



Apply: the ASA network of applied anthropologists

Careers in Applied Anthropology Postgraduate Workshop Pack

Introduction

This pack is designed to assist applied anthropologists in arranging and carrying out a workshop for post-graduate students of anthropology, to help them consider careers outside universities. The pack includes

- notes on how to arrange and carry out the workshop
- an agenda
- sample applied research problems
- a poster
- an evaluation form
- a resource hand-out

A separate student pack accompanies this teaching pack. It contains an introduction, copies of the workshop's presentations, the applied research problems, a copy of the evaluation form (for completion and immediate return at the end of the workshop), a resource handout.

The pack was put together as part of a C-SAP funded project run by Apply, the ASA network of applied anthropologists. Further details about Apply can be found on the website, www.theasa.org/networks/apply.htm.

Preparation

The workshop is designed to last 4 hours, to be run by two applied anthropologists, for approximately 20 post-graduate anthropology students.

It is expected that the university will arrange logistics, including booking a room and IT equipment, publicising the event and registering students. When arranging the event with the university, the following guidance may be helpful:

- the session should not run over lunch; an all-morning (9am to 1pm) or all-afternoon (1pm to 5pm) sessions are preferable.
- students should be advised that they should stay for the full four hour session
- the room (or rooms) should be large enough for presentations (using PowerPoint, if desired) as well as group-work (three or four small groups of up to six students).
- tea, coffee and biscuits should be provided for the break.

You will need to have pens, A4 paper, flip chart paper and post-it notes available, as well as copies of the RAI's *Careers in Anthropology* booklet, available from education@therai.org.uk.

Before the workshop, add your name, details and presentation (e.g. powerpoint slides) to the student pack and arrange for enough copies to be made for the students.

Agenda

The following is the suggested agenda-structure, based on the experience of running three workshops during the C-SAP funded project. It allows sufficient time for students to practice using their anthropological skills, while also learning from the experience of anthropologists employed in a variety of fields.

- 0.00 Welcome: about Apply and the workshop
- 0.05 Role play: the job interview
- 0.10 Presentation 1: My career, using anthropology
- 0.40 Exercise 1: Research proposals using anthropological methods
- 1.40 Break
- 2.00 Presentation 2: My career, finding jobs
- 2.30 Exercise 2: Presenting the proposals
- 3.45 Wrap-up
- 4.00 End

It is suggested that this agenda is written up on flip chart paper for the workshop participants. The following notes provide guidance for each of the agenda items

Welcome: about Apply and the workshop

Welcome the students to the workshop, introduce yourselves and ask each of the students to introduce themselves briefly, mentioning why they have come to the workshop.

The introductory spiel should include the following:

- This workshop is designed to give you some ideas about possible employment after you graduate, and to give you a chance to practice applying your skills to realistic applied research problems
- The workshop is informal, but we ask that you do stay for the full four hours.

- The workshop is being run by Apply, the ASA network of applied anthropologists. Apply was set up in 2003 to improve communication between anthropologists working inside and outside academic departments of anthropology. It provides an arena for communication between practitioners, academics and students of anthropology and supports practising anthropologists in contributing to the discipline's theoretical and methodological development. Apply organises events for applied anthropologists; training for post-graduates by practitioners on opportunities outside academia and a website of resources including a directory of applied anthropologists.
- Briefly refer to the workshop materials: the resource list may be useful if applying for jobs in other disciplines; the RAI booklet *Careers in Anthropology* is aimed more at introducing anthropology to school leavers but is included because it has some useful sources of further information.

Role play: the job interview

The two facilitators should take the role of interviewer and job applicant. They should do the role play twice, the first time playing a non-anthropologist asking the candidate about their research experience (drawing on language such as focus groups, semi-structured interviews, recruitment and sampling etc). The candidate should answer as one would without knowing how to talk about their work to non-anthropologists. The interviewer can then run the interview again, this time the candidate talks about their experience drawing on research methods language that turns their PhD experience into something more comprehensible to non-anthropologists. This need only be a couple of minutes per interview and aims to set the scene of the workshop: to reinforce the idea that students have valuable research training that just requires a little translation in other settings.

