



# Young European Research Universities

# FOOD FOR CAREERS



# YERUN inspirational practices on enhancing Graduate Employability

## Acknowledgements

This flipbook was created with the support of student-assistants of University of Antwerp and Maastricht University. We have gratefully made use of the YERUN funding scheme for student engagement to appoint Anthony Longo, Lien Dons and Rutger Van Mierlo. For the students, working on this handbook has been an interesting learning experience, aligned with the principles of YERUN: young, in an interdisciplinary and international context and developing skills that are relevant for their employability. They have learned to communicate in a transparent and concise way with many stakeholders, informing them about this initiative, but also in a professional way, asking for additional input. They have learned to work under time pressure and have learned to work with new tools to create the handbook. The three of them did an amazing job and they couldn't have done this without working closely together. We would like to thank them explicitly. We also include their testimonials:

**Anthony Longo:** *“Working on the YERUN employability project was for me inspiring and refreshing. I think that a reflection about employability support at universities is especially today extremely relevant, considering the continuously changing job market. I started the project with a vague understanding of already existing types of initiatives to prepare students for the (non-)academic world, but through the project, I learned to appreciate the variety of ways universities can do this. Although I saw that sometimes employability is reduced to entrepreneurship, I believe this project is rapidly growing beyond its borders. I am looking forward to future developments within the network”.*

**Lien Dons:** *“First of all, I didn't only work “for” YERUN, but I also had the feeling that I was working “with” them. They really counted on me and my work. I was really needed and in one way or another, it was satisfying. If I had chosen for a rather administrative job or something like a supermarket, I would have never had the chance to experience this kind of responsibility. I don't feel like “just a student helping out” but I felt that my work was appreciated and that I really added value to the project. It boosted my self-esteem and I'm very glad I can add an experience like this to my resume. Thank you with all my heart for this wonderful and very educational opportunity!”.*

**Rutger van Mierlo:** *Contributing to the creation of the YERUN Guide on Graduate Employability has given me the opportunity to discover some amazing projects that different universities implement to make their students more employable. This experience has taught me to broaden my scope and learn ways to improve existing projects by learning from other similar experiences. I've thoroughly enjoyed working on this Guide with the other people involved”.*

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The **Young European Research University Network (YERUN)** is a cluster of highly ranked young universities in Europe whose goal is to strengthen and facilitate cooperation in the areas of scientific research, academic education and services which benefit society.

YERUN consists of Autonomous University of Barcelona, Autonomous University of Madrid, Brunel University London, Dublin City University, Maastricht University, NOVA University Lisbon, Pompeu Fabra University, Ulm University, University Carlos III de Madrid, University of Antwerp, University of Bremen, University of Eastern Finland, University of Essex, University of Konstanz, University of Rome Tor Vergata, University of Southern Denmark and University Paris Dauphine-PSL.

YERUN members are universities with a strong interdisciplinary character, of relatively small size and with a flexible structure which facilitates innovation in their respective research, education and management structures. Indeed, the dynamic nature of these universities allows them to easily develop intersectoral collaborations with business, government and civil society (triple and quadruple helix). YERUN members believe that an interdisciplinary, collaborative and open approach in research, education and innovation is needed to address pressing global challenges and to anticipate future ones in a timely manner. As young research universities, YERUN members bring new perspectives and strength to the European discussions and ensure that their needs are taken into consideration in the European agenda to the benefit of individuals and society at large.

As a network of young, dynamic and research-driven universities, YERUN members share a strong commitment to strengthen the employability of their students and researchers who are the employees, knowledge workers, entrepreneurs and citizens of tomorrow. By equipping students with the necessary skills to succeed in their careers and to become the authors of their own story, YERUN members apply their values of liberal learning, individual autonomy, personal growth and social responsibility. In order to pursue this engagement, YERUN members are committed to a critical evaluation and continuous reflection on their practices; to the development and improvement of their innovative teaching, Human Resources policy and research environment involving a wide range of stakeholders; and to a contribution to evidence-based policy making.

YERUN's vision on employability goes beyond promoting employment. Rather than responding to immediate and changing labour market demands, its universities promote employability over a longer period that is shaped through interactions with a wide range of stakeholders - including students themselves. In order to enhance employability, YERUN members make a deliberate investment in the future careers of their graduates at Bachelors, Masters, PhD and postdoc level through curricular and extracurricular activities. They do so by deepening academic skills and knowledge in every cycle of education, by fostering a mindset of life-long learning and by promoting the awareness and the transferability of skills from the lecture hall, the lab or the student society into a wide range of employment sectors. In this way, YERUN members prepare their students and graduates to become confident, agile and innovative global citizens. In order to achieve this ambition, YERUN members are keen to experiment with new methods in their educational approaches, as proven by the collection of practices presented in this guide.

This is a toolkit that collects good practices on employability implemented by YERUN members. To guide you through this toolkit, the different sections and associated icons are explained below.



### Learning outcomes - goals

*What does the university want to accomplish with this initiative? What do they want to achieve?*



### Content

*What do they offer to reach those goals?  
What do they organise?*



### Target group

*Whom do they address?*



### Implementation phases

*What is their plan of action?  
How do they get to work and in what order?*



### Results

*What are the results of their actions?  
How many participants did they have? How many views?  
How many activities were organised?  
How did people react?*



### Challenges

*What are the obstacles preventing the practice from reaching its maximum goals? What do organisers need to look out for?*



### Tips & tricks

*How can they address these obstacles? What did the universities learn from these challenges and what do they suggest to tackle the problem?*



## Learning outcomes - goals

The objective of the **Alumni UC3M Mentoring Programme** is to provide UC3M students with a short, personalised mentoring programme focused on career development, realised with the support from volunteer alumni, acting as mentors.

Why this programme is relevant:

- Improves the employability of the mentees through professional networking.
- Builds up alumni's and students' sense of belonging/identity in relation to the university.
- Enhances the university's reputation: the university cares for its students.
- Provides an opportunity for volunteering involvement of alumni.



## Content

### Tools:

- Registration forms for mentors and mentees.
- Guidelines for mentors and mentees.
- Workshop for mentors on how to do the coaching sessions.
- Introduction group sessions for mentees aimed at improving how mentees can better benefit from the programme.



## Target group

**Mentor:** UC3M alumni with over five years of work experience. Availability to attend at least two sessions.

**Mentee:** UC3M students, 3rd or 4th year Bachelor or Master students, or recent graduates (up to 2 years).



## Implementation phases

- At least 2 sessions (more sessions possible if both parties agree).
- Each session lasts at least one hour.
- Sessions can be face-to-face or on Skype.
- First two sessions must take place within three months.
- Max. 2 mentees per mentor.

**Education level:** Bachelor - Master - Advanced Master

**Coordinators project:** Ana López (alopez@fund.uc3m.es)

**Website:** <https://bit.ly/35xCuQS>

**Extracurricular:** no ECTS assigned



## Results

### Participation

2017: 67 mentors / 104 mentees

2018: 329 mentors / 400 mentees

2019: 375 mentors / 424 mentees (individual sessions)  
72 mentees (group sessions)

### Evaluation

Both mentor and mentee must fill in an evaluation form after the two sessions.

High Satisfaction rate: 8,70 (out of 10) mentors

8,64 (out of 10) mentees



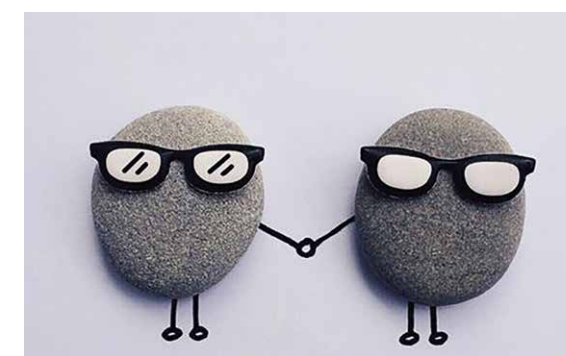
## Challenges

- Getting a platform to handle the programme (setting the contacts, evaluating, etc.).
- Encouraging mentors to acquire basic skills: provide them with relevant and easy tools to acquire methodologies and guidelines.
- Motivate mentors to maintain their involvement.
- Find new mentors.
- Mentors' recognition.



## Tips & tricks

- Make mentees aware of the benefits they get, as an invitation for their future collaboration as mentors.
- Sharing best practices might be useful.



uc3m | Alumni  
mentoring



## Learning outcomes - goals

The university network “**BRIDGE – Supporting start-ups from Bremen universities**”, established in 2002, is composed by the University of Bremen, the University of Applied Sciences Bremen, the University of Applied Sciences Bremerhaven, the Jacobs University and the Bremer Aufbau-Bank.

BRIDGE has the goal of promoting business start-ups and offering support activities for young entrepreneurs. Currently, the support options for young entrepreneurs comprise three modules:

1. “Awareness/Qualification Courses”
2. “Coaching/Funding Programmes”
3. “CAMPUSiDEEN Contest”.



BRIDGE offers individual counselling. Copyright: Matej Meža / Universität Bremen

**Education level:** Bachelor - Master - Advanced Master - PhD/postdoc - Programmes for continuing professional development

**Project coordinators:** Sarah Thiel & Meike Goos (meike.goos@vw.uni-bremen.de)

**Website:** <http://www.bridge-online.de/bridge.html>

**Extracurricular:** no ECTS assigned



## Content

### Awareness/Qualification Courses

The **Start-Up Lounge** takes place twice a year. Here, young entrepreneurs have the opportunity to meet up and share their start-up stories. The start-up founders are interviewed on stage about their experiences and the audience is invited to ask questions. After the interview, there is time for an informal networking and getting to know start-up founders. Moreover, BRIDGE developed a workshop series “**Dr. Entrepreneur**”, a panel discussion with U Bremen PhD graduates who run their own start-up (in cooperation with BYRD, see practice n. 3).

The **BRIDGE Start-Up Workout**, which takes place several times a year, fosters concrete start-up projects. Under the guidance of lecturers from the practice, the prospective start-up teams work in small groups to develop their business idea into a business concept. The series consists of 7 workshops of 2 hours and 15 minutes, that take place over the course of 7 weeks. The participants apply with a concrete business idea and attend the complete workshop series. Each workshop focuses on one topic and is led by an expert. The topics are:

- Business concept
- Market, competition & target group
- Types of business entities & taxes
- Price setting & pricing policy
- Marketing & sales
- Financial part of the business plan
- Business network

Participants can attend individually, or in a team. For each round, 8 to 10 business ideas are selected. Working in small groups allows the participants to develop their ideas more intensively. Furthermore, in small groups, participants feel more comfortable to share their ideas and give each other feedback and support.

