



Responsive and flexible career
development framework for researchers

REFLEX scenario workshop series

National scenario workshop in Switzerland

Outcomes report



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Table of contents

Part 1: Background and purpose	2
1.1 About the REFLEX project	2
1.2 Methodological remarks	3
1.2.1 What is a scenario workshop?.....	3
1.2.2 Main outline of the workshop.....	3
1.2.3 Selection of participants	4
Part II: Outcomes and conclusions of the workshop	7
2.1 Blockers	7
2.2 Boosters.....	10
2.3 General Conclusions/Reflections on findings.....	13
2.4 Documentations and links	15
2.5 Future follow up.....	15
Contact information	16
Attachments	17

Part 1: 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 blocker to career development for researchers from their perspective. Methodology used was International Café.

Plenary sessions was used 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, than presented actions and boosters related to the chosen blocker.

National Workshop „Living and learning researcher career development framework“

● 19 January 2016, 09.15 – 17.00h, Alumni Pavilion, ETH Centre, MM C 78.1 ●

- 09.15 – 09.30 Registration and coffee
- 09.30 – 09.45 Welcome and introductions to a national framework for career development (ETH Zurich) and REFLEX (project presentation)
- 09.45 – 10.15 *Career Planning Workshops at ETH Zurich: concept and experiences*, Dr. Olga Pardo Escher, Personnel- & Organizational Development of ETH Zurich
- 10.15 – 10.45 Presentation of the *Transferable Skills Program* of the University of Basel, Dr. Sina Henrichs
- 10.45 – 12.15 Workshop Part I: *Career Development Blockers*
- 12.15 – 13.30 Lunch
- 13.30 – 13.50 Plenum discussion: Feedback from the groups
- 13.50 – 14.00 Information and preparation for the second group work session
- 14.00 – 15.00 Workshop Part II: *Career Development Boosters*
- 15.00 – 15.15 Coffee Break
- 15.15 – 16.00 Plenary discussion and closing remarks
- 16.00 – 17.00 Apéro



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. We successfully brought together HR managers (incl. the Head HR of IBM Research), advisors from the Welcome Centres, managers from the Universities of Applied Sciences, Universities and Technical Universities.

An important factor was the inclusion of all the regions of Switzerland, the German-, French- and Italian-speaking part. Interestingly, we reached some stakeholders mainly dealing with equality and diversity management and people from the “Transferable Skills program”. The different perspectives and the diversity of people allowed us a great exchange of ideas.

The following participants attended our National Workshop:

	Surname	Name	Organisation	Position
1	Adam	Salome	University of Zurich, EBPI	PhD
2	Altherr	Wendy	ETH Zurich	Scientific Coordinator
3	Angst	Ueli	ETH Zurich	Postdoc
4	Banerjee	Abhishek	University of Zurich	Senior Research Fellow
5	Bogdanova	Anna	University of Zurich, Vetsuisse Faculty, Institute of Veterinary Physiology	Senior group leader, PD Oberassistentin
6	Bugmann	Karsten	Paul Scherrer Institut	Head HR
7	Burdet	Catherine	UNIL	Welcome Centre – International Relations
8	Carpenter	Lilian	University of Bern / Office for Gender Equality	Research Associate
9	Caruso	Francesco	ETH Zurich	Postdoc
10	Catella	Annick	SUPSI	International Office
11	Daguenet-Frick	Xavier	HSR - Institute for Solar Technology SPF	Senior researcher
12	Dakos	Vasileios	ETH Zurich	Postdoc
13	Dumusque	Xavier	Observatory of Geneva	Branco-Weiss Postdoctoral Fellow
14	Elston	Verity	CUSO	Director of the Transversal Programme
15	Falub	Mihaela	ETH Zurich	Project Leader
16	Fountoulakis	Evi	University of Zurich, International Relations Office	Head of International Scholar Center
17	Franzoso	Francesca	University of Zurich, Institute of Virology	PhD
18	Glauner	Annika	EU GrantsAccess	Research Manager
19	Götschi	Thomas	University of Zurich	Senior Research Fellow
20	Gottschewski	Eva	ETH Zurich	HR, Personnel and Organizational Development
21	Gruenenfelder	Michael	Pöyry Switzerland AG	Regional Director Europe & New Markets Thermal Power and Renewable Energy

