

A7

Do I want to work here? Planning career paths sustainably



Goal	The aim of this segment of the training programme is to convey an opportunity to reflect on different career options in connection with personal life paths (dual careers, work-life balance, etc.) and in wider societal context (equality and diversity, social responsibility of employers).
Format	Series of informal exchanges (e. g. "Chat Over Coffee") on different topics. Depending on the topic this can be e. g. an open discussion or short presentation/input at the beginning and then space for discussion and questions.
Recommended duration	Four times an hour (one unit per day) spread over the semester
Content of the training activity	The focus of individual session may be adapted according to the actual interests of PhD students. The possible topics include: <ul style="list-style-type: none">● Firms'/institutions' approach to gender and diversity — contributions to addressing pay inequality or structural disadvantage.● Life sciences firms' handling of sustainability — contributions to combating corporate strategies that harm the climate.● How life science companies deal with social, ethical, and political issues — contributions to addressing inequality in access to resources.● Compatibility of career and family — Does the company take work-life balance and personal needs into account?
Expected learning outcomes	After taking this course/training activity, the PhD student should be able to: <ul style="list-style-type: none">● Consider different strategies to reconciling working and private life● Critically assess the social offers of the jobs advertised on the labour market● Reach out to existing support programmes for female researchers, dual careers couples, etc.● Be aware of diversity and difference within working environment.● Be aware of ethical and environmental contexts of different career paths
Link to career opportunities in life-sciences	When choosing a career, the student should be aware of the fact that there are companies and research institutions that take personal working environments into consideration (like compatibility of career and family, awareness of political attitudes on issues such as ecology, global resource distribution, primary health care, etc.).

Sector specifics to be considered	<p>In the field of life sciences, the following are required in particular: Working abroad — short-term and long-term; high flexibility in terms of workload. Therefore, it is necessary to review the institutions of the life sciences according to the following offer:</p> <ul style="list-style-type: none"> ● Promotion of personal development of the employee ● Promoting women’s careers — for example in sectors of underrepresentation. ● Promoting diversity in companies ● Assumption of social responsibility in the areas of sustainability, resource allocation and equal treatment by the company/institution
Recommended further steps	<p>The topics of the sessions should be updated according to the feedback form the PhD students (what do they consider to be the main challenges in regard to diversity or social responsibility of companies?)</p>
Trainer/facilitator qualification	<p>The facilitator should have a general overview of the topics discussed in the sessions particularly about:</p> <ul style="list-style-type: none"> ● Range of social promotions offered by employers in the life sciences — at both academic and non-academic levels. ● Knowledge and statistical material on career paths and the problems that arise there in relation to personal circumstances such as gender, origin, social setting <p>He/she should have a network of contacts and be able and recruit suitable speakers for the sessions.</p>

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

Course/activity set-up and methods used	Suggested structure of the session:	
	Duration	Activity description
	15 min	<p>Presentation of</p> <ul style="list-style-type: none"> ● Status quo of the problem field in relation to the field of life sciences ● Measures taken by the companies/facilities concerned to counteract possible maladministration or erroneous developments ● Examples from the current working world and research industry
	10 min	<p>Presentation of job search strategies</p> <ul style="list-style-type: none"> ● Pointing out possible alternatives when choosing a career path
35 min	Discussion/answering questions	
Recommended number of participants	The format does not require setting the specific limits on the number participants.	
Forms of active engagement	Q&A session. In case of online format or larger groups online tools such as Slido or Mentimeter can be used to facilitate the session.	

Follow-up activities/ Take home messages	<p>Students are sensitised to the fact that personal life circumstances have a direct relationship to career choices. Those planning longer-term careers will also have to consider social requirements in this area. Topics such as the compatibility of job and family or disadvantages in the labour market are problems that must be learned to deal with. This awareness should generate active engagement in this area.</p>
Recommended study resources for participants	<p>For example:</p> <ul style="list-style-type: none"> ● "Assessing the gender gap in academia" by Nicolò Romano ● "The gender gap in early career transitions in the life sciences" by Mar J. Lerchenmueller ● "Both Parents Working: Challenges and Strains in Managing the Reconciliation of Career and Family Life in Dual-Career Families. Empirical Evidence from Austria" by Gerlinde Maurer www.dualcareer.ac.at/en/network-cooperations ● "Experiments in social responsibility" by Paul Herrling ● "Inclusive agribusiness under climate change: a brief review of the role of finance" by Remco Oostendorp et al.
Engagement of external experts	<p>External experts can be invited according to the topic of discussion (e. g. equality or sustainability officers from companies, researchers working in companies, representatives of NGOs dealing with equality or sustainability etc.</p> <p>External guests can be invited with an aim to provide:</p> <ul style="list-style-type: none"> ● Reference to personal experience ● Presentation on the problems arising in the field
Venue requirements	<p>If possible, the venue should enable the less formal setup (not a school sitting) with the possibility of serving the small refreshment (coffee, tea).</p>
Technical and material requirements	<p>Computer, projector, pointer, microphone</p>