### Coaching/Funding Programmes

The measures aiming at awareness and qualification are accompanied by counselling services. In addition to initial counselling on start-up ideas and concepts, a major activity is counselling in the framework of supporting programmes at the regional and national level (e.g. ‘EXIST’).

### CAMPUSiDEEN Contest

Additionally, every year BRIDGE organises CAMPUSiDEEN, a competition on ideas run jointly by the University of Bremen, the University of Applied Sciences Bremen, the University of Applied Sciences Bremerhaven, and the Bremer Aufbau-Bank. The annual competition for start-up ideas and business plans, with sponsor-supported prizes worth more than 10,000 euro, rounds off the BRIDGE event year.





## Target group

Students, graduates and scientists interested in starting up their own business



## Implementation phases

### StartUp-Lounge (twice a year)

1. March and August: GUESTS
  - Inviting start-up founders who are willing to share their stories and experiences; booking a room and catering.
2. April and September: MARKETING
  - Designing and printing posters and postcards; distribution of the material to university partners and network partners; e-mail and social media marketing.
3. May and October: PREPARATION
  - Elaboration of the interview questions; research on start-up founders.
4. June and November: Events take place.

### StartUp-Workout (several times per year)

1. November - December: PLANNING
  - The series takes place several times a year. The dates are set on December of the previous year.
2. December - January: LECTURERS
  - Lecturers, who are experts on the topics, are booked.
3. Spring and Autumn: STARTUP-WORKOUT STARTS
  - The application deadline for each workshop round ends three weeks before the start of the round.
4. After the completion of the series, participants receive a certificate. They also have the opportunity to be further supported by BRIDGE, e.g. by receiving information on scholarship programmes for founders and by getting support in the application process.



## Results

The StartUp-Lounge is visited by an average of 80 participants. The StartUp-Workout is running since 2015 and more than 100 projects have taken part in the workshops. In the BRIDGE network, around 160 potential entrepreneurs are given advice every year.

The annual competition for start-up ideas and business plans "CAMPUSiDEEN", with sponsor-supported prizes worth more than 10,000 euro, has received over 700 proposals since 2003. This makes CAMPUSiDEEN one of the longest running and successful competitions of its kind nationwide.



## Challenges

- No-show of participants.
- Finding suitable start-up founders who are willing and have the time to share their experiences.



## Tips & tricks

- Start-ups who have been supported by BRIDGE in the past are more willing to share their experiences.
- Cooperation with other institutions helps to reach more interested students, graduates or scientists.



StartUp-Lounge 2019: successful start-ups share their stories.  
Copyright: Matej Meža / Universität Bremen



## Learning outcomes - goals

**Bremen Early Career Researcher Development (BYRD)** is the central hub for all doctoral and post-doctoral researchers of University of Bremen offering information, personal counselling and qualifications.

BYRD's mission is to connect early career researchers, to foster their research skills and to provide means for individual development. In recent years, career orientation for researchers has become an important issue at German universities. In response to the needs, BYRD has developed a workshop programme conveying professional skills that are vital for positions in science as well as for non-university career paths, such as self- and time management, leadership skills, business basics, communication and data science.

The workshop programme also addresses the transition to new positions with trainings on competency awareness, job search and application process and for assessment centers. It facilitates the exchange about challenges of the job market and possible career paths outside academia with regular panel discussions with graduates who now work outside academia or run start-ups and representatives of companies.



Workshop Scenario - Copyright: Matej Meža / Universität Bremen

**Faculty or department:** BYRD - Bremen Early Career Researcher Development

**Education level:** PhD / Postdoc

**Project coordinators:** Dr. Diana Ebersberger, Imke Girßmann and Dr. Marie Sander (byrd@vw.uni-bremen.de)

**Website:** [www.uni-bremen.de/byrd](http://www.uni-bremen.de/byrd)

**Extracurricular:** no ECTS assigned



## Content

### Supporting the transition / Clarifying goals

Regular workshops for doctoral candidates and postdocs

- Turning your PhD into a career
- Competency awareness/self-marketing
- Job search and application
- Assessment center training
- Starting a career in the non-academic labour market
- Group Coaching "Plan B" for postdocs

### Fostering experience exchange

- Leaving Academia – panel discussion with U Bremen PhD graduates working outside academia
- Dr. Entrepreneur – panel discussion with U Bremen PhD graduates who run their own start-up (in cooperation with BRIDGE)
- Postdoc Forum – regular networking event for postdocs that also hosts invited speakers on various topics including career development

### Enhancing skills / Building knowledge

Regular workshops for doctoral candidates and postdocs

- Leadership skills
- Business basics
- Self- and time management
- Communication and teams
- Data science with R (R programming for data Science)



### Target group

PhD and Postdocs



### Implementation phases

BYRD was founded as a graduate center in 2010 and became Bremen Early Career Researcher Development in 2017 – with a new programme specifically addressing postdocs, and a stronger focus on career development topics and possible career paths outside academia.





## Results

The entire BYRD workshop programme attracts about 750 participants every year. Roughly 200 of these researchers take part in the above mentioned courses to discover their possible career-paths outside academia or to strengthen their skills and their general employability. The impact of BYRD, however, reaches beyond the individual, as it also communicates and fosters an environment in which so-called "alternative" career paths outside academia are highlighted and appreciated.



Leaving academia. Copyright: BYRD / Universität Bremen



**UBremen**  
**BYRD**



## Challenges

- Choice of language – English or German?
- Ideal workshop length: researchers prefer one-day offers, but certain topics need two days to be covered.
- How to prevent "no-shows".



## Tips & tricks

- BYRD facebook page helps to advertise services and courses;
- Newsletter specifically designed for postdocs makes courses more attractive for senior researchers;
- Selected events explicitly targeting scholars in specific research areas (humanities/social sciences/natural sciences) can be communicated at faculty level and attract new participants;
- Overbooking to prevent no-show.



Workshop Trainer. Copyright: Matej Meža / Universität Bremen



## Learning outcomes - goals

### Careers Bootcamp for Research Students helps students:

- To understand and apply the baseline principles of career planning and how this fits into a full and wide life.
- To reflect and innovate on career choices based on interests and values and particularly in the context of opportunities available and life circumstances.
- To develop an openness and curiosity to exploring career options in academia, professional services in universities, industry, private and public sector.
- To understand the differences between a CV for academia and for industry.
- To move from setting goals to developing a smart action plan.



## Content

1. **Introduction** to Career Planning using Career Learning (Watts 2003) and Life Design Frameworks (Savickas 2012).
2. **Odyssey Exercise Workshop Activity** (Burnett & Evans 2016). Plan Three Lives inclusive of Career: Life One: The current trajectory; Life Two: If Life One was not an Option; Life Three: The life you really want.
3. **Blocks and Bridges Exercise** (Nathan & Hill 2006). Take one of these lives, identify the blocks for achieving it and the bridges to circumvent the blocks.
4. **A briefing** on the current labour market in Ireland and the importance of being motivated to pursue career opportunities across the landscape. Sharing of results from recent Graduate Outcome Surveys (hea.ie).
5. **Presentation and panel discussion** by two Alumni of the PhD programme. One graduate pursuing a postdoc and another graduate who had developed a spin-out company based on his/her PhD research.
6. **Session on developing CVs** for Academia and Industry.
7. **Session on Goal Setting** including a sample action plan on developing and positioning to avail of opportunities in industry.
8. **Participants are given time to identify one goal** from the boot camp and populate an action plan to assist them in pursuing it successfully.

References: Burnett B, & Evans D (2016) Designing your Life, Build the Perfect Career Step by Step. London: Penguin Random House  
 Law, B. and Watts, A. G. (2003). The DOTS Analysis: Original version  
 Nathan, R. Hill, L. (2006) Career Counselling 2nd Edn. London: Sage  
 Savickas, M (2012) Life Design: A Paradigm for Career Intervention in the 21st Century, Journal of Counselling & Development vol 90

**Faculty or department:** Careers Service in collaboration with Graduate Studies Office

**Education level:** PhD/postdoc

**Project coordinator:** Yvonne Mc Loughlin, Head of Careers Service & Siobhán Murphy, Careers Advisor (siobhan.murphy@dcu.ie)

**Website:** <https://www.dcu.ie/careers>

**Extracurricular:** no ECTS assigned



## Target group

Research Students (Masters and PhD)

Open to full- and part-time students across all disciplines



## Implementation phases

<b>January</b>	Careers Service Team met with Graduate Studies Office and a Bootcamp offering was agreed and scheduled for May.
<b>January-March</b>	First draft of the Bootcamp designed.
<b>March</b>	Short Questionnaire sent to Research Students to assess how they planned to use their qualifications and to gauge interest in the topics planned to be included. Career Planning, Decision Making and Labour Market insights received the highest response. Bootcamp event bookings opened.
<b>April</b>	Final draft of Workshop completed and panel speakers booked with the assistance of the Alumni office. Booked Room and hospitality.
<b>May</b>	Careers Bootcamp scheduled from 10:00-2:00pm with hospitality provided.



Opportunities to network are an essential part of the workshop. Copyright: DCU.





## Results

### In the edition run in 2018:

- A total of 14 participants from the faculties of Business, Engineering & Computing and Humanities. This brought an interesting and useful dynamic. The introduction and briefing of their research area provided good opportunities for people to connect at the networking lunch.
- Of them, 7 participants subsequently booked a one-hour guidance appointment. Careers Advisors reported that students were clearer on what they wanted to focus on during the guidance session and more open to discussing their challenges pursuing their career particularly with industry.
- There was sufficient evidence that focused sessions are needed and valued. In May 2019, we followed up with a session on "Why Employers value Graduate Research Students". A participant who attended both sessions provided this feedback:

*"The workshop provided by the careers service regarding 'Why employers value graduate research students' was sobering and empowering. As a final stage PhD researcher with highly refined career interests (that the careers team has substantially helped me to widen in the past), this workshop helped me to overcome my tunnel vision once again and feel a sense of my own worth and transferable skills in the labour market. More importantly, the workshop helped me to individually reflect on and identify exciting and diverse career possibilities I can pursue following my PhD, beyond the narrow and competitive confines of academia. Overall, this workshop and the earnest and consistent efforts of the DCU careers service - whose passion for their work and desire to empower graduate students is manifest - has given me renewed confidence in my job prospects and a measured hope for the future - a much broader potential future than perceived before walking in."*



Group workshop exercises are completed in class. Copyright: DCU.



