prbb intervals

Continuing Professional Development Programme

Space for Reflective Learning

PRBB INTERVALS PROGRAMME

Report of activities in 2015

February, 2016

Intervals Programme - looking back on 2015

"A genuine education fosters self-knowledge, self-trust, creativity and the full expression of one's unique identity. It gives people the courage to be more."

Rachel Naomi Remen

The PRBB *Intervals* programme or just *Intervals* as our programme has become known, is recognised within the PRBB community as a big added value - amongst the many privileges of working in a beautiful building beside the Mediterranean sea. In seven years, *Intervals* has matured from a small and very provisional programme tip-toeing cautiously into the unknown, to becoming a flagship of the PRBB community, a programme that offers educational opportunities and staff development while fostering a culture of integrity and values in science.

Quality education and much more

Intervals is first and foremost a high quality education programme, offering interdisciplinary educational opportunities to all PRBB residents, scientists and non-scientists, and at all career stages. As of December 2015, over 2600 places have been made available on 207 courses and events during seven years of operation. This is a significant achievement in itself, but what makes *Intervals* special and so highly regarded by the community, is that it is also much more than an excellent education programme.
In addition to its pedagogic role, the *Intervals* programme:

- *builds a sense of **community** within and amongst the PRBB Centres*
- *promotes a **culture of good scientific practice***
- *creates opportunities for **income generation** and **contributes to the social system** of science*

This report provides a review and analysis of activity and feedback from the *Intervals* programme in 2015. We assess progress on meeting the above roles and based on this analysis outline our plans for the programme in 2016.

High quality education

At the beginning of 2015, a review of feedback from participants showed that the *Intervals* programme faced a big challenge. The single most repeated complaint from programme participants was that there were insufficient places and insufficient courses. At risk of being a victim of our own success,

the programme was experiencing considerable pressure on places – we had to address the following questions: how to increase in provision and try to meet the high demand without an increase in expenditure or reduction in quality?

A modular approach to leadership training: After seven years of running the *Leading for Success in Science* – a three day course, held at premises outside the PRBB, demand for places had fallen considerably. Altogether 97 PIs and 103 post-docs have completed this course since 2008 and though always well evaluated, the course was very resource intensive. And while demand for this longer course had dropped, a different demand for more flexible, shorter and more targeted options had appeared.
A restructuring of the leadership programme was the obvious solution to simultaneously meet the demand for more flexibility and variety across the programme and at the same time avoiding wastage on expensive unfilled places on less popular options. A modular leadership programme was therefore designed offering a series of shorter workshops addressing key themes in a way that enables individuals to design their own training programme.
As a result of this restructuring, in 2015 we offered more new courses for the first time since the inception of the programme (see Box One). Many of these courses fell within the leadership theme of the programme but others were in science communication and good scientific practice.

Increase in places but maintained quality: The results of this restructuring in terms of activity can be seen in Table 1 which shows that the most notable feature of the year was a marked increase in activity. The total number of courses offered was 36 (up from 29 in 2014), 27 different topics (up from 25) and the total registrations 431 (up from 359). Metrics used to assess the quality of places include those shown in table 3 and show that quality in 2015 remained high (previous year in brackets): overall course satisfaction 86% (86%), overall rating of trainer 91% (93%), trainer competence 93% (93%) and overall organisation of workshop 86% (85%).
Qualitative feedback was as enthusiastic as in previous years though in spite of the increased provision there were still calls for more places (see pages 10 - 15). Suggestions for other courses included especially a demand for courses on negotiation skills, while there were other suggestions for courses on self-effectiveness and self-knowledge for improved leadership, confidence and voice production.

BOX ONE: New Intervals courses in 2015

Leadership – *team building, team work, team communication*

- Difficult conversations: how to make them easier: to help team and project managers deliver difficult feedback to change how people carry out their work.
- Getting the right person for your team: to help team and project leaders find and hire new team members.
- Living teams –a systemic approach to leadership: to provide practical tools for leading teams by addressing challenges normally experienced in the first 5 years in a management role.
- Como lograr tus objectivos trabajando en equipo (Spanish edition of course held in English in 2014) Para crear relaciones positivas en el trabajo.

Career development – *individual professional growth*

- Beyond the bench: to give participants a competitive edge in the job market

Science communication – *getting the scientific message across*

- Getting published in journals: to provide skills to save time and reduce the stress of publishing papers.
- Becoming a scientific writer: putting the "Why" before the "How": to help publishing scientists develop a more impartial, analytical view of their own writing behaviour and of their readers' perception of the finished product.
- Popular science writing: to introduce participants to many types of writing about science for non-specialists and give them practical tools to start doing it themselves.
- Scientifically speaking – a master class in peer to peer presenting for scientists: to give scientists who already have some experience of presenting, an opportunity to take their skills to a new level.
- Explaining your research to anyone – inside or outside science: to learn techniques to help audiences understand better what you do, what it means and why it should be funded.

