



UNIVERSITÀ
di VERONA



REGIONE DEL VENETO



COACHING, COUNSELLING AND VOCATIONAL GUIDANCE

Group Meeting 10 – Tuesday 20th April, 2021

Ekaterini (Katerina) Anagnostopoulos

Career guidance and development adviser & Trainer

Registered Psychologist, Psychotherapist



This project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No 754345. The content of this document reflects only the author's view and the Research Executive Agency (REA) is not responsible for any use that may be made of the information it contains

Our Agenda – Session A

STEPS TOWARD THE POST DOC CAREER STAGE (14.30 – 16.30)

- Online resources: vacancies, websites, institutions.
- Career goals, applications, follow-up on decision making and actions taken.
- Discussion, peer to peer exchange of information, tips, suggestions.
- Deliberate practice in soft skills: introduction and overview.
- Self-ownership, motivation and goal orientation.

Our Agenda – Session B

USING (and PRACTISING) SOFT SKILLS TO ACHIEVE PROFESSIONAL EXCELLENCE AND CAREER SUCCESS (17.00 – 19.00)

- Soft skills mastery and deliberate practice
- Interpersonal, communication skills, and cross-cultural competence
- Problem solving and decision making
- Creative thinking, idea generation

Online social media and resources and postdoctoral recruitment web sites

Exploration of how to optimize the processes of finding suitable positions and networking

- <https://www.linkedin.com>
- <https://www.researchgate.net/>
- <https://www.academia.edu/>
- **Twitter**
- <https://academicpositions.com>
- <https://www.timeshighereducation.com/unijobs>
- <https://innovatebio.org/resource/biotech-careers>

DOTS Career Planning



(Law and Watts, 1977; Blackford, 2013)

EXPLORING JOB OPPORTUNITIES IN SCANDINAVIA

❑ UNIVERSITY OF OSLO

<https://www.uio.no/english/about/jobs/vacancies/>

❑ UNIVERSITY COPENHAGEN

<https://employment.ku.dk/all-vacancies/>

UNIVERSITY OF STOCKHOLM

<https://www.su.se/english/about-the-university/work-at-su/available-jobs>

UNIVERSITY OF HELSINKI

<https://www2.helsinki.fi/en/open-positions>

EXPLORING POST-DOC IN SCANDINAVIA

UNIVERSITY OF STOCKHOLM

<https://www.su.se/english/about-the-university/work-at-su/available-jobs>

UNIVERSITY OF GOTHENBURG

<https://www.gu.se/en/about-the-university/work-at-the-university-of-gothenburg/vacancies>

UNIVERSITY OF HELSINKI

<https://www2.helsinki.fi/en/open-positions>

Online resources and postdoctoral recruitment web sites

**Data Science Postdoctoral Scholar, Berkeley School of
Information**

**[https://www.ischool.berkeley.edu/about/ischooljobs/
datascipostdoc](https://www.ischool.berkeley.edu/about/ischooljobs/datascipostdoc)**

Analysis of Position Vacancies

<https://www.law.ox.ac.uk/content/postdoctoral-research-fellowship-data-protection-work>

Centers and Institutes:

Bonavero Institute of Human Rights

<https://www.law.ox.ac.uk/centres-institutes/bonavero-institute-human-rights>

Unpacking Vacancies

- UNC Law
- <https://law.unc.edu/>
- (International Labour Organisation)
- <https://www.ilo.org/global/about-the-ilo/employment-opportunities/lang--en/index.htm>
- (Max Planck Institute for Software Systems, Saarbrücken) Institute for Comparative Public Law
- <https://www.mpil.de/en/pub/research.cfm>

DOTS Career Planning

Decision making

- Weighting up options and deciding which to act upon and how

Opportunities

- Find out about positions, jobs, networking, creating opportunities

Transition

- Making applications, interviews

Self

- Awareness of skills, interests, talent, aptitudes, values

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.

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?

Deliberate Practice

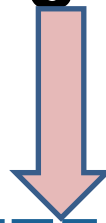
The core of deliberate practice refers to an explicit goal of competence improvement. This goal is pursued by executing specific practice tasks that focus on current performance deficits and offer opportunities for improving and refining critical skills.

Sonnertag S., Kleine, B.M.M. (2006).

Deliberate Practice

is

**a continuous effort to improve one's
competence through activities performed
on a regular basis**



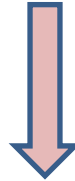
GOAL OF COMPETENCE IMPROVEMENT

Deliberate Practice

ENGAGE IN DELIBERATE PRACTICE
with
REGULARITY

Deliberate Practice

**EVIDENCE OF PREDICTIVITY
IN
COHERENCE WITH LITERATURE ON EXPERTISE AND
EXPERT PERFORMANCE**



**THE QUANTITY OF TIME DEDICATED TO DELIBERATE
PRACTICE IN ENHANCING SKILLS**

Sonnertag S., Kleine, B.M.M. (2006).

