 6 and 7.

2.6 Trainers (Table 8)

Our main source of trainers in 2017 was the Barcelona area and Spain, with just 4 trainers coming from other European countries. As always we also relied heavily on the generous input by senior PRBB staff as trainers to the programme.

3.0 Co-organised initiatives and new courses

3.1 *Leading for success in science* – co-funded course

My self-awareness has greatly been improved and how I can maximize my leadership potential while minimizing the weaknesses.

This course aims to:

“to address the human aspects of doing science. It will provide a nurturing frame for practical training, as well as for scientific exchange and networking.”

This course, run by Saso Kocevar and Romilde Manzoni from HFP Consulting was held over 3 days off-site from the PRBB, thereby enabling participants to focus entirely on the workshop without the distractions of their usual office or lab work.

Formerly offered annually as part of the *Intervals* programme, the course has always been highly valued by the PRBB. Over the years however, as numbers of staff completing the course increased, demand dropped and as of 2014 it was no longer offered routinely. With new staff turnover, interest is growing again and to create a viable programme in 2017, *Intervals* joined forces with BIST and the CRG. In this new edition 16 places were offered in total, 6 of which were *Intervals* funded (Table 9).

Course feedback was very positive from the 14 out of 16 respondents, with a general course satisfaction of 91%. Course contents that people found most useful were active listening and frame-setting. Almost all participants enjoyed the course and found it highly relevant to their professional learning needs, time intensity was an issue for a small minority.

3.2 World Café on Integrity in Scientific Publication – co-organised event

The most important thing I took away from the World Café was: The amazing success of the approach – I wasn't expecting that people would play the game so well and talk openly. Very positive experience!

The World Café on integrity in scientific publication was run by the PRBB Good Scientific Practice working group (<https://prbbgoodpractice.wordpress.com/>) and managed operationally by the *Intervals* programme.

The aim of the Café was:

“As a community of science professionals we will explore together through conversation, the thorny issue of integrity in scientific publishing. How can we as individuals change the system?”

The event held in the Barceloneta Civic Centre, was attended by 42 scientific professionals from all PRBB Centres, 33% of whom were Principal Investigators (Table 10). By way of conversations around small tables, in which PIs participated as equals with junior staff and science managers, almost everyone present was enthused and animated by both the depth and breadth of ground covered:

A snapshot of the complex interactive mechanisms that make integrity an issue, as detailed through discussions with very interesting co-participants.

Several suggestions were made for how both individual scientists and PRBB Centres could contribute to improving practice in scientific publishing.

A full report of the event, with all suggestions is available on the GSP website (see above) and the *Intervals* website. The following recommendations were of particular relevance to Centres:

Recommendations to PRBB Centres from the PRBB World Café on Integrity in Scientific Publication

- Sign the San Francisco Declaration on Research Assessment (DORA) and seek ways to apply its principles. This declaration recognizes the need to develop new ways of evaluating research outcomes <http://www.ascb.org/dora/>
- Foster dialogue within scientific fields about alternative evaluation criteria.
- Organise seminars with a focus on scientific integrity.
- Encourage open conversations at all levels about shared values, the meaning of science and research and how the Centre might promote a culture of caring, nurturing and support of all staff.

BOX 2

3.3 Effective team playing to achieve your goals: from bummer to booster - Organised by *Intervals* for PRBB Centre, ISGlobal, and funded by ISGlobal. Two editions (English and Spanish).

I learned a remarkable number of skills in an easy and funny way, serious and focused.

Este curso me ayudará a crecer y cambiar cosas para mejorar mi liderazgo y además me he divertido mucho y me ayudará a divertirme trabajando – muy recomendable.

This course aims to:

“Positively change the way you manage relationships and experience conflict in the workplace.”

Following high recommendations from participants of previous editions within the *Intervals* programme, ISGlobal as a Centre of the PRBB, asked the *Intervals* programme to organise two special *Intervals-ISGlobal* editions for their staff only. The events were held off-site, one for scientists in English and another for senior managers in Spanish. In both cases feedback was excellent, with participants finding the content useful for both their professional and personal lives. Most frequent comments referred to a realisation that changes in behaviour are possible, and a sense of empowerment to approach conflicts in a different way.

3.4 Introduction to data visualisation – new course

Great introduction to data visualization and design.

This course aims to:

“provide scientists with the basic understanding of data visualization principles to communicate their results through impactful and accurate charts and graphs.”

This course was held for the first time this year by Fernando Cucchiatti and Guillermo Marin from the Barcelona Supercomputing Centre. The focus was on helping scientists to convert their large data-sets into visually interesting graphics that can be used for multiple communicative purposes. The course was well attended and generally appreciated. Comments from participants were mixed, many found the course useful but there was a general sense that focus on theory at the expense of interactive practice made for a mismatch between expectations and outcomes.

3.5 The craft of the scientific research article – new course

This course has been a refresh for me of the papers structure and I have learned new skills about my writing.

This course aims to:

“to familiarize participants with the process of writing a scientific article for publication in English and provide them with tools for improving the quality of their writing so that they can achieve their publishing goals.”

This course, run by Susan Frekko was introduced to the *Intervals* programme to augment the available training on the fundamentals of scientific writing, primarily for early career scientists. The course was generally well received by participants. Many participants felt that their writing skills had improved as a result of the course while some highlighted the need to reduce theory and focus more on the practical application of writing techniques.

3.5 Train the trainer – becoming a dynamic facilitator – new course

I have learnt many resources that I can implement in my job as a trainer and make my classes more entertaining and dynamic.