Good scientific practice – *strengthening the scaffold of excellent science*

- Sharpen your reasoning: logical and critical thinking for scientists to learn concepts of logic and critical thinking that will help develop stronger arguments, clearer hypotheses and solid evidence to support scientific publications and discussions.
- Mindfulness para mejorar la maestría personal Para mejorar la gestión personal y reducir el estrés. (Increase in editions)
- Peer mentoring to develop participants' leadership skills and competence, by setting aside regular, dedicated and structured time for in-depth reflection on professional practice as science leaders.

Intervals and community building

The *Intervals* programme was originally founded with two aims. In addition to its explicit pedagogic aim, the programme also exists to contribute to building links between people in the different PRBB Centres. For this reason, when allocating places, the proportion of residents in each Centre is always taken into account to ensure the fairest possible representation from across the seven PRBB Centres (eight including Consorci PRBB). In spite of attempts to maintain the same proportions in our courses as representation in the PRBB community, sometimes an increased demand from one Centre results in that Centre receiving more places overall – as people cancel and waiting list places are taken up.
Table 4 shows the actual numbers and percentage of total of attendances by Centre. There was an increase in representation from the CRG at 136 (up from 93) with smaller increases from most other Centres, with the exception of the CMRB. In spite of the overall increase in numbers the proportionate populations in each Centre were more or less fairly represented.
Participation in the *Intervals* programme has always been dominated by pre-doctoral scientists and rightly so, since this group of young people represents the future of science and scientific leadership. Nevertheless, there are many other groups in the PRBB who can benefit from the programme. An objective identified at the beginning of 2015 was to try to increase participation from other staff groups for their own professional development and also to enhance the programme's influence on community building. This was achieved in 2015: there was an increase in attendance from technicians, management and administration staff as well as clinicians accompanied by a proportional reduction in pre-doc attendances down to 43% from 51%. Factors contributing to this re-distribution were:

i) an increase in courses held in Spanish - five (up from three);
ii) categorising target group by self-defined career experience (early, mid-career & senior rather than pre-doc, post-doc etc)
iii) adopting a more pro-active marketing strategy within Centres with help from Centres' staff.

Intervals – developing a culture of good scientific practice

By its very nature of offering courses free at the point of delivery, the *Intervals* programme promotes a culture in which education is given a high value, and is seen as essential to promoting ethical leadership and conduct of scientific research. The very presence of *Intervals* as part of the infrastructure of the PRBB enables residents to experience a sense of belonging to a community that is not only wider than their individual Centre, but which also values them and their professional & personal growth as individuals. This helps foster positive attitudes to the community, the institute and science in general.

Intervals courses are organised into three main programme areas. The first two themes, i) Leadership and ii) Science Communication account for the majority of our activity and expenditure and in both of these themes the practice of good science is implicit and fundamental.

Leadership: The central aim of the *Intervals* leadership programme is to develop skills in leading and managing teams and all aspects of working with groups are covered under this heading. As a sub-thread within this team there is also a focus on career development, acknowledging that many people spend time in science early in their careers, but then go onto productive roles as leaders and change-makers both inside and outside of scientific research.

Communication: The *Intervals* science communication thread has as a central aim the improvement of the effectiveness of researchers in getting their scientific message clearly and unambiguously across to others – inside and outside science. Under this heading are options for improving all kinds of communication – oral, written and multi-media and to all kinds of audience.

The third theme - the social responsibility of science: The third *Intervals* theme is concerned with the wider dimensions of the scientific enterprise and its relationship with to society. This theme has been evolving since the beginning of the programme and we continued to develop it in 2015.
As retractions in the scientific press increase exponentially, few can doubt that the integrity of science is under threat in the complex world we inhabit. Mounting pressure on scientists to publish, produce positive results and provide value for money – all create perverse incentives that tend towards lower standards of practice, cost-cutting, reduced quality of work in all aspects and even cheating.
The third theme aims to address the relationship and responsibility of scientists to society and to reflect this focus on scientific integrity, in 2015 the theme was renamed *Good Science, Honest Science* (previously *Biomedicine and Society*). The theme aims to provide education that not only helps maintain, but also enhances good scientific practice. This is no small undertaking, not least because evidence is sparse on what kind of initiatives might work.

> *Needs assessment:* In 2015 the PRBB Good Scientific Practice Working Group undertook a survey of scientists in the building asking for impressions of current behaviour with respect to scientific practice. Findings from the survey highlighted the need for education in areas of scientific record keeping and data management, authorship and interpersonal relationships.