22	Hagström	Anders	ETH Zurich	Director Global Educational Affairs
23	Hail	Claudio	ETH Zurich	PhD
24	Haraksim	Rudolf	EPFL	Research Associate
25	Henrichs	Sina	University of Basel	Vice Rectorate for Research
26	Hodel	Sibylle	EU GrantsAccess	Deputy Head, Research Manager
27	Huang	Melody	University of Zurich	University Hospital Zurich
28	Kahraman	Abdullah	University of Zurich	Postdoc
29	Kaiser	Christine	ETH Career Center	Career Advisor
30	Karakostas	Sofia	EU GrantsAccess	Co-Head
31	Klaus	Marcelina	Université de Lausanne	Welcome Center Coordinator
32	Kovjanic	Snjezana	University of Zurich	Deputy General Manager
33	Kurinna	Svitlana	ETH Zurich	Postdoc
34	Leslie Pedrioli	Deena	University of Zurich	Senior Investigator
35	Leysinger	Claudine	University of Zurich	General Manager, Graduate Campus
36	Lim	Joanne	ETH Zurich	Grants Manager
37	Martinelli	Sibylla	Euresearch	NCP MSCA
38	Moos	Jenny	UZH Gender Equality Office	wiss. MA "Nachwuchsförderung"
39	Neve-Seyfarth	Tanja	UZH Office for Gender Equality	wiss. MA "Vereinbarkeit von Studium, Beruf und Familie"
40	Obexer	Gabriela	swissuniversities	Coordinator Equal Opportunity
41	Palacios	Marta	ETH Zurich	Postdoc
42	Pardo Escher	Olga	ETH Zurich	HR, Personnel and Organizational Development
43	Pradhan	Shailee	University of St. Gallen	Research Assistant
44	Rondic	Sabina	University of Lausanne	Career Counselling
45	Rudaz	Benjamin	University of Lausanne	Junior Faculty Development
46	Saeftef	Micaela	ABB	Head of Global Trainee Program
47	Scherrer	Beatrice	University of Zurich	Head of the Office Academic Career Development
48	Schmidt	Yvonne	Zurich University of the Arts	Postdoc
49	Schmutz	Jan	ETH Zurich	Postdoc
50	Schürch	Valérie	HEP Vaud	Teacher Assistant/PhD Student
51	Schwarz	Giacomo	ETH Zurich	PhD
52	Schweizer	Christian	IBM Research GmbH	Head of HR Department
53	Scolobig	Anna	ETH Zurich	Senior researcher
54	Senn	Remo	ETH Zurich, Laboratory of Inorganic Chemistry / AVETH	PhD / Board Member
55	Skempes	Dimitrios	Swiss Paraplegic Research	PhD
56	Smid	Iris	Berner Fachhochschule	Scientific Associate
57	Stone	Emily	University of Zurich, EBPI	Scientific Manager
58	Studer	Ariane	swissuniversities	BHO Euraxess

59	Tiso	Paolo	ETH Zurich	Senior Scientist
60	Tosun	Eren	EU GrantsAccess	Project Administrator
61	Trutnevyte	Evelina	ETH Zurich	Oberassistentin
62	von Wirth	Timo	ETH Zurich, TdLab	Postdoc
63	Wangler	Timothy	ETH Zurich	Postdoc
64	Yalak	Garif	ETH Zurich	Senior Research Associate
65	Zehnder	Miriam	Paul Scherrer Institut	Bereichsleiterin
66	Zingg	Alexandra	EU GrantsAccess	Research Manager