This course aims:

“to support participants to develop the skills, techniques and personal attitudes for succeeding in their training assignments”.

This course, run by Alicia Marin and Reimund Fickert was targeted at scientists and science support professionals who have teaching responsibilities or roles facilitating learning events. The workshop was attended by a staff from varied career levels from PhD students to clinicians and senior managers. Participants were introduced to a wide range of resources, techniques and ideas to make their training more stimulating and effective. The course was very highly appreciated by all attendees, and many emphasised the wealth of material as well as the interactivity of the sessions as positive features.

4.0 In Focus: Gender balance and the *Intervals* programme

In a year that has seen a massive upsurge in public interest in women’s rights worldwide, it seems fitting to consider the issue of gender balance in the *Intervals* programme.

4.1 Glass ceiling

It is well recognised that women are under-represented at senior levels in science, whether as active scientists or as policy-makers. EU figures show that in science and engineering fields in total, whereas women make up 35% of PhD graduates, only 11% of full professors are women (*EU Commission, SHE Figures 2012 - Gender in Research and Innovation*). Many reasons have been proposed to explain the apparent glass ceiling in science, where women have difficulty progressing to senior positions. Perhaps most frequent is the view that the culture of science preferentially supports stereotypically male lifestyles: long unsociable hours, frequent travel, male socialising habits (often gender exclusive or discouraging to women), unconscious bias to same sex in job interviews, low opportunities for career breaks, patterns of competition rather than cooperation etc.

Amongst PRBB scientific staff the gender distribution seen elsewhere is similar though the proportion of female PhD students is higher: in the PRBB women form a majority in junior posts and a minority at senior levels: no Centre director is female, but amongst PhD students women outnumber men by a ratio of 6:4 whereas amongst Principal Investigators this ratio is reversed.

4.2 Enhancing women’s opportunities

Debate rages worldwide about what can be done to create more opportunity for women and how to support women in achieving leadership positions. Where some argue for gender specific training courses, especially women-only leadership training, others feel that providing women-only training is to imply that the problem of slow female advancement somehow lies with women. The view of the *Intervals* team coincides with this latter opinion and is the reason why the *Intervals* programme has resisted offering women-only training.

The policy of the *Intervals* programme is to regard the disparity in women's opportunities in science as being part of a bigger picture in which both sexes are under pressure to perpetuate a culture favouring male stereotypical behaviours: high competition, low communication, "old boy" networks etc. As such, while it is important to support women in their climb up the career ladder, it is *equally important to encourage men to participate in training that can help them introduce more women friendly approaches into their work styles*.

4.3 *Intervals for men?*

Since the *Intervals* programme began nine years ago, the predominance of women amongst participants has always been notable, and this predominance goes beyond a mere reflection of the higher number of females amongst PhD students who are the highest users of the programme (Table 6). The consistently higher demand from women at all career levels shows that the ethos and aims of *Intervals* courses appeal more to women than men. Since these aims are to develop capacity in communicative and leadership skills, to create links between disciplines and forge cooperative networks between Centres - the higher appeal to women is perhaps unsurprising. The relatively lower take-up from men nevertheless invites speculation as to its causes, especially taking into account the courses that have the lowest uptake by men: those addressing leadership, relationship management, communication and intrapersonal skill development (Table 7).

Given the relatively low uptake of men on some courses, very occasionally the *Intervals* team applies a selection bias in favour of men to avoid women-only groups. But if men do not register for a course then this policy cannot be applied, nor does it seem fair to over apply it where women are actively interested in participating.

4.4 *Women supporting women*

The other area in which *Intervals* has tried to support the progression of women scientists, has been through the peer mentoring scheme. The peer mentoring programme was established 4 years ago, as a way to promote mentoring between peers at a similar career level, while not necessarily the same life stage. About two groups have been set-up each year, supported in the initial stages by a facilitator and then encouraged to continue on a self-supporting basis. The first group was a women-only group of senior investigators, and all six subsequent groups were mixed. A recent audit revealed that of all 7 groups so far initiated – only two remain active: the first all-women group still running after four years, and a later group which though initiated as a mixed group, has become women-only as the men have dropped out.

Members of the women-only group were asked about their experience of the group, including its gender specific element (BOX 3). All respondents felt that the group had helped them tremendously in their professional lives and these benefits had also spilt over into their personal lives. All felt that the strength of the group came in some intangible way from its being women-only:

Peer mentoring: women only or mixed?

Views from the women-only peer mentoring group (senior PIs)

"The fact of being women has helped us be aware that some of the problems, fears, etc are shared because of the fact of being women. It is terrible but we need to project that we are superwomen, and we are not. I have tried to discuss some of the issues with other male colleagues (PI), and surprisingly we behave very differently." Respondent 1.

"There are some things that women tend to do or not do that impair professional performance a bit, especially when you are supposed to compete, or impose your ideas in a hostile environment. The group has been very sensitive to these issues because we have felt them in our skin sooner or later, so the fact that we have gone through some of these things helps to spot the same attitude in one of your colleagues and to have examples of resources to overcome them." Respondent 2.

"We all have agreed that there was something useful in the fact that we were all women although we might not know exactly the reason. I know that in my case, there is at least one issue that I would have not brought up if there had been men in the group." Respondent 2.

"Some of the problems of the work environment stem from the different attitudes of men and women to a situation. There was a certain understanding between us based on the fact that we were only women, and this facilitated communication and also the ideas we suggested to help resolve issues occurring in this environment, were more focused." Respondent 3.