Multi-faceted approach: In order to address scientific integrity, and in the absence of much evidence on what works, the strategy has been to adopt a multi-faceted approach. This includes supporting the development of mentoring skills and processes in the building and at the same time introducing innovative education options that enable individuals to enhance personal skills that are fundamental to ethical behaviour – namely i) the ability to think logically and to be aware of when an argument is clouded by emotion or irrationality and ii) the ability to be self-aware and to regulate emotions with more insight.

Peer mentoring – seeing yourself as others see you: The concept of peer mentoring is simple: a small group of professionals comes together on a regular basis to share problems or issues in their working lives and to provide support and share learning with each other. The effect is that each group member receives mentoring support from the rest of the group while at the same time also having an opportunity to practice developing their own mentoring skills. Peer mentoring was introduced as a pilot in 2014 and following the success of the first group, another two groups were supported in 2015. Peer mentoring depends entirely on the commitment to the process of the individual participants and sometimes for a variety of reasons, after initial success a group can falter. As of the end of 2015 two of the three groups supported continue to be active.

a. *Inner skills for good practice:* One of the main challenges with creating education for improving the rigour of scientific practice is the natural human tendency to believe that the problem lies with "other people". Scientists, usually know what they *should* do, but the problem seems to be – as our survey and others from other centres[i] indicate - that they do not always follow this knowledge. Juniors follow seniors and so a culture of shoddy or slack practice is created and sustained.

At the heart of the problem lies human nature. And yet it is in human nature that the solution surely rests as well. As the often cited but unsourced, Einsteinian phrase goes: "we cannot solve our problems by using the same kind of thinking we used when we created them", the essence of the issue is highlighted. Regardless of whether Einstein actually said these words it seems intuitively obvious that if we are to really take control of shoddy behaviour in the scientific endeavour, we need to improve not only how we think, but how we manage ourselves emotionally.

Thinking critically: Philosophers have recognised for centuries that strong critical thinking skills are essential for addressing ethical problems and they are no less essential for applying the scientific method with rigour. Indeed so important is sharp logical and analytical thinking, it is surprising that many students registered for doctoral degrees (as well as many senior scientists), have never received any formal training in applied logic or critical thinking. To address this shortfall, in 2015 a *Intervals* course was introduced: *Sharpen your reasoning: logical and critical thinking for scientists.* This course was specifically designed for the PRBB by trainer and philosopher Malte Engel, and included exercises in critical thinking and argument skills applied to ethical issues in biomedicine as well as more general argument construction and analysis. Comments included: *"I believe this course will have a huge positive impact on my research career"* and *"I know better what makes good reasoning and I can improve how I think."*

Emotional intelligence – developing EQ: The importance of emotional regulation in effective leadership has been receiving widespread attention in the management and leadership literature in recent years[ii],[iii],[iv]. Many leadership commentators now recognise that the most successful leaders are recognisable less for their IQ than for their EQ or emotional awareness and skills in regulating emotions[v]. Prominent amongst methods to enhance emotional intelligence and regulation is the practice of mindfulness and many management schools globally are introducing such education into leadership and business education. Mindfulness, defined by Jon Kabat-Zinn as the ability to "pay attention in a particular way: aware, moment by moment and non-judgmentally" is a growing movement internationally and has been found to be effective in reducing stress, anxiety and depression as well in helping to develop resilience. Recently high profile leadership programmes [vi] have begun incorporating mindfulness as a core component. In the *Intervals* programme we have been running introductory workshops in mindfulness since 2012 and the popularity of these courses has increased exponentially since then. In 2015 we offered one course in English and two in Spanish, all of which had long waiting lists. Comments included: *"the best (time) investment I've done in months"* and *"very interesting, useful and inspiring course for improving my efficiency and wellbeing."*

Intervals as income generator

The presence of an established programme offering education in transferable skills and scientific integrity is an important positive addition to grant applications for members of PRBB Centres. As organisers of the *Intervals* programme we were aware that PRBB Centres mention the programme in grant applications but

were unaware of the extent of this. A quick survey of Centres at the end of 2015 revealed that the programme is indeed cited in many grant applications. Centres responded that the Intervals Programme is always mentioned in any grant or fellowship application to national or international funding bodies, especially those for pre-doctoral or post-doctoral positions which ask for details of training available to staff. Equally many cite the presence of the programme in descriptions of the overall value of working at the PRBB, and it was specifically mentioned in many H2020 applications from several PRBB Centres.

Intervals - Contributing to the wider social system of science

There is an explicit recognition by both funders and organisers of *Intervals* that many individuals who attend *Intervals* events are starting their careers and as such are likely to leave the PRBB and move to other centres or even out of science altogether. Nevertheless, the investment is made in good faith, as a contribution to raising standards of science professionalism across the global system of science and not only within the micro-system of the PRBB. Because of its explicit role in contributing to a broader systemic picture, the *Intervals* Programme contributes to the global image of the PRBB as a ground-breaking, game changer not only in excellence of scientific research but also in excellence of human development.

