

A1

Entering the job market



Goal	The main goal of this course is to give participants an overview about the situation in the labour market and insight into the main labour market trends (labour market information) with focus on opportunities for PhD graduates reflecting the specifics of the sector and region.
Format	Interactive seminar (webinar in the case it will be realized online) combining a theoretical introduction to the issue with a panel discussion with experts. According to the number of participants more or less interactive activities can be included.
Recommended duration	1,5 – 2 hours
Content of the training activity	<ol style="list-style-type: none">1. Labour market orientation (in sense of "LMI" — Labour market information)<ul style="list-style-type: none">• Labour market characteristics• Open and Protected Labour market• Hidden and Obvious Labour market2. Key competencies<ul style="list-style-type: none">• Competences relevant for better employment• Trends, current and future need for specific competencies3. Examples of concrete career paths
Expected learning outcomes	<p>This course creates:</p> <ul style="list-style-type: none">• an opportunity for better preparedness before entering the labour market in academia and beyond.• an understanding of the current labour market situation and orientation in labour market trends before career planning,• an area for obtaining information about which competencies and skills are needed in individual sectors, etc. <p>After taking this course/training activity, the PhD student should be able to:</p> <ul style="list-style-type: none">• Orientate in the labour market• Test himself/herself• Make his/her own profile• Find relevant information in his/her professional focus and in the given region• Search in relevant job portals for different information
Link to career opportunities in life-sciences	The competence of orientation in the labour market is fundamental to successful career planning. In order to specifically search for opportunities in one's own field of interest, it is necessary to have the know-how of which specifics to consider in the life sciences field. This includes not only the ability to recognize areas in which labour and innovation are required, but also the formal ability to specifically emphasize professional strengths in the right place.

Sector specifics to be considered	<ul style="list-style-type: none"> • Different requirements in microenterprises and larger companies • In the life sciences labour market, a high degree of flexibility is expected on the part of employees — e.g., willingness to change work locations • The life sciences are an international job market — intercultural communication is a basic requirement for anyone working in the field
Recommended further steps	<p>Labour market orientation, labour market information — subject of this course — can be followed by</p> <ol style="list-style-type: none"> 1. Self-knowledge and definition of one's work potential (value system, lifestyle, working in large company/small company/laboratory, travel...). 2. Orientation in job offers and opportunities that are on the labour market. 3. Development of competencies relevant for better employment
Trainer/facilitator qualification	The basic orientation in the given issue and communication skills in terms of moderating the panel discussion is a sufficient qualification of the trainer/facilitator delivering the course.

Recommendations and suggestions for course/activity setup and methods used:

	Duration	Activity description
Suggested scenario	45 min	<p>The first part = theoretical part</p> <ol style="list-style-type: none"> 1. Labour market orientation (in sense of "LMI" Labour market information) <ul style="list-style-type: none"> • Characteristics of labour market for PhD graduates • Open and Protected Labour market • Hidden and Obvious Labour market 2. Key Competencies <ul style="list-style-type: none"> • Competences relevant for better employment • Trends, current and future need for specific competencies 3. Matching the competencies of PhD graduates and opportunities in the labour market <p>Ask participants to discuss what skills are needed for various career paths. Explain them that depending on the intended mode of work, very different challenges arise. Entrepreneurship, for example, requires the ability to raise funds, while employment requires flexibility and professionalism in responding to employers' needs.</p>
	60 min	<p>The second part — panel discussion</p> <p>Moderated by experienced speaker/moderator.</p> <p>There should be defined:</p> <ol style="list-style-type: none"> 1. composition of experts in the panel discussion (e.g. employer representative, self-employed person, HR representative, job portal representative, etc. There should be a mixture of private, state and public sectors.) 2. thematic areas of discussion — topics, questions — basic "scenario". Questions should be prepared in advance and send to panel discussion participants.
	15 min	Discussion — questions from doctoral candidates
	5 min	Conclusion — summary, or possibly feedback instruction/questions

