COACHING, COUNSELLING AND VOCATIONAL GUIDANCE
Group Meeting 2 – Friday 13 September 2019

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Career guidance and development adviser – Trainer
Registered Psychologist & Psychotherapist

Your timeline Future

- Actualize the future now

- Creating a visible professional identity

- Aligning behaviour to the results you aim at

- Networking

The state of play

Attuning to the present moment

❑ Development in your doctoral research programme agenda

❑ Change and development since our last meeting in July 2019

Other factors

❑ Stages of life, private life

❑ Work – life balance

❑ Stability

❑ Willingness for mobility

Reminder:
Individual career counselling

One-to-one sessions

- Are integral part of the Programme
- First session (before starting secondment)
- Timing to decide with Ivan Carlot

Contacts: carlotivan@gmail.com
Phone: +39 3334417230 (also whatsapp)

Classroom Group and Individual Training Sessions - III -

- Two hours (120') available for distance contact (email, phone brief sessions, e.g. to review c.v., etc.).

- Worksheets, slides, other material will be provided.

- Possibility of short individual feedback sessions during breaks (to be requested in advance).

Contact

Katerina Anagnostopoulos, Psychologist, Coaching and Vocational Guidance Advisor, Trainer

E-mail: psicologiaolisticaintegrata@gmail.com

Skype: psicologiaolistica

- In case you cannot be present at a Group Meeting (workshop and training), please let us know in advance writing by email to the Coordinator: **vera.cabras@gmail.com**

Preferences and priorities expressed during our July Meeting

A variety of ways to increase visibility, for presentation and candidature:

- Linkedin, Researchgate, Video, Portfolio
- How to present my professional identity
- CV writing and customizing/adapting
- Identifying and becoming part/interacting with relevant networks/institutions (e.g. secondment, attending conferences)
- Skills audit
- Postdoc options and opportunities
- Practice presentation skills
- Multipotentiality (a variety of goals, interests)

Self-awareness

for effective career planning:

Helps to activate resources and take concrete action

Searching and recognizing opportunities appropriate for you to pursue

Topics and activities

- ✓ Needs analysis. Identification and self-assessment of skills, interests, attitudes, values

- ✓ Vocational guidance and career construction [goal setting](#)

- Academic and non-academic post-doc career paths

- Unfolding talent, building excellence; self-empowerment

- Study fields/disciplines and possible professional development; career paths/trajectories

- Transferable skills training and development: from awareness to deliberate practice

Topics and activities

- ✓ Writing, reviewing and tailoring the C.V.;
- ✓ Presentation, self-promotion and visibility strategies.
- Personal and professional identity (personal branding). Building and maintaining a durable professional integrity and reputation: values, interfacing with social media.
- Exploring and mapping sectors and organisations of interest; evaluating opportunities.
- Methods and search strategies; active job search tools; identifying, Handling change; effectively adapting to different work environments [secondment].
- Self care, stress management and work-life balance.
- Motivation, self-efficacy, will and self-determination.

❑ *How* you came to do what you are doing now

❑ **Achievements**

❏ **The presente focus and priority:**

- Seeking for a secondment
- Prepare for the secondment experience
- Revising/refining C.V.
- Gaining visibility in networks and online platforms
- Networking

Your timeline
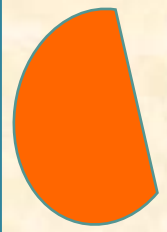## Future – Exercise – Envisioning

❑ **Goals**

- In 10 years time

- In 2 years time

- Actualize the future now
- Updating/refining c.v. – Visibility in networks and online platforms
- Networking

Your timeline
Future

- Actualize the future now

- Creating a visible professional identity

- Aligning behaviour to the results you aim to achieve

- Networking

Goals, priorities, preferences

A. ...
B. ...
C. ...

Career goals and trajectories

- Academic *vs.* Non-academic
- Research *vs.* non-research career
- University *vs.* Non-university research performing organisation
- Industry or other for-profit sector
- Public or private non-profit research organisation
- Other public/private institutions, Cultural entities

About learning and experiencing

People can do similar jobs in many different ways.

