

EURAXESS IMPLEMENTATION GUIDE GENERAL TRAINING MODEL SCHEME (GTMS)



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Interested in researchers' career development?

This EURAXESS Implementation Guide is meant for all EURAXESS Network members. BHO's, EURAXESS Service Centres, EURAXESS Contact Points, and EURAXESS Career Development Centres interested in researchers' career development will benefit from this guide.

This guide will show and explain a model – the General Training Model Scheme (GTMS) - which can be used by EURAXESS Network members in the development of career development services to assist researchers' career development.

The GTMS can help researchers getting a clearer picture of what issues can be important in their career development planning and where to find more information. The implementation of this model, the exact target group, and how and where it can be implemented, is all described here.

This Guide was developed within the REFLEX project supported by the European Union's Seventh Framework Programme for research, technological development and demonstration under the grant agreement No 643510.

REFLEX project

The GTMS is the outcome of the REFLEX project with input from 5 partner institutions in Denmark, Hungary, Norway, Slovakia, and Switzerland.

Researchers, HR professionals, career advisors, and recruitment specialists gave input on scenario workshops held in these 5 countries. During these workshops, blockers and boosters for researchers' career development were identified. This data combined with information acquired through a survey in the participating countries, is the foundation for the GTMS.

The General Training Model Scheme (GTMS)

The GTMS is a model which researchers, research institutions, PI's and career advisors can use to assist researchers in planning their career development. Five main topics (Mobility, Networking, Career Advice, Academic Skills & Development, Company & Organisational Interaction) combined with several sub-categories are the bases for the GTMS.

The GTMS illustrates a multitude and mix of services available regarding career development, focusing on tools, activities, and workshops. Moreover it shows organisational structures and roles which may help to structure a dialogue about career development and career paths. Institutions may add or remove services, to develop a context specific Training Model Scheme that illustrates the actual services available in the institution.

Face to face

The GTMS is available in a set of cards, which can be used in face to face career advice settings, where the cards function as the bases for a dialogue. The scheme can be used as a guideline helping researchers, their supervisors and career advisors, to identify the key areas they need to focus on when discussing and planning the career development of researchers. It can also be used as a framework research institutions can apply when developing career support services for researchers.

Online

To make the scheme easily accessible for everyone, the REFLEX online tool was developed. The primary users of the tool are research institutions that would like to take a more systematic and strategic approach to career development of their PhD students and employees. Researchers will also benefit from

gaining a single access point to career development support at their institution. The REFLEX online tool enables:

- **Collaborative mapping**

An editable version of the scheme can be shared with other collaborators. Different units can be involved in the identification of existing career development activities and services provided at the institution.

- **Tailoring the institutional strategy**

Institutions can rearrange the scheme according to their needs. Users can reorganise or remove existing categories, add new ones and update them later. Institution specific descriptions can be added to each category.

- **Increasing visibility of services among researchers**

The preview of institutional scheme can be shared with researchers. Instead of checking the websites of different departments they can easily learn about the variety of available options through the single interface. The tool is adapted for the use at different types of devices (mobile responsive design).

The application is free of charge and accessible through:
www.euraxess-reflex.eu/app

Implementation guide

This implementation guide starts by showing the five main topics of the GTMS. Hereafter, the subcategories will be presented and explained briefly.

Moreover, a short description follows with how, who, and where the GTMS can be implemented. Finally, 5 evaluations, from pilot trainings held in the EURAXESS partner countries who took part in this project, describe how to organise a workshop to introduce the GTMS locally.

These evaluations give a good overview of the lessons learned, the challenges and practical information on what to be aware of introducing the GTMS in a local setting. The responsibility of the implementation of this tool lies in your own hands. The tool should always be adapted to the local situation, depending for example on the country, institution or the university.

We wish you all the best with organising and planning of your local career development initiatives.

Please, if you need any more information, we suggest you visit our website: www.euraxess-reflex.eu.

The REFLEX team:

- Bay Zoltán Nonprofit Ltd (BZN), Hungary
- Norwegian University of Science and Technology (NTNU), Norway
- SAIA, n. o. (Slovak Academic and Information Agency), Slovakia
- The Swiss Federal Institute of Technology Zurich (ETH Zurich), Switzerland
- University of Copenhagen (UCPH), Denmark



Structure

- The GTMS introduces five main topics, which are important issues in researchers' career development. Each main topic has several subcategories, including a mix of services available regarding career development, focusing on tools, activities, and workshops.

#1

Mobility

#2

Networking

#3

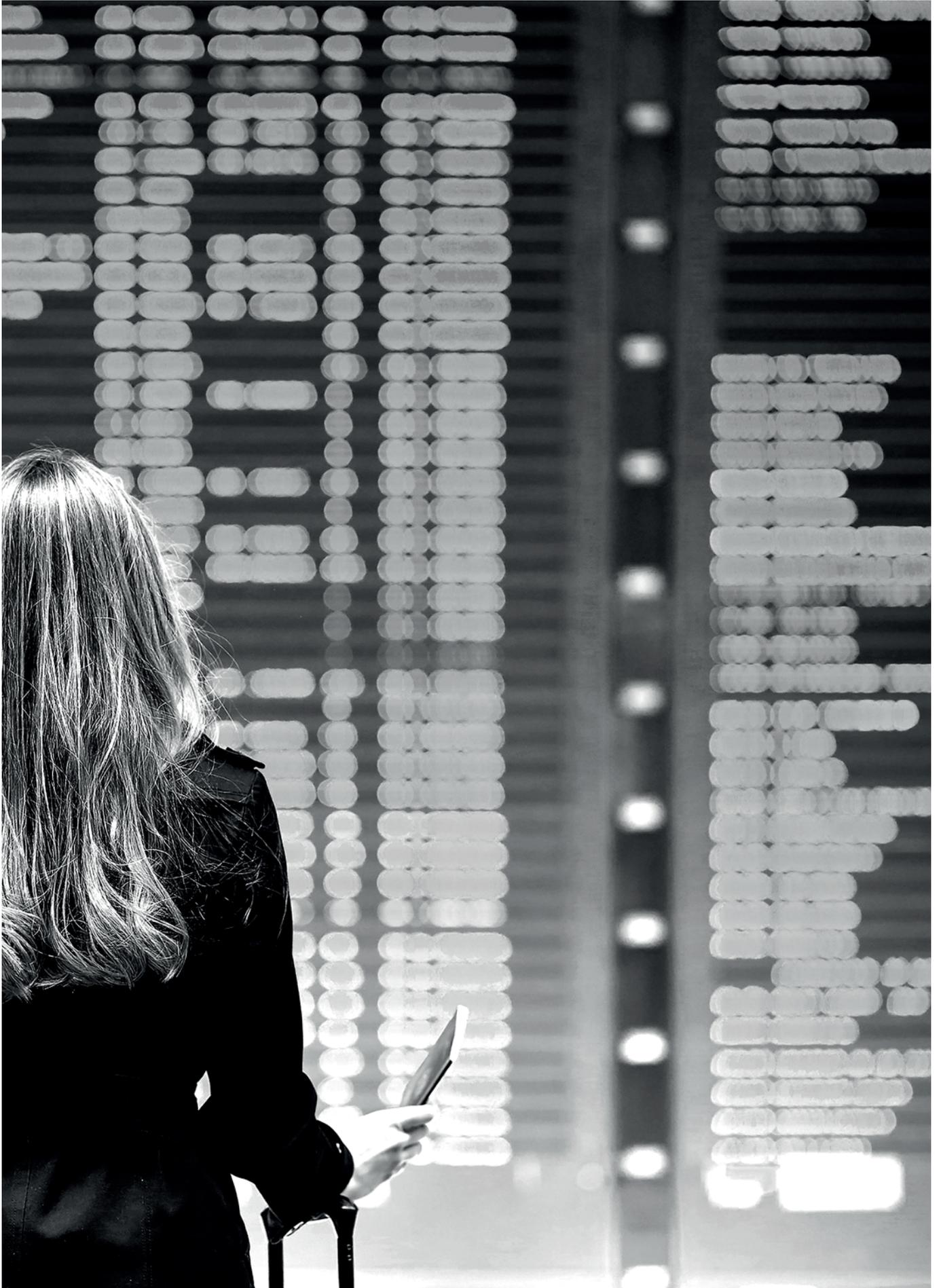
Career Advice

#4

Academic Skills & Development

#5

**Company & Organisational
Interaction**



#1 Mobility

The ability to move freely

Dual career

A situation in which both the researcher and his/her partner pursue a career.

Legal and administrative issues

Information and access about working and residence permits for the whole family including housing information which is a critical factor for the mobility of researchers.

Cultural courses



Information on unwritten working and cultural rules including how to act in various cultural settings will be important for successful mobility.

Language courses



Learning the local language can be key in moving to or staying in a particular country.

Mobility coaching

Seeking information about new opportunities in specific countries. What should one do to be able to move, are there limitations, are there any available contacts, available grants etc.?

Social events

Welcome meetings and events can be key to adapting in a new country and establishing a new network.

Workshop or course:





#2 Networking

Interaction with others to exchange information, provide support and develop professional or social contacts

Interdisciplinary collaboration

Creating an association that can stimulate interdisciplinary collaboration. This network could help open new career options in other disciplines (e.g. PhD/Postdoc association).

