

BOOSTING WORK-LIFE BALANCE

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MCAA SPAIN-PORTUGAL

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Before starting...

*Which are my expectations
about this session?*

Innovation and Research: Career Path



B/S/H/

HOCHSCHULE
ESSLINGEN



DAIMLERCHRYSLER

B/S/H/

Chemical
Engineering



Wrocław
University
of Science
and Technology



POLITECNICO
MILANO 1863

Scuola universitaria professionale
della Svizzera italiana

SUPSI

Marie Curie PostDoc

Industria-Academia Partnership and Pathways



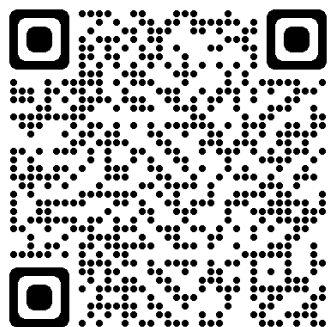
Teaching

R&D in Industry

PhD
FPU - Formación Profesorado Universitario

Innovation and Research: Present

<https://www.mariecuriealumni.eu/>



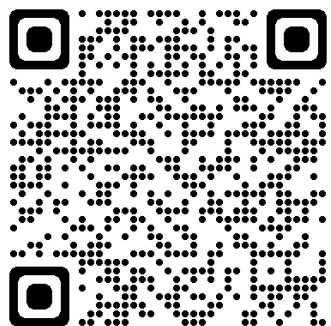
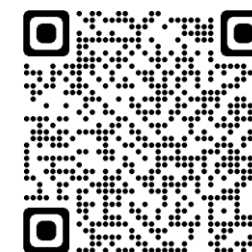
**campus
iberus**

CAMPUS DE EXCELENCIA
INTERNACIONAL
DEL VALLE DEL EBRO

<https://www.campusiberus.es/>



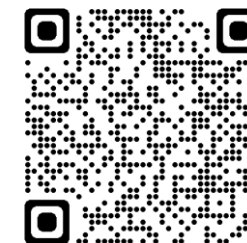
11 Postdoctoral Researchers



**iberus
experience**



<https://www.iberusexperience.com/>



This project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No 101034288.

R&D in Academia

Innovation and Research: Personal Career Development Plan*



Adapted from Peter S. Fiske, Putting Your Degree to Work, APS February 26, 2012.

* <https://euraxess.ec.europa.eu/career-development/researchers/career-handbook-young-researchers/handbook-subpage>

1.SELF-ASSESSMENT

PCDP: 1- Self-Assessment

- **SKILLS**

The activities you are good at, such as writing, computer programming or teaching. An aptitude may be a natural skill or one you acquired.

- **VALUES**

The things that are important to you, like achievement, status or autonomy.

- **INTERESTS**

What you enjoy doing, e.g. playing golf, taking long walks or hanging out with friends.

- **PERSONALITY**

Your individual traits, motivational drives, needs and attitudes.



PCDP: 1- Self-Assessment – What do you love?

What do you never get bored of?

What do you never procrastinate?

When do you feel happiest?

What were you doing when you lost track of time?

In the past, what has left you feeling energized?

PCDP: 1- Self-Assessment – What you are good at?

Which tasks do you excel even when you are not trying?

What do friends say you're great at?

Which tasks you find easy to do?

What do people approach for your help?

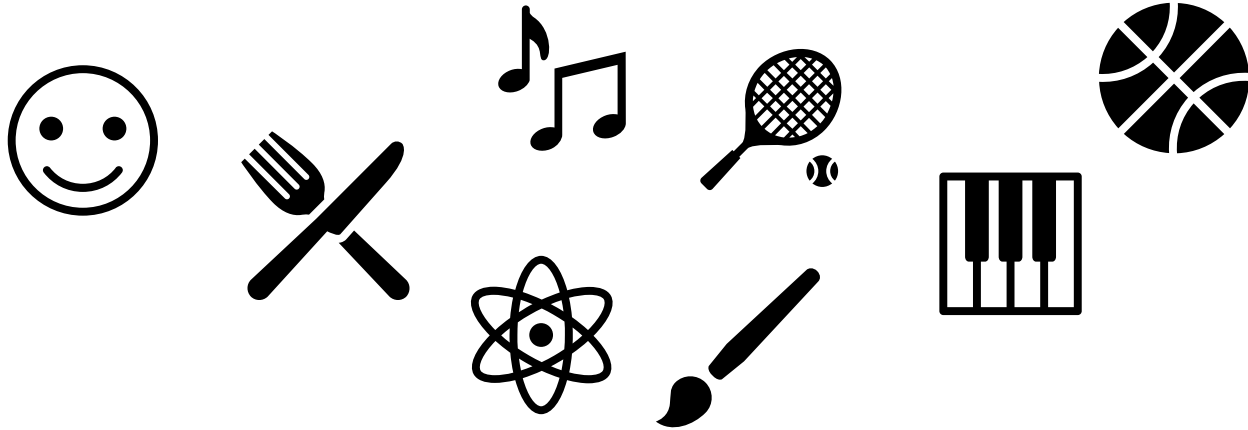
What skills or talents come naturally to you?

In which activity do you excel in your family?

And in your social circle?

PCDP: 1- Self-Assessment

IN A NUTSHELL: WHO AM I?



DRAWING EXERCISE:

- 1. Describe "your-self" with 10 years*
- 2. Describe "your-self" now*

2.EXPLORATION

PCDP: 2- Exploration – What can you get paid for?

Which jobs, positions or tasks spark your interest?

Are you already making a good living in your line of activity?

Can you make a good living doing this work in the long term?

What would you be doing if you were not in your current position?

What does the competition look like? Can you spot a niche?

PCDP: 2- Exploration

Determine what jobs best match your skills, interests, values and personality:

- Education (teaching)
- Education (administrative and professional roles)
- Public Sector (government agencies)
- Industrial Research and Development
- Healthcare Sector and Medical Research
- Business and Finance
- Consultancy and Think Tanks
- Publishing
- Intellectual Property (IP)
- Not-Profit Sector
- Entrepreneurial Activities



WHERE CAN I ACTUALLY GO?

PCDP: 2- Exploration – What does the world need?

What can you do or offer that would bring meaning to others?

What problems in your society would you like to help solve?

Will your work still be relevant a decade from now?

What is the world lacking?

How could you be more involved in your community?

European Research Career Framework

The European Framework for Research Careers (2011) describes *four broad profiles on the researchers' career development*, which are *independent of any particular sector* (universities, research institutions, companies or NGOs):

R1: First Stage Researcher.

Individuals doing *research under supervision* in industry, research institutes or universities. It includes doctoral candidates. Have ambitions to develop knowledge of research methods.

R2: Recognised Researcher.

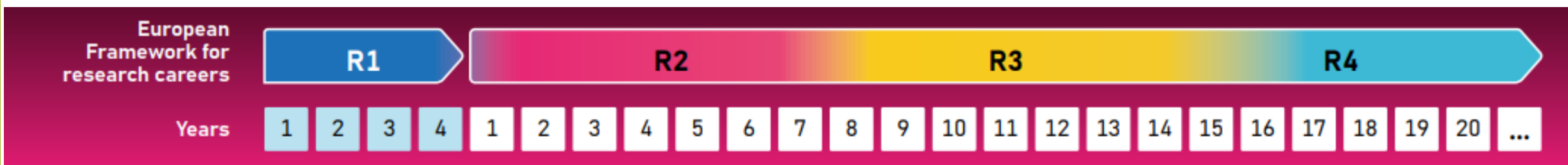
PhD holders who have not yet established *a significant level of independence*, and researchers with an equivalent level of experience and competence. Has demonstrated a systematic understanding of a field of study and mastery of research associated with that field.