Part II: Outcomes and conclusions of the workshop

2.1 Blockers

A general observation was that also the stakeholder groups were mainly taking the perspective of researchers and were thinking about blockers of why it might be difficult for them to make important career steps. There was only little input on the question why they would (not) hire researchers. The two stakeholder groups were more align in their list of blockers. Dual career was mentioned in both groups as a blocker, even though one group mentioned that it is mostly not the sole blocker. However, work-life balance was mentioned by one stakeholder and one researcher group. Family issues were also mentioned as a blocker for mobility. Structural matters were also mentioned by both stakeholders as an issue, i.e. working part-time. However, one industry representative mentioned that it is not that there are no offers from the industry side, but employees do not take the chance. There is sometimes maybe also good reason, as there might be smaller chances to get a promotion. Moreover, both groups were mentioning that there is something like a self-limitation, meaning that there are often not enough role models or seen diversity in careers, so one could take an example. This is true especially for women and also for people working in the social sciences. They would not know what possibilities they have outside academia. This lack of knowledge about opportunities outside of academia was also mentioned in one of the research groups. A blocker mentioned by both stakeholder groups and one researcher group was the factor "time". There is no time to think about one's own career, i.e. there never is time to prioritise between teaching, research or time looking for funding opportunities. Moreover, there is no time to make mistakes and furthermore, there is age discrimination in academia. The age factor was mentioned in both stakeholder groups and one researcher group. The role of the supervisor has been mentioned by both stakeholder groups and one researcher group. The dependence on the supervisor was mentioned, the lack of supervision skills, even discrimination for parents and that some professors/mentors are "biased". Both stakeholder groups mentioned the different value systems of academia versus industry and that there is no recognition of a functional career and people might have prejudices about an industry career.

Blockers mentioned by stakeholders

Two separate groups with stakeholders discussed the question "What are in your professional opinion the current career blockers for the researchers at different levels?". The first group came up with the following blockers:

- Perspective of industry on PhDs: How can employers be forced to change their perspective of what a PhD is, also in SMEs. Master students get in more easily in the industry. Also, even though it might be helpful at the beginning to have a PhD, it is not necessarily useful for having a faster career once being in the company.
- Dependence on supervisor: Your supervisor decides on your academic career independent of your skills. -> Whose responsibility is it to assist you with your career? Supervision skills of your supervisor are key. Many professors see it as a failure if you drop out of academia. Many also do not know the outside world.

- Mobility: It is difficult for a researcher to know all the difference between the systems in different countries. E.g. an average postdoc phase in one country might be too long for another country where an attractive assistant professor opportunity opens.
- Dual Career: It was not mentioned as a main blocker, but as one of many reasons that might lead to a delay of progress in your career.
- Many existing tools at the universities do not get used: At ETH there are tools like e.g. appraisal interviews, but they are not used by the supervisors. Also, work certificates are often not asked for, but are important for a possible Plan B.
- Time is an important blocker. It is often combined with lack of supervision.
- Missing visibility: Not being visible is an important blocker, as HR have to decide on something. This is also important once you already are within an institution for the continuation of your career. How is visibility measured? If it is the amount of publications, then there is a problem in this selection system that also needs to be tackled.
- Different value systems in Academia and Industry: For some professors you are a betrayer if you leave academia. Also, Switzerland needs to realise that universities have to take responsibilities for the development of the people who do not get a professorship (95%).
- Part time: The wish to work part-time is difficult in a world where everyone works 80 hours a week. Work-life balance is key. This issue is even more tricky for men than women. Also, academic age is often not compatible with part-time.
- Opportunities after Academia (especially for SSH): The question is what can social scientists do? They do not see themselves as managers of their own business. This is different for engineers. You only have your head vs. you have a product. Thus, who sponsors an idea? Also, you are reluctant to make money as a social scientist.
- Lack of positions in academia are an issue, especially for teachers. Your quality in teaching will go down if you only hire Nobel Prize winners.

The following blockers were mentioned in the second group:

- Time pressure: There is no time to think about the career. There is also no time to make mistakes. Furthermore, there is age discrimination.
- Self-limitation: There are missing role models and there is not a lot of diversity, especially for women.
- "Risk management": There is no experience with failure and admitting it. This might be a Swiss attitude. Also, people don't know themselves well enough (talents, strengths, values, weaknesses).
- Reluctance to leave the comfort zone: There is a missing curiosity to encounter something new.
- Belief that ETH is the best you can get, which hinders mobility.
- Thinking about mobility too late. Also, there is not enough international experience (sometimes due to financial reasons), but mobility is sometimes also thought of as a CV tuning and people are actually not interested in the content of the stay (instrumental attitude).
- Following your partner is a blocker for one's own career.
- Too structured environment: There are not enough possibilities to make one's own experiences. This starts already in Swiss schools.