<p>Suggested scenario</p>	<p>Suggestions for the questions to be addressed in the panel discussion</p> <p>Question 1: In this environment of international orientation, is it difficult for young scientists to find their place? What difficulties do young researchers currently face in the job market?</p> <p>Question 2: Is it easier to find a job in smaller companies that also matches the skills acquired through the studies? What advantages and disadvantages can arise here for the employees?</p> <p>Question 3: How and where do recruiters actually look for the most suitable PhDs for their field of work and research?</p> <p>Question 4: When you look back at your observations of the labour market in the life sciences: Is there a high turnover there? Or do workers generally stay longer with the respective companies?</p> <p>Question 5: What opportunities are there to build up a broad network? Which transferable skills increase job opportunities in different fields? What help can I get in finding the right job?</p> <p>Question 6: Do employees in the life sciences have to adapt to challenging work situations such as changing work environments? (dual careers)</p> <p>Question 7: Can a similar focus be seen in the labour market? Is it important for employers to appear attractive to employees, for example by emphasising the careful use of natural resources?</p> <p>Question 8: If the university is the employer, there is an equality of salaries (apart from the structural disadvantage). Do you observe progress in the labour market outside academia in terms of equal treatment or equal pay? What are the advantages and disadvantages on the labour market in the non-academic sector for female researchers?</p> <p>Question 9: Is it possible to influence the use of one's own research development on the scientific labour market? Or would such an undertaking fall more into the area of setting up a company?</p> <p>Question 10: Is this conviction also reflected in the life sciences labour market? Or seen from the employee's side: Is it also a motivation to possibly opt for a lower salary or to take the risk of founding a company, because in this way one can contribute to the currently most pressing issues, which should enable a secure long-term future?</p>
<p>Recommended number of participants</p>	<p>20 — 30</p>
<p>Forms of active engagement</p>	<p>Participants are encouraged to raise questions and ask the guests/panellists.</p>
<p>Training handouts</p>	<p>Summary of recommendations on further resources to explore</p>
<p>Assessment of acquired competences</p>	<p>Questionnaire/discussion with several questions on the content + feedback questions</p> <ul style="list-style-type: none"> ● What do you see as the biggest benefit of today's course in deciding on the next career path? ● Name at least three pieces of advice, observations, information that you take from the theoretical part. ● Name at least three pieces of advice, observations, information that you take from the panel discussion.

Reflection questions	<ul style="list-style-type: none"> ● Describe the characteristics of the labour market. ● State the difference between an open and a protected labour market. ● Indicate what, in addition to professional knowledge and skills, can play an important role in deciding on the next career path? ● Which competencies may be important in your field? ● Which of the discussed areas in the panel discussion appealed to you the most? Why?
Engagement of external experts	<p>External experts for panel discussion: e.g. employer representative, self-employed person, HR representative, job portal representative, etc. There should be a mixture of private, state and public sectors.</p>
Venue requirements	<p>One big room with possible variable sitting/seats</p>
Technical and material requirements	<p>Computer, projector, pointer, microphone, coloured papers</p>
Where to learn more	<p>General information on career guidance: EUROGUIDANCE — library (books, proceedings, analysis): www.euroguidance.eu</p> <p>About situation at local labour market:</p> <ul style="list-style-type: none"> ● EURES: https://eures.ec.europa.eu ● Eurostat: https://ec.europa.eu/eurostat <p>About occupations:</p> <ul style="list-style-type: none"> ● European Skills/Competences, qualifications and Occupations portal (ESCO): https://ec.europa.eu/esco/portal/home ● Local job search platforms such as eg. <ul style="list-style-type: none"> • www.stepstone.at • www.karriere.at • www.profesia.sk — job portal • www.istp.sk — job searching, job offers, catalogue of occupations, job characteristics ● Local websites on labour market trends: (e. g. https://trendyprace.sk, www.trexima.sk) <p>Labour market for researchers:</p> <ul style="list-style-type: none"> ● https://euraxess.ec.europa.eu ● www.vitae.ac.uk/researcher-careers ● www.nature.com/careers ● www.science.org/careers <p>Summary of interviews with employers carried out with the CARLiS project: https://carlis.saia.sk/en/main/main-outputs/skills-analysis/</p>