Moving ahead

The PRBB *Intervals* Programme has grown considerably in both scope and reputation in its seven years existence. But being proud of our achievements is no reason to rest. The world of science is constantly changing, within an external social, cultural and economic environment that is uncertain and pressured. At the same time the individuals who are the target of the training initiatives must learn to cope with a career context that offers low security, much risk and high competition. As such their resilience to survive professionally depends on their acquisition of a broad range of skills and attitudes, that is evolving both as the environment changes and as knowledge about human development and psychology grows. It is an ongoing challenge for the PRBB *Intervals* Programme to keep apace of these changing needs and to respond by providing appropriate and creative training options.

Looking forward to 2016: This new year will be one of consolidation and small adjustments given the large changes in 2015, and as in previous years all changes need to be made within the existing budget allocation. As always we will be working closely with our trainers, making amendments to course contents, timings and details in response to feedback. In particular we will be experimenting with holding more courses in the mornings and on Mondays as well as the mid-week afternoons which have been a

preference until now. The *Intervals* team is working closely with the PRBB Good Scientific Practice Working Group and in January supported the roll-out of the first ever PRBB-wide, scientific integrity educational campaign – this time with a focus on record keeping and data management.

In 2016 there will be some new topics on offer:

- Self-effectiveness and self-knowledge for improved leadership – a new course designed to develop leadership skills based on emotional intelligence, developed at Google will be held in April. This course, known as *Search Inside Yourself* ©, will be one of the first editions to be held in Spain.
- Negotiation skills – a new course will be offered by *Intervals* veteran trainer, Eric May in May, specifically addressing how to build confidence and trust in professional negotiations whether inside or outside science.
- Communication – in response to demand there will be a development of new options to improve skills in designing effective visual aids.
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Finally we would like to take this opportunity to thank all our participants for their enthusiasm and all our trainers for their generous input of energy and expertise that make PRBB *Intervals* a programme to be proud of.

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Elinor Thompson

Eroteida Jiménez

PRBB *Intervals* Programme, February 2016.

GENERAL COMMENTS

Do you have any general comments about the contents and organization of the PRBB Intervals programme?

- Muy buenos.
- Me gusta mucho. Great job!
- Creo que supera las expectativas.
- Muy bueno. Me parece un trabajo excelente!
- Keep up the good job!
- I've done some of them and they are just amazing! Your learn so much about things of your scientific daily life.
- I like them very much but I will try to avoid homework as much as possible. I understand is complementary, but stressful sometimes.
- I think they are excellent. At least the ones I attended.
- More for PhD students.
- Higher frequency on the training.
- The organization was good and efficient.
- I like their orientation.
- It's always fantastic!
- Sometimes a miss the opportunity of having courses in Spanish or Catalan. Even English is the main language in science sometimes I have the feeling that I would take more advantage/profit of the courses if they were given in my mother tongue.
- Just that it's a privilege to be offered this sort of training for free.
- This programme has become very useful for my PhD.
- It is so hard to get in.
- I always say it: you are one of the best things in PRBB. Keep on like this.
- Keep on the good work! I am happy to see new courses!
- They are always very good, interesting and well organized.
- Excellent!
- Very useful.
- I like the variety of courses, how they adapt to the different profiles and roles.
- Very good.
- First experience was positive.
- It is really nice.

- I would like to congratulate the organization and the trainers. All courses I have attended were great and really helpful for me.
- Continue like this!! Thank you to maintain and believe what you are doing: you are a real gift to PRBB members!!
- I really like these courses. I'm getting a lot from them professionally and personally. They are necessary and important.
- Very good.
- You are doing a great job!
- I think that the organization is great as well as the teachers/instructors.
- They are very well organized and interesting.
- In general are great and really useful.
- Very important programme and very useful content.
- Few courses, always fully booked.
- Thanks for helping us to improve our capabilities in the scientific career.
- Really good organisation. Congratulations!
- Very useful programme.
- Excellent.
- It is too hard to get a place in any course, and I some cases it affects the completion of the formal training I am required to obtain here.
- Some courses are too long and it is difficult to deal them with your work.
- Excellent selection of courses that can complement with each other. Thanks!
- The organization is excellent.
- Fantastic, keep up the good work!
- In general the courses are very useful.
- Some courses get filled very soon.
- It's the first time I join and I'm really happy I did.
- Some courses are too busy. Considering opening more with some contents, more often.
- Keep up the great work! You are really helping us!
- It might be helpful to give more details about the courses, including some examples/ pictures of groups, etc.
- This was my first course and I am sure that many will follow!
- I think they are very useful, I recommend them and try to do at least one every semester.