- Decision-making: People wait too long to make decisions and to step back to take a new approach on one's career.
- There is a missing understanding of "career" concept as well as possibilities outside academia.
- The practical life (family, mobility etc.) is in competition with the career.
- Structural matters are a blocker (e.g. part-time work).
- Juggling different roles within one position can be a challenge.
- People have prejudices about an industry career.
- People miss skills: interpersonal skills and are not conscious about their leadership role.
- In Switzerland there is the attitude of being afraid of failure.
- There is no recognition of a functional career.
- People have not enough language skills.
- There is not enough information.
- The labour market is very protective, this is especially a problem for the "dual career".
- Belief that hard work is enough
- Accountability for funds.
- There is a discrimination from direct supervisors (for parents).
- There is missing support from direct supervisors (e.g. opportunities to learn).

Blockers mentioned by researchers

Two separate groups with researchers discussed the question "What are the current career blockers for the researchers at different levels?". The first group came up with the following blockers:

PERSONAL

- Lack of information on the importance of internship for career inside and outside academia
- Knowledge about the scope of an academic career (responsibilities, difficulties, etc.)
- Intervals of change of perspectives
- Mentors/professors "are" biased
- Cross-cultural differences
- Difficult to find a good position: unbalanced proportion between professorships and postdoc positions
- Work-life unbalance
- Lack of indicators for strategic decision making in relation to funding (when to apply for what)
- Lack of time (prioritizing between teaching, researching, funding opportunities etc.)
- Overemphasise of networking
- Too much responsibility of the individual

ORGANISATIONAL

- Career development offer: perceived as too generic
- Too few one stop shops (e.g. information on foundations, information and jobs from other countries)

- Counselling not customized enough
- National funding gap: no possibility to apply for a project funding directly after phd
- National funding does not provide returner scheme when you received in the meantime funding from another source
- Career transition from university to university of applied sciences difficult

The following blockers were mentioned in the second group:

- Under the current “chair system” in Switzerland, researchers do not have the flexibility they need. Some advisors can be narrowly focusing on a specific area and sometimes the interests of the researchers and the interests of the advisors clash. If researchers deviate from the topic of the PI, the funding possibilities become very limited. Lack of self-funding opportunities for early stage researchers make this problem more prominent.
- Another problem with the current chair system in Switzerland is that early stage researchers focus extensively on research and they don't gain enough teaching experience nor get involved in the administrative work within faculties. This alienation from the structure of the faculty and the university decreases their competitiveness among other researchers especially in the longer-term.
- Within Universities of Applied Sciences, supervision of PhD students is not possible which decreases the potential of the researchers to make research and publish their work.
- Mobility is a requirement for researchers to advance in academia but there are too rigid requirements. For instance, coming back to the university that the researchers obtained their PhD (ETH Zurich in this case) as an assistant professor is possible after doing a PostDoc abroad but staying at the university after a Postdoc is impossible in practice if the researchers obtained their PhD elsewhere.
- Hidden or openly communicated age limits hinder the career opportunities of early stage researchers. Some researchers avoid to gain experience in private sector fearing that they will be considered “too old” to continue their careers in academia.

2.2 Boosters

For the discussion of the boosters, all researchers and stakeholders were divided in four groups. Only the blockers that were mentioned in the blockers-session before of the same group leader were allowed to choose of. Even though the four groups had limited choice, there were three main themes that were discussed in more than one group. Namely, the awareness creation of what an academic career and what a career in the private sector mean, respectively, was mentioned as an important factor. Possible elements could be workshops for Master and PhD students, individual coaching or work experience as part of the PhD curriculum. It was especially emphasized that the career opportunities outside of academia need to become more known. Also, the career development advisory system should become more tailored to individuals. One of the key factors to decide on is when is the right time to use the tools. The second blocker that was discussed in two groups was closely interlinked with the first. The change of a negative perception of a career in the industry is important to change and should not be perceived as a failure by the academic

world. The Swiss innovation parks were mentioned as a good solution to this problem. Also, the establishment of new links between industry and academia could be an important booster to overcome this blocker (e.g. universities of applied sciences and art schools). A third point that was discussed by two groups was the lack of open positions or the issues of the current chair system at Swiss universities. Several solutions were discussed: the number of postdocs should be reduced and more tenured teaching positions should be introduced, as it is mainly the postdocs that are doing the teaching; the awareness of alternative career paths should be rose; there should be more “professional” PhDs; there should be more collaborations between universities and industry – this solution was already mentioned in order to boost a better image for a career in the industry – more part-time jobs should be created or shared chairs. Also, grants should not only be linked to permanent positions.