Mentor

Mentoring of researchers to create the possibilities of sharing knowledge between peers, seniors, inside and outside academia, across borders (countries or disciplines).

Alumni association

Association of former students of a university. These usually are well structured organisations which create events and establish valuable contacts. Often there is a database available with useful contacts.

Network with former colleagues

These informal networks are sometimes formalised giving researchers' valuable information within their area of interest.

Conferences

Networking with others at conferences provide the option of interacting with different networks on many levels.

Building an international network

An international network widens career possibilities immensely.

Workshop or course:



#3 Career Advice

Helping and encouraging researchers to create opportunities for progress in their current and future work, incl. tools for career clarification.



External Career Support

Organisations such as labour unions and job centres assist researchers in their career development.

Career coordinator

A person whose job is to organise events or activities and to negotiate with others in order to assist researchers' career support.

Performance and development review (PDR)

An annual or bi-annual review session with a senior research manager/supervisor where researchers will review the past year identifying successes and challenges. In addition to planning for the future, also taking into consideration objectives of the department and possibilities, whilst identifying learning and development opportunities including dialogues around career development/paths.

Career centre

A career centre is a place consisting of counsellors specialised in various career development and self-assessment tools. They help individuals make informed career choices.

Career planning tool

Tests, programmes, models and assessment tools which help researchers to reflect on their career and create new perspectives.

Career coach

A trained person who guides and coaches researchers in planning and managing their careers.

Job search

A workshop where researchers are informed on how to look for a job: where to look, how to write an application and construct their CV, how to network, how to use transferable skills etc.

Introduction to early career dialogue

A workshop where researchers with temporary contracts will be able to get information about career options, limitations, and possibilities on where and how to get career support, listen to experiences of peers and former colleagues etc.

Overview to career development

A clear overview of what and where researchers can expect help to support their career development. Depending on the institution and country there are several possibilities in different institutions, presented in a visual and comprehensive way.

Facts and statistics

Information on the job market, researchers' career paths, options where to work, salary in different sectors etc.

Gender / Equality Advisor

An advisor who is able to focus on gender and equality issues in relation to job search.

Funding & grants

A workshop on how to write a successful application and how to apply for research grants.

Workshop or course:



#4 Academic Skills & Development

Writing, teaching, applying for grants, planning, managing, publishing etc. are all academic skills which researchers need to master and to develop in order to continue a successful researcher career.



Supervisor Development

Courses on supervision skills and how to assist others in their development progress.

Project planning & management

A course to support researchers' project management skills and ability to implement and evaluate projects with concrete tools to assist researchers in their future project work.

Information on academic publishing

A workshop for researchers on how to publish their articles, how to lobby, who to contact and eventually how to submit a successful publication.

Academic writing

How to write a good and solid research paper, what techniques to be used, who is the target group, what is your key message, how to use references etc.

Leadership course

Course on leadership skills and how to lead project partners, how to manage a research group, and how to manage people focusing also on the researchers own development as a manager, e.g. strengths and development points.

Teaching course

Course on how to transfer scientific knowledge to a class room, how to teach different generations and differentiate your teaching methods, how to teach in an intercultural setting, in addition to developing pedagogical knowledge etc.

Teaching competency profile

A pedagogical competency profile is a description of a number of areas that are important for mapping teachers' overall teaching competences. Focus is on the teacher's mapping of his/her own basic knowledge of the subject as well as academic and teaching qualifications.

External teaching (open university)

Researchers to experience teaching for example in an open university.

Branding of academic skills

Academic skills are useful in many different settings. These transferable skills need to be communicated to different organisations and companies. Researchers' strengths need to be branded outside the walls of universities and research institutions.

Overview on researcher career paths or options

A document where it clearly states what the career options are within an institution and what the requirements are to reach these positions, not just in legal terms but also in more concrete terms.

Workshop or course:



#5 Company & Organisational Interaction

Many researchers will have a career in a company, in industry, or create their own business. Information about these options, contacts to this network, practical information about specific companies is needed by many researchers to support their career development.



Company visit

An event where researchers visit a company to get insightful information that can help them decide on their future career paths.

Technology transfer

The transfer of new technology from companies to researchers and vice versa in an attempt to create future collaborations.

Employment panel

Collaboration between universities and companies and industry where the latter will explain what their needs are in connection to knowledge and research.

Company/Job fair & matchmaking

An event for employers to meet with job seekers, also called career fair. Attending a job fair is an easy way to connect to numerous employers quickly. Researchers and companies can “speed meet” to get acquainted and find out if they can collaborate together in the future.

Internship (industry + academia)

The position of a trainee who works in an organisation, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.

How to be attractive for the labour market

A workshop where researchers get concrete information on how to apply for jobs while being a researcher. What transferable skills are needed, how to communicate specific detailed research knowledge in a comprehensive way to people who do not know the specifics and what extra courses to take to qualify for a specific career.

How to become an entrepreneur

A course on a how to start a company or sell your knowledge as a consultant. Practical information on how to create a business plan, create funding, register your business, how to deal with taxes, how to get customers and how to sell a product or service.

Business understanding

A workshop on what it means to work in a company or industry and what issues might be important to know of and be able to contribute to (*e.g. cost benefit understanding, market value, image and branding, sales and profit. etc.*).

Leaving academia – career paths beyond the university

A workshop about concrete options on where to work outside academia. Company representatives will explain their needs and show how researchers can be valuable in academic jobs in organisations outside academia, where and how to apply etc.

Internship (industry + academia)

The position of a trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.

Workshop or course:



Implementation of the General Training Model Scheme (GTMS)

The GTMS needs to be adapted to the local situation. Countries are different, and users of the GTMS work in a different way and have different needs. How the GTMS can be implemented, who can be responsible for it, and where it can be implemented will be presented in this section.



How

Online

The GTMS is very suitable to introduce on a website. Researchers can at any time use the tool by clicking on the main topics and search in the subcategories to find out what information they need to support them in their career development. Career advisors (or HR professionals) can get inspiration on which topics they can focus on and what services they can develop in the future. Important is that the information in the subcategories gets updated regularly.

Print

Posters with the overview of the GTMS and cards which can be used either by the researcher or by the PI or the supervisor, are developed and can be re-printed. To implement the GTMS, these can be used in combination with a brochure or leaflet which explains the use and value of the GTMS at the local research institution.

Presentation

Experienced users of the GTMS, can organise a “GTMS kick off” to introduce it to researchers, PI’s and supervisors. This topic can also be added to existing introduction meetings (e.g. for new leaders) where the tool will be of help in supervision of young researchers.



Who

HR

The GTMS preferably will be implemented by professionals having some knowledge and experience with researchers' career development. The GTMS needs to be locally updated with the courses, trainings and events available and therefore a specific person or team needs to be responsible for this task.

Supervisor

Supervisors, PI's, personnel managers and others involved in employee development, can benefit from using this tool because it is a clear and concrete help in guiding researchers in discussing their career development. The GTMS can be a time saving support for researchers to help themselves.

Department

The GTMS can be implemented by institutes and departments with focus on researchers' career development to make sure all use the same methods. Local career development initiatives and events can be added to the subcategories, departments show a clear direction and both personnel managers and researchers have the same framework for discussion.



Where

Universities

In ideal case the implementation and overall responsibility of the GTMS is anchored in one place such as career center or any other HR related office responsible for supervision or leadership development. Updating the subcategories can be time consuming and the information needs to be regularly updated. But the scheme also enables collaborative development of career support services with different departments involved in the process.

Companies

Companies with many researchers can greatly benefit from using the GTMS. By using the GTMS, companies show there is interest in the development of the individual researchers and managers can use the model in personal review development talks.

Municipalities

In some countries, municipalities or state organisations offer services for international researchers. Implementing and using the GTMS can be a way to both assist this target group and also to showcase their activities in the subcategories of the GTMS.