Deliberate Practice

- IN FINDING CAREER OPPORTUNITIES
- IN DAY TO DAY RESEARCH ACTIVITY/WORK
- ACROSS ALL LIFE DOMAINS
- IN OVERCOMING SELF-DEFEATING ATTITUDES

Sonnertag S., Kleine, BM.M. (2006).

Deliberate Practice

- Years of professional experience are not the only factor related to performance.
- This finding is in line with recent findings in other domains questioning the notion that length of experience is the crucial factor explaining high work performance.

(Sonnentag, 1995, 1998; cf. Ericsson & Lehmann, 1996).

Deliberate Practice

amount of current time spent
on deliberate practice

+

Number actions initiated
time dedicated to practice

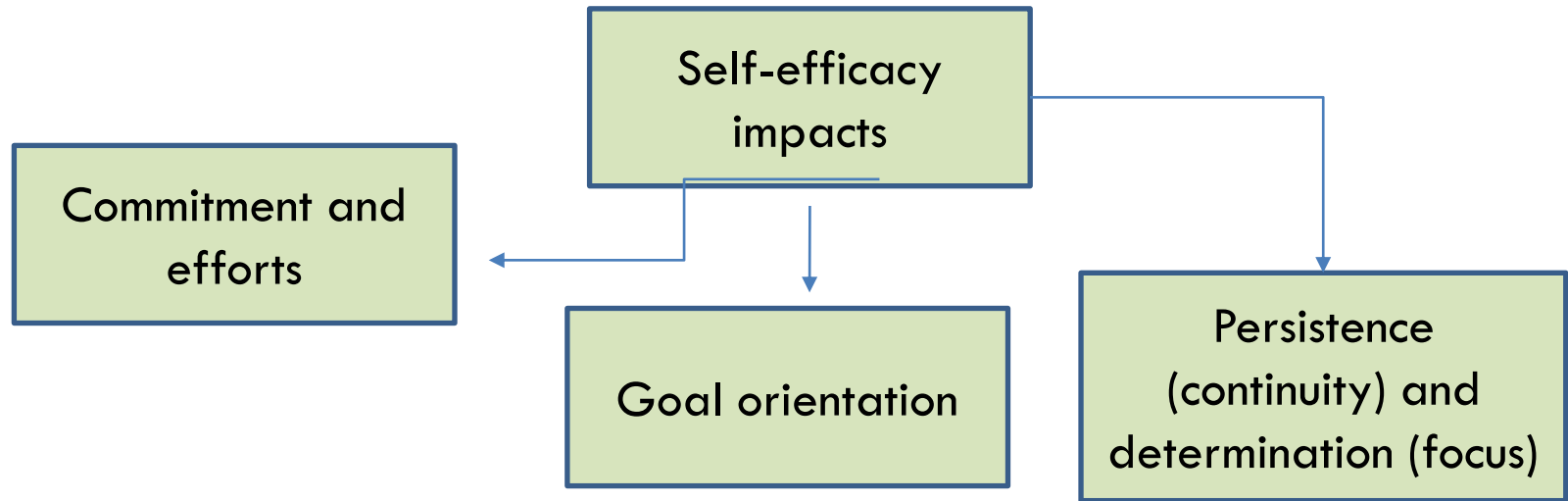
=

a strong predictor of performance

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.

Self efficacy and career decision making



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.

Top skills

- Communication skills (including speaking, writing, listening)
- Self motivation
- Flexibility/Adaptability
- Analytical/research skills
- Innovation skills
- Problem solving and solution finding
- Decision making
- Team working
- Planning/organising
- Leadership/management skills

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

Good practices in communication

- Ask open questions
- Ask specific questions
- Show understanding of other people's feelings
- Ask for a clearer explanation
- Listen attentively
- Admit it openly if you are mistaken
- Leave open the chance of other courses of action
- Check the facts

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

A NLP Creativity strategy

(by R. Dilts)