BOX 3

There was also agreement that there is a distinction between gender specific learning events and initiatives that help women to support each other as members of a minority group within a male-dominated environment. As this respondent answered about her experience of attending a mixed leadership training course:

"for me being men and women was very good. Indeed you learn how people work and you get ideas from their behaviour. I really think that for me is be better to be mixed. But with peer mentoring I would not feel so comfortable as I am with this group.

Building on experience to date with demand from women and men, the policy of the *Intervals* programme towards encouraging a more gender balanced science, remains as before:

Intervals gender policy

- i. To promote the uptake to *Intervals* courses and learning events amongst women and men and explore with Centres ways to increase male uptake, especially on courses aimed at leadership, relationship management and intrapersonal skills.
- ii. To create opportunities where possible, that enable women to support each other through mentoring, for their career progression in what remains a male dominated environment.

BOX 4

5.0 The year ahead

The *Intervals* programme is now entering its 10th year. This is a time for reflection on what we have achieved as well while as looking ahead to a new decade. While no-one can predict the future, there are undoubtedly trends that are changing the way that science is done. Pressures on scientists to contribute meaningful data for health and social improvement continue. Equally the pursuit of knowledge of basic life processes remains a fundamental lynchpin of progress that must be protected.

But with rampant populism, rejection of experts and profligate Fake News, scientists' sincere and authentic search for evidence is under threat. Perhaps never before has the remit of those with scientific training been broader nor more far-reaching. Scientists can no longer remain behind closed doors in laboratories but must seek to influence public policy, public opinion and public understanding. But while they must look outwards, there is also an imperative to put their own ship in order: this means ensuring that all voices are heard and that cooperation rather than competition drives success. Globally within the scientific enterprise many exciting initiatives are moving forward from open access publishing, to awareness raising and education in good scientific practice.

During 2018, the *Intervals* programme will continue its work in developing the capacities of PRBB staff to become effective leaders and change-makers. Specifically we will be exploring ways to help course participants consolidate and build on their learning. Working with partners both within and beyond the PRBB, we will continue to support and contribute to initiatives that promote a scientific culture of openness, transparency and equal opportunity.

Once again we would like to take this opportunity to thank everyone who supported, participated in or contributed to the *Intervals* programme in 2017 and in particular all our trainers for their generous input of energy and expertise. Our participants loved it – and so did we!

Many thanks to:

Jose Antonio Aguilar, Berta Alsina, Michela Bertero, Salvatore Cappadona, Luca Cozzuto, Fernando Cucchiatti, Malte Engel, Jaume Fatjó, Reimund Fickert, Guillaume Filion, Susan Frekko, Fernando Gallego, Josefa Gonzalez, Sašo Kočevár, Gavin Lucas, Romilde Manzoni, Alicia Marin, Guillermo Marin, Andrés Martín, Eric May, Gonzalo Míguez, Carolyn Newey, Roser Pinyol, Pilar Rivera, Tobias Rodrigues, Carles Ruiz, Marta Sallés, Louise Schubert.

Elinor Thompson
Eroteida Jiménez
PRBB *Intervals* programme, February 2018

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* BIST Barcelona Institute of Science and Technology, comprised of 7 centres: Centre for Genomic Regulation (CRG), Institute for Bioengineering of Catalonia (IBEC), Institute of Photonic Sciences (ICFO), Institute of Chemical Research of Catalonia (ICIQ) Catalan Institute for Nanoscience and Nanotechnology (ICN2), High Energy Physics Institute (IFAE) and Institute for Research in Biomedicine (IRB Barcelona)

TABLE 1 Overview of the activity

Overview of activity	
Number of courses/events	36
Number of places	462
Number of attendees	443
Number of individuals registering but not attending	5
Number of individuals	301
Number of individuals attending more than one course	87

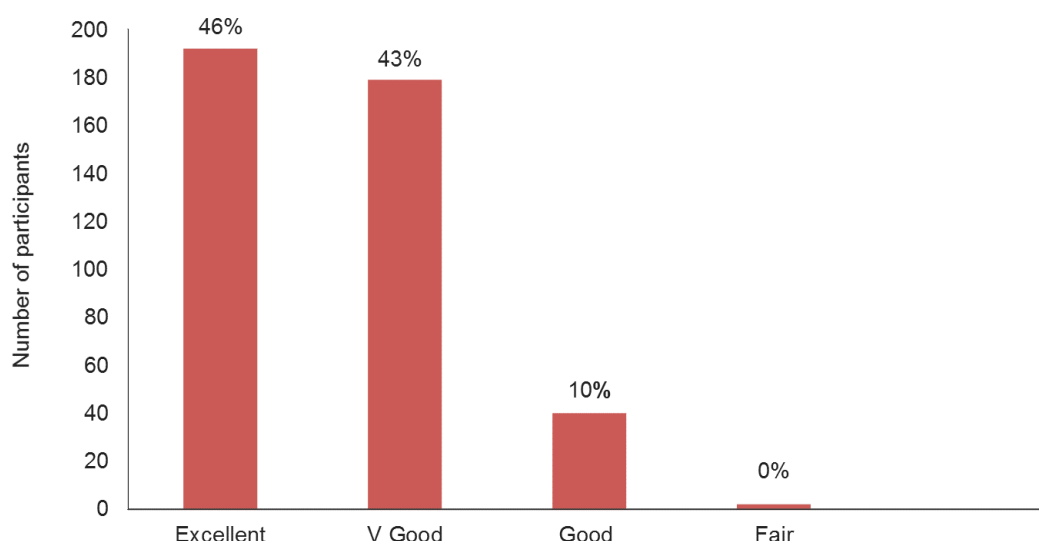
TABLE 2 Registrations (24h before course starts), places taken up (%) and actual attendances on the day