- In general PRBB Intervals programme is excellent! Unique opportunity working in such an organisation.
- Very good experience so far!
- In relation to the organization, I suggest that the reasons asked to applicants for requesting a particular course be taken into account when assigning available spaces. I am aware that this is more work for the organizers, but I do not think that being fastest in registering or the percentage caps by research centre are fair discriminators.
- Muy pocos cursos en castellano.
- Están muy bien en general y que dan cursos como éste (Técnicas actorales) que expande la visión comparado con cursos de comunicación más clásicos.
- I would like to take the chance and thank you for these great courses. This is my first communication course; I am planning to take more.
- I am grateful that the opportunity of such quality training is offered for free to PRBB residents.
- Fantastic! These courses are really helping to become a better researcher and shake on ideas. Thank you so much!!
- I like it very much and I think it is going to be very useful for my career.
- Really professional-oriented. It's a great opportunity to work in CRG and to have the chance to attend these courses.
- Contents and organization were excellent.
- Good idea!
- Keep the great job! I'm really grateful having the opportunity to take such a lovely courses! Thank you.
- Everything fine!
- Great series of courses.
- It's been the first time I ever attend an Intervals course and I have really enjoyed it. Thank you!
- It is a great programme.
- Excellent programme!
- I think these intervals are a fantastic opportunity for us.
- Felicidades por el trabajo.

Are there any other training issues that you would like to see included in the PRBB INTERVALS

- Cursos donde se interactúe con gente más senior donde los juniors aprendan de los senior y viceversa.
- Tal vez más ediciones (muchas veces cuando te inscribes ya están llenas).
- Me gustaría que hicieran el curso de *Write it clearly* más a menudo porque nunca quedan plazas libres.
- Some more active sessions like this (*Scientifically speaking* course) to shake off the stiffness and uncomfortability from talking out loud.
- "Science" English for non-English speakers.
- Voice projection.
- Repeat this topic more frequently (participant of the course *Effective team playing to achieve your goals*).
- Negotiation.
- Obligatory sessions for group leaders/PI's.
- Anything/Everything about management.
- Communication skills / What after the PhD? / How to become an entrepreneur in science.
- Some workshop about confidence, some workshop for PI on relationship with their students.
- A course on public speaking.
- I would like this sort of courses for PI's (Participant of *Becoming a scientific writer*).
- How to enrich your voice repertoire.
- Structure of funding programmes currently available.
- Group management from a financial point of view.
- Clear statements: analyse deeply.
- Career development.
- How to coordinate a multisectorial work.
- More courses for the management community.
- Assertiveness / Negotiation.
- As a general thing I think that scientists need intensive training in management, at all level.
- Negotiation skills. Networking skills.
- If possible, more "sessions" of the different courses during the year (very limited vacancies).
- New media usage for presentation.
- It will be interesting a course on how to write a cover letter.
- How to use online platforms like LinkedIn.

- Future perspectives to work on this field (scientific writing).
- A course about systematic reviews.
- I would like to learn more about personality traits and their importance for team behaviour, and how to detect these cases (participant of the course *Living teams*).
- E-mail writing.
- Negotiation skills.
- Some training related to negotiation skills.
- All related with knowing ourselves better (participant of the course *Effective team playing – follow up day*)
- More time for these kind of courses (participant of the course *Effective team playing – follow up day*)
- Continuation of this course (participant of the course *Effective team playing – follow up day*)
- Improving leadership for PhD students.
- I think this course should become mandatory for every PI/person that is planning to hire students/researchers. (Participant of the course *Getting the right person for your team*).
- How to improve outreach activities.
- Peer review.
- More writing skills courses. How to design tables, figures, etc, software and design.
- Courses dealing with gender balance issues in general and to help women promote in science specifically.
- More scientific writing!
- More basic writing courses, all the times I tried to enrol it was already full
- I really need instruction in group dynamics and how to have functional and efficient teams with the people already in the team (or help someone to do it).
- Economical management of research projects.
- Interpersonal skills e.g. talking to a difficult audience/individual.
- Management for technicians and also scientists.
- Lab management course.
- More courses opened to management staff.
- Maybe a course on discipline and organisation?
- Creating real networking spaces. In every course I feel there is a lot of networking potential to be exploited.
- Más cursos de expresión corporal.

- Más cursos en castellano.
- Comunicación y divulgación científica.
- Cursos destinados a pasar de la ciencia a la empresa y emprender.
- Creo que abarcan un buen abanico de cursos.
- Being a PhD and organizing people to work on your Project: make your PI get more involved, postdocs, other PhD's…
- Dealing with emotional issues while writing your PhD thesis.
- Open discussions about our limitations in writing and selling our research (="level two" of this course) – participant of the course *Becoming a scientific writer – putting the Why before the How*
- More instances of everyone!
- Life balance and personal development.
- Making posters / Giving talks (I think it is already)
- Negotiation skills / Oratoria
- Communicate science to the media and the public.
- Difficult /effective negotiations.
- Negotiation skills.
- Management training.
- More opportunities like this → Follow up on this particular course, i.e. building up on modules. (*Participant of the course Difficult conversations*)
- Follow up to see if people implement the learnings and to check/revise them (*Participant of the course Difficult conversations*).
- Is there any possibility to bring back the course *Leading for success in science*?
- Perhaps intervals more focused to life outside academia.

