COACHING, COUNSELLING AND VOCATIONAL GUIDANCE
Group Meeting 9b – Tuesday 2 March 2021

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Our agenda for today – I

Session A: 15:30 – 16.45

- Addressing career building and transition for sector-specific research/non-research fields, career paths and opportunities
  - Identifying or assessing personal career options and opportunities; evaluating matching/congruence with updated career goals.
  - Adjustment and continuous redefinition of your professional identity.
  - Options in academic and non-academic sectors (sector-specific and cross-sectoral)
  - Action planning: reviewing processes initiated and actions taken (including choices and decision making).
Our agenda for today – II

Session B. 17.15 – 19.00

- Topics tailored to the needs, priorities and inquiries presented by Participant Fellows
- Action planning and implementation: reviewing and improving processes initiated and actions taken.
- Practical exercise.
- Group discussion, feedback, Q & A
Find your present stage of change

- Precontemplation
- Contemplation
- Preparation for action
- Action
- Maintenance
- Completion
- Starting a new cycle...

A recursive process
Stages of Career Planning according to Bell - (1989)

- **Stage 1 – Designer Stage**: assessment of career needs, skills, interests, work values (outcome: personal and career profile).
- **Stage 2 – Explorer Stage**: exploring options, sectors, etc (outcome: a prospects list) on which work further.
- Continuous movement across stages.
Stages of career planning according to Bell - (1989)

• **Stage 3 – Researcher Stage**: ideas drawn from prospects list and active searching, monitoring, info collection + networking.

• **Stage 4 – Promoter Stage**: self promotion, applications, information interviews, evaluating pros and cons.
One ideal job or multipotential?

- Skills can be used in a variety of different workplaces and fields.

- Career planning means identifying “which of the possibilities is appropriate for a given moment in time” (Ball, 1989).
Personal Career Planning

Career planning

• Time frame
• Priorities
• Decisions taken
• Actions (taken)
• Other foreseen and unforeseen factors/events
The third and final year of the Phd Programme

• How much effort have you put in active exploration and mapping?

• What has changed since you started this doctoral Programme? In terms of:
  •                       
  •                       
  •                       

• What are your beliefs about success?
Once you have identified sectors, institutions or positions:

• Is there something preventing you from checking for position advertisements, obtaining information or informational interviews?

• If yes, what is that.

• If not, what you will do to start this process?
A perception of self-efficacy influences goals people set for themselves and the challenges and risks they are willing to face.

A high self-efficacy increases the amount of effort, the levels of persistence even when facing difficulties and determination in achieving goals, the capacity to face stressors, attributes insuccess to a low effort or adverse conditions (thus recognising the possibility to produce change).
Self-efficacy refers to an individual's belief in one's capacity to execute behaviors necessary to produce specific performance attainments (Bandura). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. Self-efficacy affects our perception of events and situations. While self-esteem refers to the value we assign ourselves, self-efficacy refers to our beliefs in our capability to overcome obstacles and achieve goals.
Nourish your mind with positive thoughts of confidence and success

Two things cannot occupy the same space at the same time. A person cannot think of two things simultaneously. If the mind is filled with positive, harmonious thoughts, those that are negative and inharmonious cannot lodge in.

Feed your mind with positive experiences and impressions.

Every obstacle can be an opportunity. Any challenge implies the possibility of change. Act purposefully.
Self-assessment & Self-Monitoring

- Examine all activities you have undertaken until now for your career development
- Perhaps you dedicated more time and effort in some activities/actions and less in others.
- Mapping of all institutions, networks, fields you deem interesting for your career related prospects.
- Active searching and finding job/post-doctoral opportunities.
- Deploy the job search tools and abilities
- Skills and professional attractiveness to match the opportunities and path identified.
Specific features: fields and discipline

• Opportunities and strengths
  • ........................................................................................................
  • ........................................................................................................