R3: Established Researcher.

Researchers who have developed *a high level of independence*. Makes a positive contribution to the development of the knowledge, research and development through co-operations and collaborations.

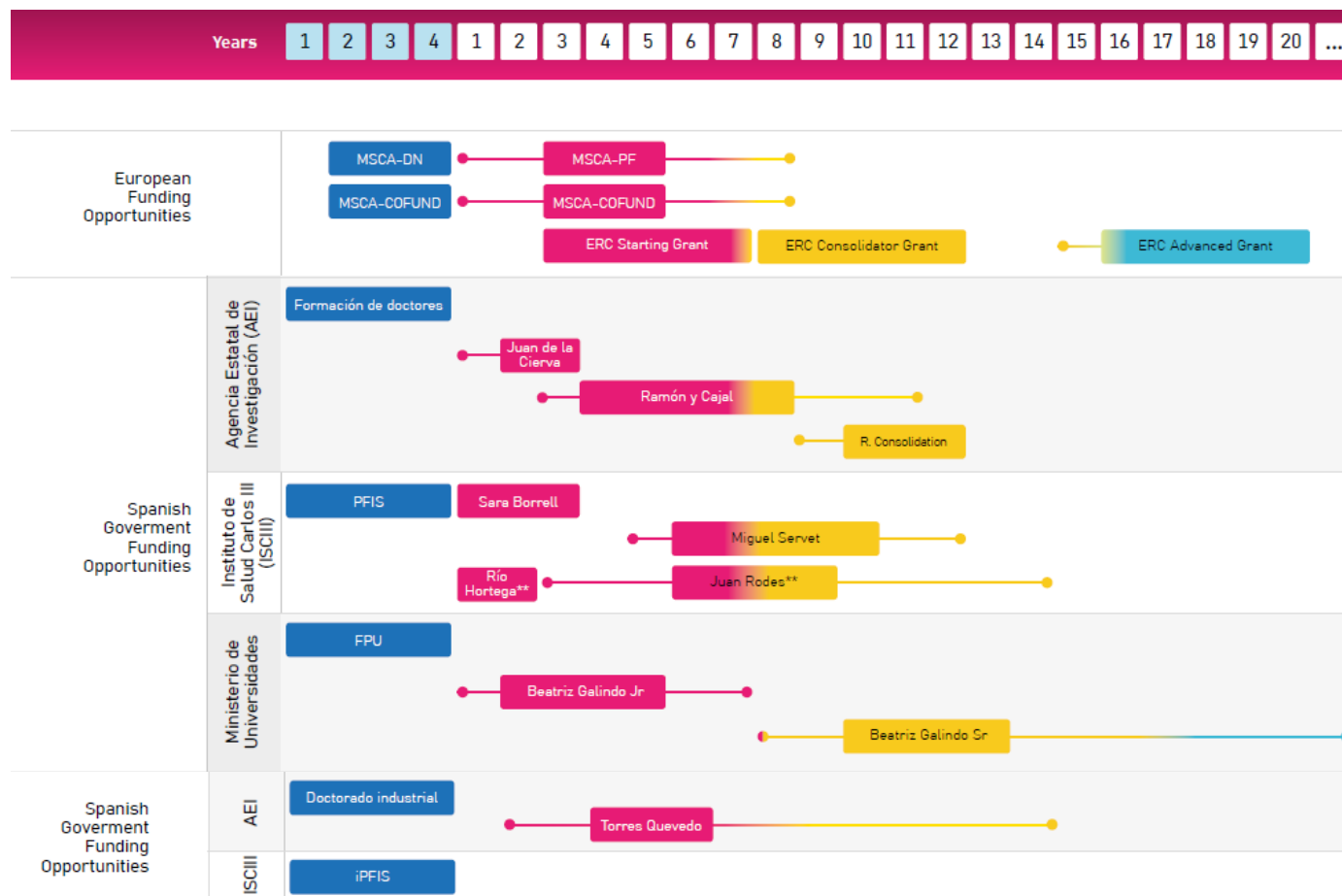
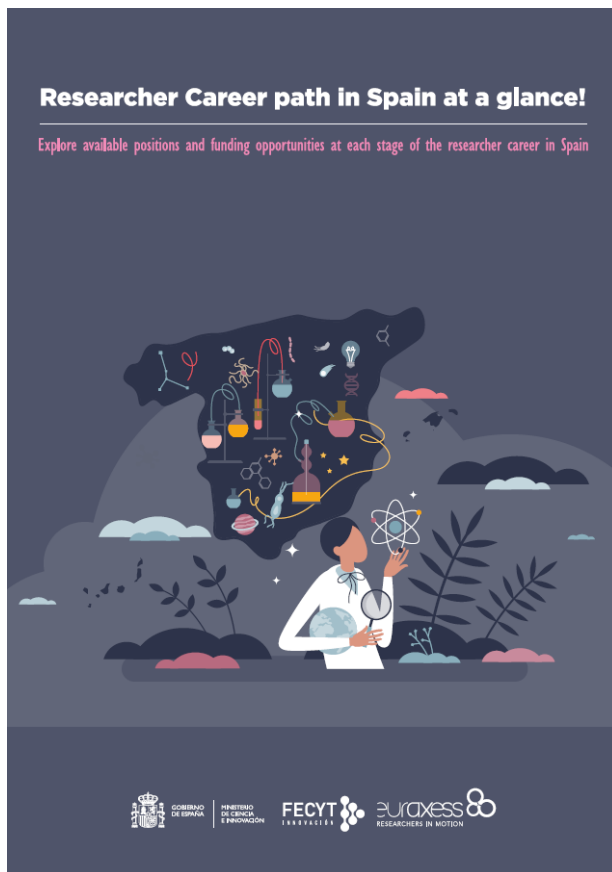
R4: Leading Researcher.

Researchers *leading their research area or field*. It would include the team leader of a research group or head of an industry R&D laboratory. In particular disciplines as an exception, leading researchers may include individuals who operate as lone researchers.