## Challenges

- To ensure content is useful to participants regardless of stage of progression.
- Being ready to follow up with one-to-one career appointments.
- Being ready to follow up with another skills session based on the engagement with Bootcamp.



## Tips & tricks

- Email a reminder the day before and include the level of hospitality being provided.
- Include a quick introduction and Area of Research by everyone.
- Schedule the Odyssey and blocks and bridges section early in the day when participants are energised and motivated.
- Provide sufficient time to complete the workshop exercises in class. This is important to facilitate momentum after the workshop has ended.
- Opportunities to network is important. Most had not met before the event. Good quality food & beverages are useful to support this.
- Be ready to push back on any reluctance to pursue a career in industry/private/public sectors.
- Recommend there is space in the calendar to do follow up one-to-one appointments and other skills session. Use the bootcamp to anchor and build momentum.
- Ensure at least one of your Alumni speakers is working in industry.



Students are asked to introduce themselves and their area of research to the group. Copyright: DCU.





## Learning outcomes - goals

**Career Fairs** give students the opportunity to get in touch with potential employers and HR departments of various regional and international companies, thus lowering the barrier between students and employers. Students can have their CV checked and get professional photos for their applications.



## Content

Ulm University hosts a range of fairs offering networking opportunities for students, alumni and companies. The organisation is usually carried out by non-profit organisations or private companies. One prominent example is “**Studium und Praxis e.V. (SUP)**”. SUP is a non-profit organisation founded in 1987 by students and alumni of the Faculty of Mathematics and Economics. It aims at creating networking opportunities between companies, students and alumni.

### SUP:

- Organises the annual career fair “WiMa-Kongress”.
- Offers continuing education courses throughout the year, such as soft skill training courses and lectures.
- Offers a mentoring programme in which current students are supported by former students and professionals.

### Other examples of fairs at Ulm University are:

- “Career Day” for Engineering and Computer Science students organised by AKIK – ArbeitsKreis IndustrieKontakte
- “ScieCon Ulm”, a fair for students in Life Sciences (<https://bts-ev.de/scu/>)

**Faculty or department:** SUP – Studium und Praxis e. V., btS – Biotechnologische Studenteninitiative e. V., AKIK – ArbeitsKreis IndustrieKontakte

**Education level:** Bachelor, Master, PhDs/Postdocs, Programmes for continuing professional development

**Project coordinator:** ([kontakt@sup-ulm.de](mailto:kontakt@sup-ulm.de); [careerday@uni-ulm.de](mailto:careerday@uni-ulm.de))

**Website:** <http://www.sup-ulm.de>

**Extracurricular:** no ECTS assigned



## Target group

Students from all scientific backgrounds.



## Implementation phases

WiMa-Kongress and Career Day are established career fairs which have been taking place for many years. The first ScieCon started in 2019; however, there has been a predecessor event called BioChemContact in the years from 2015 to 2017.



## Results

The career fairs bring students and companies together and serve as contact opportunities, as well as provide opportunities to evaluate the job market with respect to the personal education of each student.

The exhibiting companies get to know the students and the specific study courses of Ulm University and can adapt this knowledge to their expectations about Ulm graduates.



## Challenges

- Financing the fairs.
- Finding companies willing to participate in the career fairs, especially for newly designed fairs with a new target group.



## Tips & tricks

- The visiting companies need one specific contact person for proper and stringent communication.



## Learning outcomes - goals

**Career Management Skills (CMS)** is offered to students as an independent subject in connection with e.g. a project-oriented course or an **internship**.

Through CMS, the work on the individual student's career development happens at two levels:

1. The student receives career preparation teaching at SDU, where s/he acquires several tools from the career counsellor and experiences from other students.
2. The student tests the acquired tools in a practice context with external companies and organisations.



## Content

CMS is an ECTS-programme offered across all SDU's faculties as an elective subject of compulsory attendance and embedded in existing courses.

CMS is a practice-related subject, where students train to translate their core competencies into practical skills they can apply in the labour market. The themes include competence awareness, networking, job search, work-life balance, career strategy, the future labour market and completion of Master's thesis with external partners. The teaching is based on a reflexive practice learning based on Kolb's learning cycle.

The lessons take place at SDU and include both theories and exercises in career development. Between lessons, students must test these theories and exercises in their internship. Students acquire competences on how to look for new opportunities for their education and reflect on what initiatives they can take to reach their goals, and they are examined in different ways (based on active participation and oral examination).

### Career Management Skills as a part of an existing subject

CMS as part of an existing subject is based on existing themes of the subject. The course is established in close collaboration between the subject's lecturer, a career counsellor and, in some cases, a representative from a company.

**Faculty or department:** All faculties (Humanities, Business and Social Science, Science, Engineering, Health Science)

**Education level:** Bachelor - Master - Advanced Master - PhD/postdoc

**Project coordinators:** Jacob Krummes (Jakr@sdu.dk)

**Website:** <https://www.sdu.dk/en/samarbejde/employability/karrierelaering>

**Curricular (elective or compulsory):** ECTS assigned

**Through CMS as an integrated part of the lessons we work with career development at two levels:**

1. Students acquire several tools from the career counsellor and experiences from other students. Through exercises, relevant practices and cases, the students learn how theories from the core subject are translated into competencies and skills to use in the labour market. The starting point are key academic themes such as storytelling, branding, communication and interaction. This way of working with the students' career development provides a close collaboration between the academic community at the individual faculties and the career guidance – for the benefit of both parties. In this way, the lecturer communicates and implements methods and points from the career-supporting part of the class to the rest of the teaching.
2. In addition, the lecturer is reminded to focus on career elements in the existing core competence. CMS as an integrated part of the class has similar features to the so-called 'Extracted Employability'.\*

\*Daubney K., King's College.



Copyright: University of Southern Denmark





## Target group

Students  
Scientific personnel



## Implementation phases

CMS started out as a pilot project in 2012:

**Autumn 2012:** Pilot project – developing courses, agreements with faculties.

**Fall 2012:** Implementation, evaluation.

**2013:** Extension of pilot project-period.

**2014:** CMS as a part of the daily operation for Career; Employability service.

### Status in 2019:

25 course programmes at five faculties (Humanities, Science, Business & Social Science, Engineering and Health).



## Results

- Increased awareness of employability from leadership, scientific personnel, students.
- Decrease in unemployment for students following CMS-courses (60% of all participants are employed within 6 months after graduation).
- More students engaged in career learning and reflections.
- Online-tools developed.



## Challenges

- Engaging scientific personnel.
- Challenge of scaling the programme.
- Demand excess.
- Content development.



## Tips & tricks

- Make a stakeholder analysis.
- Identify key ambassadors among researchers.
- Co-create all courses with the researchers.

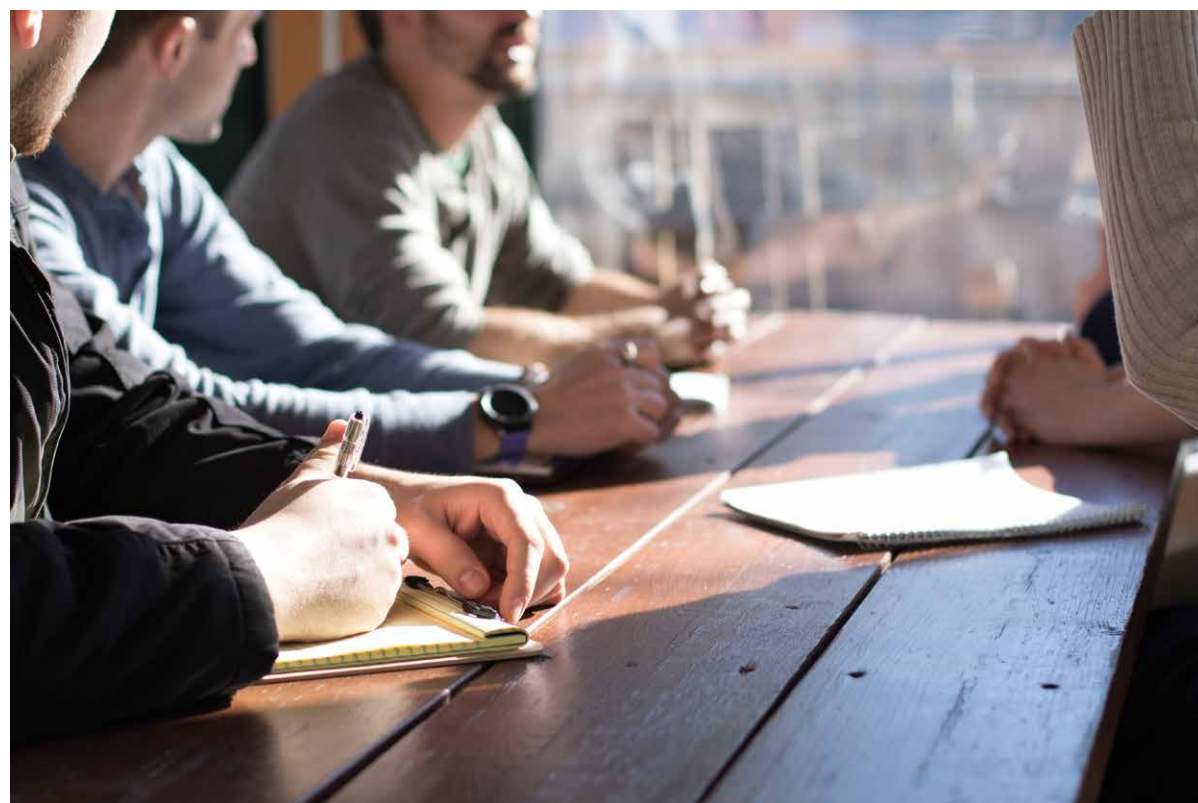


Photo by Dylan Gillis on Unsplash



Photo by You X Ventures on Unsplash





## Learning outcomes - goals

**The Career Passport Programme (CPP)** enables international degree-seeking students to gradually build up their knowledge on all aspects of labour market integration. It promotes German language acquisition and provides important guidelines and legal foundations, insights into everyday working life in Germany and raises awareness of the different perspectives and expectations through a series of events - both among participants and local employers in the region. Last but not least, it strengthens the participants' self-awareness about their own strengths and conveys strategies for self-confident appearance and negotiation.