	# Registrations	% Take-up	# Attendees
LEADERSHIP AND MANAGEMENT SKILLS			
Cross-cultural working: understanding diversity for enhanced performance	10	67%	10
Difficult conversations: how to make them easier	12	Waiting list	12
Effective team playing to achieve your goals (Early & Mid-career)	9	Waiting list	9
Getting the right person for your team	9	75%	9
Leading for success in science*	6	Waiting list	6
Negotiating with confidence, inside or outside science - 3rd Ed.	12	Waiting list	12
Negotiating with confidence, inside or outside science - 4th Ed.	12	Waiting list	12
Peer mentoring scheme (Postdocs)	6	75%	6
Peer mentoring scheme (Senior researchers and managers)	6	75%	6
CAREER DEVELOPMENT			
Business opportunities in science and beyond	15	Waiting list	15
Interview and job application skills	12	Waiting list	12
Job opportunities in science related sectors	15	Waiting list	15
Total	124		124
WRITING SKILLS			
Becoming a scientific writer: putting the Why before the How - 5th Ed.	12	Waiting list	12
Becoming a scientific writer: putting the Why before the How - 6th Ed.	12	Waiting list	12
How to write a postdoctoral fellowship proposal	12	Waiting list	12
The craft of the scientific research article	15	Waiting list	15
Write it clearly: fundamentals of good scientific writing - 13th Ed.	14	Waiting list	14
Write it clearly: fundamentals of good scientific writing - 14th Ed.	15	Waiting list	15
Write it clearly: fundamentals of good scientific writing - 15th Ed. (Intensive)	15	Waiting list	15
Write it clearly: fundamentals of good scientific writing - 16th Ed.	15	Waiting list	15
Write it clearly: fundamentals of good scientific writing - 17th Ed.	15	Waiting list	15
Total	125		125
ORAL PRESENTATION SKILLS			
Elevator pitch - express your proposal quickly and effectively	12	Waiting list	12
Introduction to scientific data visualization	15	Waiting list	15
How to design a visually stunning scientific poster	12	Waiting list	11
10 keys to creating great visual aids for scientific presentations	12	Waiting list	12
Técnicas actorales para la comunicación científica - 11th Ed.	15	Waiting list	15
Técnicas actorales para la comunicación científica - 12th Ed.	12	Waiting list	11
Train-the-Trainer: becoming a dynamic facilitator	15	Waiting list	15
Say it so it stays: oral presentation skills - 16th Ed.	12	Waiting list	12
Say it so it stays: oral presentation skills - 17th Ed.	12	Waiting list	12
Scientifically speaking: a master class in peer-to-peer presenting for scientists	9	Waiting list	8
TOTAL	126		123
CITIZEN SCIENCE SKILLS			
Explaining your research to anyone - inside or outside science	12	Waiting list	12
Total	12		
GOOD SCIENCE, HONEST SCIENCE			
Mindfulness for improved self-mastery	15	Waiting list	15
Mindfulness para mejorar la maestría personal	15	Waiting list	14
Search Inside Yourself	16	Waiting list	15
Sharpen your reasoning skills	15	Waiting list	15
Total	61		59
TOTAL	448		443

* 6 Intervals places. 16 places in total.

TABLE 3 Summary data of attendees' ratings of each aspect of *Intervals* courses

Reaction sheet questions	% of maximum possible score weighted			
	2017	2016	2015	2014
How would you rate this course overall?	87	86	86	86
How would you rate the relevance of this workshop to your professional development?	87	85	86	85
How well did the workshop meet your expectations?	85	83	84	84
What is your overall rating of the trainer(s)?	92	91	91	93
How would you rate the trainer's competence/experience in relation to the subject?	94	93	93	93
How would you rate the trainer's interpersonal and presentation skills?	92	90	90	84
How would you rate the relevance and usefulness of the training materials?	83	83	81	80
How would you rate the venue for this course?	79	81	79	77
How would you rate the overall organisation of the workshop?	89	89	86	85

FIGURE 1 Summary of scores for all courses - *How would you rate the course overall?***TABLE 4** Number and percentage of attendees by institution

Attendees' institutions	% PRBB residents*	2017	2016	2015	2014
CRG	31.3%	124 (28%)	137 (30%)	136 (32%)	93 (27%)
CEXS-UPF	22.4%	83 (19%)	65 (14%)	91 (21%)	85 (24%)
IMIM	27.4%	88 (20%)	103 (23%)	83 (20%)	76 (22%)
ISGLOBAL	9.9%	90 (20%)	71 (16%)	41 (10%)	35 (10%)
IBE	5.1%	52 (12%)	37 (8%)	24 (6%)	33 (9%)
Consorti PRBB	2.6%	4 (1%)	16 (4%)	14 (3%)	5 (1%)
EMBL - Barcelona	1.3%	--	--	--	--
CMRB**	--	2 (0%)	11 (2%)	7 (2%)	17 (5%)
FPM	--	--	12 (3%)	27 (6%)	6 (2%)
TOTAL		443 (100%)	452 (100%)	423 (100%)	350 (100%)