The following questions were addressed in the four groups: Why do existing tools / offers not work (efficiently enough)? How does the booster/idea work, how might existing tools/offers be adapted? Who is involved? What are the needs and opportunities? What are the values and benefits? questions and challenges?

Group 1

- Improve missing stability
- Improve the difficulty to shift to the industry
- Create early awareness of what academic career and private sector career actually means
 - workshops for master and PhD students
 - individual coaching and role models
 - work experience requirement as part of a PhD curriculum
 - internships and trainee programs
- Help students to find out what they want and what they can offer and let them understand that change of sector is not necessarily a failure
- Encourage collaboration between academia and industry
 - Tackle problem of intellectual property
 - Training for researchers to translate their abilities into different areas

Group 2

- To tackle the time factor:
 - Delegate
 - Prioritise and learn how to say no
 - Use social media
 - Make early career decisions
 - Role of supervisors
 - Communicate actively
 - Ask for feedback
- To tackle the missing visibility:
 - Social Media / digital eminence
 - Conferences, blogs, chaining sessions
 - Sponsors
 - Cooperation/collaboration
 - Mobility / study visits

- Involvement of universities and performance based management of supervisors
- To tackle lack of open positions:
 - Reduce number of Postdocs
 - Raise awareness of alternative career paths
 - More “professional” PhDs
 - Make collaborations between university and industry
 - Change of the current Chair system in Switzerland
 - Offer more part-time positions
 - Offer Shared chairs
 - Offer Fixed teaching positions

Group 3

- To become more aware of the career opportunities outside Academia:
 - Use career websites / career forums
 - Use career counselling services
 - Need of career development advisory services tailored to individuals
 - Inclusion of career development opportunities inside the PhD curriculum
- To tackle the problems arising from Chair System in Switzerland:
 - Grants that are not linked to permanent positions
 - More permanent positions for Non-Professorship roles
 - Shared chairs / positions
- To improve the generic career counselling services:
 - Fee contributions from individuals for more tailored advisory services
- To change the negative perception of the industry within academia and vice versa:
 - Swiss innovation parks
 - Establishment of new links between industry and academia e.g. Universities of Applied Sciences and Art Schools

Group 4

Blockers:

- Time pressure from first degree to professorship
- Mobility barriers (for family reasons, need for international experience)
- Funding gaps (for early stage researchers to pursue individual projects)

Booster:

- Removing restrictions (age limitations, necessity for international experience, individual research grants for early stage researchers right after PhD)
 - This would require a system change in a national/ regional/ institutional level, hence would need to be a long-term goal

Why do existing tools / offers not work (efficiently enough)?

- TIME PRESSURE
 - Relation of (time) investment and effect when attending career development courses is unbalanced, as they are perceived as too generic.
 - Response time from the respective providers is perceived as too long.
 - Skills / tools are often perceived as overwhelmingly complicated (this time consuming), this requires a change of mental attitude.

How does the booster/idea work, how might existing tools/offers be adapted

- Tools are needed that would allow to monitor personal priorities

- Courses (to learn skills/ tools) should be mandatory and would need to be updated on a regular basis (refreshing courses mandatory for permanent staff and/or temporary staff with position for more than two years)
- Skills/tools (for all career stages) should be on demand
- Some skills / tools can/should be learned via a professional network.
- Skills / tools should be part of the “quality time” (as opposed to the daily “work” setting) and thus could be shared with family, friends, colleagues.

Who is involved?

- Networks
- All Career Development Providers
- Academic Staff
- Board and/or Rector

2.3 General Conclusions/Reflections on findings

What was known in advance – new insight

The collected blockers were more or less known to young researchers and people promoting and hiring young researchers. However, the fact that more than one group brought those blockers up, especially also from the stakeholder side shows that those blockers indeed are an issue that is not only known to researchers. This is therefore a somehow positive outcome, as it shows that also the more private sector is aware of those issues. However, it could be seen in the discussion of the boosters that many solutions have a more structural or even political character and can thus not be solved easily. The hierarchical charring system in Switzerland is a key issue and in order to change this, it needs the involvement of very high management levels. Moreover, the (current) very strict separation in Switzerland between fundamental research done by universities (public institutions) and applied research (done by the private sector), both mainly with their own money, is not ideal in assisting researchers getting an insight in the other world and vice versa. However, the innovation parks that are built in Switzerland could be a key contributor to also raise the awareness of opportunities in the private sector and add more perceived value to those positions for researchers.

