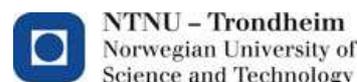


REFLEX scenario workshop series

National scenario workshop in Hungary

Outcomes report (October 2015)



Preface and acknowledgements

The National Scenario Workshop in Hungary was executed on 14 October, 2015 in Budapest. We really thank and acknowledge the active and fruitful contribution of all participants to provide their input to the REFLEX project.

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Part I: Background and purpose

1.1 About the REFLEX project

In today's ever changing world, systematic and focused career management is becoming increasingly important for both researchers and their employers. However, research organisations face the challenge of how to guide researchers through this process and how to enable them to become creative, critical and autonomous intellectual risk takers.

Currently variety of career development tools is available, some of them are formal and structured, others are based on informal and self-directed approach. But how to ensure that these tools, usually designed for the use in certain research environments, can be transferred to other contexts? And how to make them more reflexive to the increasing variability of career patterns and opportunities which arise with the creation of brand new jobs in the near future?

REFLEX - A two-year project joining forces of partners from five European countries, will address these challenges through the designing of intelligent career development framework based on the direct involvement of researchers, their employers, HR departments, EURAXESS Service Centres and other relevant actors.

What steps will we take to create this framework?

- The pool of existing career development tools and practices will be collected and analysed with regard to their applicability in different national contexts.
- Scenario workshops with researchers and other local stakeholders will be organised in every project country to learn about the country specific situation.
- A set of modules will be defined to describe certain practices, procedures and skills, which will be combined into the common framework and its country specific mutations. The framework will integrate and complement existing tools into the context sensitive models of career development services.
- Practical testing and implementation of the framework carried out within the project will help to spread these tools towards the researchers and other stakeholders.
- Training model scheme focusing on the development of career management skills for researchers will be designed, adapted, and tested to different national contexts.
- Mutual learning and feedback activities will ensure the coherence and continuous improvement of all project outcomes.
- To increase the transferability of this framework to other national and institutional contexts, European level workshop will be organised together with other EURAXESS networks and organisations representing the researchers and their employers.

1.2 Methodological remarks

1.2.1 What is a scenario workshop?

Central principle of the project activities is the bottom-up approach and direct involvement of researchers, their employers and other stakeholders who are engaged in the career development support. Project encourages this involvement through the specific activities such as organisation of scenario workshop in all project countries. These events will help identify issues of crucial importance for the career development of different groups of researchers in the respective country.

Our intention was to bring together researchers, funding institutions, state and private institutions and other stakeholders to reflect and discuss on the concept of career development framework, and what such a framework should include. Already identified career development practices and tools was debated, with the intention to enhance the existing tools and practices. The workshop also aimed to identify new tools and practices that could be included in a career development framework.

Aim of a scenario workshop include raising awareness of anticipated problems, helping to develop common definitions, facilitating discussions between different actors, examining the differences and similarities, as well as problems and solutions as perceived by the participating role groups; cultivating steps and solutions for foreseen problems and stimulating teamwork in coming up with solutions and/or recommendations for the specific problem. (See <http://participedia.net/de/methods/scenario-workshop>)

The original scenario workshops methodology was adapted according to the needs of the project and specific topic it addresses. Up to 40 participants including researchers and representatives of relevant stakeholder groups participated in each of the national workshops. The composition of the groups was based on the outcomes of the stakeholders mapping process and differed from country to country. However, the following groups were represented in each of the events: (1) Delegates of national organizations representing researchers, (2) Individual researchers (diversity of the individuals researchers with regard to gender, career stage, type of career pathway, sectorial background etc. will be ensured), (3) Researchers' employers from various sectors (public, private, NGO) and research funders, and (4) Researchers' career support professionals.

1.2.2 Main outline of the workshop

The stakeholders were at the first session placed in a group with similar stakeholders (homogeneous) and asked to identify blockers to career development for researchers from their perspective. The methodology used was International Café.

Plenary sessions were used, first to outline the aim and set a common starting point for the whole group, by introducing examples of career development strategies and activities already in place and outline the state of the art in the country. Later the plenary was a setting for input from the groups sum up and a reflection on the outcome. The last group session ended in a poster session where each group chose a blocker, and then presented actions and boosters related to possibly overcoming the chosen blocker.