* From Consorci PRBB demographic data

** Until May 2017

TABLE 5 Number and percentage of attendees by post

Attendees' post	2017	2016	2015	2014
Predoc	181 (41%)	159 (35%)	181 (43%)	179 (51%)
Postdoc	117 (26%)	151 (33%)	105 (25%)	102 (29%)
Senior Invstgtr	31 (7%)	34 (8%)	25 (6%)	34 (10%)
Clinician	14 (3%)	6 (1%)	9 (2%)	2 (1%)
Tech & lab staff	27 (6%)	42 (9%)	32 (8%)	12 (4%)
Admin & support	16 (4%)	17 (4%)	16 (4%)	6 (2%)
Management	30 (7%)	26 (6%)	36 (9%)	9 (2%)
Other	27 (6%)	17 (4%)	19 (4%)	6 (2%)
TOTAL	443 (100%)	452 (100%)	423 (100%)	350 (100%)

FIGURE 2 Percentage of attendees' institution and post

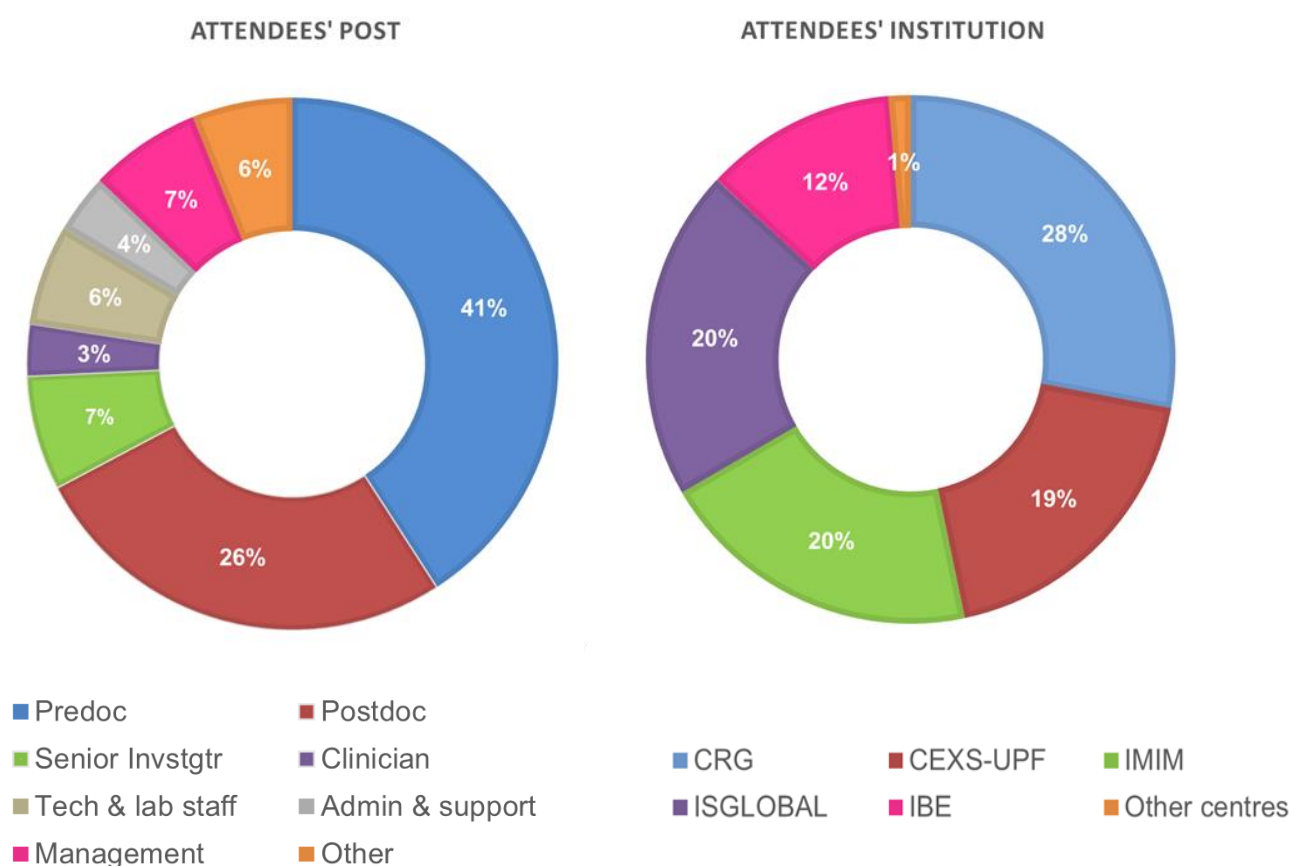


TABLE 6 Percentage of women/men

	Men	Women		Men	Women
Attendees to Intervals	29	71	PRBB residents*	41	59
Per position:			Per position:		
Researchers	32	68	Researchers	47	53
Predocs	25	75	Predocs	39	61
Postdocs	39	61	Postdocs	46	54
Senior researchers	43	57	PIs	59	41
Clinicians	33	67	PRBB Technicians	32	68
Technicians	26	74	Admin & Support core facilities	34	66
Management, Admin & Support staff	16	84			
Not classified	18	82			