## Content

The Career Passport Programme (CPP) provides international students with the opportunity to gain step-by-step knowledge about working in Germany. It has been developed as a study-accompanying certificate programme which has the task of preparing international students and future graduates in a structured, user- and practice-oriented way for the formalities of the German labour market and for the German work culture. The balance between the study programmes and completing additional qualification as well as the close link to the subject-related studies themselves form two important pillars of the CPP. Over a period of three to four semesters, participants take part in a variety of individually tailored courses in four different fields: 1) German language skills, 2) labour market and application knowledge, 3) soft skill acquisition and 4) practical experience in industry and economy. Each successfully completed and thematically relevant course is documented in the so-called Career Passport, which students receive with their first online programme registration. Upon successful completion of the study programme, participants receive a Certificate documenting the study-accompanying achievements they have made to prove their adaption to the German labour market.



## Target group

Predominantly international Bachelor and Master students

**Faculty or department:** Career Service // Department of Computer and Information Science

**Education level:** Master - Advanced master - PhD/PostDoc

**Project coordinators:** Eva Maisel (eva.maisel@uni-konstanz.de) and Mateja Bochart (mateja.borchert@uni-konstanz.de), Career Service

**Website:** uni.kn/cs/careerpassport

**Extracurricular:** some courses from the key qualification center and the language institute can be ECTS-credited



## Implementation phases

A simplified version of the CPP can be easily transferred to other universities. The bundling of existing employability events into a well-structured programme that supports international degree-seeking students in acquiring career-promoting competencies requires a central coordination point.

Furthermore, due to the necessity of an active capacity building, the CPP has the potential to serve all central and decentralised actors in an institution as an anchor point for a reorientation in the field of employability cooperation.



## Results

At the start of the CPP in the 2016/17 winter semester, the target group comprised 30 international Master's students. In the meantime, more than 70 international students from various international Master's programmes (e.g. Computer Science, Biology, Chemistry, Social and Economic Data Analysis) took advantage of the courses offered by the CPP. The aim is to further increase the number of participants.



## Challenges

- Not only a central office (e.g. the Career Service) is needed to coordinate everything, but also multipliers in the departments who either organise the events for the target groups themselves and/or report activities to the Career Service.
- Communication and networking skills are essential.



## Tips & tricks

- The more realistic and practical the career orientation events are, the more successful they become. Cooperation with international alumni is a good resource because former students have high credibility.
- Think about employability as comprehensively as possible so that all actors (institutional and social) involved in career orientation are included.



## Learning outcomes - goals

**First Job Manual** is a guide developed to help students in the quest for their first job (in Portuguese).



## Content

### Chapters:

- Where to look for your first job?
- LinkedIn tips
- Does your CV include everything you need?
- Show your interest in your Cover Letter
- What if someone asks you for a Portfolio?
- Job interview scheduled – now what?
- Help needed? – contacts



## Target group

All NOVA FCSH students and alumni  
Main target: Bachelor and Master students



## Implementation phases

- Select and create content according to students needs
- Produce a pdf version of the document available online (NIPAA webpage on NOVA FCSH website).
- Disclose it in 'Employability Newsletter'.
- Before any professional orientation session, send the document to the students to read it in advance.

**Faculty or department:** NOVA School of Social Sciences and Humanities (NOVA FCSH)  
**Education level:** Bachelor - Master - Advanced Master - PhD/postdoc  
**Project coordinators:** Professional Integration and Alumni Office (NIPAA) (nipaa@fcs.unl.pt)  
**Website:** <http://bit.ly/3bQ0BP1>



## Results

2018 (01/01/2018 – 31/12/2018): 937 views  
2019 (01/01/2019 – 20/08/2019): 710 views



Photo by John Schnobrich on Unsplash



## Challenges

- Producing the right content: difficult to adapt to the different realities of the courses available.



## Tips & tricks

- A webpage with the available information is better than an online pdf.



## Learning outcomes - goals

**FOREMPLEO** provides students with a 'one-stop-shop' opportunity to get in touch with a great number of potential employers, and the other way around. Moreover, this Job Fair gives visibility both to the UC3M Careers Office, helping it build awareness about its services among students, and to UC3M as an institution committed to employability for its students and graduates.



## Content

**Participant firms pay approximately 2.750€ for basic service that entitles them to:**

- Stand of 2x3 m2.
- One full page in the fair catalogue/brochure (5,000 copies) of which a paper version is distributed to all visitors. Such a page includes the company's logo, a description of its activity, contact data and the recruiting policies. An electronic version is also available on the web (32,000 web traffic-visits, with 13,000 unique-single visitors).
- Parking lot, wifi, catering, liability insurance.
- Media coverage and access to media covering the event.

**Additional services. Firms can get additional services upon additional charge:**

- Company ads in the brochure.
- Company presentations that take place in classrooms nearby.
- Recruitment tests that take place in classrooms nearby.

**Additional activities for students:**

- Talks on Employment (9 conferences carried out by sponsoring companies related to the job search process, i.e. CV, job interview, setting a start-up, working abroad, etc.)\*
- Workshops: Job interview, group dynamics, etc., carried out by the sponsoring companies.\*
- "Puente hacia el Empleo". A job coach gives the students a 20-min personal interview to check their CV and digital profile. A photographer takes a professional picture for their CV.\*
- Campus recruitment process.\*\*

### Notes

\* Activity requiring previous registration and offered only to UC3M students.

\*\* Activity requiring registration and being accepted by the companies. Registration for this and previous mentioned activities was supported by an ad-hoc platform.

**Education level:** Bachelor - Master - Advanced Master - PhD/postdoc - Programmes for continuing professional development

**Project coordinators:** Ana López Ortega (alopez@fund.uc3m.es)

**Website:** <https://www.forempleo.com>

**Extracurricular:** no ECTS assigned



## Target group

All UC3M students (Bachelor and Master students, alumni in early years of career). **Open to students from other universities.**



## Implementation phases

Preparation of the fair starts in February, a web page is launched addressing employers invited to participate. In July, registrations are closed. The Brochure is created. In parallel, the platform for student registration and CV handling is prepared. Employers get CVs from the Fair platform either when registered students show their QR when visiting the stands or by mail.



## Results

- It is estimated that between 2,000 and 4,000 students visit the fair.
- 120 firms participated in 2019 (118 in 2018).



## Challenges

- Online job fairs, employers 'work with us' websites, online job search sites etc. are a cheap, accessible, and 24/365 alternative with growing interaction opportunities for both sides, which could jeopardise the future of job fairs.
- Getting students from other campuses to attend.
- Stronger commitment from academia.



## Tips & tricks

- Personalised attention to companies.
- The university is the organiser of the fair (no outsourcing to companies).
- Organise activities favouring networking and contact between companies and students.
- Propose activities related to technologies to attract students.



Students get in touch with potential employers. Copyright: UC3M





## Learning outcomes - goals

“**Management Consulting in the Digital Age**” Summer School supports Master level students to be better prepared for a future career in management consulting by providing them with an in-depth exposure to the way leading management consulting firms are developing digital transformation projects. According to the FEACO (European Federation of Management Consultancies Associations), digital transformation consulting is the largest and fastest- growing consulting practice in Europe. Management Consulting firms are trying to recruit consultants with skills and capabilities associated with managing digital transformation projects, but they are facing a significant shortage of talents. In this scenario, the summer school provides students with the skills required for managing digital transformation process, namely:

- basic knowledge of the new digital technologies and their potential for transforming business models and business processes;
- direct exposure to the consulting projects management approaches, from design thinking to agile project management;
- case-based group work.

The goal is to strengthen students' analytical skills as well soft skills specifically related to digital transformation consulting, giving them an edge in the global competitive consulting job market. Since 2019, the summer school is part of a wider initiative “BUDS – Building Up Digital Strategists”, carried out by the University of Rome Tor Vergata together with Universities of Antwerp, Carlos III Madrid, Eastern Finland and Nova Lisboa. BUDS has been awarded a 3-years EU funding under an Erasmus+ Strategic Partnership.



*Summer school participants discussing about business cases.  
Credits: University of Rome Tor Vergata*

**Education level:** Master

**Project coordinator:** Prof. Corrado Cerruti (digitalconsulting.yerun@mscba.uniroma2.it)

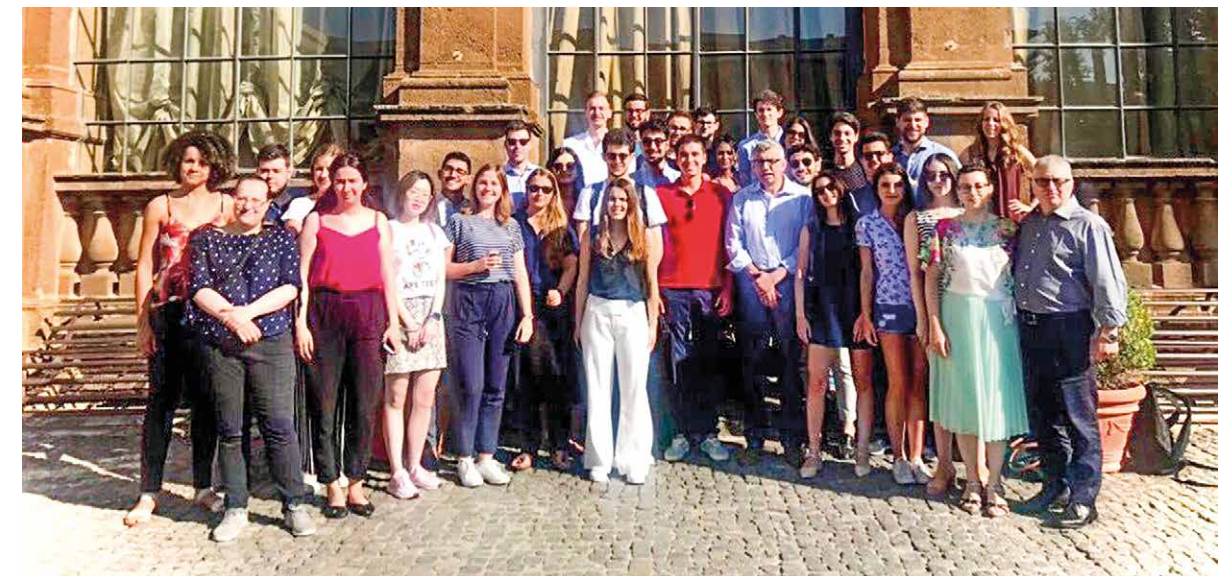
**Website:** <https://economia.uniroma2.it/master-science/ba/management-consulting-in-the-digital-age/>