What is your unique way and your signature strengths?

Self-knowledge and awareness: First step toward success

❑ Promote self-awareness of your academic and personal-professional identity, how it was shaped by your previous experiences, by the current doctoral studies experience

❑ Unfold and increase the capacity of self-guidance

Career goals

❑ Pave the way for the transition to a Postdoc career

❑ C.V., visibility online, research profile definition, networking, publishing

❑ Relationship building and networking are ongoing processes

Career building and transition next steps

- Make advantage of opportunities
- Create opportunities yourself
- (strategy and proactiveness)
- Informed decisions
- Awareness (strengths, areas to enhance)

Career Building and Development Plan

❑ Goals

A succesful career

- Action

- Purposefulness

- Persistence

- Positive stance

About learning and experiencing

Learning is experience.
Information is not knowledge.
The only source of knowledge is experience.
You need experience to gain wisdom.

Albert Einstein

Resources to identify, recognise and value

Hard skills (technical) and Soft skills

❖ Hard skills = those pertaining to your research field (specific)

❖ Soft skills = transversal and transferable

❖ Soft skills in research may differ according to the activity or task

Hard (research technical) and Soft skills

❑ Soft skills developed in research contexts can be transferred to other sectors (business, industry, etc.)

❑ Different activities or tasks in research require a variety of soft skills, among which:
- teaching
- laboratory
- writing

Transferring skills

Non academic work experience, volunteering, mobility programs, etc. Some experiences share by participants:

- *Attending Master's Degree Abroad…*
- *Volunteering (food distribution): organisation, leadership, time management, teamwork,*
- *Disaster management*
- *Marketing*
- *Sports, leadership attitude*

Transversal and transferable skills

❑ For different career paths and better research

❑ Importance of transferable skills acquisition highlighted in many studies

❑ Necessity to include «work-place» relevant transferable skills in Phd Training

(OECD, 2013)

Transversal and transferable skills

Interpersonal skills

- Working with others
- Teamwork
- Mentoring/Supervising
- Negotiating/Networking

(OECD, Transferable skills training for researchers, 2012)

Transversal and trasnferable skills

Enterprise skills

- Enterpreneurship
- Innovation
- Commercialisation, patenting and knowledge transfer

(OECD)

Transversal and transferable skills

Organisational skills

- Planning
- Time management

(OECD)

Transversal and trasnferable skills

Cognitive abilities

- Creativity
- Ability of abstract thought
- Problem solving

(OECD, 2013)

Transversal and transferable skills

Communication skills

- Communication/Presentation
- Communication/**Dialogue with non technical audiences***
- Teaching skills
- **Use of science*** in policy making

(OECD)

Transversal and transferable skills

- Advocacy
- Sponsorship
- Team work
- Collaborative, cross-disciplinary work
- Conflict resolution
- Brainstorming
- Creative dialogue

Transversal and transferable skills

- Organising
- Planning
- Time management
- Data analysis
- Presentation
- Problem Solving
- Solution finding
- Being proactive, take initiative
- Goal oriented
- Flexibility and adaptability

Transferable skills

- Organising and planning
- Communication
- Adaptability
- Flexibility
- Analytical
- Leadership and management
- Interpersonal skills
- Team working

Transversal and Transferable skills

- Attention to detail
- Time management
- Presentation
- Problem Solving; Solution finding
- Openness to change; innovation
- Goal oriented; client orientation

Skills identification

- Identify the tasks of your current research activities

  - ……………………………………………
  - ……………………………………………

- Single tasks can be grouped in skill categories

  - ……………………………………………
  - ……………………………………………

What I am doing now (personal audit)

❑ Areas related to present research activity:

- • Laboratory
- • Studying
- • Writing
- • Teaching/Mentoring
- • Communication
- • Field work
- • Publishing, recognitions
- • Other: ……………………

From life and career roles to possible future selves

❑ Career encompass the **total constellation of life roles that we play**.