TABLE 1 Overview of the activity

Overview of activity	
Number of courses/events	36
Number of registrations	431
Number of attendees	423
Number of individuals registering but not attending	8
Number of individuals	255
Number of individuals registering for more than one course	98

TABLE 2 Registrations (24 hours before course starts), available places taken up (%) and actual attendances on day.

	# Registrations	% Take-up	# Attendees
LEADERSHIP AND MANAGEMENT SKILLS			
Cross-cultural working: understanding diversity for enhanced performance	15	Waiting list	15
Cómo lograr tus objetivos trabajando en equipo (Mid-career & senior)	10	Waiting list	10
Difficult conversations: how to make them easier	12	Waiting list	11
Effective team playing to achieve your goals (Mid-career & senior)	10	Waiting list	10
Effective team playing to achieve your goals - Follow up	7	70%	7
Getting the right person for your team	12	Waiting list	12
Mindfulness for improved self-mastery	15	Waiting list	15
Mindfulness para mejorar la maestría personal - 1st Ed.	15	Waiting list	15
Mindfulness para mejorar la maestría personal - 2nd Ed.	15	Waiting list	15
Living teams - a systemic approach to team leadership	15	Waiting list	13
Peer mentoring scheme (Senior researchers and managers) - 1st Ed.	8	100%	7
Peer mentoring scheme (Senior researchers and managers) - 2nd Ed.	5	63%	5
CAREER DEVELOPMENT			
Beyond the bench. Career development for biomedical scientists	12	Waiting list	12
Inteview and job application skills	12	Waiting list	12
WRITING SKILLS			
Becoming a scientific writer: putting the Why before the How- 1st Ed.	12	Waiting list	12
Becoming a scientific writer: putting the Why before the How - 2nd Ed.	12	Waiting list	12
Getting published in journals - 1st Ed.	12	Waiting list	12
Getting published in journals - 2nd Ed.	12	Waiting list	11
How to write a grant proposal	13	Waiting list	13
How to write a postdoctoral fellowship proposal	11	92%	11
Popular science writing	15	Waiting list	15
Write it clearly: fundamentals of good scientific writing - 1st Ed.	14	Waiting list	14
Write it clearly: fundamentals of good scientific writing - 2nd Ed.	14	Waiting list	14
Writing for the reader - Advanced level - 1st Ed.	12	100%	12
Writing for the reader - Advanced level - 2nd Ed.	12	Waiting list	12
ORAL PRESENTATION SKILLS			
Elevator pitch - express your ideas quickly and effectively - 1st Ed.	12	Waiting list	12
Elevator pitch - express your ideas quickly and effectively - 2nd Ed.	12	Waiting list	12
Illustrate your science talk with imagination	11	Waiting list	11
Técnicas actorales para la comunicación científica - 1st Ed.	15	Waiting list	15
Técnicas actorales para la comunicación científica - 2nd Ed.	15	Waiting list	15
Say it so it stays: oral presentation skills	12	Waiting list	11
Scientifically speaking: a master class in peer-to-peer presenting for scientists	10	Waiting list	10
PUBLIC ENGAGEMENT			
Explaining your research to ANYONE - inside or outside science	12	Waiting list	11
Make your research viral - social networks and science	8	53%	8
GOOD SCIENCE, HONEST SCIENCE			
Sharpen your reasoning skills	12	73%	11
Visit to the PRBB animal facility	10	100%	10
TOTAL	**431**		**423**

TABLE 3 Summary data of attendee's ratings of each aspect of Interval's courses.

	% of maximum possible score weighted							
Reaction sheet questions	**2015**	**2014**	**2013**	**2012**	**2011**	**2010**	**2009**	**2008**
1. How would you rate this course overall?	**86**	86	86	86	85	83	82	82
2. How would you rate the relevance of this workshop to your professional development?	**86**	85	85	83	83	82	80	79
3. How well did the workshop meet your expectations?	**84**	84	82	81	83	81	80	78
4. What is your overall rating of the trainer(s)?	**91**	93	91	89	90	89	88	88
5. How would you rate the trainer's competence/experience in relation to the subject?	**93**	93	92	90	91	89	90	90
6. How would you rate the trainer's interpersonal and presentation skills?	**90**	84	90	89	90	89	90	87
7. How would you rate the relevance and usefulness of the training materials?	**81**	80	79	78	81	81	77	76
8. How would you rate the venue for this course?	**79**	77	76	80	79	80	77	76
9. How would you rate the overall organisation of the workshop?	**86**	85	86	86	85	84	83	81

FIGURE 1 Summary scores for all courses: How would you rate this course overall?