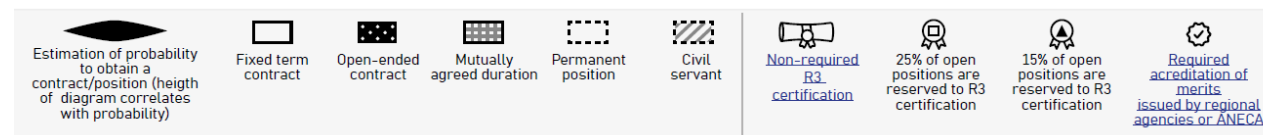
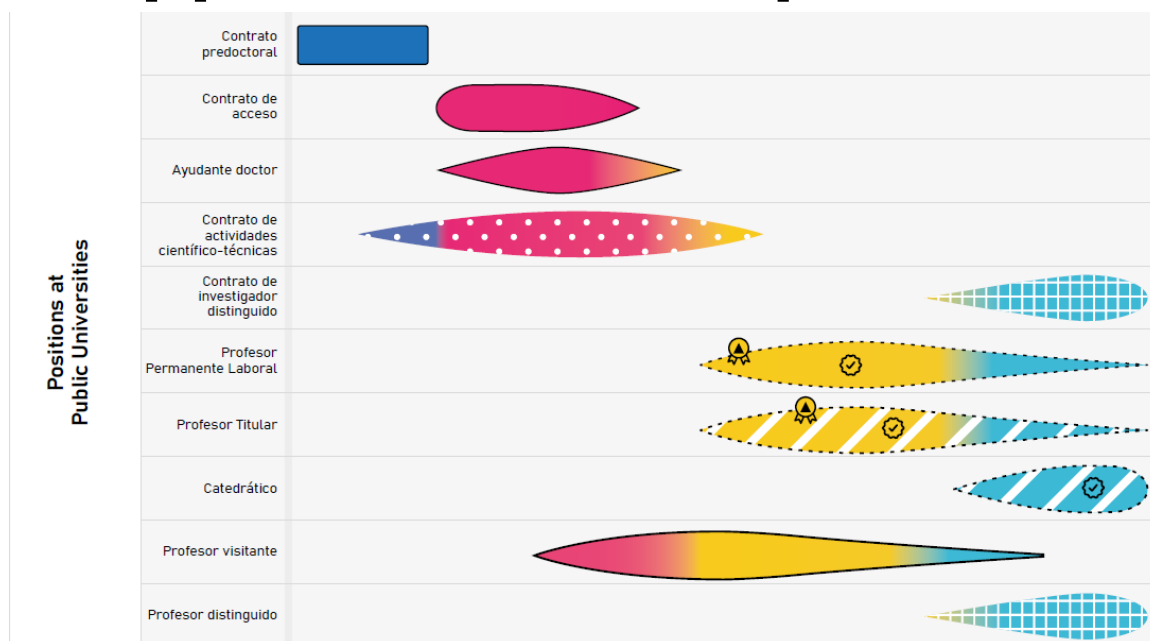
Opportunities at Spain: Researcher Career path in Spain

<https://www.fecyt.es/es/publicacion/researcher-career-path-spain-glance-6th-edition>



<p>Legend</p> <p>Position titles are kept In Spanish</p>	<p>Estimation of probability to obtain a contract/position (height of diagram correlates with probability)</p>	<p>Fixed term contract</p>	<p>Open-ended contract</p>	<p>Mutually agreed duration</p>	<p>Permanent position</p>	<p>Civil servant</p>	<p>Non-required R3 certification</p>	<p>25% of open positions are reserved to R3 certification</p>	<p>15% of open positions are reserved to R3 certification</p>	<p>Required accreditation of merits issued by regional agencies or ANECA</p>
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Opportunities at Spain: Public Univ. & Organizations



R3 Certificate Requirements:

- Having a PhD before 1 January 2018.
- At least one of the following three requirements in terms of contracts:
 - 2 years contract as contrato de acceso (art.22 de la Ley 14/2011).
 - 3 years contract by any funded scheme from the Science Spanish System.
 - 5 years postdoctoral contract.
- 2 years stays in other centers than the one of the PhD.
- Not being academic or researcher permanent staff of Public Universities or Research Centers.
- Not having the I3 certificate.

ANEXO I. Criterios de evaluación

1. Los criterios de evaluación de los requisitos de calidad de la producción y actividad científico-tecnológica establecidos para el certificado R3 como investigador/a establecido/a son los siguientes:

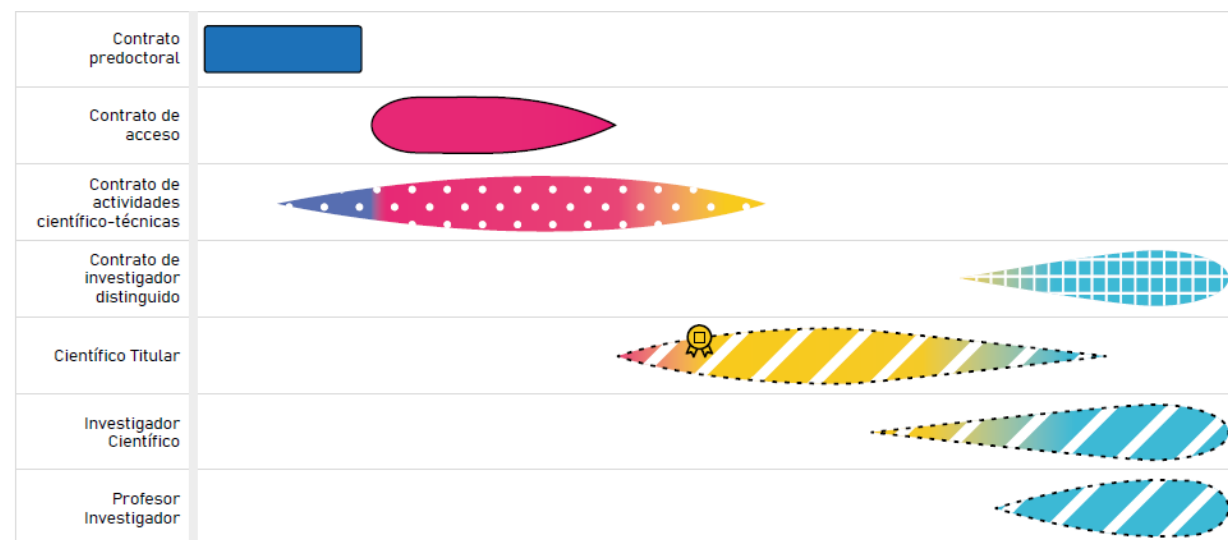
Criterios de evaluación	Puntuación	Umbral
1. Aportaciones científico-técnicas	0-40	
2. Liderazgo e independencia	0-40	30
3. Internacionalización	0-20	

R3 Application documents: CVA (4 pgs) & scientific report (6 pgs).

R3 Total Score: 0-100. Threshold: 80.

<https://www.aei.gob.es/convocatorias/buscador-convocatorias/certificado-r3>

Positions at Public Research Performing Organizations



PCDP: 2- Exploration - Ikigai

Where the four circles overlap:

IKIGAI



PCDP: 2- Exploration

DRAWING EXERCISE – 3 Future Scenarios:

- 1. Picture your **MOST PROBABLE** future in 5-10 years*
- 2. Picture your **DESIRED** future in 5-10 years*
- 3. Picture your future **IF YOU DID NOT NEED MONEY***

3. FOCUSING

PCDP: 3- Focusing

Cycle of training-practice-feedback to achieve long-term improvement of a skill:

- **Get training**

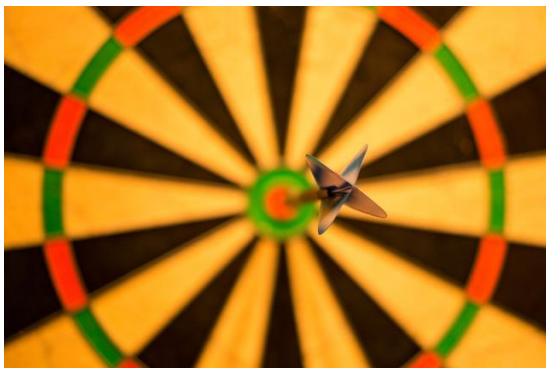
Attend a workshop, take a course, read an article or book, observe someone who excels at the skill.