❑ In order to **manage your career effectively** it is useful to integrate the roles of life

❑ Careers as manifestations of our attempts at making sense out of our life experiences

❑ Internal cognitive processes + External factors, society, culture, relationships that shape a person's career development

The Cultural Mosaic

Demographical
- Age
- Gender
- Nationality/Ethnicity
- Profession/job, preminent activity

Geographical (features of a territory or a region)
Relational/associative (formal and informal groups of identification or belonging)
- Family (of origin or acquired)
- Extended community
- Religion, Spirituality
- Interests, hobbies, sports, social groups

Career Outcomes

- Academic Institution
- Non-profit
- For-Profit
- Individual – Self-employed

Source: Xu, Gilliam, Peddeda, Buchold, 2018 (ResearchGate)

Career Outcomes

Academic

- Post-doc Tenure – track
- Trainee (post-doc)
- Other:…

- For-Profit
- Individual – Self-employed
- Other:…

Non academic sectors

- Industry
- business (SMEs)
- government
- civil society organisations (NGOs, trusts, foundations, etc.)
- Cultural institutions
- Hospitals
- international organisations

Postdoc career outcomes

References/Links

- https://www.researchgate.net/publication/322508504_Visualizing_detailed_postdoctoral_employment_trends_using_a_new_career_outcome_taxonomy

# Creativity in Group interactions

- Listening
- Offering feedback
- Multiple perspective taking
- Negotiating needs and priorities
- Solution finding
- Decision making

Creating connections and synergy

Importance of creating connections and synergy between knowledge, skills and experience acquired through formal and informal learning acquired, skills, experiences.
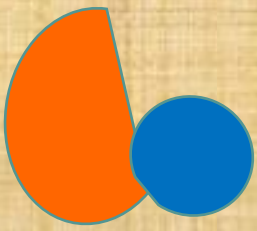
Tailoring strategies that work for you

❑ Online resources

❑ Explore information and filter

❑ Practice and exercise

❑ Ask a peer to peer feedback from trusted colleagues
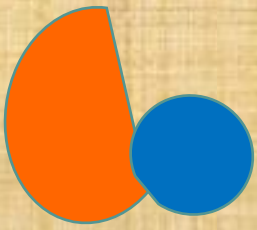
My resources

❑ What has worked for me until today

❑ How did I get where I am now

❑ What is still helpful; what is to change or replace

Planned happenstance - I

A construct developed by

❑Identify,/create/beneft of chances and opportunities

❑Acknowledging chance in our career and work practices

❑Reviewing our role(s)

❑Uncertainty bears also merits and potentialities

❑Accept not knowing. Refrain from urging to find solutions.

Adapted from: Gysberg, Heppner, Johnston,

Skills needed to promote Planned Happenstance

- Curiosity

- Persistence

- Flexibility

- Optimism

- Risk taking

 to integrate with linear processes

ResearchGate

Advertisement in Researchgate

- Are you hiring researchers and scientists?

- Post a job on ResearchGate to find the best candidates from our network of 15milion researchers

References and resources

FOR PROFESSIONAL DEVELOPMENT AND JOB FINDING PURPOSES

- **VITA Realising the potential of researchers**
- https://www.vitae.ac.uk/researcher-careers/career-management-for-researchers/exploring-career-opportunities-for-researchers-1

Mapping and analysing recruitment web sites

Lifescience Recruitment

https://lifescience.ie/

- https://jobs.sciencecareers.org/

Resources

https://www.findapostdoc.com/

http://blog.our-research.org/linkedin-networking/

https://www.list.lu/

Motivation

- Commitment
- Availability and willngness
- Passion
- Sense of scope

Practice WILL

- Success is a consequence of contentment and happiness, not a cause
- Cultivating positive thoughts and feelings.
- Present centeredness
- Attention and concentration
- Change is possibile only in the present

Arrivederci!

Thank you for your commitment and participation

Next meeting

Monday 11 November 2019