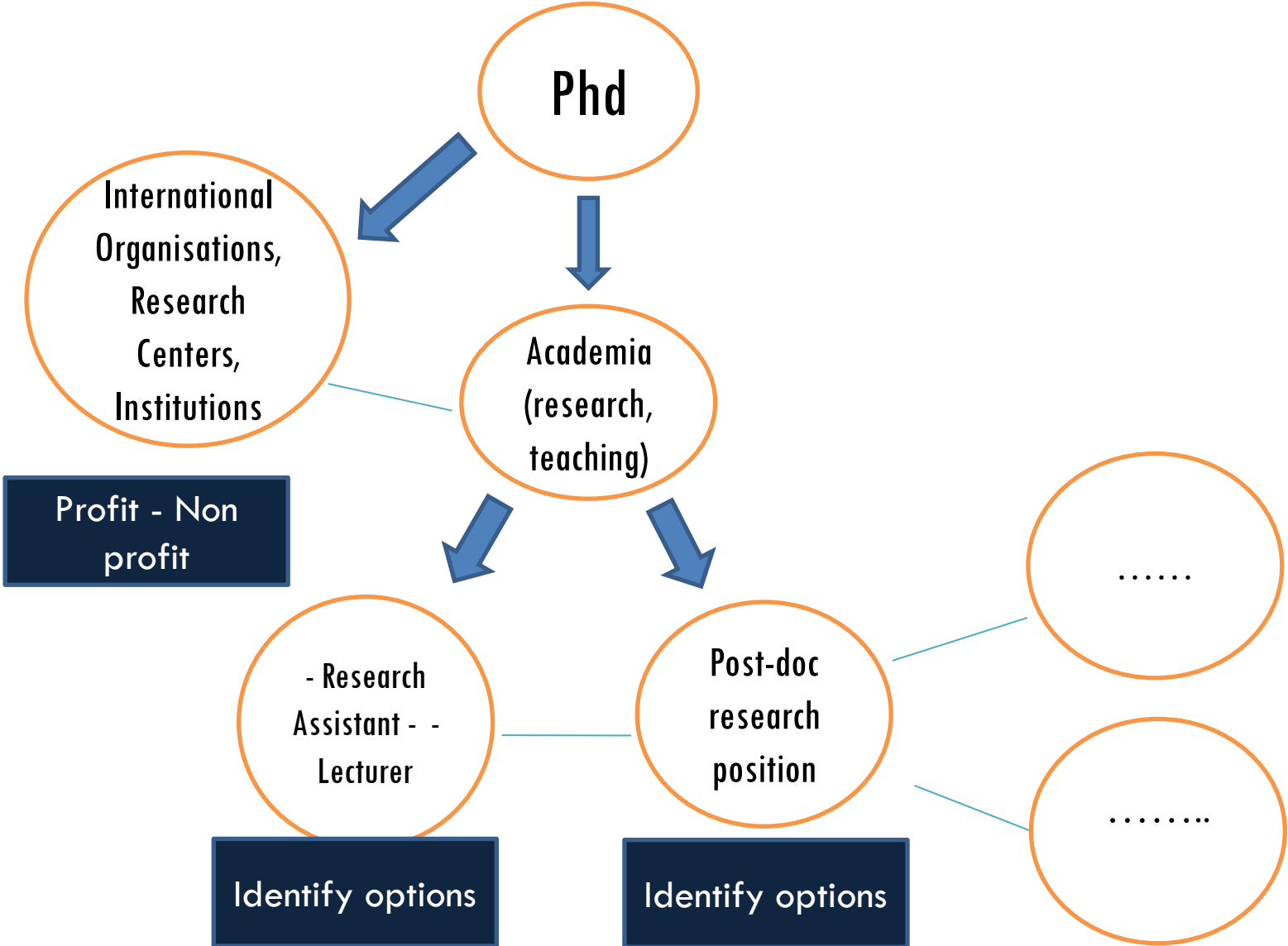
When you want to test out how an idea, dream or goal might be realised, identify three vital roles