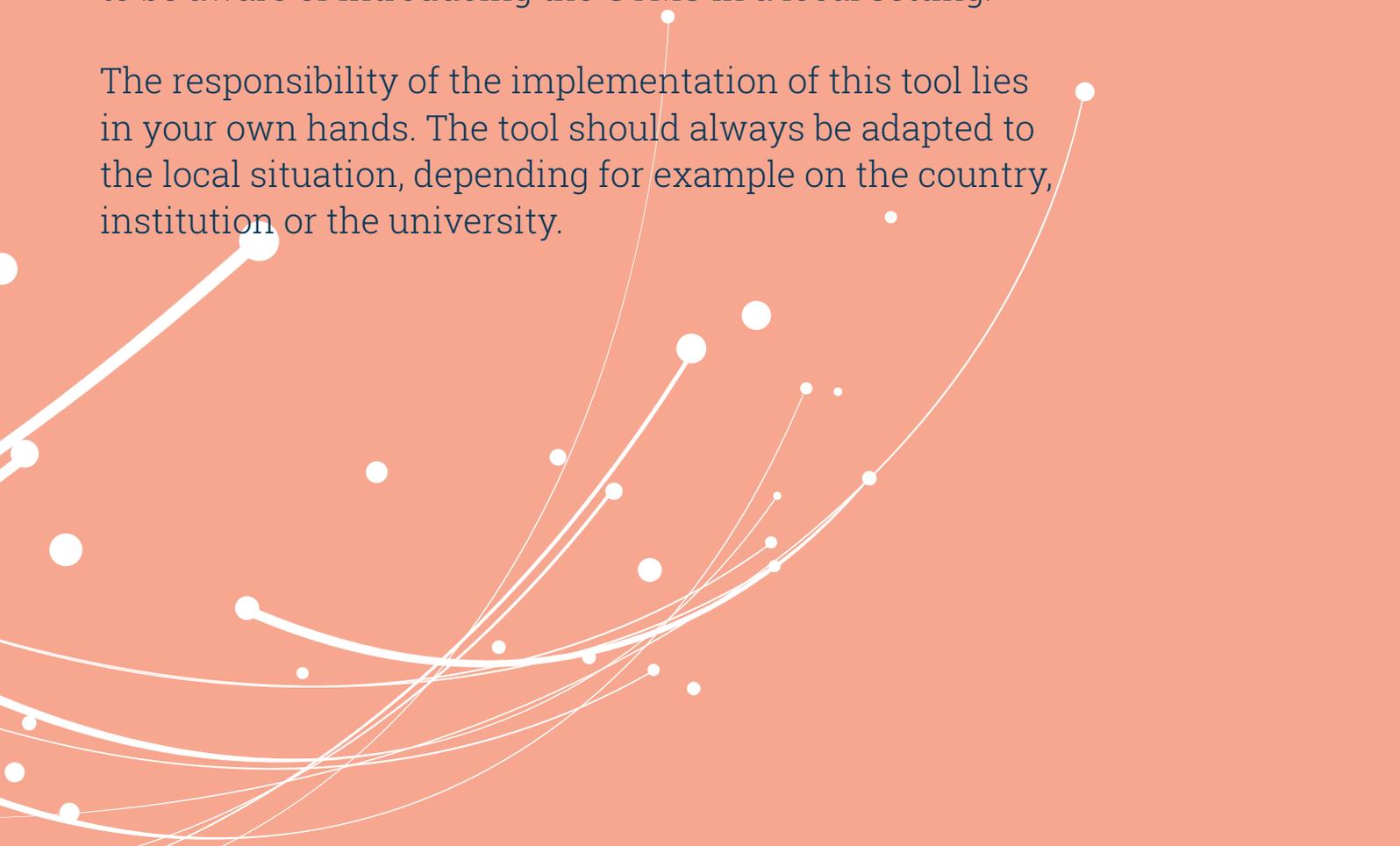


Pilot Training Evaluation

The GTMS was introduced in pilot trainings by the EURAXESS members of this project. The trainings took place in Denmark, Hungary, Norway, Slovakia, and Switzerland. The following evaluations of these trainings describe how to organise and introduce the GTMS locally.

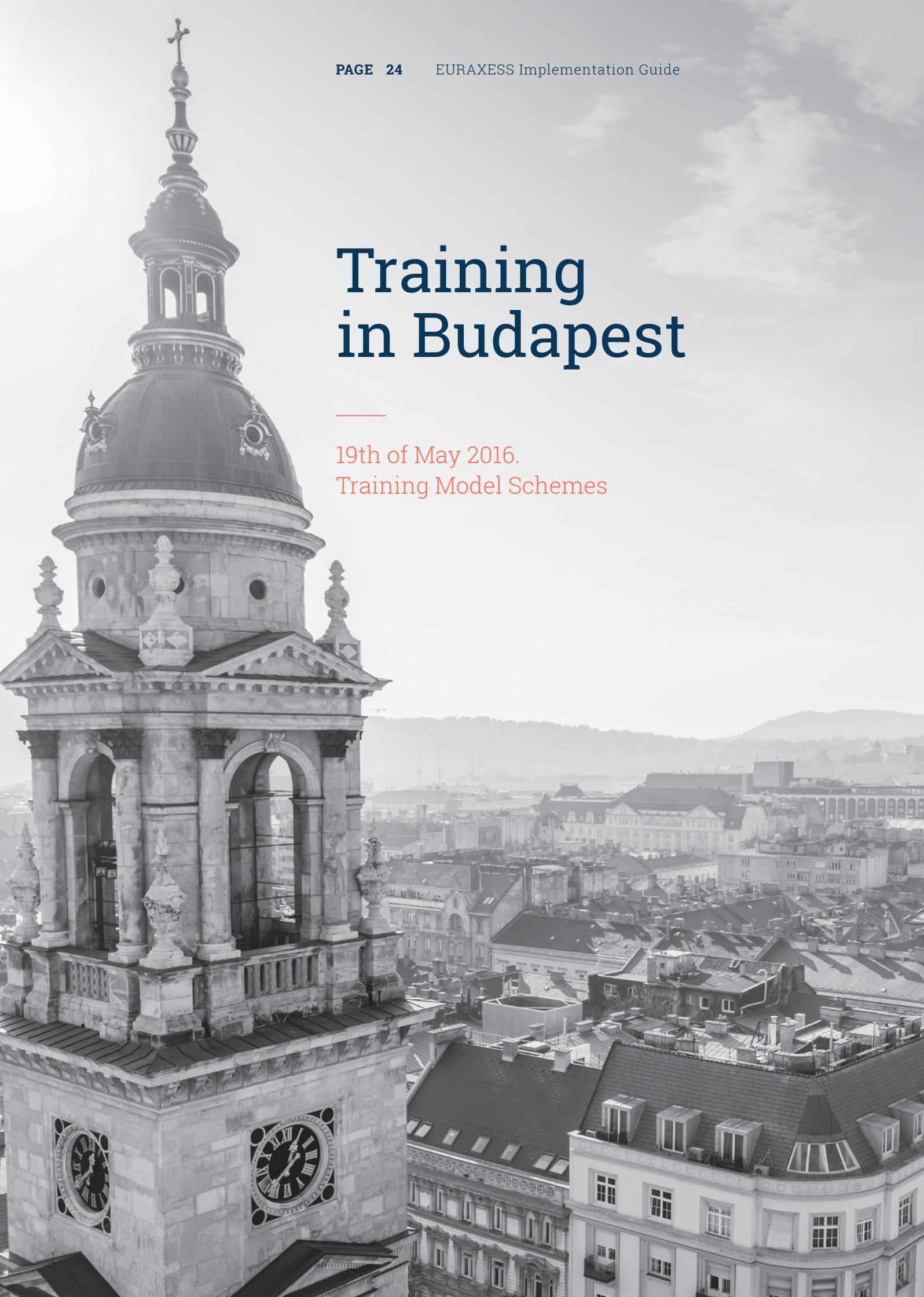
These evaluations give a good overview of the lessons learned, the challenges and practical information on what to be aware of introducing the GTMS in a local setting.

The responsibility of the implementation of this tool lies in your own hands. The tool should always be adapted to the local situation, depending for example on the country, institution or the university.



Training in Budapest

19th of May 2016.
Training Model Schemes



Participants	27 (including the project partners)
Organisations	Universities, research organisations, associations of career development, private companies, ministry of agriculture
Function	Researchers (mainly PhD students), career advisors, HR people, recruiters, policy actor, alliances
The invited organisations and people	<ul style="list-style-type: none"> – We invited all representatives of the EURAXESS network, the career development centres of all Hungarian universities and asked the PhD secretary of all Hungarian universities to spread it among their PhD students. – We sent the invitation to the participants of the workshop organised in Budapest already in last October. – 33 people registered, but 6 people did not show up. – The majority of the participants represented universities and associations dealing with career development. – We could have invited more industrial actors, in order to spread the word about the project. But for developing the Training Model Scheme it was important to invite the representatives of universities.
The time frame	<ul style="list-style-type: none"> – Unfortunately many people came late, even if the programme started at 10 am. I think it was a proper timing to start a programme; therefore I would not change it next time. Maybe include a note in the reminder mail, 2 days before the conference, that “Because of the tight schedule, we kindly ask you to arrive in time” would have helped. – The timeframe of the programme was appropriate. 90 minutes for the plenary session, and also 90 minutes for each group session was pretty enough. – After the plenary session, and between the group sessions it was good to have a coffee break/lunch. Maybe the coffee break should have been longer, to last at least for 20 minutes, because this time is needed for the participants to refresh. – We should have divide the 90 minutes group session into a 60 minutes of discussion and a 30 minutes of poster preparing session. Its main reason is, that the participants run out of time, and finalized the posters in the coffee break, which lasted only 15 minutes.
The facilitator(s)	<ul style="list-style-type: none"> – There was a facilitator at each table, who were well prepared and moderated the table work appropriately – It was practical to create and provide the “Facilitator’s guide.” It was good, that the facilitators could give space for a free discussion, while follow the guide as well.
Used tools – presentation, cards, poster,...	<ul style="list-style-type: none"> – It was great to have the presentation of ETH Zürich and the University of Copenhagen about the good practices of career development. It helped to generate ideas later in the group sessions. – It was also great to present the draft training model scheme, therefore the participants had a clear idea on the task they have to do and with the aim of the discussion also. – Using the cards at each table worked quite well, the participants understood its meaning and the tasks they had to do. – Creating the posters was good at the end, but its timing should have been changed.