- **Practice**

Consider ways you can deliberately use the skill in your everyday work.

- **Get feedback**

Assess your progress, identify improved areas and for continued growth.



WHAT DO I NEED?



PCDP: 3- Transferable skills - Positive factors for career

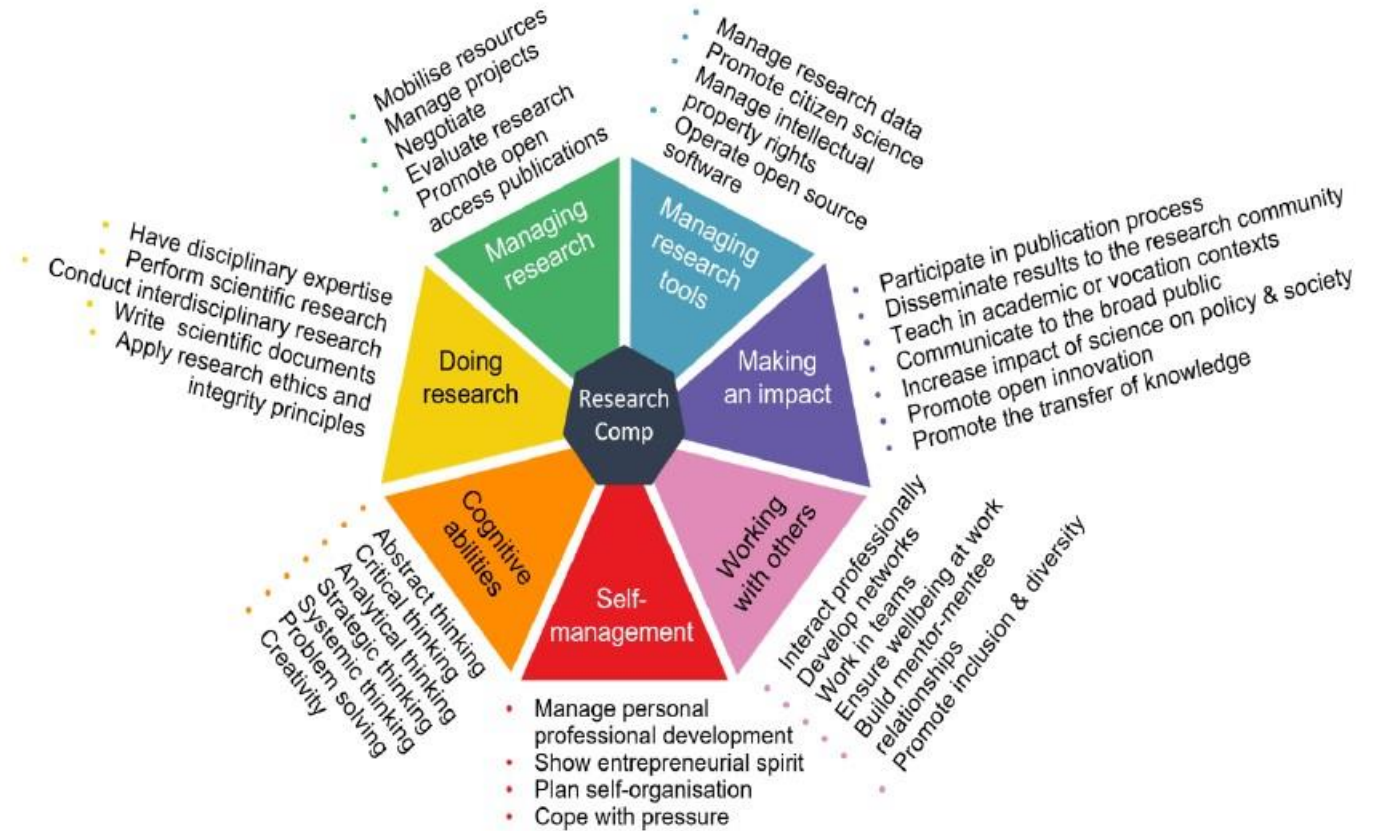
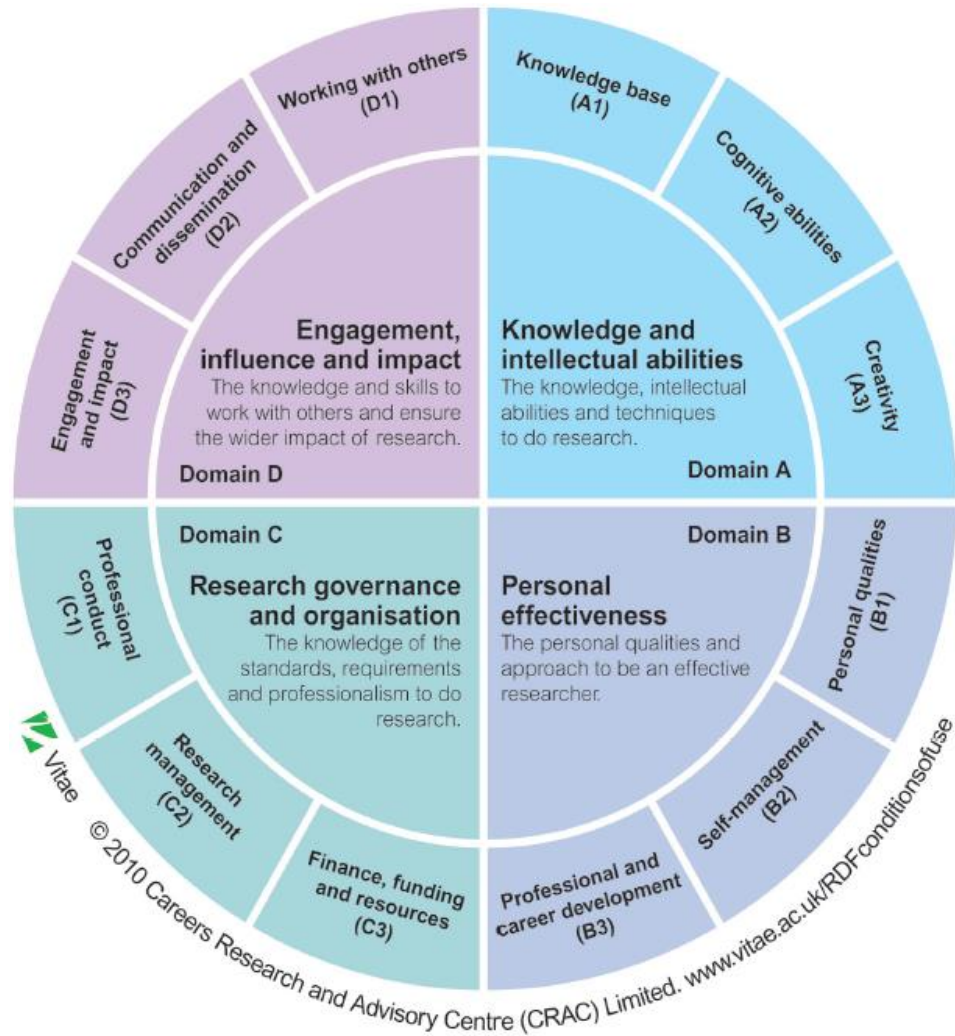
Table 1: Positive factors for recruitment and career progression in the EU28 among researchers in higher education (2019)