**Extracurricular:** 3 ECTS assigned



## Content

The summer school is a one-week, experiential learning-based programme allowing Master students to interact directly with leading Management Consulting firms on key topics related to digital transformation. Since its establishment 2017, the summer school takes place every July at Villa Mondragone, in Frascati, on the hills surrounding Rome. The programme is based on five business cases in five days dealing with how digital technologies (mainly Social Media, Mobile technologies, Advanced Analytics/AU, Blockchain and IoT/ Cloud) are enabling business models, innovation as well as business process re-design in the areas of Strategy, Marketing & Sales and Supply Chain. Every business case is developed in collaboration with a leading consulting firm/ software vendor covering the impact of a given digital technology on a few business areas/industries. Every day students, after an initial short class on the topic, work in team on the business case and in the afternoon present their analysis to the consultants and get feedback on the quality of their analysis and on the effectiveness of their presentation. Participants are required to take an online course in preparation to the Summer School in order to have a basic common understanding of what is digital transformation. This online section forms the basis of the Sunday afternoon “warming-up”. This session aims to allow participants to know each other and start sharing ideas and experiences related to digital transformation. During this session, participants are presented with a challenge related to “Digital Universities” and they are required to come up with a specific proposal, building-up on the different contributions from the digital transformation consulting projects they engage with during the course of the week. On Saturday morning the course ends with a wrap-up session where students present their proposals on the “Digital Universities” topic, they comment on the experience and receive a general feedback on their activities.



*Prof. Giuseppe Novelli (Tor Vergata University Rector till 2019) with Ms. Silvia Gomez Recio (YERUN Secretary General) and summer school participants during 2019 edition.  
Credits: University of Rome Tor Vergata*





## Target group

Master students with a background in Management or Data Science/ Engineering who are targeting a career path in Management Consulting, as well as some students from different backgrounds.



## Implementation phases

- Contents for the summer school and for the preparatory online course are selected and developed with the direct engagement of Management Consulting firms and with the support of the Italian Management Consulting Association.
- Participants are selected in cooperation with the YERUN universities aiming to select Master level students (or 4th year Bachelor students) with an excellent academic performance and a strong motivation towards the digital transformation topic.
- To support inclusiveness, thanks to EU funding (a “Erasmus+ Strategic partnership”) and to scholarships, all students can take part in the programme for free.
- The course is run with a strong interaction among academics and consultants, where the focus is on the direct interaction and engagement of students by consultants on the business cases students are required to work on.



## Results

- In the first three editions of the “Management Consulting in the Digital Age” Summer School, 90 students from 12 YERUN Universities from 10 European countries were involved in the programme: Belgium, Denmark, Finland, Ireland, Germany, Netherlands, Portugal, Spain, United Kingdom. Starting from 2020, 50 students will be admitted every edition.
- In the past editions the following Management Consulting Firms and software vendors (in alphabetical order) have been lecturing in the school: Accenture (the strategic impact of digital technologies), CapGemini (governance issues in digital innovation), Deloitte (the digital redesign of customer care), IBM (design thinking and digital transformation), McKi nsey (unlocking potential of data and analytics for value generation), NTT Data (The governance of Digital Transformation), PwC (digital business process management), SAP (ERP as an integrated platform for digital processes), SAS (the potential of business analytics) and Reply (ERP system as pillar of the Digital Transformation).



## Challenges

- Nurturing a real transdisciplinary experiential learning setting for digital transformation: exposing management students to the potential of data science applications and data science students to the relevance of management tools, so that every student is more prepared with the comprehensive set of skills required to effectively design and implement digital transformation processes.
- Maintaining a strong engagement of Management Consulting firms cannot be taken for granted. The main driver of Management Consulting firm participating in the programme is finding and hiring talented master students with multidisciplinary skills on digital transformation, the quality of the selected students is key. Therefore it is important to make the initiative very well known across all the YERUN universities so to attract very competitive applications.



## Tips & tricks

- Informal moments during the day (lunch and coffee breaks) contribute to building up engagement and fostering employment opportunities.
- Participants' feedback on business case and on the interaction with the consulting company is valuable for strengthening the programme. Also the Management Consulting firms are asked to provide a feedback on the interaction with the students.
- The HR department of the Management Consulting companies has to be engaged from the very beginning and include also their participation to the presentations as well as the follow-ups.
- The financial support required to strengthen the initiative has come from an Erasmus Strategic Partnership grant aimed to strengthen its preliminary online platform as well as a more extended physical participation.



Management Consulting in the Digital Age summer school venue.  
Credits: University of Rome Tor Vergata





## Learning outcomes - goals

**Master Yourself** aims to prepare graduating Master students to enter the job market in the best way possible. Further to mastering new valuable skills, they get the chance to expand their network and get an inside look at how companies run their businesses.



## Content

Students are offered a unique chance to attend workshops and masterclasses at renowned companies and organisations in the region. These workshops and masterclasses range from offering the possibility for personal development to providing in-depth information about future career opportunities.



## Target group

Master students of all UM's faculties.



## Implementation phases

**January-February**

Request organisations to offer a workshop, lecture or masterclass.

**March-April-May**

Publish the schedule of the session, promote the event and recruit students.

Let students sign up for one or multiple sessions via the website. 'Master yourself' ambassadors (student assistants) welcome participants, make them feel at ease and support the hosting organisation.

**May**

Students receive a letter of recommendation after attending 3 sessions.

**June**

Let the students evaluate each sessions through an evaluation questionnaire. Share the results with organisations and Student Employability project manager.

**Education level:** Master

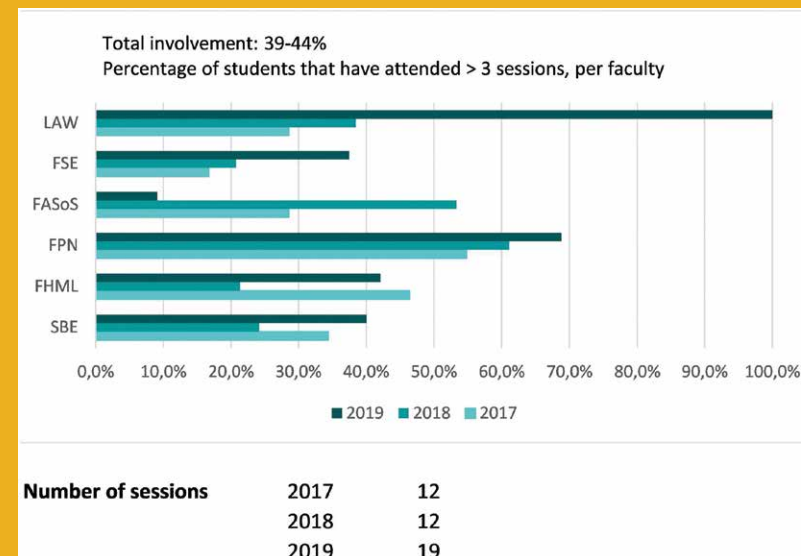
**Project coordinators:** Mieke Jansen (mieke.jansen@maastrichtuniversity.nl), Bibi Linssen (bibi.linssen@maastrichtuniversity.nl)

**Website:** [www.master-yourself.nl](http://www.master-yourself.nl)

**Extracurricular:** no ECTS assigned



## Results



### Evaluation:

Feedback form handout that students fill in after every session, by which they can evaluate the workshop, the person giving the workshop, and the degree of usefulness of the activity.



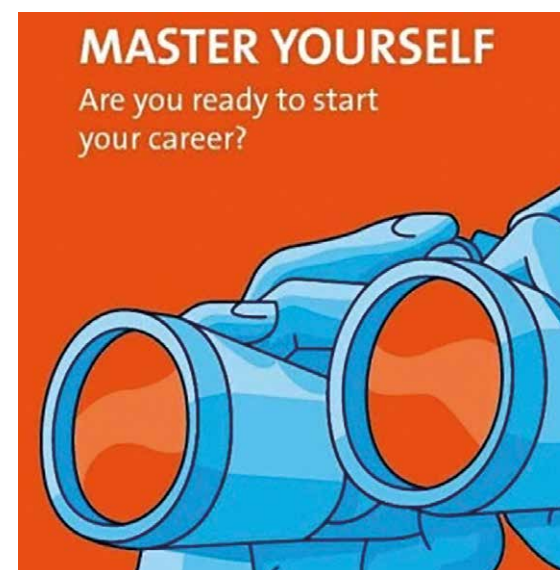
## Challenges

- Centralised budget.
- Maintaining and expanding network of companies/ organisations.
- Timeframe and availability of students (not conflicting with exams, internships, stays abroad etc).
- No-show of students.



## Tips & tricks

- Use Facebook groups of each Master programme to recruit students.
- One contact person/coordinator to address the companies and coordinate the schedule helps avoiding miscommunication.
- Use Master students as ambassadors to connect better with students.
- Send out a reminder e-mail 24 hours in advance to minimise no-shows.



Credits: Maastricht University



## Learning outcomes - goals

“Mind the Gap!” is a project at the University of Bremen, preparing international students for the German job market and / or a business start-up. Mind the Gap! prepares Bachelor, Master and PhD students in the final phase of their studies for a successful professional career.



## Content

One part of the programme supports the acquisition of intercultural competences, language skills and soft skills with workshops, seminars, visits to companies and job-application trainings. In addition, the project supports students in building up a professional network and gathering information on potential occupational fields.

The second part of the programme is dedicated to business start-ups. Here, the project partner is the university initiative BRIDGE – Supporting start-ups from Bremen Universities (see practice n.2). Students participate in seminars, workshops and coaching sessions spread over two semesters, gaining knowledge about how to start up a business and getting access to individual coaching.