Presentation 1: My career, using anthropology

One of the facilitators gives a short presentation (10-15 mins) on their career as an applied anthropologist, focussing on how they have used anthropology in their work. Please include direct reference to the skills that you use in preparing proposals or projects since this will lead into the exercises. Ideally this is an informal discussion, but PowerPoint can be used if desired. 15-20 minutes of questions/discussion between the students and facilitators should follow.

Group Exercises

The following exercises have two objectives:

1. To give students experience of designing an applied research project for a funding body that does not have knowledge of anthropology.
2. To enable students to translate their skills and market their expertise outside anthropology.

Exercise 1: Research proposals - using anthropological methods

- **Brainstorm** on a flipchart/whiteboard the skills that the students have gained in their postgraduate training so far. Try to tease out research skills (e.g. interviewing) as well as transferable general skills (e.g. working within a budget).

Tell the students that

- This exercise gives you an opportunity to practice applying your anthropological skills to realistic research problems. It also allows you to practice 'marketing' your skills to non-anthropologists.
- In groups, you will be given a research problem. You have 40 minutes to work out how you would go about undertaking the research. Write your plan in brief on paper.
- In the second exercise, you will present and defend your research plan to the funders.

Split the students into groups of 4-6 students, and allocate each group a different research problem (see Sample Research Problems, below). As they work on the problem, both facilitators should circulate between the groups, offering advice where requested.

15 minutes before the end of the exercise, bring the groups together, and ask them

- How did you find that exercise? How easy was it to integrate anthropological approaches into your response to the problem?

Break

20 minutes for tea, toilet and more informal discussion. Try to ensure that students don't leave the venue!

Presentation 2: My career, finding jobs

The second facilitator gives a presentation along the lines of the first one, but focussing on how they have looked for and found jobs. The facilitator should try to include examples of routes for finding jobs that will be of relevance to current students. Ideally this is an informal discussion, but PowerPoint can be used if desired. Again, 15-20 minutes of questions/discussion between the students and facilitators should follow.

Exercise 2: Presenting the proposals

- **Brainstorm** using a flip chart or whiteboard 'elements of a good presentation to applied research funders' Things to include would be: clarity, brevity, appropriate language, value for money, involvement of relevant expertise, evaluation of outcome etc.

Tell the students:

- Research proposals often have to be defended to the prospective funders. Usually a number of organisations will have submitted bids, and the presentation of the proposal is part of the competition to get the work. Using the research plans you have developed, you are now going to present your proposal to 'the funders'. At the same time, you will be selling the skills of your research team and trying to convince the funders that you are the best team to deliver the research.
- You have 15 minutes to decide how you will present the proposal. You will present for about 3 minutes, and then answer questions. We suggest that 2 or 3 of you are involved in the presentation, and the others should observe, making notes for feedback afterwards.
- Consider how you will sell the value of anthropologists, and how you will defend the methods chosen. Remember that the funders are very unlikely to be anthropologists themselves, and may be sceptical about what anthropology can offer, particularly when outcomes often need to be 'measurable'.
- Tell them to prepare a paragraph each that summarises the skills and experience that they bring to the team. The team should then present a summary of their skills and experience along with the proposal.

While the students prepare, set up the room with a table, two chairs behind for the funders (you, the applied anthropologists), and three for the students. After 15 minutes, bring the group back together. Taking each group in turn, give them 3 minutes to present and then start asking questions. After 10 mins maximum, stop the role play, and ask the group (including the observers) how they think it went. Repeat with the next group. If you have four groups, this will take an hour – so be careful to watch the time.

Wrap-up

Come back together in a full group, and make any concluding comments about the research proposals and the presentations. Praise the students for their efforts, and make a few suggestions of things to bear in mind. Ask the students whether they have any comments or questions.

Point the students to the resource list at the back of the students pack, explain that this list is intended as a source of research methods references in a range of fields outside anthropology that they should consider referring to if they are offered an interview for a research post outside anthropology. This is simply intended to prepare them to talk in the language of other disciplines around research issues, since their existing research training should be easily transferable. Conclude by reminding students that the apply website, www.theasa.org/networks/apply.htm includes more resources to help them in their search for employment. Thank them for attending, encourage them to give feedback and ask the students to complete the evaluation forms before they leave.