The plenary session(s)

- It was really great to have the presentations about the project, the training model scheme and also the best practices of career development.
- The length of the presentations was appropriate; there is nothing to change on that.

The group work

- We divided people into fewer groups, because 6 people could not come. It was easy to reorganise people.
- It was very useful to have 2 project partners free, who could help the moderator to organise the group work. If a question was raised at the tables, the project partners went there immediately to solve the problem. I think it was a great idea, and helped in the smooth implementation of the event.
- There were 3 groups, including 8 participants, which was appropriate (3 project partners, including the moderator did not participate in the group work)
- The participants were divided into the groups, in order to diversify the group participants and experiences

The wrap up and conclusion

- In the wrap-up there was a presentation of the posters and a brief discussion on the results of the group sessions.
- One participant of each group presented the poster.
- Everything went well, we could finish the wrap-up session in time.

Key recommendations for other trainings

- A reminder e-mail would be useful to ask the participants to come in time, and give a feedback in case they can not show up.
- Changing the timing in dividing the debate and poster-preparing session might be useful.

Main findings of this training (½-1 page)

The results of the group sessions were summarized on the posters and presented for the audience. I summarize there the results, grouped by the main discussed topics:

Mobility:

The participants emphasized the importance of dual career development. As a Hungarian specification, they told, that they consider the number of international researchers very low. Hungarians are generally considered not mobile. The participants did not find cultural courses relevant and significant in career development. The legal and administrative issues are really relevant, and EURAXESS can be helpful in this regard. The coaching of mobility varies in the organisations. Social events might help in the integration of researchers.

Academic skills:

The participants emphasized, that as for academic skills it is relevant to teach academic writing and publishing in English, communication skills, project planning and other soft skills. All these things are needed to gain funding, building a network, enhancing institutional cooperation, and interdisciplinarity. The development of the supervisors could be considered also, but it is a delicate issue. There is too much teaching obligatories of PhD students.

Networking:

It is not particularly strong in Hungary, it should be always strengthened. Supervisors are a great help in fostering the networking of PhD students, but they are familiar only in their own field, therefore additional help would be needed to foster cross-sectoral networking. More leadership skills would be needed for senior researchers. Using the advantage of alumni associations and regularly going to conferences is also really relevant. Building an international network also has its importance.

**Main findings
of this training
(½-1 page)**

Company interaction:

The interaction with companies should be fostered by the internship of researchers. Researchers might help in technology transfer. The hindering factors in this case, that leaving academia is quite a sensitive issue. A bridge should be strengthened between the industrial and academic sphere, and develop the researchers to be attractive for the labour market.

Career advice:

Career centres take the role of advising. The main advising topic is about the funding and grants possibilities, coordination of the researcher's career. The main reason of career development is to make the researchers attractive in the labour market. Maybe the researchers do not try to find help; therefore they gain less information than really needed. Generation gap and the reintegration of researchers can be also a hindering factor in career development.

Organisational interaction:

Innovativeness and creativity are the most important skills, which lack very often, therefore innovation should be encouraged. For this reason, courses and competition prizes should be provided, with the necessary environment and a broad perspective.

Relevance of the scheme:

The scheme is quite relevant but it could be tested and differentiated between the institutions of Budapest and the regions in Hungary. As for the sectors differentiations should be made between universities, public research centres and private companies. Synergies should be identified and also exploited. The scheme is quite relevant but it could be tested and differentiated between the institutions of Budapest and the regions in Hungary. As for the sectors differentiations should be made between universities, public research centres and private companies. Synergies should be identified and also exploited.

In general:

The participants suggested, that the mapped best practices should be published in brochure and/or the EURAXESS website, social media and relevant events. It would be very informative and useful. Reaching the policy level and getting them engaged would be also helpful, especially targeting the field of innovation policy. Sharing the results with the MSCA Alumni of universities is also suggested, but "only" spreading information about career development does not make any change. Motivations should be identified for the young and open-minded people and also the management of the institutions. The participants suggested that the companies and universities should be more proactive and engaged in career development. On national level the problems are the same, but their level might be different. We should differentiate top-down (policy level including gendering and motivation, funding opportunities) and bottom-up (changes in the institutions, good practices, ambassadors) initiatives in career development. The top-down approach should be initiated by the national level institutions and the EURAXESS network. Its main purpose is to raise awareness, encourage change in the mind-set, and spread information about the good practices. The tools for this can be for example networking conferences, train the trainer schemes, and using a webpage for spreading information and implement the training model scheme. The bottom-up approach can be initiated by universities, supervisors and PhD associations.

Training in Copenhagen

22nd of August 2016.
Training Model Schemes



Participants

The workshop was held only for people working at the University of Copenhagen.

Nationality	Position	Place of work
DK	Assistant Prof.	Science
Korea	Assistant Prof.	Science
DK	Associate Prof. + Union Rep.	Science
China	Associate Prof.	Science
DK	Communication Consultant	Central admin.
Germany	External lecturer	Humanities
DK	HR Consultant	Science
DK	HR Consultant	Central admin.
DK	HR Consultant	Central admin.
DK	HR Consultant	Central admin.
DK	HR Consultant	Central admin.
DK	HR Manager	Science
Australian	Lab Manager	Health
France	Marie S.-Curie fellow	Humanities
Taiwan	PhD fellow	Social Sciences
South Korea	Postdoc	Science
Greece	Postdoc	Science
Brazil	Postdoc	Health
DK	Postdoc	Science
DK	Research Advisor	Health

The invited organisations and people

To receive feedback on the General Training Model Scheme of Reflex, we decided to have a close look at the University of Copenhagen as an example of good practice in Denmark.

The goal was having around 20 participants, representing the different faculties, countries of origin and both academic and non-academic staff involved in researchers' career development. We hand-picked the participants, since it was important to invite those people who are interested in the topic and those having experience with career development. It was easy to gather this group of 20 people, since the topic interests many researchers and HR people at this university. Previously we organised other meetings concerning the same topic, so we invited the people who participated during those previous meetings. Some people at the meeting knew each other, but most of them met for the first time. This meant that the first part of the meeting was about getting to know each other and sharing experiences about career development.

The time frame

09:30 – 09:50	Mark & Mary + EURAXESS
09:50 – 10:10	Participants present themselves
10:00 – 10:20	Presentation of the General Training Model Scheme
10:20 – 10.30	Break
10:30 – 11.15	Group Work UCPH Training Model Schemes
11:15 – 12.00	Group Work Implementation training model schemes
12.00 – 12.15	Wrap up and next future steps in the REFLEX Project

– We started at 09:30, so people had the possibility to either check mail before the workshop started or to travel from outside the city.

– Afterwards most people joined for lunch. It was good to have the lunch after the meeting, so we could refer to the possibility of further networking after the workshop.

– Participants expressed that the workshop could have lasted longer, but due to their work load it was not possible to extend the meeting.

The facilitator(s)

Two facilitators, who are part of the REFLEX project, facilitated the workshop. It was very positive that they had a lot of knowledge of the project because they could provide relevant background information. On the other hand, according to those facilitators, it could also have been facilitated by somebody with less knowledge, since the Power Point, the cards and the posters make presenting the project almost self-explanatory.

However it's important that the group gets a clear presentation in the beginning explaining the REFLEX project, the back ground and the method (the General Training Model Scheme).

Used tools – presentation, cards, poster,...

- It is a good idea to have the posters hanging on the wall before the workshop starts. Participants can already have a look when they arrive.
- Make sure the tables for the group work are in place and if possible, make table cards, so people already are divided into the right groups from the beginning.
- If possible, spread out the cards at another table so everybody gets a clear overview (this is to prevent that paper, pens, and glasses of water are in the way). If this is not possible, use the poster on the wall to get the overview in the beginning.

The plenary session(s)

We choose to present briefly EURAXESS in the plenary session, since most people at the university are not actively involved in the work with EURAXESS, but they are interested to hear more about it. We didn't have more sessions, because we wanted to use all the available time on the group work.

The group work

- We divided the group into two groups. It would have been better to have three groups, but the facilities didn't allow that. Because the groups were big, some people didn't interact as much as they could have done.
- The working groups were deliberately divided to have an equal representation in both groups of country of origin, sex, and working experience. It could also have been interesting having one table only with young researchers.
- The 45 minutes scheduled for the two group work sessions was sufficient.

The wrap up and conclusion

- The wrap up of the group work didn't take a long time. We only asked to mention something they were surprised about or something they learned today. We asked one group to visit the other group, so the posters and cards could also have been used for further explanation. A recap is important to give everybody the feeling they worked on something which is relevant to share. However it seemed like not everyone was as interested in hearing the recap from the other group.
- The final conclusion, we did it in the plenary room. It was good to physically move back to the plenary and close the workshop there. We informed about when and how they would hear more information about REFLEX (remember to follow up if you promise that!).

Key recommendations for other trainings

- *Participants:* Make sure the right people are invited. It should be people willing to share experiences and people who have an opinion about career development. Try to have a diverse group with people who don't know each.
- *Time:* Ask around how much time people are willing to invest in the workshop. Rather have only a few hours with active participation, then a whole day where only half of the people show up and participate. Take time for the introduction of the participants and for the introduction of the REFLEX project.