Recruitment		Career progression
91.8	Project-related work experience	91.3
88.4	Knowledge transfer	87.8
86.6	International mobility	85.7
85.8	Transferable skills	86.2
75.1	Interdisciplinary mobility	76.1
73.5	Public awareness activities	76.7
68.5	Publication(s) in open access journals	71.3
59.7	Intersectoral mobility to government sector	62.1
58.9	Intersectoral mobility to private industry	61.1

Source: MORE4 EU HE Survey (2019), MORE3 EU HE survey (2016) – Figure 24 and Figure 36 in MORE3 EU HE report
Note:

- Share of researchers agreeing that these factors are positive for recruitment or career progression (EU28 average).
- Based on question 39: "In your experience, would you say the following factors are regarded as positive or negative factors for recruitment in your home institution?", and question 40: "In your experience, would you say the following factors are regarded as positive or negative factors for career progression in your home institution?" Note that in 2016 a smaller range of options were given.
- Sample size: 2019: n=7,570-8,540; 2016: n=6,483-9,421

PCDP: 3- Transferable skills - Research Competencies



'ResearchComp', the European Competence Framework for Researchers

PCDP: 3- Transferable skills - Career progression factor

Table 4: Top 10 research skills in Euraxess job vacancies

Skill name	Count	% of total vacancies
teaching	20,866	26.32
analytical thinking	18,952	23.90
project administration	11,142	14.05
work independently	10,405	13.12
conduct research across disciplines	9,195	11.60
equality and diversity	8,990	11.34
Programming	8,326	10.50
data management	6,265	7.90
artificial intelligence	5,978	7.54
Leadership	5,978	7.54

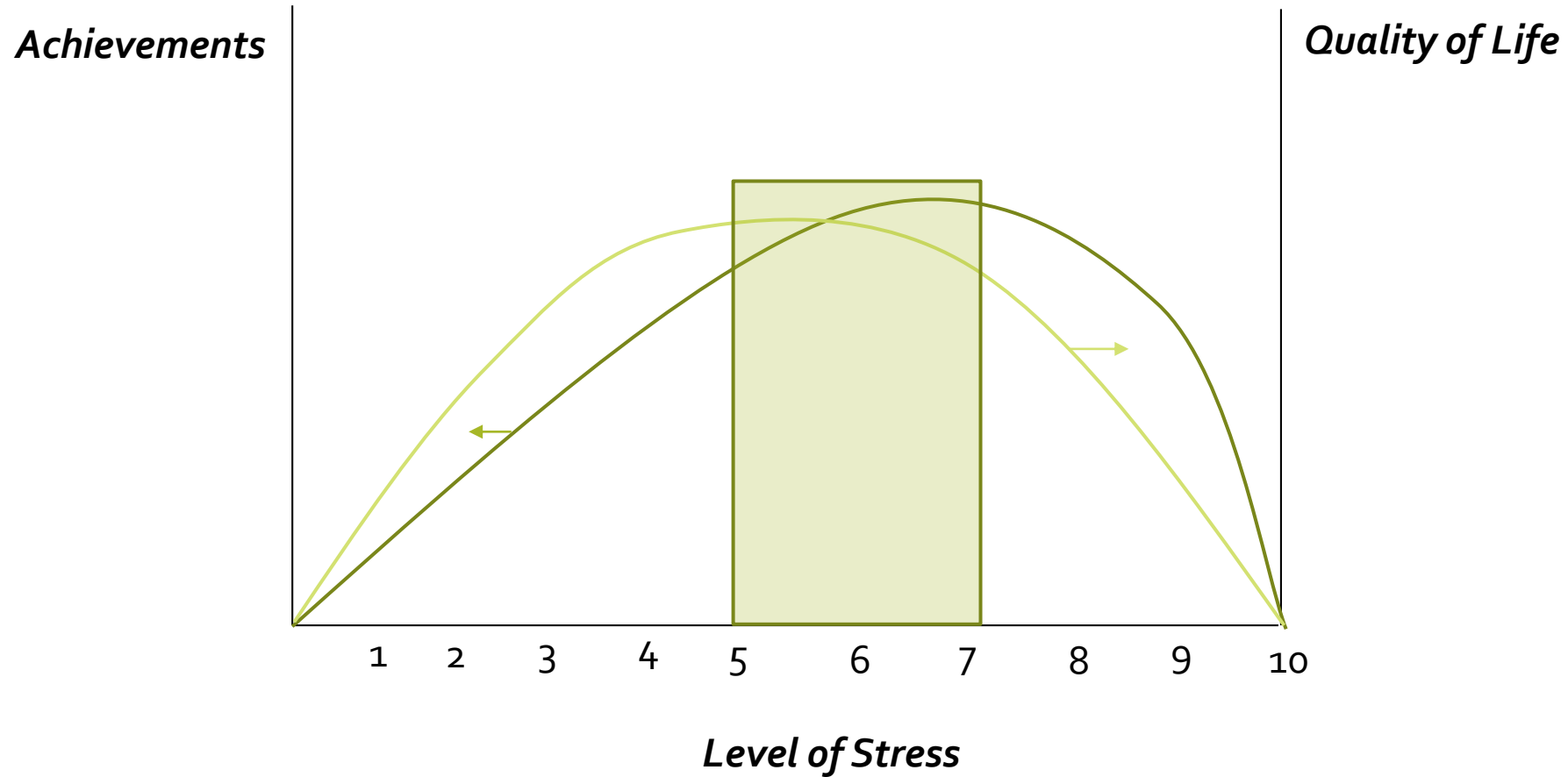
Source: Knowledge Ecosystems for the New ERA. Technopolis & IDEA Consult (2021). A European Framework for Research Careers and a Taxonomy of Researchers' Skills. Analytical report WP6 – Define a European competence framework for R&I talents.

- Easy to work with
- Be Positive
- Thank people
- Be (*or at least appear*) in control
- Be Reliable