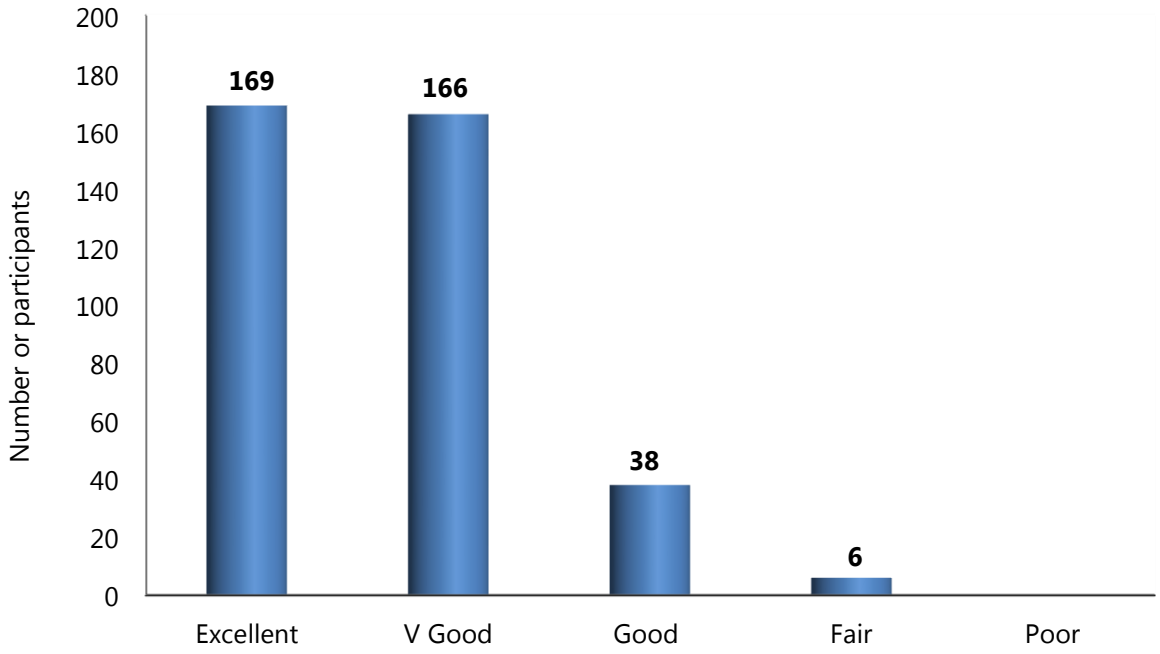

TABLE 4 Number and percentage of attendees by institution

Attendees' institutions	% PRBB residents*	2015	2014	2013	2012	2011	2010	2009	2008
CRG	33	**136 (32%)**	93 (27%)	128 (33%)	73 (25%)	71 (26%)	97 (30%)	83 (36%)	41 (36%)
CEXS-UPF	23	**91 (22%)**	85 (24%)	77 (20%)	39 (13%)	75 (27%)	78 (24%)	46 (20%)	23 (20%)
IMIM-IMAS	22	**83 (20%)**	76 (22%)	89 (23%)	82 (28%)	83 (30%)	108 (33%)	59 (26%)	35 (31%)
CREAL	7	**41 (10%)**	35 (10%)	28 (7%)	33 (11%)	24 (9%)	17 (5%)	16 (7%)	6 (5%)
Consorci PRBB	2	**14 (3%)**	5 (1%)	4 (1%)	10 (3%)	10 (4%)	10 (3%)	11 (5%)	5 (4%)
CMRB	2	**7 (2%)**	17 (5%)	7 (2%)	14 (5%)	13 (5%)	11 (3%)	10 (4%)	0 (0%)
FPM	2	**27 (6%)**	6 (2%)	10 (2%)	5 (2%)	1 (0.4%)	1 (0.3%)	--	--
IBE	8	**24 (6%)**	33 (9%)	49(12%)	40 (14%)	--	--	--	--
TOTAL		**423 (100%)**	350 (100%)	392 (100%)	296 (100%)	278 (100%)	323 (100%)	229 (100%)	113 (100%)