Key recommendations for other trainings

- *Materials:* Prepare the room before the workshop with posters hanging on the wall, cards ready to use and enough copies of the explanations of the subject.
- *Plenary session:* If possible it is good to have an interesting session in the beginning which could be a reason for some participants to show up. The conclusion should preferably be in the plenary room (if available). This to have a clear separation from the workshop part and plenary part.
- *Group work:* 6/7 People in one group will be a good number. Reserve enough time for the group work and give people the opportunity to ask questions and to share experiences.
- *Recap:* Don't allow participants to give a long recap of what they have been talking about, but rather let them share the 3 most relevant findings or conclusions.

Main findings of this training (½-1 page)

At the University of Copenhagen there are a lot of different initiatives about researchers' career development. This became really clear at the workshop where people introduced themselves and their involvement in working with career development. Therefore it was important to reserve time for this introduction. The language has been English, also when we approached people to invite them. We told people that it was in English, to prevent surprises at the workshop.

The national and international researchers were all eager to be part of the workshop because they all found it important to have more focus on career development. The younger researchers were both present to get more information about their own career development and the more experienced researchers were interested in hearing more about how to assist and guide their younger colleagues in their career development. In the invitation it should be clearly stated what the purpose of the workshop is. This management of expectations is needed to avoid that young researchers participate because they hope to meet for example company representatives.

EURAXESS as an organisation should be properly introduced and the participants need to understand the background of the REFLEX project. The scenario workshops and the other information obtained to develop the General Training Model Scheme (GTMS) should also be mentioned to understand that the GTMS is developed based on the answers of many researchers and professionals in career development working in 5 different European countries.

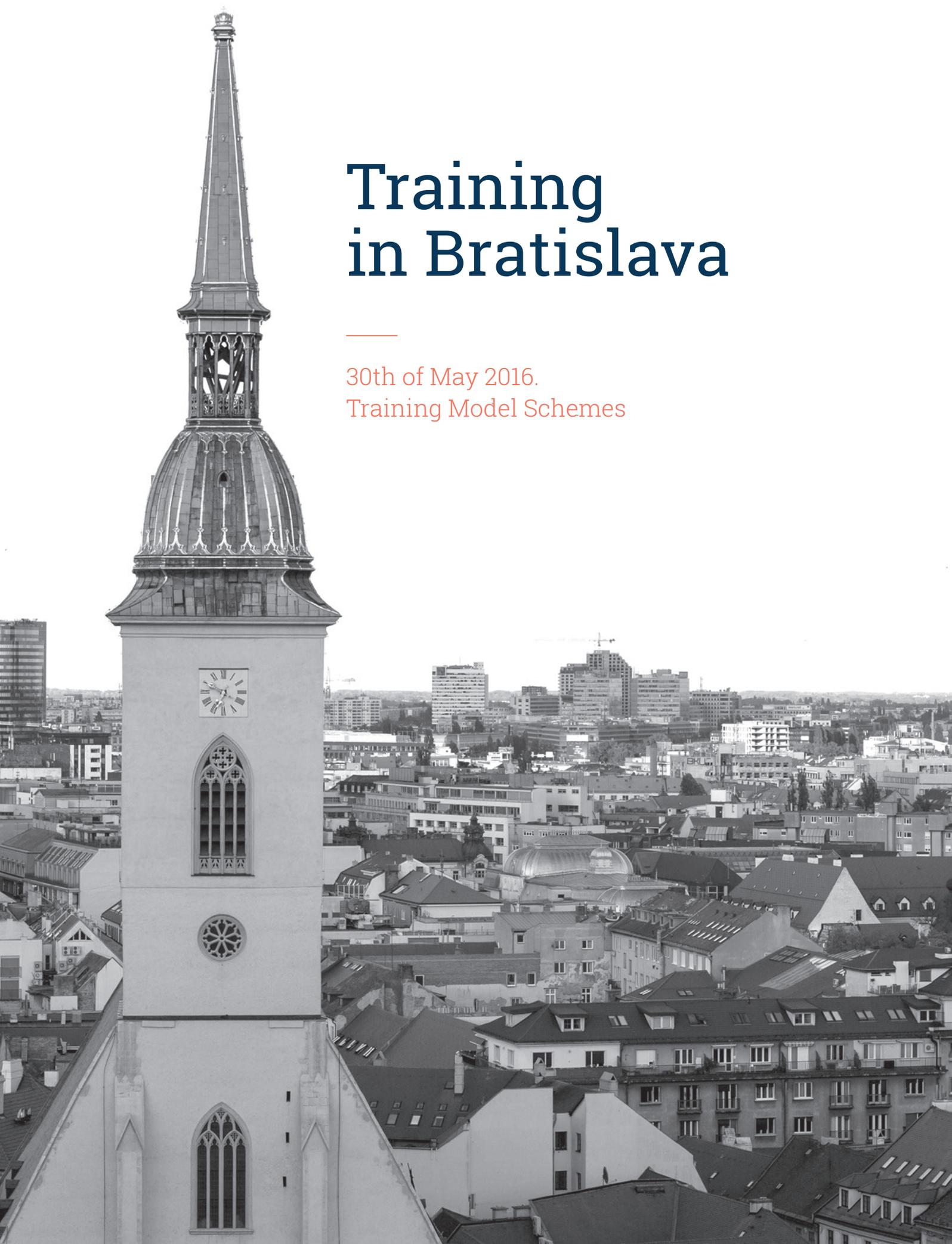
All the people present at the workshop were engaged and like to discuss the topic and share their experiences. The time reserved for the group work should therefore be long enough, but the facilitators should also ensure that people focus on the given questions and not deviate too much from the topic.

Prepare the wrap up and conclusion well. The wrap ups from the group work should be short and precise and the final conclusion should be prepared and time needs to be reserved for that. Inform people about what will happen in the future and follow up if you promised to follow up.

The General Training Model Scheme is a general scheme and modifications and critical feedback will be part of the workshop. The presentation of the GTMS needs to include that the scheme is general and part of the workshop is how to modify the scheme so that it will work in the local setting. If people don't agree with the model or don't want to use it, that is also valuable information. At this workshop in Copenhagen we hardly got critical comments about the model, but the participants were curious about who will be responsible for updating the model and how much resources that will cost.

Training in Bratislava

30th of May 2016.
Training Model Schemes



Participants**Total number of participants:**

Altogether 27 participants took part in the training (including 5 representatives of the project team).

Organisations represented:

- The majority of participants came from universities and other public research institutions.
- Several participants were the representatives of public institutions promoting R&D.

Functions of participants at their institutions:

- Researchers at all career level from PhD students to experienced researchers, including several participants who are in the decision-making positions at their institutions (vice-deans, directors of the Slovak Academy of Sciences research institutes).
- R&D support staff (mostly employees from the project departments and departments of international relations. HR departments do not cover CD related issues in Slovakia; they are mostly responsible for work contracts and payroll administration only).
- Several participants had some experience with projects focusing on the career development support (but mostly related to other target groups than researchers).

The invited organisations and people**Invitation process:**

- The registration was open to any interested participants via the online registration form placed at the Slovak EURAXESS portal. Information about the event was also distributed via e-mail to the majority of research institutions in Slovakia.
- Targeted personal invitations were sent to public institutions funding and promoting research in Slovakia.
- Several private sector institutions were also approached directly; however, none of them took part in the event (generally, involving the private sector institutions seems to be very difficult in the context of Slovakia).
- The desired number of registered participants was achieved soon in the registration process and the registration was closed several weeks before the event (which indicates strong interest in the event).
- Out of 27 registered participants, 22 attended the event.

The time frame

- The overall duration of the event was 4 working hours (including one 15 minutes coffee break): 1,5 hour was devoted to the plenary session and 2 hours and 15 minutes to the group work.
- The overall timeframe of the event was appropriate. With regard to the novelty of the topic in the local context, reducing the session time would not allow discussing the topic sufficiently.

The facilitator(s)

- All facilitators were familiar with the project and the GTMS.
- Written instruction on how to lead the exercise was prepared and facilitators were briefed in advance (questions attached at the end of this document).
- Facilitators had the flexibility to adapt the course of the group work if necessary. All three facilitators used this opportunity. This enabled better adaptation of the exercise to the dynamics of the specific group but reduced the comparability of results.