• Obstacles and challenges (according to you and according to other people you may have consulted)
  • ........................................................................................................
Rainwater harvesting

PhD

- International Organisations, Research Centers, Institutions
- Academia (research, teaching)
- Research Assistant
- Lecturer
- Post-doc research position

Identify options

Profit - Non profit

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«Epidemiology – Occupational health»

Phd

Academia (research, teaching)

Governmental/Public Organisation (home + abroad), Universities, Research Centers

Post-doc research position

Disaster epidemiology. Prevention – Public health

Identify options

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E.g. Epidemiology – Occupational health + previous experience

Universities
- Italy
- Ethiopia
- UK
- USA
- ...

Public bodies
International organisations

Profit - Non profit

Transnational
research groups

Independent
funding
applications
- ...........
- ...........
- ...........
Definition per area and criteria

- Original field/discipline (BA + MA)
- e.g. Microbiology + Biological Research
- Present field/discipline (Phd) – Biomolecular Medicine
- Research experience (skills, methodologies, topics)
- Cancer metabolism, etc. errors in metabolism
- Work and Teaching experience
- Research assistant – Microbiologist
- Job related skills, etc. specific techniques (transferable)
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- e.g. Epidemiology + Environmental Health Science
- Present field/discipline (Phd) – Biomolecular Medicine
- Research experience (skills, methodologies, topics)
- Nutrition Science, Public Health
- Focus: Respiratory health, dietary intake, Occupational + environmental factors

Work and Teaching experience
- Researcher + Lecturer/Assistant
- Public research Institutes
- Private Research Institutes
- Governmental/charitable organisations
- Pharma companies
- Biotechnology companies
- University Centers
- European or Non-European Funding organisation

Adapted from: Blackford, 2013
Academia

Positions (e.g.)

• Post doctoral Fellow
• Research Associate/Fellow
• Lecturer
• Assistant Professor, Associate Professor
• Professor

Adapted from: Blackford, 2013
Academia

- Research
- Grant application writing and funding
- Teaching

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- Administration and committee work
- Research related roles
Positions - Industry

- Lead scientist
- Scientific team leader
- Regulatory Affairs Manager
- Product and R&D Manager
- Consultant
- Scientific Adviser
- Program Manager
- Company director

Adapted from: Blackford, 2013
Positions - Science communication

Senior Medical Writer
Science editor, science journalist
Features editor
Teacher training co-ordinator
Policy officer

Adapted from: Blackford, 2013
Clinical trials co-ordinator
Science administrator
Patent examiner

Adapted from: Blackford, 2013
Non science

- Healthcare analyst (partnerships – self employed)
- Technology consultant (international consultancy company or other company)
- Services provider

Adapted from: Blackford, 2013
INRAE is France's new National Research Institute for Agriculture, Food and Environment, created on January 1, 2020. It was formed by the merger of INRA, the National Institute for Agricultural Research, and IRSTEA, the National Research Institute of Science and Technology for the Environment and Agriculture.

https://www.eurosciencejobs.com/job_display/194359/INRAE_is_Recruiting_60_Scientists_through_Open_Competitions_and_Offering_Permanent_Positions_INRAE_National_Research_Institute_for_Agriculture_Food_and_the_Environment_Paris_France

Research Institutes
Eu-life

Alliance of independent European research institutes in the life sciences building and promoting excellence in research in Europe

https://www.eu-life.eu/
Eurosciencejobs.com
(diversified per sectors)

https://www.eurosciencejobs.com/

https://www.europharmajobs.com/

https://www.euroengineerjobs.com

https://www.euroenergyjobs.com/
INRAE

https://www.eurosciencesjobs.com/job_display/194359/INRAE_is_Recruiting_60_Scientists_through_Open_Competitions_and_Offering_Permanent_Positions_INRAE_National_Research_Institute_for_Agriculture_Food_and_the_Environment_Paris_France


Journals – Associations etc. e.g.
Rivista Internazionale di Studi su Dante Alighieri
- https://www.italinemo.it/rivista/dante/
By specific knowledge

Language skills (English, Spanish)
Countries:

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Country options:

Work experience:

Experience in the field of education, etc.