Sample Research Problems

The research problems provided below are similar to those undertaken by applied anthropologists, but are not real or exact examples of research tenders from the named (in some cases fictional) commissioning bodies.

These problems are contained in the student pack. The pages below may also be cut into sections for distribution to the groups in Exercise 1.

Problem 1: Education

Commissioning body: Global Education Foundation

Title: Education Advocacy

Budget: £65k

Timescale: 8 months

Research requirement

Following the World Education Forum in Dakar and the introduction of the Millennium Development Goals (MDGs) in 2000, civil society organisations across the world have taken on the task of education advocacy, campaigning to ensure that their governments provide Education for All. In order to support capacity building of small non-governmental organisations (NGOs), the Global Education Foundation wishes to commission research into good practice in education advocacy. Research proposals should include the planned methodology including location of case studies, and justifications of the qualifications of proposed staff for this project.

Problem 2: Education

Commissioning body: Young People Speak Out

Title: Programme evaluation

Budget: £65k

Timescale: 8 months

Research requirement

Young People Speak Out (YPSO) is a small voluntary agency that uses video to re-engage disengaged young people in school in Scotland. Small groups of 14/15 year olds work with a YPSO leader over 12 weeks to write, perform, shoot and edit a video which will then be shown in the school. This programme is school based and has been running for 6 years - largely funded by The Local Education Authority. An independent evaluation is now required in order to secure future funding.

Problem 3: Health

Commissioning body: An NHS Trust

Title: GPs and medicine prescription.

Budget: £70k

Timescale: 8 months

Research Requirement

Given concerns about the 'postcode lottery' for health service provision, an NHS Trust wishes to commission research into the ways in which GPs prescribe medicine. It is particularly concerned to find out which GP practices in the area spend more on prescribing medicines than others do – that is, which GP practices write more prescriptions than others. The research should also examine why some GP practices spend more money on prescribing medicines than others, and what influences the GPs to prescribe medicines. The research team will be multi-disciplinary, including a statistician, an economist and an anthropologist.

Problem 4: Health

Commissioning body: NHS Health Scotland

Title: Ethnic minorities and physical activity

Budget: £45k

Timescale: 6 months

Research requirement

Recent research has shown that people of South Asian ethnicity have high rates of diabetes and heart disease compared to the UK majority population. They also have lower rates of physical activity. This health-promoting agency therefore wishes to commission a study to explore the barriers to engaging in physical activity for South Asians living in Scotland and what the motivating factors might be. The study should focus on adults (18-40 yrs old) with children and should explore both the parents' levels of physical activity as well as their attitudes towards physical activity in their children.

Problem 5: Health HIV/AIDS

Commissioning body: National AIDS Council Secretariat (NACS) Papua New Guinea (PNG)

Title: The impact of culture on sexual practices

Budget: £75k

Timescale: 1 year

Research requirement

Numerous reports have stressed the need to understand the cultures in which HIV/AIDS thrives. The PNG NACS is inviting applications for funding of action research projects to investigate the impact of traditional beliefs and cultural norms on sexual behaviour. The research will identify the cultural variables that drive the infection rate. Based on these findings, the research team will design a social marketing strategy to bring about the necessary cultural changes to reduce the infection rate. Research proposals should include the planned methodology including location of case studies, and justifications of the qualifications of proposed staff for this project.

Problem 6: Government

Commissioning body: Engagement Unit

Title: Understanding Local Groups

Budget: £100k

Timescale: 1 year

Research requirement

Interactions by HM Government staff in other countries have highlighted the need to be able to identify influential local groups in a particular society. The motivations, needs and ways of operating of such groups can have significant impact on the ability of the UK Government to support good governance, security, development and poverty amelioration in the country concerned. The Engagement Unit is therefore commissioning work to produce a framework and strategy for identifying and engaging with local groups in other countries. Proposals should include planned method, sources of information and dissemination plans.

Problem 7: Industry

Commissioning body: Spring Shippers inc.