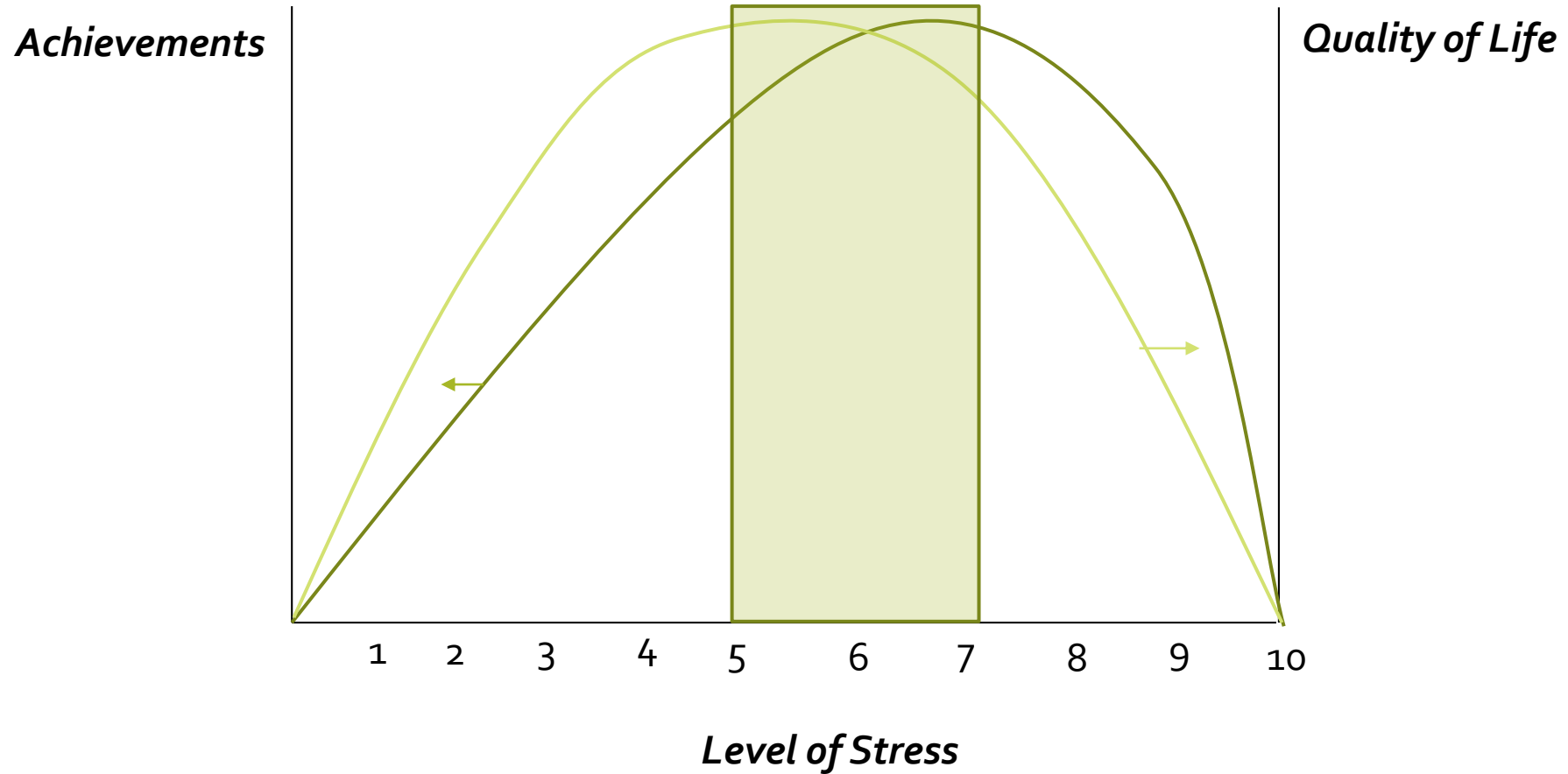
EURAXINDTM HIGH LEVEL SKILLS INDUSTRIAL EMPLOYERS EXPECT FROM ACADEMIC RESEARCHERS

COMMUNICATION SKILLS	CONFIDENCE
ORGANISATIONAL SKILLS	ENTREPRENEURIAL SKILLS
PROBLEM-SOLVING	TEAMWORK
FLEXIBILITY	PROJECT MANAGEMENT
LEADERSHIP SKILLS	

PCDP: 3- Transferable skills - Stress Management



PCDP: 3- Transferable skills - Stress Management



Time Management allows to increase Achievements and Quality of Life

PCDP: 3- Transferable skills - Time Management

The EISENHOWER's Matrix of Tasks

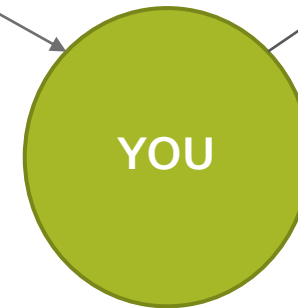
	Important	Not important
Urgent	DO (& find root causes to prevent it)	DELEGATE - NEGOTIATE
Not Urgent	SCHEDULE	DELETE

PCDP: 3- Transferable skills - Time Management

The EISENHOWER's Matrix of Tasks

	Important	Not important
Urgent	DO (& find root causes to prevent it)	DELEGATE - NEGOTIATE
Not Urgent	SCHEDULE	DELETE

Urgent + unimportant work coming from others



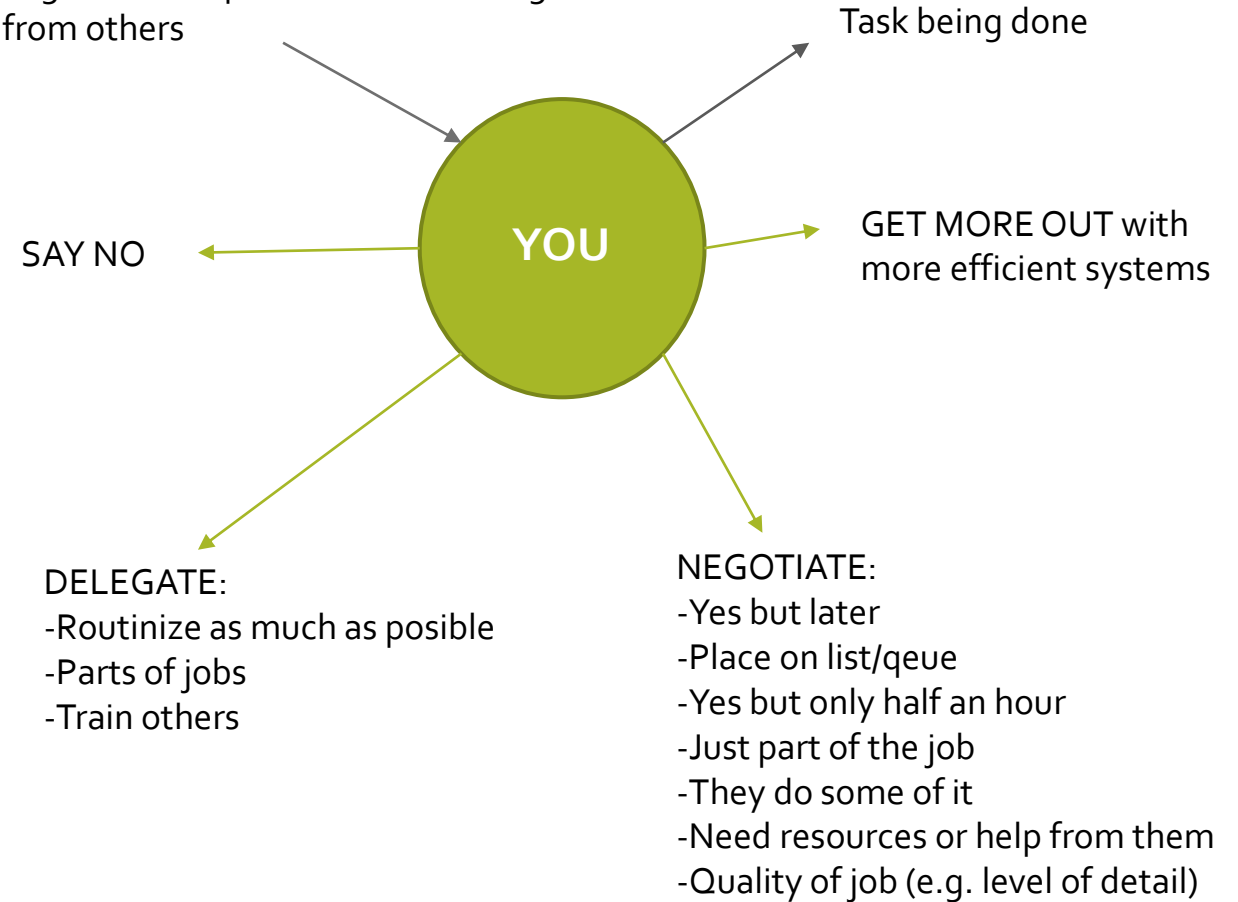
Task being done

PCDP: 3- Transferable skills - Time Management

The EISENHOWER's Matrix of Tasks

	Important	Not important
Urgent	DO (& find root causes to prevent it)	DELEGATE - NEGOTIATE
Not Urgent	SCHEDULE	DELETE