The detailed agenda of the workshop:

09.30 - 10.00	Registration
10.00 - 10.15	Welcoming the participants – Introducing the REFLEX project Kovács Katalin – Bay Zoltán Nonprofit Kft.
10.15 - 11:00	Introductory presentations in the topic of career development with invited speakers: Krisztina Szota – Bay Zoltán Nonprofit Ltd. Cristina Bálint - Nagy – Central European University, Hungary
11.00 - 11.20	Coffee break
11.20 -12.10	1st group work: Identify carrier blockers. Identify the lacking, or not appropriately functioning, tools and practices
12.10 – 13.00	2nd group work: Identify blocking tools on career development
13.00 – 14.00	Lunchbreak
14:00-14:15	<i>Brief summary of the group work results - Kovács Katalin</i>
14.15 - 15.45	3rd group work: Identify tools on career development. Create development strategies for their development
15:45-16:00	Coffee break
16.00 - 16.50	Summary of results – Poster session
16.50 – 17.00	Conclusions and closing, <i>Katalin Kovács</i>

1.2.3 Selection of participants

The intention was to bring together researchers, funding institutions, state and private institutions and other stakeholders to reflect and discuss on the concept of career development framework, and what such a framework should include. The list of participants:

Andrási, Monika - Corvinus University of Budapest

Borvölgyi, Katalin - Hungarian Academy of Sciences

Cristina BALINT-NAGY - Central European University

Czakó, Katalin - Széchenyi István University

Dancsi, Ferenc - Bay Zoltán Nonprofit Ltd. Business Development Division

Dr. KESSERŰ, Péter - Bay Zoltán Nonprofit Ltd. Division for Biotechnology

Dr. Varga, Tünde - Széchenyi István University

F. TÓTH, Katalin - Semmelweis University

Fazekas, Melinda - Career office, Széchenyi István University

Dr. Groó, Dóra - Association of Hungarian Woman in Science

Hajdú, Ferenc - Bay Zoltán Nonprofit Ltd. Engineering Division

Kálai, Katalin - Bay Zoltán Nonprofit Ltd. Knowledge Management Centre

Kánya, Zsolt - Bay Zoltán Nonprofit Ltd. Engineering Division

Kovács, Katalin - Bay Zoltán Nonprofit Ltd. Knowledge Management Centre

Májér, Eszter Petra - Széchenyi István University

Marija Stojanovska - Central European University

Molnár, Ádám - Bay Zoltán Nonprofit Ltd. Knowledge Management Centre

MURÁNYI, Roland - Bay Zoltán Nonprofit Ltd. Engineering Division

Dr. Nagy, Ildiko - BioTalentum Ltd.

Öhler, Katalin - Eötvös Loránt University

Petruska, Szidónia - Hungarian Academy of Sciences

Pogány, Emese - University of Debrecen

Sebestyén Kristof Ramocsai - Bay Zoltán Nonprofit Ltd. Engineering Division

Somos, Magdolna - National Research, Development and Innovation Office

Szota, Krisztina - Bay Zoltán Nonprofit Ltd.

Tölgyesi-Lovász, Krisztina - Semmelweis University

Vöröskői, Kata - Széchenyi István University

Part II: Outcomes and conclusions of the workshop

1. Session: Career development blockers:

- a. Question 1: What are the main blockers in relation to the existing system/lack of system for long-term career development?
- b. Question 2: What are in your opinion the current career blockers for the researchers at different levels?

(During this session, table participants were mixed at half-time in accordance with the workshop methodology agreed on earlier in the project.)

2. Session: Career development boosters:

- a. Question 1: What are the existing tools? Which tools should be added?
- b. Question 2: Who are the primary stakeholders? Role and responsibility
- c. Question 3: When and how should the researchers be empowered to take action?

3. Session: Tools identified for boosting career development

4. Session: Poster session to summarize the suggestions for career development

The participants made a 1 hour of discussion in each session, and the following can be summarized as a result:

Career development blockers

Work-life balance:

- Lack of dual career support to facilitate reintegration after having a child
- Lack of employment flexibility: part-time, remote working solutions
- Gender/work-life balance problems (time, lack of entrepreneurship skills) – most of the Hungarian research institutes and universities do not have Gender Equality Plan (not to be confused with an Equal Opportunity Plan!)
- Lack of institutional facilities for families: day care center, kindergarten etc.
- Lack of free time due to work
- Where does career development start? important factors are: family example, early education
-

Mentoring and professional support for experienced researchers:

- Lack of continuous mentoring to prevent burnout
- Rigid system in academy, upper levels prevent upward mobility. Limitations instead of support coming from the experienced researchers
- Lack of professional support after the early stage
- Narrow-minded management
- Negative aspects of project-based research: compartmentalisation, no time to do non-project based work (or focus on own career development)
- No central coordination
- Mostly individual driven initiatives, no overarching supporting system (only in paper, if at all)
- Missing mentoring system

- Leadership skills in researchers remain underdeveloped
- Students/young researchers are far more well informed than their mentors, mentors do not keep up with the new opportunities, calls, training possibilities, etc.
- Needed: training for mentors as well (soft skills, burn-out trainings, stress management, psychological, communication, IT, EQ, etc)

Organizing and providing information:

- Paradox: a lot of information is around („ocean of information”) for support but lack of relevant or streamlined resources for efficient orientation
- For students: career development offices work in most of the universities but there is a lack of well established supporting system for experienced researchers
- Lack of career development models that young researchers starting their careers could try and model their future career with
- Boss is not supportive, lack of information, no motivation, missing mentoring system
- Lack of person responsible for providing information on career development

Networking and connections:

- Young researchers would require more connections to prosper. Experienced researchers should provide or share their contacts for the young researchers
- More possibilities are open for higher level researchers because of connections and experience
- Team work needed for cooperation
- Opportunities are present but missing linkages
- Lack of communication, information
- Channels not known
- Lack of interdisciplinary teams

Legislation:

- Negative legislation framework: tax, social and employment benefit costs high and can be prohibitive for internationally mobile researchers: Hungary attracts a low number of foreign researchers because of this
- Career development opportunities are not involved in the aspects of “ranking” universities
- Lack of well-trying and comprehensive pension systems which researchers could rely on (but: RESAVER is in start-up phase)
- Need for earning more money – work in the present job, meanwhile no time for career development
- Lack of financing for research jobs

Mobility:

- Not sufficient motivation for mobility

- Former lack of mobility options for researchers who are now in their established career stage > lack of mobility experiences
- Leaders do not support mobility, as they lose the person involved in mobility from their groups
- Lack of financing for mobility
- There is a great chance that the young researchers will not come back after spending time abroad
- Senior researchers are less mobile due to their families
- Mentors/older researchers do not like mobile young colleagues: s/he will not be working for (instead of) me. Change in attitude needed: mobile mentees mean additional networking possibilities, new opportunity channels (and many times they will come back)

Infrastructure:

- Not motivating environment for researchers (in the office, or in the city they work)
- Lack of modern technology for work and research
- Not competitive salary

Career development boosters and tools:

Summer schools: Summer school programmes for high school students and for undergraduates should be organised

Mentoring: The development of mentoring can be established by

- finding the right channel of networking
- training the mentors to provide the required skills and competences
- make the mentor interested in providing their mentoring service
- decreasing the amount of required teaching (currently very high)
- external evaluation of mentors
- mentor needed with connections
- remuneration of mentors (not only payment, but e.g. supporting their participation in trainings)
- cross/inter-disciplinary supervision (to avoid hierarchy battles)

Online networking tools:

- how to find teams, how to cover the optimal target group
- using the groups in LinkedIn, Academia.edu
- using the networking opportunities provided by the Horizon 2020 support tools (e.g. ERC grant focused network creating opportunities)

Trainings: possible topics include presentation, teamwork, communication, self-awareness training, leadership skills training, stress management, psychological, EQ, etc. gender-sensitizing, paper writing

Motivation of the researcher:

- Change of attitude, be aware of the business possibility/aspect (paying trainees)
- Provide financial motivation for the researcher: IPR sharing, External expert opportunities
- Increase the collaboration with the industry, therefore articulate demand for the research results

Mobility:

- Create platform to increase dissemination
- Each institution should have a person responsible to provide more organized information and better access to it

Atmosphere at the workplace:

- Appreciate work: positive feedback
- Providing more attractive and more motivating mental and physical conditions

The role of government as a main stakeholder: to create supporting environment with appropriate legislation

The role of the institution's management as a main stakeholder:

- Management engagement is essential to overcome the blockers
- Role to increase the mobility of researchers by fostering the scholarships of researchers
- Manage the researchers' seamless substitution (e.g. while working abroad) while hiring new employee in the meanwhile
- Sometimes someone outside from the organization can see the problems better: have external experts in the assessment process

Contact information

This report has been written by the Bay Zoltán Nonprofit Ltd. for Applied Research. For more information about the report or scenario workshop in Hungary please contact:

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For more information about the REFLEX visit the project website www.euraxess-reflex.eu.