The facilitator(s)	– The discussion was held in Slovak in two groups, one was facilitated in English.
Used tools – presentation, cards, poster,...	<ul style="list-style-type: none"> – All necessary technical facilities and material were available in the sufficient number/amount (one stack of cards for each table, posters providing the overview of the scheme on the wall, flipcharts). – The only practical issue related to the room setup concerns the preparation of the tables for the group work: Bottles of water and glasses were put on the table that slightly impeded the work with the cards (if possible all things not related to the group exercise should be removed from the tables during the coffee break before the session). – More attention should be paid to the recording of the results (audio recorder or person who would make the notes).
The plenary session(s)	<ul style="list-style-type: none"> – In order to provide the participants with some additional input, two presentations of good practice followed by a short Q&A session were included in the programme of the workshop. – With regard to a lack of the systematic support of researchers' career development at Slovak institutions; we decided to offer the presentations of career support services from University of Copenhagen and University of Vienna. – The presentations helped to initiate the discussion on the career development among the participants.
The group work	<ul style="list-style-type: none"> – Originally four groups of 7 to 8 participants were planned. With regard to the fact that several registered participants did not show up the number of groups was reduced to three (one with 7 and two with 10 participants). – For more effective work, a smaller number of participants proved to be better. We would not reduce the number of groups again. – The composition of the group was determined in advance (information about the groups was indicated on the badges). – Two groups were mixed and consisted of representatives of different institutions. The last group included only participants from the single institution (representatives of various departments and faculties of the largest Slovak university).
The wrap up and conclusion	The final conclusions were good, short and people knew why they participated during the day. However, some additional time for the wrap-up would be appreciated to provide more space for the common discussion in the plenary.
Key recommendations for other training	<ul style="list-style-type: none"> – To <i>narrow down the focus of the group work</i> (focus on the specific target group/life situation/ institution...) enables to make the facilitation of the group easier and results in the more specific outcomes. – The <i>instructions</i> for the group work should be both simple and specific (this is not always easy to achieve). – Enough <i>space for networking</i> should be provided during the event – the aim of this event is not only to introduce the scheme but also to encourage the creation of collaborations that could result in the common projects or introduction of specific measures. – It is necessary to consider the way of <i>recording the results of discussion</i> in advance (e.g. use the audio recorder). Making the notes on the flipchart is not sufficient as they are usually not self-explanatory and without the knowledge of the context in which they were formulated part of the information gets lost.

– The *optimal size of the group is app. 6-8 people*. This number is sufficient to achieve the necessary group dynamics and allows that all participants can contribute to the discussion.

**Main findings
of this training
(½-1 page)**

- Both general interest in the event during the registration process and discussions during the workshop indicated that there is a *strong interest in the topic* and similar activities are very useful.
- Generally, when talking about the career development of researchers, *PhD students* are still considered to be the main target group missing the more systematic career support in the Slovak context. This was reflected both in the discussion following the opening presentations and group discussions.
- Group exercise showed that a number of *measures already exists at the Slovak research institutions*; they are just not labelled as “career development support services” and researchers often do not know about them. The scheme could help the research institutions to identify and organise the information about such activities and present them to researchers.
- Only limited number of *modules* included in the NTMS *was selected by participants in all three groups*. These include: C: Language courses, Interdisciplinary collaboration, Alumni association, Conferences, Building an international network, Performance and development review (PDR), W: Project planning & management, W: Information on academic publishing. One *new module* focusing on the Start-ups and venture capital was suggested by the participants
- Several other modules were mentioned as highly desirable (e. g. career coach/ career coordinator, mentor) but difficult to introduce in Slovakia currently. Neither group selected “Dual career services” module. It was discussed that this service might be highly useful (especially from the perspective of young researchers and their situation) but not applicable in the context of Slovakia at this point.
- Creating both mixed and single-institution groups was a worthwhile experiment that enabled us to identify how the scheme could be used in different contexts. While the scheme mostly offers the guideline for the more general, *awareness raising debate* in the mixed groups, it encourages very *specific and strategically oriented discussion* in the single institution groups.
- It is also interesting how both types of groups used *different perspectives* in their work. Mixed groups focused on the needs of researchers and they were also in favour of establishing new, more resource demanding services to fulfil these needs. Member of the single-institution group based their scheme on the existing resources.
- The schemes that were created during the group exercise are included in the attached document.

Training in Zurich

28th of June & 8th of July 2016.
Training Model Schemes



**Participants
(organisations
& functions)**

We held 2 meetings: one with stakeholders at ETH Zurich and one with researchers from different career levels (from PhD to Professor) with 26 participants and 15 participants respectively in total.

**The invited organisation
and people**

To receive feedback on the General Training Model Scheme of Reflex, we decided to have a close look at ETH as an example of good practice in Switzerland.

At ETH Zurich, a lot of services to career paths and development for PhDs and PostDocs exist already. We assembled the most important professionals working on and with researchers at ETH from the different departments and divisions. We decided to focus on ETH participants and hand-picked the participants from the different groups and divisions we knew. Additionally, we organized a workshop with researchers at different levels of their career – from PhD to Full Professor. We hand-picked the participants making sure we assemble representatives with different backgrounds taking diversity into account (gender-balanced, international-national).

**The frame – background
on ETH Zurich**

International Careers

Internationals have always played a prominent role at ETH Zurich and its openness to the world is one of the main factors of success. This fact distinguishes ETH from other universities, which only in the last decades started receiving international students or recruiting globally. Communicate the internal regulations, the Swiss “landspace” of Research and the career options in general is of utmost importance.

Centralized tasks and decentralized responsibilities

At ETH Zurich, the central administration offers a number of services for supporting students and staff members. However, the institution is highly decentralized which gives a high degree of autonomy and responsibility to the departments and chairs. Therefore, following the subsidiarity principle, a large share of integrating foreign staff (and to a smaller extent, students) lies with the research groups.

Responding to demand

Assessing current services:

Several units at ETH Zurich are involved in the processes for supporting ETH members. Responsibilities are distributed according to different target groups

for students: Academic Services

for doctoral students: Human Resources and Academic Services

for researchers in an early stage of career: Office of Research, ETH transfer, EU Grants Access

for faculty: Office for Faculty Affairs, ETH transfer, EU Grants Access & Euraxess Zurich and Human Resources

for staff: Human Resources

for all members of the ETH Zurich: Ombudspersons, Trusted intermediaries

For every target group, specific processes, tools and products for supporting them at different stages of their stay at the institution have been established and are continuously further optimized. This approach ensures a specific, competent and customer-oriented service. However, the exchange between the involved units for exchanging ideas and good practice, sharing information and using synergies, is not strongly established.

The Welcome Center coordinates existing services and introduces new ones. For example, it regularly offers the course “Hello Zurich,” as a first aid for newcomers to Zurich, getting along with the Swiss: an approach to people, place

The frame – background on ETH Zurich

and language (partners are welcome). For the most recent course, some twenty people signed up, of whom finally six to ten attended. This does not indicate a very strong demand, but the feedback from the participants was excellent. The Welcome Center was created through the collaboration with other in-house departments and with organizations such as the Academic Association of Scientific Staff at ETH Zurich (AVETH), the Foundation for Childcare in the Zurich University Area (kihZ), the Housing Office, the Language Center and especially the administrative assistants of professors and institutes.

Human Resources also provides an orientation event for new scientists. This event is designed to welcome newly arrived scientists and offers an introduction to the ETH as a university and as an employer.

In addition to the services of the Welcome Center, Human Resources offers information for new recruits which is not specifically focused on foreign staff, but nevertheless useful:

<https://www.ethz.ch/services/en/employment-and-work/employment/entry/der-erste-arbeitstag>

The website “Support services for studies and scientific careers” provides an overview of useful information sources and services for the different target groups along the academic cycle (Annex 2, <https://www.ethz.ch/en/the-eth-zurich/working-teaching-and-research/support-services-studies-careers>).

The ETH Career Center advises students and doctoral students on all aspects of the transition to the working environment (www.careercenter.ethz.ch).

The facilitator(s)

The facilitators were all from our office and they were briefed intensely on the Reflex project, the participants and the GTM beforehand.

Used tools – presentation, cards, poster,...

The tools worked very well: we presented the Reflex project and in a ppt presentation and worked on the GTMS with the cards and posters.

The plenary session(s)

Generally, the participants liked the elements and the design of the GTMS very much. The recommendation for the further use is to distinguish between a model for younger researchers PhDs and for more established researchers (PostDocs, Senior Scientists) because they face different obstacles and have different needs. The positive aspect of the openness and flexibility was mentioned, it is a very clear and easy-to-adapt model. The five main elements are well-picked.

The group work

In general:

the Training Model Scheme is a very good and helpful framework and the participants liked the topics a lot. We had a fruitful discussion on structuring the elements. Our Advice: all the “organizational” elements should be turned into the real topic or items, e.g. career centre (what do you receive at the career centre, what kind of advice or tool?

Career Advice:

Facts and Statistics, numbers to the relations PhD, Postdoc Professors, to the mobility patterns to the Academia- Industry relations would be very valuable. There is a need for transparent overviews and a “reality check” when it comes to numbers and statistics.

On the ETH level, guidelines how and how long Assistant Professors should be hired and what responsibilities they have existed for 2 years and fill a very valuable gap. Still, in Junior Professors without tenure track ETH invests a lot and some departments/supervisors still not inform early and transparent enough.

The group work

The professor and *supervisor* is responsible for the career development of his/her group. We had a discussion in our group on who should be the leading personal to inform about career development issues. Are the supervisors aware of their responsibilities? Is the culture at the institute open enough that younger colleagues ask the peers and the supervisor? We as mobility coaches for the different scheme need to make sure that they know of the most important programmes/funding possibilities.

Personal skills and judging the competences. Becoming a researcher and focusing on the academic career: why do young talents want to become professors? Where would they find status, academic freedom, meaningfulness, intellectual challenges "outside academia"? Are there role models? Do the career coaches tell them openly what career patterns there are (almost no career is linear anymore).