- Dreamer
- Realist
- Critic

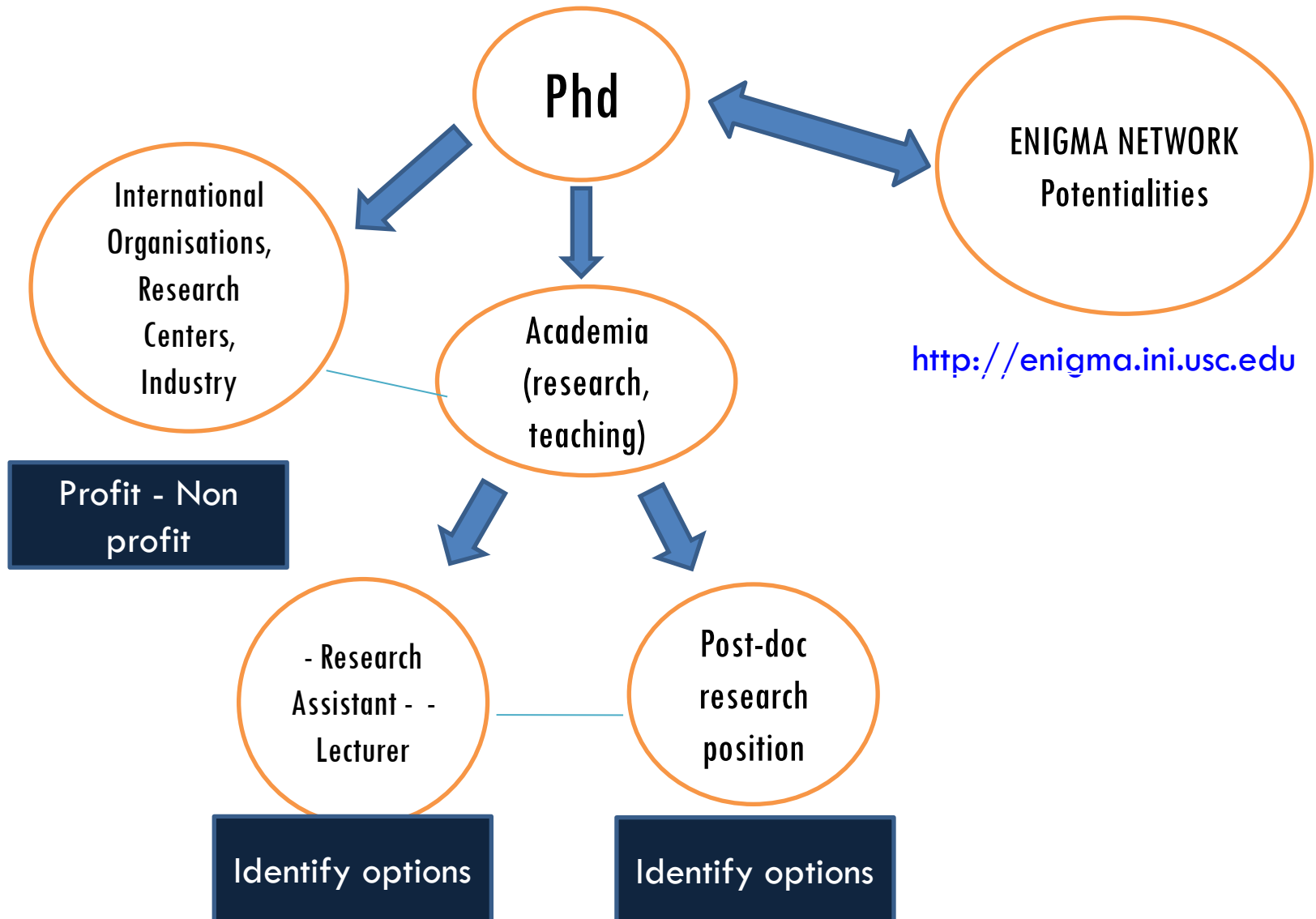
All three roles are present inside yourself (and others).
Involved in the process of translating creative ideas into reality in order to explore them separately for maximum clarity and effect.

(Mc Dermott, Jago)

Literature, Drama, Comparative



Computer Science – Imaging Genetics



E.g. Epidemiology – Occupational health + previous experience

Universities

Public bodies
International
organisations

Profit - Non
profit

Transnational
research groups

Independent
funding
applications

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

-
-
-

-
-
-

-
-
-



Responses to severe stress and effects in career guidance, job seeking and related activities

Two main self-protective responses to extreme and prolonged stress mediated by the nervous (neurovegetative) autonomic system

Hyperarousal (sympathetic branch)

Hypoarousal (parasympathetic branch)

Both responses are functional to ensure self-preservation from the effects of events and situations life/integrity-threatening, extremely overwhelming experiences

These responses are maintained long after the traumatic situation has ended, and triggered by stimuli recalling the extremely stressful/traumatic experience(s)

The capacity of self-regulation

Emotional intelligence

- Modulating the *emotional*, behavioral, and/or physiological response.
- Being present centered models present centeredness.
- Training on social/life skills with simple exercises.

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>

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.

References

- Blackford, S. (2013). *Career planning for Bioscientists* Chicester. West Sussex: Wiley & Sons.
- Ericsson K.A. (1993), The role of deliberate practice in the acquisition of expert performance, *Psychological Review*, 100, 363-406.

Arrivederci!

Thank you for your participation and contribution



This project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No 754345. The content of this document reflects only the author's view and the Research Executive Agency (REA) is not responsible for any use that may be made of the information it contains