Title: Warehouse review

Budget: £15k

Timescale: 6 weeks

Research requirement

A parent company of shippers that has taken over a warehouse in London's East End has asked for advice. It has 80 staff and stores food and drink for various contractors. But it is losing money, losing contracts, has a high theft rate, is considered overstaffed and has what the holding company managers assert is a recalcitrant and 'bloody minded' union. Yet the warehouse is well sited in an area of business that is generally profitable: the company has four 'sister' warehouses that all show healthy profits.

The project includes four weeks for fieldwork and one week to write-up; the lead anthropologist may recruit two student helpers. Proposals should include consideration of ethics, methods, inter-team collaboration and potential support from others with experience in adjacent fields. What should be considered before taking on this assignment? How would the research be planned and what would the research team look for?

Problem 8: Information Technology

Commissioning body: A large search engine.com

Title: Exploring the Data Deluge

Budget: £70k

Timescale: 6 months

Research requirement

Managing vast amounts of data is a growing problem for researchers. Knowing where to look for information; how to collect, manage and evaluate it; processing and analysis of data using software; and dissemination of results and publication are all part of the everyday practice of research. Scientific and medical researchers are suffering from a 'data deluge'.

Information sources and service providers are concerned that researchers may not be making the best use of their resources and services. A review of researchers' information and data practices and processes is therefore being commissioned. The study is to be carried out by a social scientist and an information technologist. The funders require data on five different fields of scientific research, using mixed methods research. The final report is to be submitted in six months from the start date.

Problem 9: Economic Development

Commissioning body: Communications Unit

Title: Social Networks of UK minority groups

Budget: £50k

Timescale: 6 months

Research requirement

It is understood that minority communities in the UK are not isolated and discrete groups but that they have wide ranging networks of connections, often reaching across the world. It has also been observed that minority communities in the UK are more often residents in deprived areas that attract special funds for economic development and regeneration activities. What is less well understood are the ways that goods and services circulate amongst these networks and also the ways in which networks overlap and merge.

The research team is required to carry out a social network mapping exercise and accompanying economic analysis of the circulation and distribution of goods and services amongst three key UK minority communities - (such as Bangladeshi, Pakistani and Chinese – exact research subjects to be agreed with the research team). The final report will include observations regarding how better understanding of these networks can help to deliver economic development objectives amongst those minority groups in the UK. The research team will be multi-disciplinary and involve a computer modeler, an economist and an anthropologist.



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Careers in Applied Anthropology Postgraduate Workshop

What are you going to do when you graduate? Where are you going to work? How can you find out about opportunities outside of academia?

Apply, the ASA network for applied anthropologists, is running a workshop for postgraduate anthropology students to help you consider your employment options on

[date] at [venue]

The 4 hour workshop will be run by anthropologists working in a variety of sectors, including health, education, industry, government and tourism. They will talk about their careers, and facilitate exercises to in which you can practice applying anthropology and selling your anthropological skills.

To register for a place, contact [name] xxxxxxxxx@.....ac.uk, tel.

For more information about Apply, see www.theasa.org/networks/apply.htm

List of Resources

This list of references is intended to be drawn on as a resource, which we hope will help you to identify the research methods and language used in particular disciplinary contexts. Some of these are basic undergraduate text books that may be helpful simply as a quick reference guide. For instance, Bryman (2008) has a very simplistic discussion of epistemology but represents a useful source to explore a range of research methods and methodologies, including the use of ethnography and participant observation outside anthropology. You already have excellent research training – this is simply meant to allow you to understand how to ‘pitch’ those skills in an interview!

Websites for applied anthropology

‘Apply’: The ASA network of Applied Anthropologists
www.theasa.org/networks/apply.htm

The Society for Applied Anthropology
<http://www.sfaa.net/>

The Social Research Association
<http://www.the-sra.org.uk/>

The National Association for the Practice of Anthropology (A Section of the American Anthropological Association)
<http://www.practicinganthropology.org/>

You will find more links on the Apply website

General Sociology & Social Policy Texts

Aldridge, A. and Levine, K. 2001. *Surveying the Social World: Principles and Practices in Survey Research*. Maidenhead: Open University Press.

Atkinson P (Ed) 2001 *Handbook of Ethnography* London, Sage

Barbour RS & Kitzinger J (1999) *Developing focus group research. politics, theory and practice*. London: Sage.