Copyright: Matej Meža/ Universität Bremen

**Faculty or department:** International office

**Education level:** Bachelor / Master / Advanced master / PHD/postdoc / Programmes for continuing professional development

**Project coordinators:** Matej Meža (matej.meza@vw.uni-bremen.de)

**Website:** [www.uni-bremen.de/mind-the-gap](http://www.uni-bremen.de/mind-the-gap)

**Extracurricular:** no ECTS assigned



## Target group

International bachelor and master students, PhD candidates.



## Implementation phases

At the beginning of every semester a new cohort starts.  
There are 25 students per cohort.  
Students choose their focus: job market, start-up or both.  
2 semesters (Each part = 1 semester).  
The workshops are interlinked.



## Results

- Over a course of 4 years, 125 students and Ph.D candidates were coached through more than 80 activities.
- In the second half of 2020 there will be a follow-up of the alumni's current job positions.



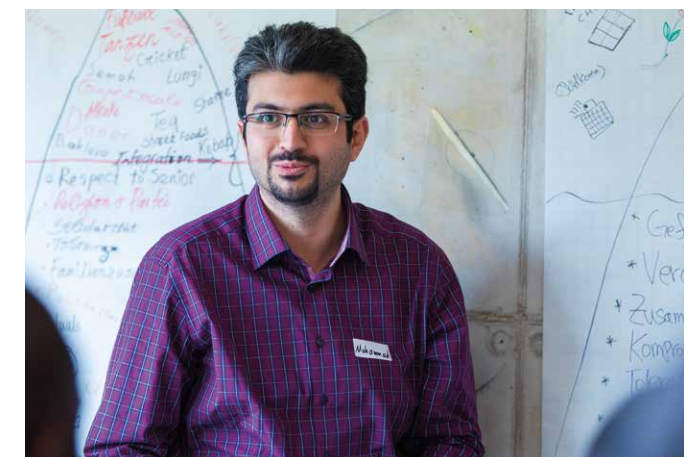
## Challenges

- The majority of the lectures offered for international students are in English.
- A good knowledge of German is crucial for a job position.
- International students have specific needs compared to local students.
- Most international students have to work during the week and/or during weekends.



## Tips & tricks

- The workshops need to be planned based on the students' free time.
- Caterings at the workshops ensure a higher commitment.



Copyright: Matej Meža/ Universität Bremen





## Learning outcomes - goals

**NOVA's Doctoral School** targets PhD students and their supervisors\* and was created with the following goals:

- contributing to the excellence of the doctoral training at NOVA;
- providing cross-disciplinary and complementary training to PhD students and their supervisors;
- promoting interdisciplinarity and transdisciplinarity;
- sharing best practices in doctoral programmes and promoting cross-institutional cooperation, at both national and international level;
- contributing to network creation and collaborations between students and professors at NOVA.

\*Researchers and Higher Education Professionals are also admitted in the training courses and workshops, but are not the core of NOVA Doctoral School.



## Content

NOVA Doctoral School provides complementary activities to support the acquisition and development of transversal skills in different domains such as ethics and social understanding, oral and written scientific communication, personal effectiveness and development, team working and leadership, career management and entrepreneurship.

Students coming from different backgrounds and scientific domains contribute to a multidisciplinary learning approach and a cross-fertilisation atmosphere within NOVA. Concerning the professional development of academic staff, Nova Doctoral School also offers a course for supervisors. The activities are one-day workshops/seminars or two to four days training courses. All the activities are free of charge for NOVA participants.

Training courses available:  
<https://www.unl.pt/en/education/escola-doutoral/courses>

**Faculty or department:** Rectorate

**Education level:** PhD / Postdoc

**Project coordinators:** Patrícia Rosado Pinto (Pro-Rector) [nova.doctoral.school@unl.pt](mailto:nova.doctoral.school@unl.pt)

**Website:** <https://www.unl.pt/en/study/doctoral-school/nova-doctoral-school>

**Extracurricular:** ECTS are assigned to PhD Students



## Target group

PhD students  
 Researchers  
 Professors / Supervisors  
 Higher Education Professionals (research managers)



## Results

Training Courses	Number of Editions (& Participants) between 2013-2018
Communicating science visually	8 editions (106 participants)
Data Processing Automation (Python)	8 editions (118 participants)
Design thinking	19 editions (209 participants)
Finishing my PhD: The next 90 days	4 editions (42 participants)
Research ethics	12 editions (146 participants)
Information Literacy	14 editions (201 participants)
Intellectual Property	11 editions (116 participants)
Project management	16 editions (287 participants)
Research Skills Development	26 editions (657 participants)
Research Data Management	6 editions (81 participants)
Science Communication	17 editions (267 participants)
Social Media for Scientists	12 editions (160 participants)
Scientific Text Processing with Latex	7 editions (115 participants)
Value Creation	11 editions (183 participants)
Developing Supervisory Skills	8 editions (139 participants)
<b>Total</b>	<b>179 editions (2827 participants)</b>



## Implementation phases

- Each year, NOVA Doctoral School develops a proposal with the number of editions of each training course, per semester, based on the available budget. Seminars and workshops are usually not included in this proposal; they are organised in a more flexible way.
- NOVA School Doctoral Committee makes suggestions/corrections and approves the proposal.
- At the beginning of each semester, the training course coordinators send alternative dates for each edition planned, to avoid overlap.
- The training course schedule is not rigid, new editions of the courses are published in the website during the year and announced on the social media and newsletter.
- Students, researchers and Professors of NOVA can apply to the training courses using the website.
- Six weeks before the training course, NOVA Doctoral School confirms the interest and two weeks before creates the final lists to be sent to the course Coordinators.
- Learning outcomes are evaluated.
- Each participant receives a certificate of attendance for each training course.
- For PhD Students, ECTS are accounted for, in the PhD programme or in the Supplement to the Diploma.
- NOVA Doctoral Schools collects participants' feedback using handout forms, filled after each training courses or workshop, inquiring about expectations, acquired knowledge and learning experience.



Copyright: NOVA University Lisbon



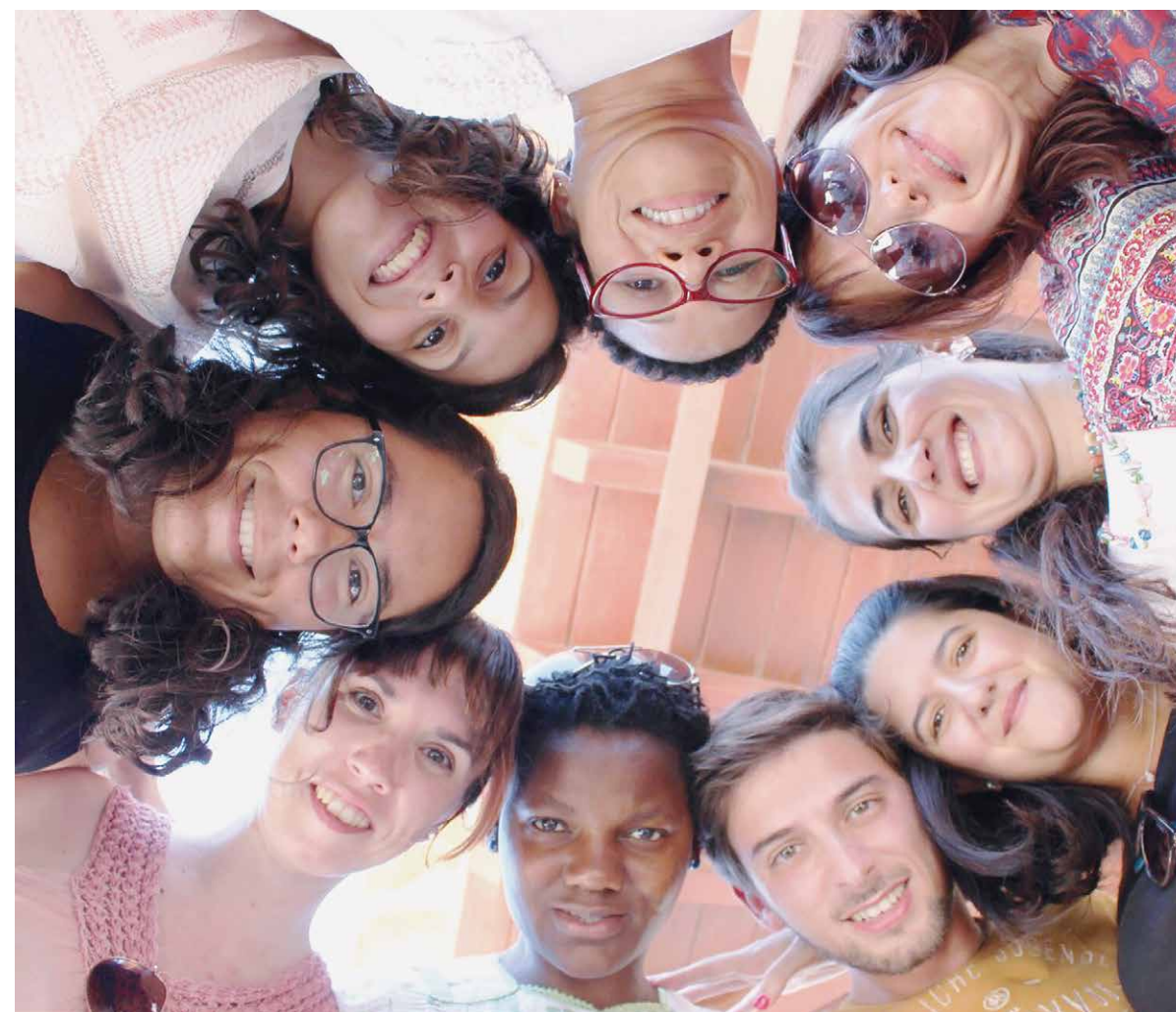
## Challenges

- Budget: to maintain all the training courses free of charge for the participants.
- Relation with industry: to create mechanisms of collaboration with enterprises and the society in general.



## Tips & tricks

- Include students in the process of decision of topics and themes for the courses and revise them according to feedback.
- Integrate participants with diverse scientific backgrounds in the training courses.
- Use a customised platform in the website to send automatic reminders one week and one day before the training course begins.
- Use Facebook groups to maintain the network after the training courses.



Credits: NOVA University Lisbon





## Learning outcomes - goals

**PROFIL+** is a semi-structured programme through which students acquire additional interdisciplinary qualifications and competences for their professional life in order to ease their transition from study to job market.