* From 2017 PRBB demographic data

TABLE 7 Percentage of women/men – Breakdown per course

	% Men	% Women
LEADERSHIP AND MANAGEMENT SKILLS		
Cross-cultural working: understanding diversity for enhanced performance	10	90
Difficult conversations: how to make them easier	0	100
Effective team playing to achieve your goals (Early & Mid-career)	11	89
Getting the right person for your team	33	67
Leading for success in science*	56	44
Negotiating with confidence, inside or outside science - 2 Ed.	33	67
Peer mentoring scheme (Postdocs)	50	50
Peer mentoring scheme (Senior researchers and managers)	17	83
Mean	24	76
CAREER DEVELOPMENT		
Business opportunities in science and beyond	53	47
Interview and job application skills	33	67
Job opportunities in science related sectors	40	60
Mean	43	57
WRITING SKILLS		
Becoming a scientific writer: putting the Why before the How - 2 Ed.	33	67
How to write a postdoctoral fellowship proposal	50	50
The craft of the scientific research article	20	80
Write it clearly: fundamentals of good scientific writing - 5 Ed.	27	63
Mean	31	69
ORAL PRESENTATION SKILLS		
Elevator pitch - express your proposal quickly and effectively	17	83
Introduction to data visualization skills	33	67
How to design a visually stunning scientific poster	18	82
10 keys to creating great visual aids for scientific presentations	17	83
Técnicas actorales para la comunicación científica - 2 Ed.	46	54
Train-the-Trainer: becoming a dynamic facilitator	27	73
Say it so it stays: oral presentation skills	29	71
Scientifically speaking: a master class in peer-to-peer presenting for scientists	50	50
Mean	31	69
CITIZEN SCIENCE SKILLS		
Explaining your research to ANYONE - inside or outside science	33	67
GOOD SCIENCE, HONEST SCIENCE		
Mindfulness for improved self-mastery (2 Ed. Spanish & English)	14	86
Search Inside Yourself	33	67
Sharpen your reasoning skills	13	87
Mean	21	79
TOTAL	29	71

* Course open only to new PIs

TABLE 8 Source of trainers

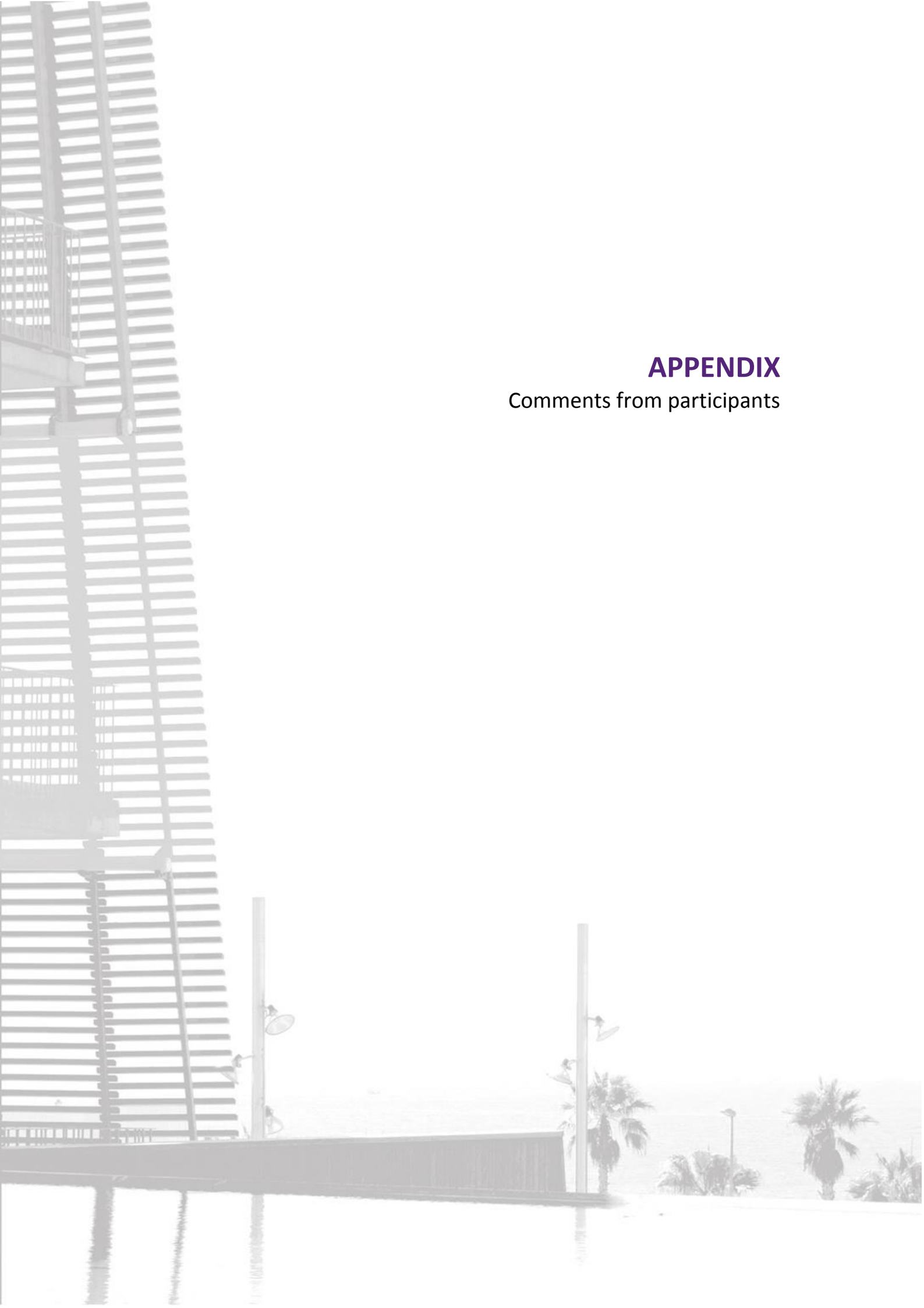
Source of trainers	2017	2016	2015	2014
PRBB Institutions - Senior staff	10	13	19	16
External (Spain)	13	12	11	9
External (Europe)	4	5	5	3
TOTAL	27	30	35	28

TABLE 9 Attendees per centre to *Leading for success in science*, edition co-funded between *Intervals*, BIST and CRG.