* From Consorci PRBB demographic data, October 2015

FIGURE 2 Percentage of attendees per institution

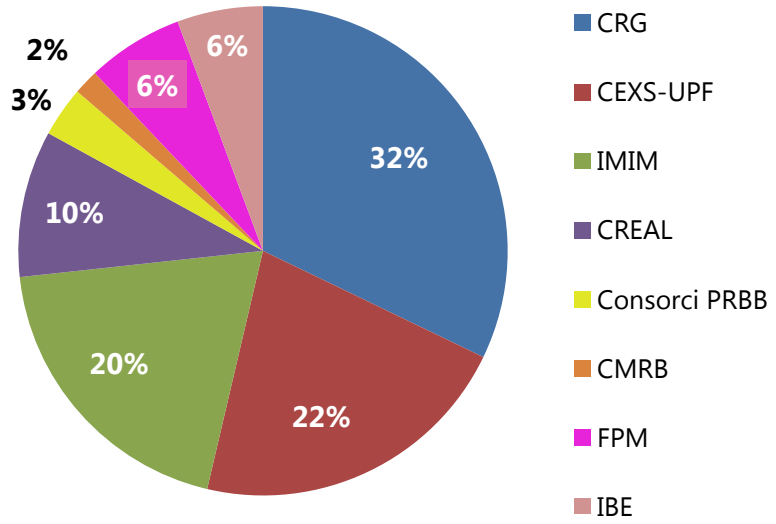

TABLE 5 Number and percentage of attendees by post

Attendees' post	2015	2014	2013	2012	2011	2010	2009	2008
Sci/Med predoc	**181 (43%)**	179 (51%)	209 (53%)	115 (39%)	121 (44%)	154 (48%)	78 (34%)	25 (22%)
Sci/Med postdoc	**105 (25%)**	102 (29%)	112 (29%)	95 (32%)	82 (29%)	97 (30%)	72 (31%)	15 (13%)
Sci/Med Senior Invstgtr	**25 6%)**	34 (10%)	24 (6%)	32 (11%)	32 (12%)	17 (5%)	13 (6%)	28 (25%)
Sci/Med clinician	**9 (2%)**	2 (1%)	0 (0%)	5 (2%)	2 (1%)	5 (2%)	2 (1%)	1 (1%)
Tech & lab staff	**32 (8%)**	12 (4%)	18 (5%)	18 (6%)	9 (3%)	18 (6%)	7 (3%)	0 (0%)
Admin & support	**16 (4%)**	6 (2%)	8 (2%)	5 (2%)	9 (3%)	12 (4%)	8 (3%)	5 (4%)
Management	**36 (9%)**	9 (2%)	11 (3%)	16 (5%)	11 (4%)	10 (3%)	16 (7%)	0 (0%)
Other	**19 (4%)**	6 (2%)	9 (2%)	10 (3%)	12 (4%)	10 (3%)	33 (14%)	39 (35%)
TOTAL	**423 (100%)**	350 (100%)	392 (100%)	296 (100%)	278 (100%)	323 (100%)	229 (100%)	113 (100%)

FIGURE 3 Percentage of attendee's post

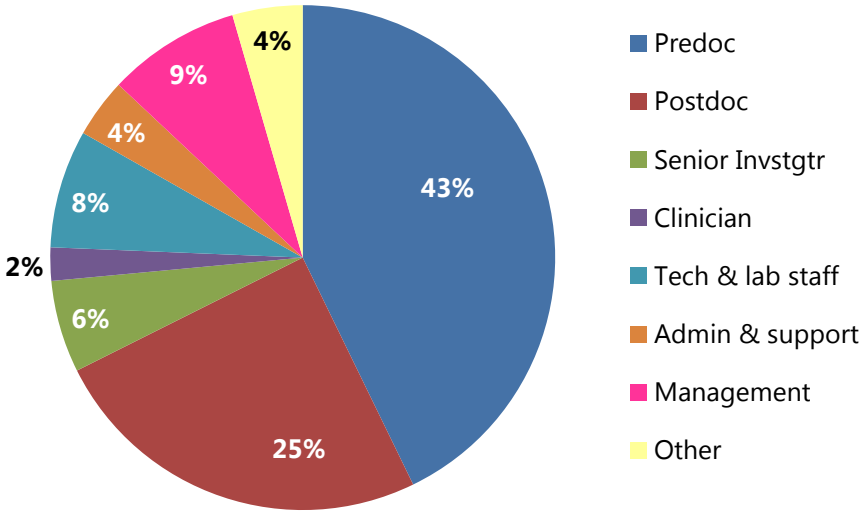

TABLE 6 Percentage of women/men

	Attendees to Intervals	PRBB Residents*	PRBB Researchers only*
Men	35	44	48
Women	65	56	52

*From Consorci PRBB demographic data, October 2015

TABLE 7 Source of trainers

Source of trainers	2015	2014	2013	2012	2011	2010	2009
PRBB Institutions - Senior Staff	19	16	16	15	16	19	18
External (Spain)	11	9	8	4	7	7	3
External (Europe)	5	3	3	3	3	5	5
TOTAL	**35**	28	27	22	26	31	26

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