In the increasing change affecting the job market 4.0, graduates are asked to bring new and additional competences to the future job market. In order to provide students with more than just specialised skills, Profil+ aims to impart career-oriented and personality-forming skills.



## Content

Students can choose between various professional profiles which are relevant to their studies and to potential future professions and which allow them to prepare for their entrance into the job market already during their studies (e.g. art and culture, foundation and entrepreneurship, personnel development and organisational development, etc.).

The profiles are based on the requirements of the labour market and are continuously updated. Students can choose their profile according to their interests or career aspirations. Within each profile they can then choose from different courses. They can receive support in choosing the courses which are relevant to their profile and, at the same time, they have the freedom to design their profile according to their individual interests and career goals. Profil+ is an additional offer to the subject courses and is completed with a certificate which requires participation in at least six courses.

Profil+ consists of two components:

1. **The occupation-relevant profile**, which is divided into different fields of action. Within these fields of action, seminars are offered as key qualifications (offered by the Department of Key Qualification).
2. **Three modules** from the Career Service, in each of which at least one event has to be attended: (1) **Orientation**, (2) **Networking** (contacts with employers, alumni etc.) and (3) **Application** (offered by the Career Service).



## Target group

Predominantly Bachelor and Master students

**Faculty or department:** Career Service

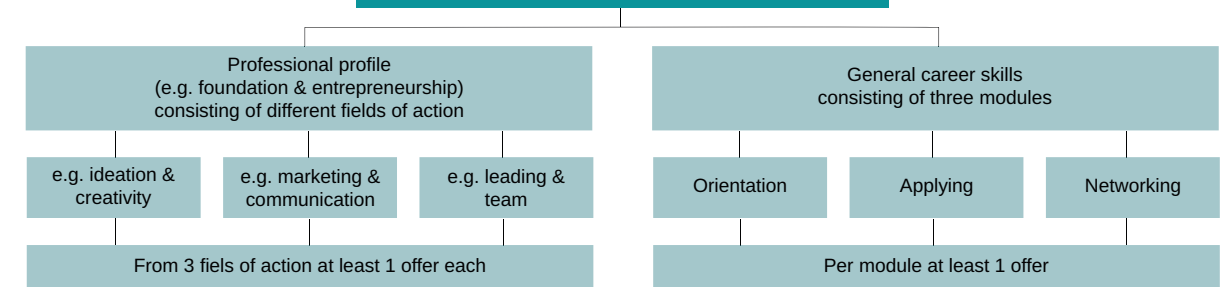
**Education level:** Bachelor - Master - Advanced master

**Project coordinators:** Margit Jetter (margit.jetter@uni-konstanz.de) and Judith Mikus (judith.mikus@uni-konstanz.de), Career Service

**Website:** <https://www.uni-konstanz.de/studieren/beratung-und-service/career-service/angebote-fuer-studierende/profil/>

**Extracurricular:** some courses from the key qualification center can have ECTS assigned.

## PROFIL+



## Implementation phases

- Registration at any time via the Career Service website (started in June 2019).
- Participation in at least one seminar from three different fields of action of a professionally relevant profile.
- Participation in at least one offer from each of the three modules 'Orientation', 'Networking' and 'Application'.
- Once the minimum requirements for the chosen Profil+ have been met, students are issued a Profil+ certificate, in addition to the ECTS credits they have earned. They can also take more than three seminars in their Profil+ at any time. This will of course also be noted on the certificate.

It makes sense to complete Profil+ over several semesters in order to make it as comprehensive as possible. The minimum is two semesters.



## Results

Started in Summer Semester 2019 (up to 15 participants now)



## Challenges

- Encourage students at an early stage to deal with vocational orientation.
- To sensitise students at an early stage on the benefits of additional interdisciplinary qualifications and competencies.
- Making students aware of the programme.



## Tips & tricks

- Close cooperation with the Key Qualification Department



## Learning outcomes - goals

The objective of **Programa Universidad - Empresa (PUE)** is to provide students with an integral training that combines knowledge, theories and techniques with practice in companies and institutions, through a process of joint training at the university and the company. Apprenticeships in companies outside of Spain allow, in addition, to improve a foreign language.



## Content

This programme offers students the opportunity to apply the knowledge they have received at the university and facilitates their insertion in the job market by ensuring that they have a minimum level of experience. The partner companies accept students from the Degree in Business Administration and Management and in Economics; students are selected on the basis of their academic transcript, their personal profile and their ability to carry out the necessary tasks in the training plan, without being contracted as part of the workforce.

The PUE offer includes the subjects of the 3rd and 4th grades of ADE and ECO degrees, taught with their own calendar (90 and 72 ECTS credits respectively). The PUE Mention (30 ECTS credits) is obtained upon successful completion of the PUE Seminar (6 ECTS) and two periods of internships with companies, supervised by a company tutor, lasting four months each. The internships are accompanied by other PUE activities, such as conferences and seminars, including work visits to companies and institutions part to the programme.



## Target group

## Bachelor students

**Faculty or department:** Facultat d'Economia i Empresa

**Education level:** Bachelor

**Project coordinators:** Carlos Gualarte (carlos.gualarte@uab.cat) & Josep Maria Salas (JosepMaria.Salas@uab.es)

**Website:** <https://eco.uab.cat/ue/contac.html>

**Extracurricular:** ECTS are assigned



## Implementation phases

**1st: September - December (3rd Course - first semester)**

- Final evaluations December and re-evaluations January.

**2nd: Januar - April (3rd year - second semester)**

- First period of internships at companies and institutions.
- Scholarships and grants for students.
- Practical evaluation by the tutor of the company or institution.
- Report-questionnaire for the evaluation of the practices by the student.

**3rd: May - July (3rd year - second semester)**

- Final evaluations and re-evaluations in July.

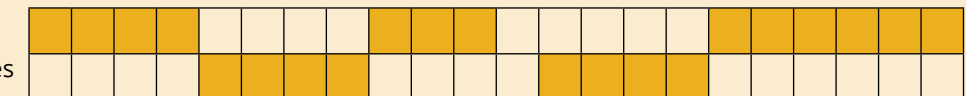
**4th: September - December (4th year - first semester)**

- Second period of internships at companies and institutions.
- Scholarships and grants for students.
- Practical evaluation by the tutor of the company or institution.
- Report-questionnaire for the evaluation of practices by students.

**5th: January - June (4th year - last semester)**

- Final grade evaluation by the corresponding tutor.
- Final evaluations in June and revaluation in July.
- Delivery Mention PUE.
- Award University-Company Scholarships.

UAB  
Compagnies



## Results

Number of students practical

2015-16		2016-17		2017-18	
1st practical period	2nd practical period	1st practical period	2nd practical period	1st practical period	2nd practical period
90	81	87	83	77	70



## Challenges

- Legal stability for the continuity of the programme.
- Maintain the number and amount of study grants given.
- Achieve the global vision of students with current issues/problems, which do not necessarily have to be in the area of study of the degree ADE or ECO.
- Continue and/or increase the quality level of the internship programme.



## Tips & tricks

- Use of complementary learning: lecture programme, visits and specific skills workshops.
- Provide academic and professional recognition of the programme.
- Provide financing to the PUE programme and grants to students through the participating companies and institutions.





## Learning outcomes - goals

The programme “**ProMentes**” was developed and founded to support students, graduates and PhD candidates in getting an orientation in the job market, in order to plan their further career paths. Furthermore, “ProMentes” establishes close connections between the students, graduates and PhD candidates of the University of Bremen and the companies which are located in and around Bremen. Not only does the programme ensure an optimal possibility for students to build professional connections, it also offers companies a connection to highly qualified graduates who provide insights into their curricula. Consequently, the programme establishes networking opportunities on both ends. ProMentes aims at bridging the gap between graduates and the job-market, between younger and older generation at work.



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**Faculty or department:** UniTransfer

**Education level:** Bachelor / Master / Advanced master / PhD/postdoc / Programmes for continuing professional development

**Project coordinators:** Wiltrud Hoffmann (wiltrud.hoffmann@vw.uni-bremen.de)

**Website:** [www.uni-bremen.de/promentes](http://www.uni-bremen.de/promentes)

**Extracurricular/Curricular:** students of General Studies can receive 6 ECTS.



## Content

The programme runs during 10 months each year, starting in September, ending in June.

- **Tandem:** One-to-One-Relationship between a student / graduate (Mentee) and a CEO (Mentor)
  - Mentors offer feedback, advice on career strategies and access to networks and act as sparring-partner for their Mentees.
  - Tandems meet every 4 to 6 weeks for about two hours and discuss the Mentee's issues.
  - Mentees prepare the meetings with their mentors.
- **Meetings and events**
  - Kick-off for Mentees.
  - Launch Event, Business Dinner and Final Ceremony for all.
  - 2 Network Meetings for Mentors.
  - 2 Network Meetings for Mentees.
  - 2 Network Meetings for all.
  - (The Network Meetings always have a guiding topic which is chosen by the Mentors and Mentees).
- **Mentee-Peer-Groups**
  - Mentees work together in groups of approximately 6 to prepare the Network Meetings with the Mentors and the Business Dinner.



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## Target group

Students in the final stages of their studies.  
Graduates who plan to enter the job market.  
PhDs who want to pursue their career outside academia.



## Results

- In average, 24 Mentor-Mentee pairs each year since 2010.
- ProMentes has become a Professional network itself – with Mentees, Mentors and former Mentees.
- In 2019, for the first time, a former Mentee started as Mentor.
- The programme is well-known and popular in Bremen - many Mentors have supported a number of Mentees through various programme cycles.



## Implementation phases

- Call for Applications and recruitment of Mentors each year from January to April.
- Application procedure and matching of Mentor-Mentee pairs from April to July.
- Programme starts in September (Launch event and Kick off for Mentees).
- Network Meetings for all (November, April).
- Network Meetings for Mentees (January, May).
- Network Meetings for Mentors (February, May).
- Business Dinner (March).
- Final Ceremony (June).



## Challenges

- Matching suitable Mentor-Mentee pairs.
- No show of Mentees in Network Meetings.



## Tips & tricks

- Integrate Mentee-Alumni in Events & Meetings.
- Maintain close contact with each mentor-mentee pair throughout the year.



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## Learning outcomes - goals

The goal of **Randstad Young Talents** is that students:

- Learn how to write a strong CV.
- Learn how to do a good interview .
- Have a taste of possible future jobs.
- Bridge the gap between their student environment and the job market.