Urgent + unimportant work coming from others



PCDP: 3- Transferable skills - FEEDBACK

Feedback: It is one of the best ways of learning.

GIVE FEEDBACK:

1. Describe what happened. No judgement
2. Transmit Your feelings about it.
3. Explain why it is important for You.
4. Suggest what You would like in the future

Select the best moment

Be clear, constructive and respectful

RECEIVE FEEDBACK:

1. Listen. Do not interrupt
2. Empathy. Understand the other meaning.
3. Thank for the received feedback (it is a present).
4. Reflect and use it to improve.

Do not search for excuses

4. ACTION PLAN

PCDP: 4- Action Plan

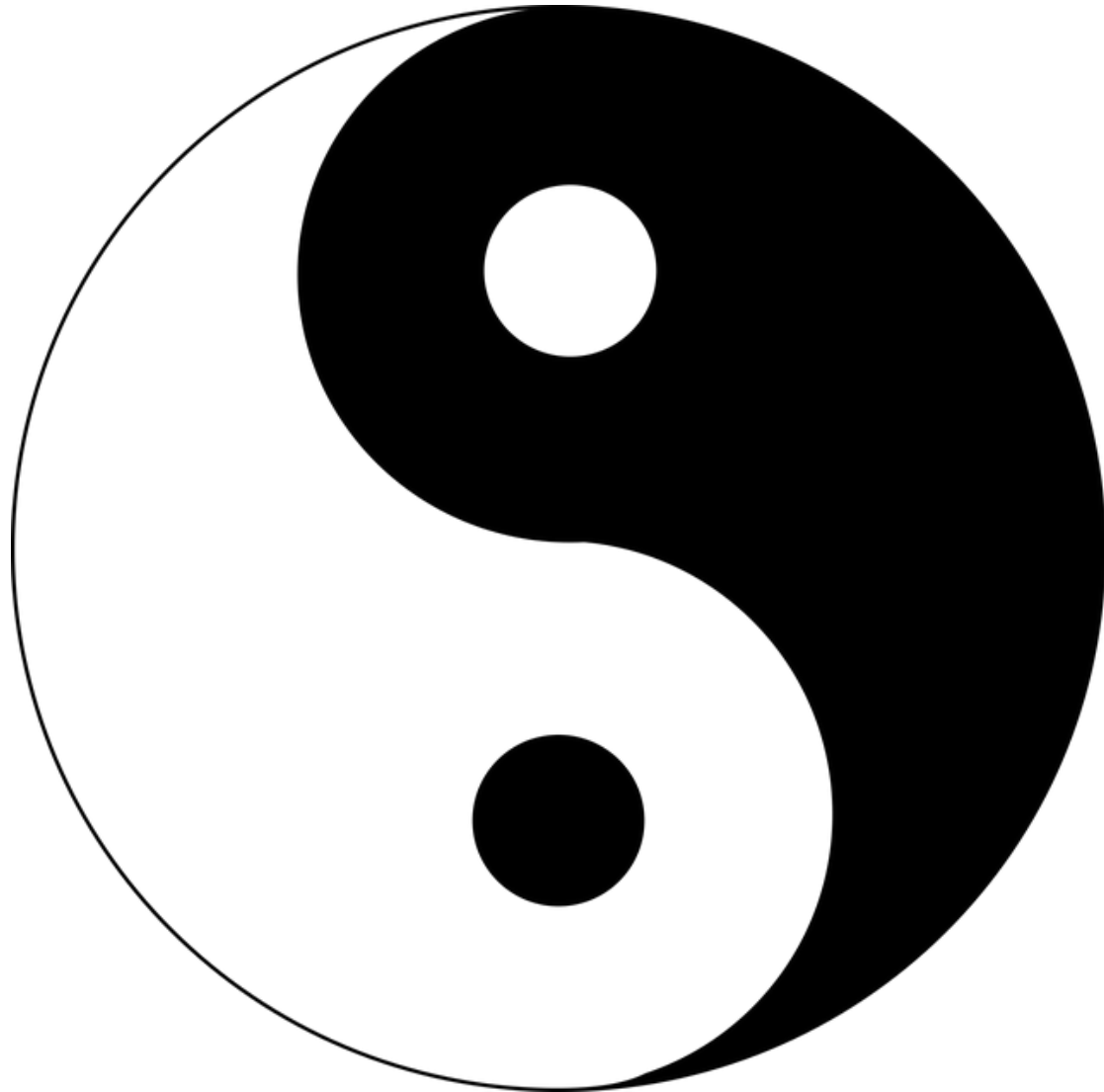
Action Plan DEFINITION:

- ***What actions/steps*** will help me achieve my work, training and career goals?
- What (***which resources***) do I need?
- ***When*** each action/step will happen?
- Where can I get ***help***? Who will ***support*** me?
- How my ***Gantt diagram*** looks like?
- Which are the ***risks***? How will I manage them?



PREPARE THE TRIP!!!

PCDP: 4- Action Plan – Yin Yang



- 1. Have an action plan*
- 2. Have the flexibility to adapt it to circumstances*

Some reflections

- Networking.
- $V=(K+S)*A$
- Curiosity.
- Developing Soft Skills.
- Continuous Learning.
- Mental Strength.
- Self-care.



<https://www.mariecuriealumni.eu/conference-2024#>



Self-care

Self-care is not selfish. You cannot serve from an empty vessel.



Eleanor Brown

Self-care is giving the world the best of you, instead of what's left of you.

Katie Reed

Setting Personal and Work objectives

Setting *SMART* Goals

- *Specific*
- *Measurable*
- *Achievable*
- *Realistic*
- *Time-based*

Setting *SVEMP* Goals

- *Scary*
- *Visual*
- *Exciting*
- *Measurable*
- *Positive*

Setting Personal and Work objectives

Setting *VAMOS!* Goals

- *Visualizable*
- *Attainable*
- *Measurable*
- *Outstanding*
- *Scary*

Day	3 Things to be thankful for
Monday	1. 2. 3.
Tuesday	1. 2. 3.
Wednesday	1. 2. 3.
Thursday	1. 2. 3.
Friday	1. 2. 3.
Saturday	1. 2. 3.
Sunday	1. 2. 3.