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Professional resources – assets

- Discipline-specific conceptual knowledge
- Research skills (including ethics and social responsibility)
- Technical (specific) skills (subject, field, methodology)
- Transversal skills – soft skills
- Language(s)
- Location (University – Institution, etc.)

- All skills and assets are transferable
Countries (European, EU, Third Countries, i.e. Non EU)

- During the Meeting of Dec. 14 we examined countries where usually a broad range of opportunities are usually offered.
- This does not exclude other countries which can be taken seriously into consideration.
- We started from specific Countries in order to identify some criteria which could help you to assess if a possible option is valuable, feasible, consistent with your career goals/research goals, values as well as private and social life goals.
Websites - Portals

Mendeley Careers
• [https://www.mendeley.com/careers](https://www.mendeley.com/careers)
• [https://www.universityjobs.com](https://www.universityjobs.com)
• [https://www.topuniversities.com](https://www.topuniversities.com)
• University networks listings with other partners in the public and private sectors (Group Meeting 14 Dec.)
• Publications.
• Identify Centers, Institutes and Interdisciplinary Research Institutions
Euraxess Portal - 1

https://euraxess.ec.europa.eu

Sections:

• Jobs and Funding
• Career development
• Partnering
• National Portals
• Information and Assistance
Job and funding
https://euraxess.ec.europa.eu/jobs/search
Categorised per:

• Research field
• Researcher profile
• Sector
• Country
• European Research Program
Università Ca’ Foscari. Periodically posts vacancies for English speaking teaching positions on Linkedin. Posted on Linkedin.

Vacancies also through the Website:

https://www.unive.it/data/38002/?id=2021-UNVE000-0007851
Eurosciencejobs.com

https://www.eurosciencejobs.com/

Eurolegajobs.com

https://www.eurolegaljobs.com/

UN JOBS (main source: the website of each Orga)
A portal with a number of Unjobs.org

https://unjobs.org/
Resources from previous Group Meetings

- Self assessment and skills identification (GM 2) – Research related tasks and activities: skills and resources (GM2)
- Non-research related tasks and activities: skills and resources (GM2)
- Position/Job advertisement analysis
- AKI Competences monitoring during the mobility experience
- Links to online resources.
Approaching the completion of the PhD

Research development
Research project(s) focus, funding, preparing publication outlines, seek opportunities to share your research, etc.

Professional development
Reading job advertisements making note of skills required and compare with your skills set.
Transferable skills

Career path exploration and selection/networking
Both in transitions from doctoral to post-doc or other career path and from post-doc to further career paths.
Online resources and postdoctoral recruitment web sites

Exploration of how to optimize the job ad finding and networking

- [https://www.linkedin.com](https://www.linkedin.com)
- [https://www.researchgate.net/](https://www.researchgate.net/)
- [Twitter](https://twitter.com)
- [https://academicpositions.com](https://academicpositions.com)
- [https://www.timeshighereducation.com/unijobs](https://www.timeshighereducation.com/unijobs)
Evaluation criteria for decision making and negotiation

- Opportunities of advancement
- Occupational prospects
- Responsibilities, gain of further expertise
- Limits of duration and or/residency permit
- Career ladders, work/life balance, culture, language, family responsibilities, et al.
Evaluation and decision making

- Fellowship package
- Duration
- Current open calls

Implications: .........................

[Topic to be addressed further in a next Group Meeting]
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https://erc.europa.eu/funding/non-european-researchers
https://euraxess.ec.europa.eu/career-development/researchers
Key post-doc skills

• Discipline-specific conceptual knowledge
• Development of research skills
• Communication, interpersonal, presentation skills
• Professionalism, Ethics
• Leadership and management skills
• Responsible conduct of research

Adapted from: National Postdoctoral Association, The NPA’s Core Postdoctoral Competencies


National Postdoctoral Association, A Postdoc’s guide to the Postdoc Timeline, Rockville, MD.
Thank you for your participation and contribution

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