Centres	Attendees
CRG	7
ICFO	2
ICIQ	2
IRB	1
IMIM	1
CEXS	2
ISGLOBAL	1
Total	16

TABLE 10 Number (and percentage) of attendees to the *World Café – Publication integrity in the PRBB and beyond* per centre and position.

Centres		Position	
CRG	4 (9%)	Predocs	9 (21%)
CEXS-UPF	7 (17%)	Postdocs	12 (29%)
IMIM	6 (14%)	PIs	14 (33%)
ISGLOBAL	7 (17%)	Management	7 (17%)
IBE	11 (26%)	Total	42 (100%)
FPM	7 (17%)		
Total	42 (100%)		



APPENDIX

Comments from participants

ARE THERE ANY OTHER TRAINING ISSUES THAT YOU WOULD LIKE TO SEE INCLUDED IN THE PRBB INTERVALS?

Interpersonal skills, team management and team work skills

- Managing teams.
- How to motivate. Leadership. How to create group working environment.
- Leadership for postdoc with training.
- “Advanced” negotiation course.
- Este mismo, version 2.0! Un follow up, precisar más en conceptos que podrías trabajar más. (*Participant of the course Effective team playing to achieve your goals*).
- Conflict management (more spaces or more contents, wasn’t possible to get on the course). (*Participant of the course Effective team playing to achieve your goals*).
- More team building courses.
- More follow up sessions of the course *Effective team playing to achieve your goals* or propose some refresh for people who already attended.
- Negotiation.

Personal effectiveness, self-mastery, intra-personal skills

- More training issues related with “Crecimiento emocional”.
- Work planning.
- Herramientas emocionales para enfrentar situaciones incómodas.
- Coaching techniques to get to the goal?
- Project management.
- Planning your research? Scheduling your PhD and work.
- Reflecting listening.
- Maybe modules about planning and organizing.
- Práctica del mindfulness, estiramientos.
- Mindfulness avanzado.
- Programación neurolingüística (PNL). Metodología
- Time management (creo que no hay ninguno específico y sería muy útil).
- Project management: tools & resources for everyday’s work.
- I think the PRBB *Intervals* already have a lot of interesting courses to develop professionals, but also more on the behavior skills which is very good.
- Conceptionalizing scientific projects (Goal setting/Project Management + long term project planning in science).
- More personal development/career planning/psychological training like this (*Participant of SIY course*).

- Personal coaching.
- Meditation techniques.
- Time management. Emotional intelligence CONTROL!
- All related with communication, with dealing teams, with focusing, etc.

Career planning

- Actividades alternativas a la ciencia.
- A course about finding the perfect postdoc after PhD.
- Maybe a longer course discussing about what skills are highly necessary for non-academic career and where best to acquire them (*Participant of Job opportunities in science related sectors*).
- LinkedIn preparation.
- Transference from science to business.
- CV for academia and industry (differences). Motivation letter writing for science related jobs in academia and industry.
- A similar course for industry CV (*Participant of Interview and job application skills*).
- I would like to participate in preparation on how to pass from academia to industry (*Participant of Interview and job application skills*).

Oral communication

- Me parecen muy interesantes todos los cursos sobre habilidades comunicativas.
- Me gustaría que se pudiera hacer también un curso similar pero en inglés para que la gente que no sea anglosajona pueda también desenvolverse en las presentaciones y perder el miedo a hablar otro idioma (*Participante del curso Técnicas actorales*).
- Algo similar pero enfocado a técnicas para hablar en inglés (*Participante del curso Técnicas actorales*).
- Speaking circles. It's a really powerful form of learning to communicate better.
- English lessons specific for scientific communication. For example, typical mistakes that we commit when we do presentations or when we write papers...
- Habilitats de comunicació per a personal no científic.
- El curso de presentation skills en castellano, incluyendo aspectos de autoconfianza.
- Training on speaking clearly.
- English for non-native speakers, scientific English.
- Courses on how to communicate science to general public (all the different ways and different public).
- "Dialectica". How to speak, how to defend a position.
- The debate part of the presentations. Doing a presentation and then, that audience make questions about it, to keep calm.

- Seminar preparation.
- I would like it to learn how to give a talk in a meeting or conferences.
- Recomiendo continuar realizando este curso (*Participante del curso Técnicas actorales*).

Written communication, publishing

- Curso relacionado con la escritura de tesis.
- How to write a thesis.
- More about writing in science.
- I would like a course on editing a paper or something related to become a scientific editor.
- The writing summer school was great! I would like my team members to have the opportunity to take it. Iain is a great instructor.
- I think it would be interesting for postdocs to have courses on how to write a research project.
- I would also look at writing literature reviews in an organized fashion. Or do a longer writing course which includes all aspects of scientific writing.
- Advanced writing.
- More courses on scientific writing.
- Thesis writing. Thesis dissertation.
- How to write your thesis.
- How to write international proposals based on your topic.
- How to write for different audiences.
- Abstract writing.
- English language skills to write articles.
- Basic English grammar in scientific writing.