Achieve and Enjoy

ACHIEVE

=need to spend time working on

ENJOY

=want to spend more time doing

<p><u>At Work</u></p> <p>How much? (1-10)</p>	<p><u>At Work</u></p> <p>How much? (1-10)</p>
<p><u>Outside Work</u></p> <p>How much? (1-10)</p>	<p><u>Outside Work</u></p> <p>How much? (1-10)</p>

Achieve and Enjoy

ACHIEVE

=need to spend time working on

ENJOY

=want to spend more time doing

At Work

Earn 45k€ per year

Manage a team of 3 people

Work 4 days a week

At Work

Work with interesting people

Travel abroad twice a year

Work in Spain

Outside Work

Learn Spanish (A2)

Have a house by the sea

Live near my family

Outside Work

Go to 2 dance classes a week

Read 1 book per month

Travel to 2 new countries a year

Practical Approaches to Increase your Daily Happiness

REDUCE TIME OR GET RID OF THINGS THAT MAKE YOU UNHAPPY

- Toxic people

SELF TALK – Control your negative emotions, You choose them! Perceived payoffs that are incorrect.

DON'T COMPARE YOURSELF: trying to beat others won't make you happy, You won't win all the time, unless you pick unfair fights!

AVOID DABBLE: the search of mastery is a road to nowhere. Do lots of things quite well rather than try to Excel only at one.

TAKE CONTROL OF YOUR LIFE: Avoid parasites that suck your thoughts, money, energy and time.

Practical Approaches to Increase your Daily Happiness

FIND OUT WHAT MAKES YOU HAPPY and then DO MORE OF IT

- **Find a job that you enjoy** ... most of the time! Not necessarily one of your hobbies
- Spend more Time with People you love (Friends, Family...)
- Spend Time in Nature
- Spend Time being Creative
- Listen more
- The Physical Side of Happiness – **Exercise and Sleep**
- **Have a Project** – a feeling of progress + a feeling of achievement
- **Give thanks** during (Savour the Good things, this is the life) and after (Review, Get the happiness twice! Evening review)

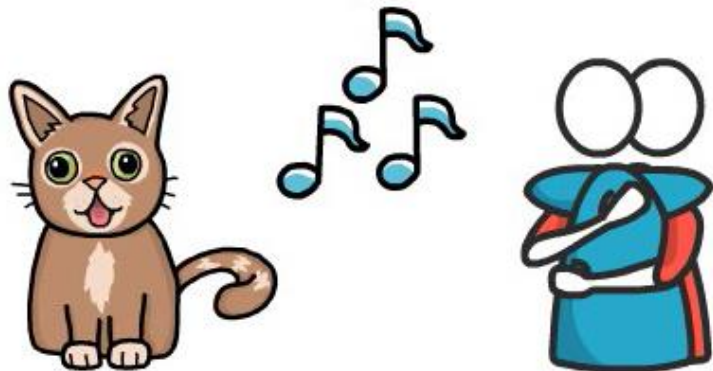
Dopamine



Serotonin



Oxytocin



Endorphin



Innovation and Research: Art and Science

Neri Oxman,
MIT Media Lab

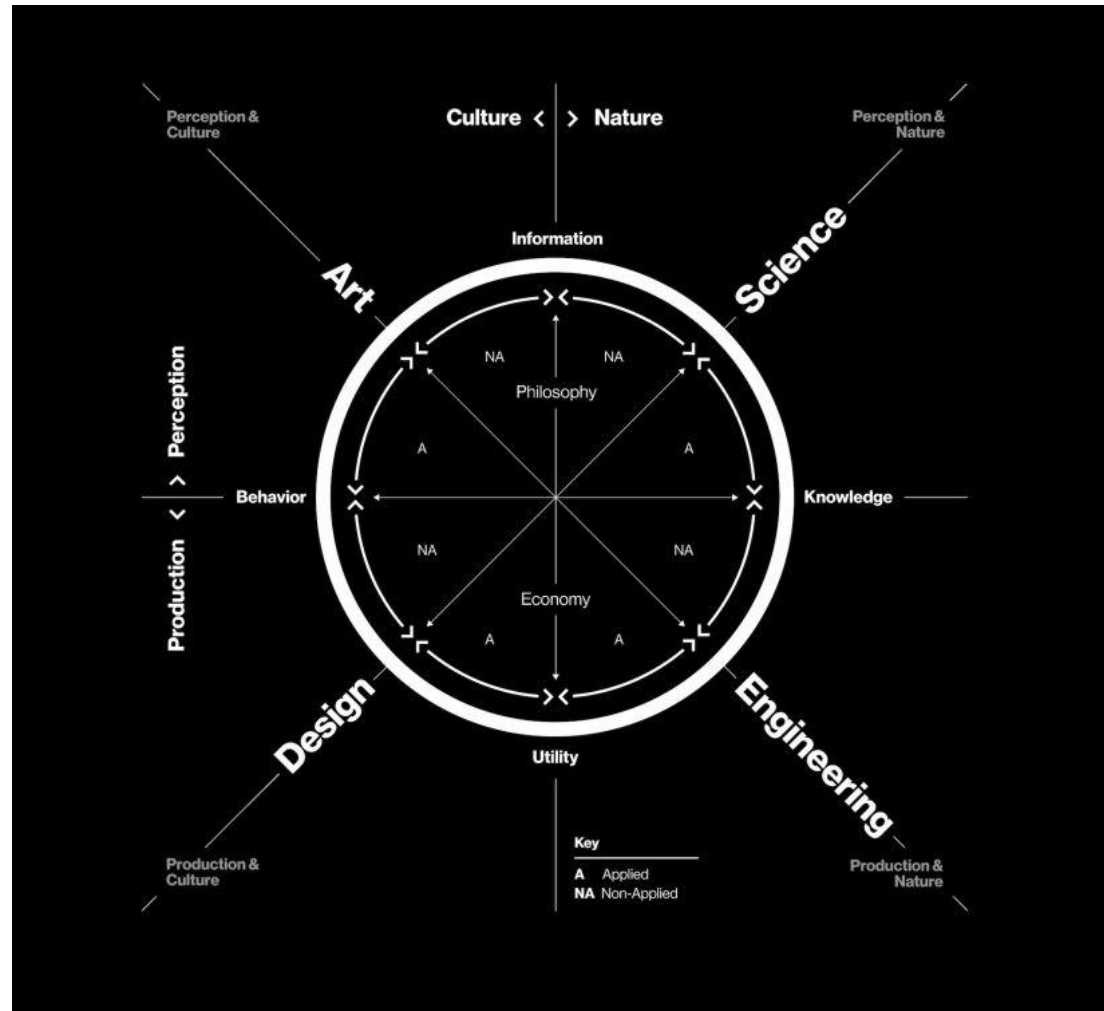
Usual Thinking

Science for exploration

Engineering for invention

Design for communication

Art for expression



Krebs Cycle of Creativity

Science converts information into knowledge

Engineering converts knowledge into utility

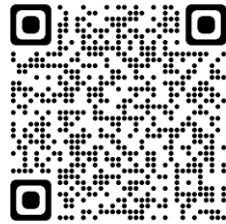
Design converts utility into cultural behavior and context

Art takes that context and questions our perception of the world

The Cinderella Moment is where Art meets Science — Magic Happens When You Step Out Of Your Comfort Zone

THANK YOU!!!

Questions?



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