Even though stakeholders as well as researchers discussed similar themes, there were also some topics mentioned by the stakeholders that were never mentioned by the researchers. One such theme was the visibility of people, meaning that researchers have to make their CV stand out and the belief that hard work is enough is not sufficient. A similar discussed theme was that people lack skills and are also not aware of their strengths, values or weaknesses. In this line, it was also stated that people have no experience with failure and admitting it. Additionally, it was mentioned that this might be a Swiss problem. Thus, there are not enough possibilities to make one’s own experiences, due to the too structured environment, which already starts in Swiss schools. In line with the lack of time that was mentioned by stakeholders and researchers, it was mentioned in one stakeholder group that people wait too long to make decisions. The time pressure should thus be taken seriously, especially in relation to important career decisions. One discussed booster to this problem was the mandatory participation in career workshops or coaching trainings.

The dual career and family issues were mentioned several times, indicating that in Switzerland this still is an issue and a blocker for one’s career. Especially taking into account that there are several structural issues attached to this theme, e.g. no possibility or no

acceptance of working part-time. Moreover, the Swiss academic system is perceived as hierarchical and the fact that there are only limited possibilities available next to becoming professor is an issue and a factor that is more problematic in Switzerland than other countries. Additionally, stepping outside of academia is seen as a failure. The fact that in Switzerland the universities are not as interlinked with industry as in other countries due to their public funding (see above), people at universities are not often in contact with the industry and are therefore not very familiar with the opportunities. This was especially mentioned for the humanities and social science as well as for women, who often lack role models. It was mentioned by the stakeholders that people have to make decisions early and thus the problem of lack of time needs to be solved. An aiding role would more individualised tools be for career development that are directly included in the curriculum. However, one of the presentations mentioned that there are much more tools available than ever before, and thus, this might be more of a communication problem than a problem of not having enough tools available.

What is country specific

The fragmentation of all services and support functions are a Swiss phenomenon. In general, the participants really enjoyed the opportunity to talk about career development for researchers in a mixed crowd, exchange ideas and also talk about boosters.

The issues related to the Swiss chair system are probably not only a Swiss problem, but they are definitely a big issues for many researchers. Also, the very clear separation between applied research in the private sector and fundamental research at the universities are more extreme than in other countries due to the public nature of the higher education system in Switzerland.

What is most critical

We had to postpone the workshop to January 19 because in Switzerland, the end of the year months are very packed. We took the right decision: we had a very well attended event, a very lively atmosphere and a long list of findings at the end of the day.

One of the main issues was to get the insight from the stakeholders, which was also based on the fact that we had a hard time finding people from the industry that were ready to attend the workshop. Moreover, people from industry also often focused on the blockers of researchers instead of stating what would be requirements from the industry for researchers. The workshop was too short in order to reverse this tendency on spot.

Some quotes of the day:

1. *“Thanks a lot for the invitation to this very interesting workshop. It was an excellent opportunity to share our problems and preoccupations about an academic career, but also, and this is the first time I was able to do it in this type of workshop, to discuss possible solutions to solve those problems.*

Often in this type of workshop you have an old professor speaking about how he managed to get his position 20 years ago, but we clearly know that things changed over these 20 years and what was true then, is not at all the reality we are facing today.

All the best for this REFLEX project and the EURAXESS challenge.”

*Xavier Dumusque, PhD.
Astrophysicist and Data Scientist
Society in Science---Branco-Weiss Fellow*

2. « *Thank you for the presentations, and for the nice organization of the event. It was useful to gather different stakeholders and get to know what other universities offer. »*

*Sabina Rondic, psychologue du travail, UNIL | Université de Lausanne
Service d'orientation et carrières*

3. *Nochmals ganz herzlichen Dank, dass ich zu Eurem Workshop einen Beitrag beisteuern konnte.
Es war ein sehr gelungener Anlass mit vielen interessanten Leuten!*

Dr Olga Pardo Escher, ETH Zurich, Personnel- and Organizational Development of ETH Zurich.