Ethical practice, sound research

- Taller sobre temas éticos en la investigación.
- A course on common statistical fallacies or mistakes that one commonly not detect.
- I would like to see courses about ethics in science.

Miscellaneous

- More courses addressed to management (not only to scientific community).
- Preparing graphical abstracts.
- How to highlight the originality of your work (what is originality in science in my work and how I can show this.)
- A course of strategies to apply for grants and projects for research groups or startups and the best calls that should be consider at each step in both ways; as PI and as entrepreneurial.
- Més cursos ja realitzats però en català/castellà.

- The trainer told us networking is so important for finding future job opportunities and that there are courses on how to use social media for these purposes. Maybe this is an idea? (*Participant of Job opportunities in science related sectors*).
- Hot topics, teaching methods.
- Training in how to create drawings for the figures.
- Something related to marketing.
- Gender equality.
- More extensive course on data visualization? (*Participant of the Introduction to scientific data visualization course*).
- Perhaps something addressed to project for research managers?
- How to find a subject to write a good proposal.
- There are no long term courses, format like every 2 weeks 2 hours of logical analyses of texts, for instance. (*Participant of the course Sharpen your reasoning skills*).

DO YOU HAVE ANY GENERAL COMMENTS ABOUT THE CONTENTS AND ORGANIZATION OF THE PRBB INTERVALS PROGRAMME?

General

- I have been attending many over the last couple of years and I have always been happy. *Intervals* focuses on subjects that we tend to think that are not always work-related, but they all are, for personal development.
- Very professional.
- Muy buena organización.
- Me ha encantado!
- Opino que hi ha molts cursos interessants impartits per bons professionals i que està ben organitzat.
- Es el primer curso que hago y definitivamente haré más. Acabo de descubrirlos pero prometéis mucho... ;-)
- He realizado algunos cursos y estoy muy contento. Resalto los excelentes que han sido los profesores.
- They are very well organized. Are easy to access to. Interesting for our professional development. For free. The very best of the PRBB.
- I am satisfied with PRBB *Intervals* program.
- I would like to congratulate the organization team for their great work.
- Everything ok!
- Thank you for what you are doing.
- Very nice!
- Excellent.

- You are doing a great job.
- It's working very well.
- Everything is fine.
- It's OK.
- I have attended so far two courses organized by *Intervals* and I really recommend them to my colleagues. Very useful!
- I overall like them.
- Good organization.
- So far, so good. It was my first.
- I find the program to be an excellent addition to training options.
- Good organization.
- I'm really happy with the organization.
- Excellent.
- Thanks for your hard work.
- Great work! Thanks!
- Well done!
- I arrived to PRBB 3 months ago, was my first experience, for now all right.
- It is very good, thank you very much!
- First course I have taken. Good for now.
- You are doing a good job!
- Great as usual!
- Nice.
- Sois excelentes!
- Gràcies!
- Para mí ha sido muy positivo.
- I love your program and the team!
- No, you're doing great!
- Great courses!!
- Very good! I liked it a lot.
- It's great. Thanks for your work!
- It's great.
- Great job.
- Yes: it's brilliant! I know how difficult it is to organize courses and inform people, and you do great.
- Great! Keep up the good work!

- It is perfect and helps me develop a lot.
- Keep going!!
- Everything perfect!
- Well done!!
- Everything is excellent.
- I really enjoy the program!
- PRBB *Intervals* is a useful complement to our scientific formation. Many thanks.
- Perfect!
- I find them adequate.
- Muchas felicidades!
- I always enjoy Interval courses! Lucky me.
- I think you are doing a great job.
- It is definitely well done.
- All good! Perhaps more biscuits.
- I think it's very well organized.
- Very useful. Thanks so much.
- All good!
- Yes, as you know I'm an absolute fan. Keep up the good work! Thank you for everything.
- Thank you for organizing them.
- I participate in 4 workshops already, they are all of the highest quality.
- Well organized. Thanks!
- It has been a pleasure again to attend to one of your courses. You are one of the best things of being at PRBB.
- Very nice. Thank you! I've learned so much from all *Intervals* courses in past five years. Thank you!
- All great!
- I am a big fan of PRBB *Intervals* course.

Availability/Accessibility

- It is really difficult to be part of the courses. Too few courses/few.
- More places (*Participant of the Write it clearly course*).
- I think more courses will be great.
- It's very difficult to get places in good courses. Can you make them a bit more frequent?
- More courses!
- Having better idea of when sign up periods take place (advertise and remind people, please!)

- Sometimes, it is difficult to get a place for a course!
- I'm only here for six months and I can barely go to them because there's always full.
- Més places i més idiomes. Coordinació amb RRHH dels centres per repartir recursos econòmics.
- No asignar ni reservar plazas por instituciones del PRBB. Preguntar al inicio del curso las preferencias de los trabajadores para enfocar la planificación de las formaciones hacia una dirección u otra.
- No, it's great! Do more!
- There are not enough courses (editions) and many times the list is long. It would be good to have different scheduling for the courses, for example, the same course in the mornings or evenings, etc.
- I think it would be great if there would be more places available for the courses.
- Of course, it would be good if there were more *Intervals* and more spots.
- It works pretty well, maybe there could be more offer (more places, 12 people / group is OK, but...) more courses per year.
- It is sometimes hard to get in the courses. Would it be possible to offer some more frequently?
- Not enough of them!!
- Such a pity that the courses are full so soon.
- Courses are full very soon. Limited spots available!
- I'd like that *Intervals* courses would be more frequent. Some courses are only once a year.