Bryman A. 2008. *Social Research Methods* 3rd Edition, Oxford, Oxford University Press.

Buckingham A and Saunders P 2004 *The Survey Methods Workbook* Cambridge, Polity Press

Chamberlayne, P., Bornat and Wengraf, T (eds) 2000 *The Turn to biographical methods in social science: comparative issues and examples* London, Routledge.

Harrison B (2002) Seeing health and illness worlds – using visual methodologies in a sociology of health and illness: a methodological review. *Sociology of Health and Illness*. 24, 856-872.

Hine, C 2004 'Social Research Methods and the Internet: A Thematic Review' *Sociological Research Online*, vol. 9, no. 2,
<<http://www.socresonline.org.uk/9/2/hine.html>>

Mason J (2006) Mixing methods in a qualitatively driven way. *Qualitative Research*. 6, 9-25.

Pawson R, Tilley N (1997) *Realistic Evaluation*. London: Sage.

Social Policy Research

Becker, S. and Bryman, A. (eds.) 2004. *Understanding Research for Social Policy and Practice*, Policy Press, Bristol.

- Lots of examples of real research and discussion of the relationship between research and policy

Criminology

King, R. and Wincup, E. (eds.) 2008. *Doing Research on Crime and Justice*, Oxford University Press, Oxford

- More theoretical and concerned with issues of politics and ethics – lots of real examples

Jupp, V., P. Davies and P. Francis (eds.) 2000. *Doing Criminological Research*. London: Sage.

- This one is less exciting but is a useful how to do it book.

Housing Research

Robertson, D. 2008. *Looking into Housing: A Practical Guide to Housing Research*, Coventry: Chartered Institute of Housing.

Health

Lambert H & McKeivitt C (2002) Anthropology in health research: From qualitative methods to multidisciplinary. *British Medical Journal*. 325, 210-213.

Mays N & Pope C (1995) Observational methods in health care settings. *British Medical Journal*. 311, 182-184.

Nettleton, S. 2006. (2006) *The Sociology of Health and Illness*, 2nd Edition, Cambridge: Polity.

- This is an excellent starting point if you are new to the study of health and illness.

Education

Bond, R., Paterson, L. (2005) Coming down from the ivory tower? Academics' civic and economic engagement with the community. *Oxford Review of Education* Vol 31, No 3 pp331-351

James, M. (2006) Balancing rigour and responsiveness in a shifting context: meeting the challenges of educational research. *Research Papers in Education*. Vol 21 No 4 pp365-380

Kane, J., Lloyd, G., McCluskey, G., Stead, J., Weedon, E. (2008) Collaborative evaluation: balancing rigour and relevance in a research study of restorative

approaches in schools in Scotland. *International Journal of Research & Method in Education*. Vol 31, No 2. pp99-111

Tobin. J. (2007) An anthropologist's reflections on defining quality in education research. *International Journal of Research & Method in Education*. Vol 30, No 3, pp325-228

'Starting Points for Research in schools'

www.sera.ac.uk/docs/2007/SEARSEEDStartingpoints.pdf



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Careers in Applied Anthropology Evaluation Form

Thank you for attending Apply's Careers in Applied Anthropology workshop. In order to help us develop the workshop for other students, we would be grateful if you would answer the following questions and hand the form to a facilitator before you leave.

1) Content of the workshop

Inappropriate						Very relevant				
0	1	2	3	4	5	6	7	8	9	10

Comments (it is helpful to have your comments on why you gave this rating)

2) Format/structure of the workshop (please circle one)

Inappropriate						Very relevant				
0	1	2	3	4	5	6	7	8	9	10

Comments (it is helpful to have your comments on why you gave this rating)

3) Presentations by the facilitators were ... (circle one)

Very poor						Excellent				
0	1	2	3	4	5	6	7	8	9	10

Do you have any suggestions for improving the content or delivery of presentations?

5) What, if anything, did you find particularly useful/enjoyable about the workshop?

6) What would have improved the overall workshop?

Next steps

What are your plans for your career after your postgraduate degree?

Did this workshop make you think differently about your career options?
(Circle one)

Yes

No

Do you have any other comments?

Many thanks for your time.