2.4 Documentations and links

Documentations and links for national research/investigations/reports on the topic within the Researchers career.

Report on gender research and innovation: www.leru.org/index.php/public/calendar/launch-of-the-leru-paper-on-gendered-research-innovation/

Work-Life-Balance in

Switzerland: http://www.equal.ethz.ch/gender_monitoring/vereinbarkeitsstudie/index_EN

New courses for PostDocs at the University of Zurich:

www.gleichstellung.uzh.ch/de/angebote/nachwuchsfoerderung/postdocworkshops1.html

Figures from the State Secretariat of Research, Education and Innovation (SERI) Academic Careers:

http://www.sbf.admin.ch/dokumentation/00335/01737/01738/index.html?lang=de&download=NHzLpZeg7t,Inp6I0NTU042I2Z6ln1acy4Zn4Z2qZpnO2Yuq2Z6gpJCEd3t3gWym162epYbg2c_JjKbNoKSn6A-

2.5 Future follow up

The attendants were keen on knowing more on EURAXESS and the career development initiatives, we will distribute the further results from the project's meeting and the European level workshop to the participants.

Contact information

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

Attachments

Templates of the blockers and the boosters session

SESSION 1 GROUP WORK: CAREER DEVELOPMENT BLOCKERS

Target Audience [A]

Researchers and organisations representing them

Overall / General Question

What are the current career blockers for the researchers at different levels?

Possible approaches to get different perspectives on the overall question

PERSONAL	ORGANISATIONAL	ACADEMIC CAREERS	NON-ACADEMIC CAREERS
<ul style="list-style-type: none"> • What drives you/ motivates you? • When did your career start? • What is important for your career today? • Retrospectively, would you do anything differently? • Do you/did you receive any career support/advice? If yes from whom? • Are you aware of career possibilities outside your home institution? • How and where do you look for job opportunities? 	<ul style="list-style-type: none"> • Are you aware of the career possibilities in your institute/ department/ institution? • Do you have access to training? (language, culture, leadership, project management, academic writing, teaching...) • Are you aware of funding opportunities? • Are you offered administrative/ financial support when applying for funding? 	<ul style="list-style-type: none"> • Who supports/drives your academic career? • What is your current career goal? • Do you have a mentor? (positive/negative experiences) • Do/ did you have opportunities for international research collaboration? • Do/ did you have opportunities for collaboration with industry? 	<ul style="list-style-type: none"> • Are you aware of your non-academic opportunities? • Have you visited career fairs? • Have you had experience with head hunters? • How do you perceive (experience or expectations) the transition from academia to industry and vice versa?

SESSION 1 GROUP WORK: CAREER DEVELOPMENT BLOCKERS

Target Audience [B]	Employers, funding and policy institutions
Overall / General Question	What are in your professional opinion the current career blockers for the researchers at different levels?

Possible approaches to get different perspectives on the overall question

INTERNAL	EXTERNAL
<ul style="list-style-type: none"> • Who is your main focus group and why? • What are the main challenges for your career development offerings? • Is your offer based more on 'push' or on 'pull'? • How do you learn about the needs of researchers? • How do you coordinate offerings for different research levels? • How do you coordinate offerings at different institutional levels? • Do you consider international experience as important? • Do you consider experience from outside academia as important? • How / how often do you adapt your offerings? 	<ul style="list-style-type: none"> • How aware are your researchers about your career development offerings (tools & services)? • How do you promote your offers? • How do you reach out to the researchers? • Is international experience important to the researcher? • Is experience from outside academia important to the researcher? • How do you collect feedback from the researchers and how is it integrated? • What do you expect of the researcher? • How effective is your offer?

SESSION 2 GROUP WORK: CAREER DEVELOPMENT BOOSTERS

Overall / General Task

- Turn the blockers into boosters by focusing on 1 to 3 identified blockers
- Start by clarifying the common understanding of the blocker/s before working on how to tackle it/them
- Why do existing tools / offers not work (efficiently enough)?
- Describe how the booster/idea would work, how existing tools/offers might be adapted
- Name the people necessary to involve to implement the idea/booster
- Explain the needs and opportunities the idea/booster identifies
- Illustrate the value and benefits for everyone involved
- List questions and challenges