Dual Career Advice:

needed for young talents, for PostDocs. In Switzerland, Third country researchers need to be employed after 3 months in order for them to be able to stay. An argument for investing in the PostDocs is the productivity and effectiveness of their stay(s).

Language competence rather than just language courses. It is about using the language in context and to integrate, find your way around. Courses such as Hello Zurich from the Welcome Center exist but they could be intensified.

Mobility coaching and Career coaching:

the career development framework should offer tools, practices, assessments as suggested BUT the personal assistance and coaching is the most important part in career development. Talent Sherpa or mentor. Practices of good examples you see and value.

Company and organizational interactions: the offer is used intensely from Master students and PhDs but not enough from PostDocs.

Networking:

the necessity and importance of networking is usually underrated. Feedback is most important, how do I judge my skills, my future role and who helps me in my further tasks. One idea is to involve the PhD Committee (to have 4 different valuable feedbacks)

The wrap up and conclusion

Career Influencers-although early influencers such as a high school teacher were mentioned by some researchers, the majority identified their PhD and Postdoc advisors as the main influence that shaped their career. Structured research grant schemes, namely SNF and ERC Starting Grant, also influence the researchers significantly as they outline a roadmap with objective criteria and allows different researchers to exchange knowledge with each other. Finally, networking events play an important role in bringing together various people and broadening the horizon of researchers in terms of alternative career paths.

The Career Advice-There is a consensus among researchers on the need for transparent statistics and analytics that show what the former PhDs and Postdocs are doing after completing their programs. The categories can be extended for example to mobility patterns. This can not only give a clearer picture on the available career options after completion of programs but also allow the researchers to see where the alumni are working so they could directly contact them and get specific advice. Qualitative results that could be obtained from sources such as exit interviews would also be very valuable to grasp a more detailed picture that would complement the facts and figures nicely.

The wrap up and conclusion

It is not optimal for researchers to rely solely on their supervisors for long-term career planning. Therefore, services such as individual career assessments should be offered as an in-house service. A Generic, broad career advice is can be sufficient and helpful for some cases, but field specific advice is also very crucial. Especially at the Postdoc level, careers become more specialized and diverse which increases the need for specialized advice.

A high number of in-house services are already offered at ETH Zurich but a lot of researchers are not aware of the existence of such services. A proactive communication of these services raise the awareness of researchers significantly.

Academia and Industry- Branding of academic career is very important. People in industry do not realize how transferable the skills in academia are for the industry. People in academia also don't know the skills required by industry so they don't know which skills to brush/emphasize when they apply for positions in industry. There is a clear knowledge gap between academia and industry. The more the industry is aware of the transferable skills of the researchers and the more the researchers are aware of the desired skills in industry, the better the chances for a successful mobility between academia and industry. Career fairs and networking days that are organized by universities (e.g. ETH Career Days) are helpful tools to tackle this issue.

Regular monitoring of the needs of various ETH stakeholder groups is carried out. The Rectorate conducted two surveys among master students, one in 2008 and one in 2014. The 2014 survey identified the following areas of concern: funding, language, study-related problems, friends, and housing. The latter is being confirmed by reports of young scientists. Exchange students have to hand in a short report on their stay at ETH Zurich. In addition, 2015 a general survey about student satisfactions has been conducted, which was filled out by 39% of all students. It shall be repeated in 4 to 5 years.

Doctoral candidates who have problems with their supervisors often face very high barriers before they approach department services or Human Resources. This applies in particular to foreign students with high respect for hierarchies and authorities. To overcome this problem Ombudsperson and Trusted intermediaries have been in place for many years, exactly to offer help with low entry hurdles. A clearer communication of their role could maybe help.

Postdocs are not always aware that their contract conditions do not permit long-term employment at ETH Zurich. If they are from abroad, they usually will have to leave the country after the end of their assignment, which often causes disappointment or resentment.

The shorter the stay at ETH Zurich, the more important is early communication on the conditions of this stay. The European Charter and Code for Researchers is a useful guideline for transparent communication of rights and duties (<http://ec.europa.eu/euraxess/index.cfm/rights/europeanCharter>).

Key recommendations for other trainings

- The GTMS should be streamlined to the advice and service level to make it clearer to the target group, f.e. Dual Career Advice or Career Advice (and not “Career Center”)
- The cards and posters work very well
- The model can be used in a printable version and an online version
- It was agreed upon in the beginning that all the information is confidential and it was an important decision for the open discussion. The topic can become personal very quickly.



**Main findings
of this training**
(½-1 page)

The General Training Model Scheme of REFLEX: the recommendations from ETH
Inherent in the career of young investigators (not only at ETH Zurich) there is often a *mismatch between individual expectations and opportunities in the academic market*. All relevant ETH units therefore need to *practice transparent communication of perspectives on employment and residency*.

Pro-active Communication & Advice

Individual responsibility SUPERVISORS & SERVICES

Recommendation 1:

Communicating more actively the individual responsibility of each young researcher. However, the advice and coaching they will be able to receive from ETH has to be more transparent.

Transparent communication SUPERVISORS

Recommendation 2:

Transparent communication to doctoral candidates and postdocs on their employment and residency perspectives; It is important that all ETH units dealing with doctoral candidates and postdocs practice transparent communication and convey realistic perspectives on employment and residency to help them develop reasonable career expectations (expectation management).

**Main findings
of this training
(½-1 page)**

Raising awareness for limitations of career paths SUPERVISORS

Recommendation 3:

One of the key abilities for researchers to acquire is knowledge that there are insecurities for every academic career and that they learn to cope with these uncertainties. They need to recognise this insecurity in order to make an informed decision about their future.

Importance of personal counselling SUPERVISORS & SERVICES

Recommendation 4:

Technical tools are not sufficient for career development. Personal counselling is the only way how real personal questions can be discussed. This can be either by personal counselling by a HR department, supervision by the professor or an external mentor. The role of the professor is an issue as well as the role of the university as a connector to industry. Can both be hold responsible for careers that are non-academic?

Institutional responsibility

Improve institutional information flow SERVICES

Recommendation 5:

Better and more systematic exchange of information and knowledge among everyone involved in Career development for researchers at ETH , e.g. quarterly information meetings

Increase the number of accommodation possibilities SERVICES

Recommendation 6:

More housing possibilities for guest researchers and short-term visitors

Invest in Dual Career Advice for the young talents SERVICES

Recommendation 7:

Scientific staff in general but more specifically PostDocs from abroad are often confronted with dual career challenges, which cannot always be overcome in spite of the advisory services of Faculty Affairs. Dual Career Advice (CV check, Interview training f.e. could be effective to keep and retain the Dual Career Couples; even if they move again (or have to move again) they will be able to contribute more efficiently while they are in Switzerland. They might come back to ETH at a latter point in their lives or spread the word of their professional stay in Zurich.

Inform on Career Trajectories / Statistics SUPERVISORS & SERVICES

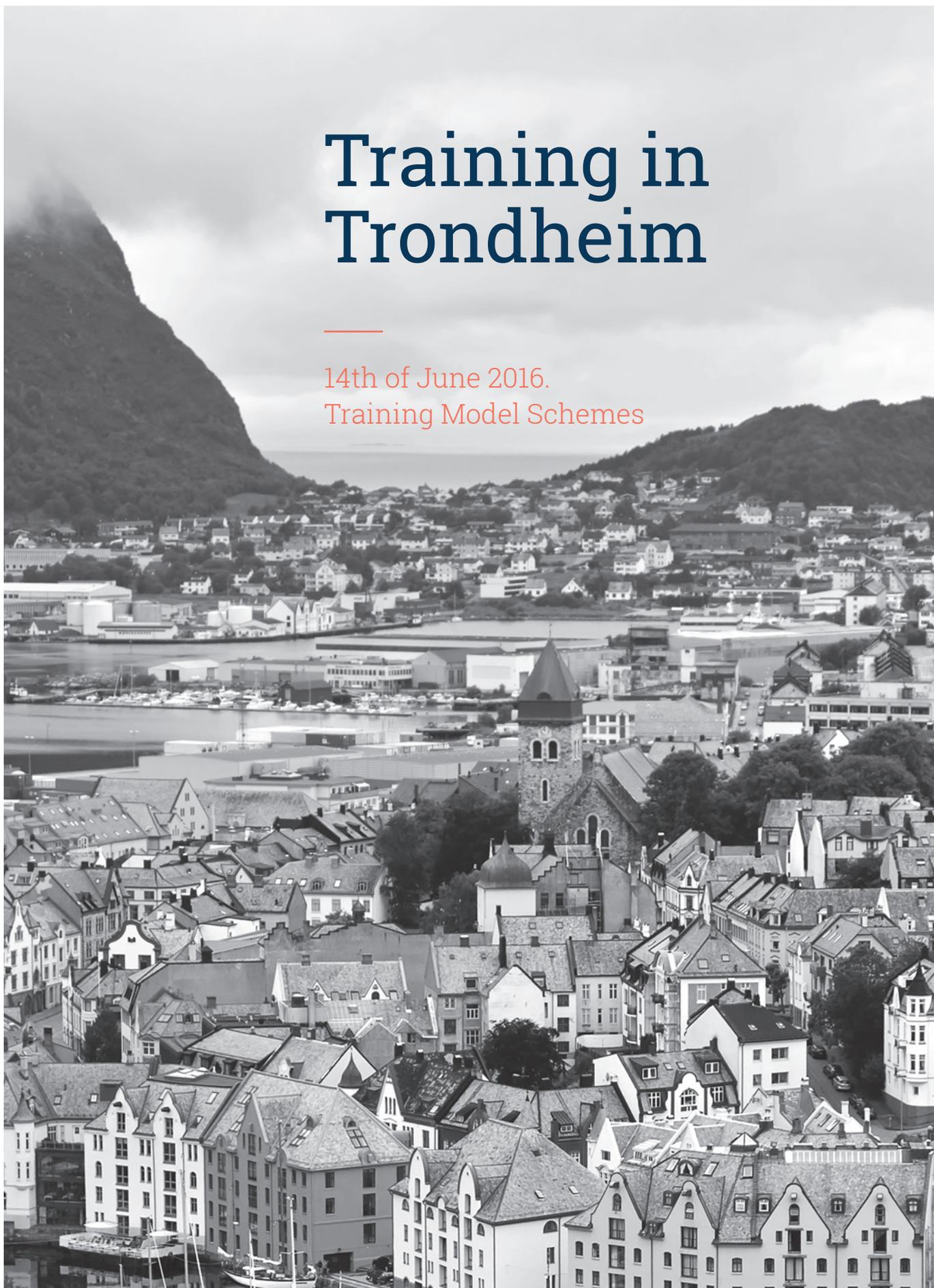
Recommendation 8:

We are in need of more structured statistics on how many PostDocs leave ETH Zurich where and at what point in their career. It became obvious that the group of PostDocs is growing (see article) as a specific target group. Keeping them at ETH Zurich for too long and with a lot of insecurities for their future employability seems unfair and may additionally lead into a problem for the institution's reputation.



Training in Trondheim

14th of June 2016.
Training Model Schemes



Participants	15 participants from NTNU and the University Hospital.												
Organisations	We had 4 nationalities and a mix of different level participants from Head of Unit (1), full professors (2), associate professors (2), Researchers (2), rep from the phd and post doc organisation (1) Phd (2) and HR(5).												
The invited organisations and people	<p>To receive feedback on the General Training Model Scheme of Reflex, we decided to have a close look at the Norwegian University of Science and Technology as an example of good practice in Norway.</p> <p>The goal was having around 15 participants, representing the different faculties, countries of origin and both academic and non-academic staff involved in researchers' career development. We hand-picked the participants, since it was important to invite those people who are interested in the topic and those having experience with career development. It was quite easy to gather this group of 15 people, since the topic interests many researchers, manager and HR people at this university. Previously we organised other meetings concerning the same topic, so we invited some of the people who participated during those previous meetings. Some people at the meeting knew each other, but most of them met for the first time. This meant that the first part of the meeting was about getting to know each other and sharing experiences about career development.</p>												
The time frame	<p>Reflex workshop</p> <p><i>Agenda:</i></p> <table border="0"> <tr> <td>09:00 – 13:00</td> <td>Disputasrommet, Mainbuilding NTNU</td> </tr> <tr> <td>09:00 – 09:10</td> <td>Welcome by NTNU Kathrine Vangen (REFELX) and Berit Nilsen</td> </tr> <tr> <td>09:00 – 09:10</td> <td>Career development framework, presentation by Mark de Vos, University of Copenhagen</td> </tr> <tr> <td>09:40 – 11:00</td> <td>Facilitated group work addressing the framework and initiatives</td> </tr> <tr> <td>11:30 – 12:30</td> <td>Facilitated group work addressing implementation and communication</td> </tr> <tr> <td>12:30 – 13:00</td> <td>Sum up and lunch at the premises</td> </tr> </table> <p>Reflex: responsive and flexible career development framework for researchers</p> <p>REFLEX is a two-year project joining forces of partners from five European countries, addressing challenges through designing of an intelligent career development framework based on the direct involvement of researchers, their employers, HR departments, EURAXESS Service Centres and other relevant actors.</p> <p>We are well into the project, and have identified “blockers” and “boosters” for an academic career, as well as developed a general framework for presenting various career initiatives. We are currently working with the adaptation of this general framework to a local context, and focus particularly on how to communicate these initiatives to NTNU's employees.</p> <p>NTNU has a strategic interest in academic career development, and in addition to the Reflex project, a work group has developed a draft for an academic career policy at NTNU. Through this strategic work, the aim is to better prepare employees for an ever shifting and increasingly more international labour market.</p> <p>For this workshop, we would like to get your opinion on the framework, initiatives, implementation and communication.</p> <p>Kind regards, Kathrine Vangen, Iuliana Hussein and Berit Therese Nilsen, Human Resources Division, NTNU.</p>	09:00 – 13:00	Disputasrommet, Mainbuilding NTNU	09:00 – 09:10	Welcome by NTNU Kathrine Vangen (REFELX) and Berit Nilsen	09:00 – 09:10	Career development framework, presentation by Mark de Vos, University of Copenhagen	09:40 – 11:00	Facilitated group work addressing the framework and initiatives	11:30 – 12:30	Facilitated group work addressing implementation and communication	12:30 – 13:00	Sum up and lunch at the premises
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The facilitator(s)	The facilitators were all from HR and they were briefed intensely on the Reflex project, the participants and the GTMS beforehand.
Used tools – presentation, cards, poster,...	<ul style="list-style-type: none"> – The tools worked very well: we presented the Reflex project and in a ppt presentation and worked on the GTMS with the cards and posters. Each table had a stack of cards and a poster on the wall next to them. – The positive aspect of the openness and flexibility was mentioned, it is a very clear and easy-to-adapt model. The five main elements are well-picked. – Even if we worked with selected cards, we were strongly recommended not to remove any categories or subcategories.
The plenary session(s)	<ul style="list-style-type: none"> – It was really great to have the presentations about the project, the training model scheme and also the best practices of career development, including an example from outside of NTNU. – The length of the presentations was appropriate; there is nothing to change on that.
The group work	<ul style="list-style-type: none"> – The working groups were deliberately divided to have an equal representation in both groups based on working experience. – Each group used all time available, and needed a strict timekeeper in order to get it all done. The participants had so much to share and a lot of input to the other participants comments and input. – We had two rounds of picking cards and debate them with focus on how the suggested topic would stimulate researchers careers.
The wrap up and conclusion	We spent most of the time in groups and will recommend that, the sum up was done in two parts. First from each table when they presented the cards they had chosen and why. Second part by the moderator with comparing the findings, feedback and future plans for both the finding in the WS and the work with career development at NTNU.
Key recommendations for other trainings	<ul style="list-style-type: none"> – Active use of the materials: Prepare the room before the workshop with posters hanging on the wall, cards ready to use and enough copies of the explanations of the subject. – 5 to 7 participants at each table were a good number. – Having an introduction gives everybody a chance to participate later on. – We were happy with the format, the timeframe and a mix of participants.
Main findings of this training (½-1 page)	<p>Main findings from the Norwegian Training on the General Training Module (GTMS) Scheme from the REFLEX project</p> <p>To conduct a very practical workshop with a set of tools already listed gave a spark to also suggest other measures and tools to be developed at different levels. The mix of participants both in age and background gave a depth to the discussion. The use of the materials helped the facilitation and gave the participants a common language while discussion a broad topic. The timeframe was good and closing with lunch gave networking possibilities at the end of the session.</p> <p>General Comments on the benefit of the GTMS</p> <p>The GTMS was well received and the participants was very happy with the main categories as well as the under categories. The participants mentioned the im-</p>

**Main findings
of this training
(½-1 page)**

importance of keeping a model broad and flexible. A broad framework as a start and then narrow it down to adapt it to the situation at an institution, a department and even to a personal planning setting.

By keeping the boxes the GTMS makes the user more open reflect on a larger selection of challenges and tools in order to develop his or her career. If it is narrowed down to a fewer number, it is more likely that in a planning the choices are limited down to already known challenges.

The GTMS and the cards can be used as a tool in individual conversations, in a training session, in an employer – employee appraisal interview or as a general planning tool at an institution.

For a leader such as a tool, with support from the institutional level, can be very useful in order to discuss what a career can be as well as how to enhance it. On an institutional level it can help out in structuring and presenting already existing tools and services, but also help in marking the gaps and what should be developed to be able to present a comprehensive career development support system.

The participants' experience and reflections were well presented through their choice of cards and gave us a lot of information about them, as well as about our institution and what we should be looking at.

Outcome from the workshop – some examples:

Mobile researchers found that to be a critical factor in their career development. Norwegian researchers were slightly more reluctant on the factor of mobility. Dual career as an aspect of mobility was clearly an obstacle and therefore an important factor to offer support on from an institutional level.

For young researchers, a very clear demand for knowledge of alternative careers outside the University sector; both knowledge about the skills needed, networking and early stage discussion and information about possibilities after their PhD.



This Guide was developed within the REFLEX project supported by the the European Union's Seventh Framework Programme for research, technological development and demonstration under the grant agreement No 643510.

We wish you all the best with organising and planning of your local career development initiatives.

Please, if you need any more information, we suggest you visit our website:

www.euraxess-reflex.eu.

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