## Content

To bridge the gap between the student life and the job market, the Faculties of Business and Economics (FBE) and of Applied Engineering cooperate with the recruitment organisation "Randstad Young Talents". They do so by having a Randstad consultant on campus one day a week. This consultant supports students with personal advice based on the students' expectations and needs. Students can profit from this service in three ways:

- First, they can enjoy coaching or mentoring for all sorts of questions concerning CV-screening, interview training, etc.
- Second, the consultant offers student jobs related to the students' study programmes. This way, students can get acquainted with the job market, their talents and their competences already before graduation. These jobs can be for a shorter or longer period, during the academic year or during holidays.
- Third, the consultant accompanies graduating students or recent graduates in their transition to the job market. As a recruitment organisation, Randstad has the advantage of being able to reach a wide range of large, medium and small businesses in different sectors. Therefore, students can be matched to a job that fits their wishes.



## Target group

Bachelor and Master students



*Copyright: Randstad.*

**Education level:** Bachelor - Master

**Project coordinators:** Vicky Van Woensel ([vicky.vanwoensel@uantwerpen.be](mailto:vicky.vanwoensel@uantwerpen.be))

**Extracurricular:** no ECTS assigned



## Implementation phases

- Start-up: make arrangements with the recruitment organisation.
- Arrange a working space for the consultant for one day a week .
- Decide which day of the week best suits the students.
- Organise a kick-off with faculty student organisations.
- Help students towards their dream job!



## Results

Cooperation is increasing every year, with standard workshops on e.g. writing a CV and motivation letter, but also new workshops about online recruiting and LinkedIn. Randstad Young Talents also works with several student unions connected to the Faculty of Business and Economics and the Faculty itself is constantly looking for opportunities to enhance their Career Services and where Randstad Young Talents can play a part.



## Challenges

- Communicating Randstad Young Talents to the students: giving information related to the courses is a challenge.



## Tips & tricks

- Close cooperation with the Key Qualification department.
- Creation of a Career Center FBE to better communicate the programme to the students.



*Copyright: Randstad.*



## Learning outcomes - goals

**SKILLS UPF** is a series of non-curricular activities (workshops, seminars and talks) aimed to enhance the employability skills of students and alumni. Through these activities, they manage the required tools by the time they start looking for an internship or a job. Therefore, their chances of getting better results on interviews with companies will increase. They will know what they want to do in the near future and how to get there, or they will improve their skills while working.



## Content

Most of the SKILLS UPF activities are open to all disciplines taught at the UPF. They are divided into four different groups, depending on their content and goal. The activities are:

1. **Coaching for work:** self-knowledge and definition of professional objectives; personal development tools.
2. **Tools and strategies** for a more effective job search.
3. **Key competences or skills:** training in abilities, knowledge and attitudes that can favour a better fit in any workplace.
4. **Professional opportunities:** knowledge of the labour market and employment tendencies; information about future career opportunities.

Some of the activities are tailor-made for a specific type of student (for example: PhD student) or for a specific study programme (for example: Bachelor in Global Studies).



## Target group

Bachelor, Master and PhD students  
Junior alumni

**Faculty or department:** UPF Careers Services

**Education level:** Bachelor - Master - PhD/postdoc

**Project coordinators:** Mar Lluís Dixon (mar.lluis@upf.edu)

**Website:** <https://www.upf.edu/web/carreres-professionals/skills-upf>

**Extracurricular:** students participating in at least 4 activities can request 1 ECTS.



*Skills UPF. Copyright: UPF*



## Implementation phases

Since 2013-2014, the Career Services have been offering the following content during the following months (never during exams periods):

- **October-November**
  - Skills pre-UPFeina: preparation activities to the annual Career Forum to help students get ready for networking with companies. How to do an interview? How to have a perfect CV? How to present yourself? etc.
- **January-February**
  - Coaching activities (Who I am? Where do I want to go and what would I like to do when I finish?).
  - Skills development (teamwork, communication, etc.).
- **April-May**
  - Professional opportunities (specific for each bachelor and with the collaboration of alumni).
  - Key competences workshops (leadership, organisational skills, etc).





## Results

Since the launch of the Skills UPF programme in academic year 2013-2014, already 357 activities with 10,745 participants have been organised.

Total activities and total number of participants (student + alumni) during the academic year 2018-2019:

Type of activity	Participants	Activities
Job search tools	475	20
Specific	298	9
Open	177	11
Professional coaching	58	3
Specific	37	2
Open	21	1
Key Competences	107	7
Open	107	7
Professional opportunities	729	20
Specific	625	17
Open	104	3
Total general	1369	50

Specific students or studies  
Open to all students from all disciplines



Copyright: UPF



Copyright: UPF



## Challenges

- Get more students and junior alumni to join the activities (the average participation rate is 20 people per activity and there is room for more).
- Raise awareness about the importance of getting prepared when looking for a job, doing internships while studying and, most importantly, knowing what they really would like to do in the future. What would they like to become that makes them successful and happy?
- Make students realise the importance of working on their personal and professional abilities and skills in order to be successful in their jobs.



## Tips & tricks

- Work closely with the academics ("What doesn't happen in the class, doesn't happen at all").
- Get students to subscribe to the Career services newsletter, get them to know that the university has a Careers service office and the services and activities it offers.
- Career Services teamwork: career advisors + activities team + communication team.



## Learning outcomes - goals

**SOFT SKILLS ACADEMY** is a series of workshops for students to help them develop soft skills that give more value to their curriculum (in Portuguese).



## Content

Series of 2-hour workshops offered to NOVA FCSH students (Social Sciences and Humanities):

- Time management.
- Strategies for entering the job market.
- Job Market for Millennials: advice and challenges.
- Digital arena: Who is ready?
- How to stand out in a job interview?
- Online article writing.



## Implementation phases

### 3 months before:

- Decide on the workshops to be organised according to students' feedback.
- Contact partner companies to check who is interested in offering each thematic workshop.

### 1 month before:

- Communication through Facebook, Instagram, Newsletter, offline boards on campus, NOVA FCSH website, etc.).
- Students can register for free to the workshops they want to attend.

### During event:

- A NIPAA\* staff member welcomes the students, confirms the registered ones, makes them feel at ease, supports the hosting organisation and accompanies each session.

### After event:

- An evaluation questionnaire is sent to all registered students in order to have a feedback on all workshops and to understand the reasons of no-shows.
- Report on the event.

**Faculty or department:** NOVA School of Social Sciences and Humanities (NOVA FCSH)

**Education level:** Bachelor - Master - Advanced Master - PhD/postdoc

**Project coordinators:** \*Professional Integration and Alumni Office (NIPAA) (nipaa@fcsch.unl.pt)

**Website:** <https://www.facebook.com/events/1599732153448152/>

**Extracurricular:** no ECTS assigned



## Target group

All NOVA FCSH students and alumni.

Main attendees are undergraduates and some Master students.



## Results

	2017	2018	2019
Total number of students that show interest (online registration)	770	328	514
Total number of students that actually are present during all workshop	394	176	273
Total number of workshops	14	6	6
Average number of attendees per workshop	28	29	46

\*Total of ~5000 students only of NOVA FCSH.



## Challenges

- Budget.
- Maintaining and expanding network of companies/organisations.
- Timeframe and availability of students (not conflicting with exams, internships, stays abroad, etc.).
- No-show of students. Convincing more students to participate.
- Have more involvement of professors (to engage students).



## Tips & tricks

- Get students to be part of the organisation. This will help communication through private class groups.
- Send a reminder the day before, emphasising that it is an exclusive workshop.







## Learning outcomes - goals

The programme "**Staff supports students' professional and personal development**" was developed to guide all the staff of the university in students' professional and personal development. With the slogan "it takes a community to support a student", UM thinks every member of the university and society can contribute to the students' employability and wellbeing.

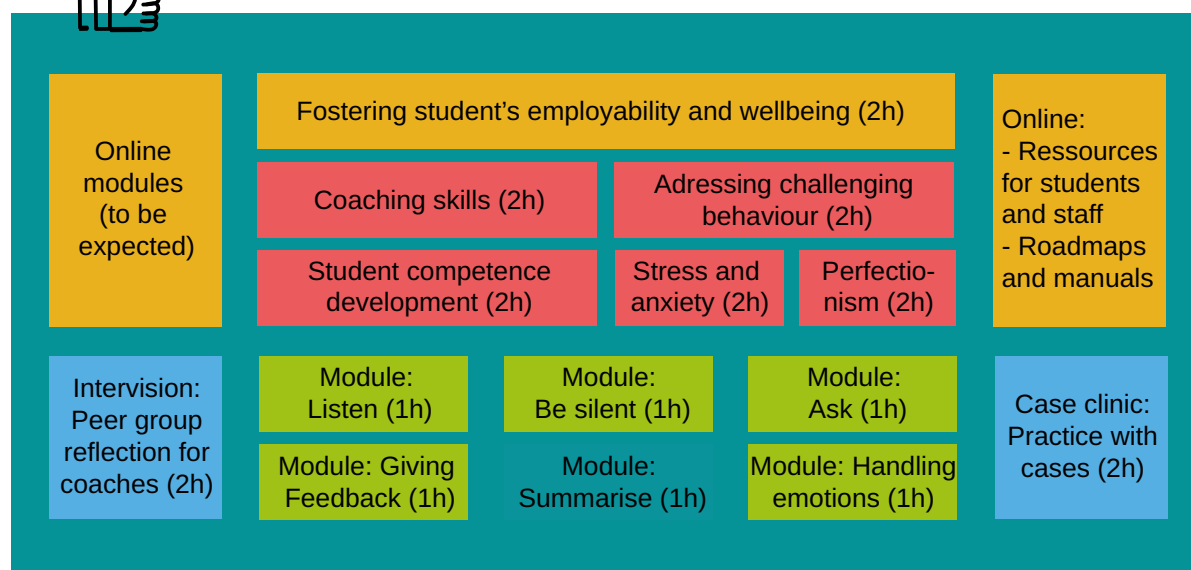
After this workshop, staff members are able to:

- Name the differences between coaching and mentoring;
- Explain the context of your coaching/ mentoring and manage the students' expectations;
- Name the skills that are needed in coaching and mentoring;
- Explain and use at least one coaching model and explain the main differences amongst the models.

Experiential learning, observation, self-reflection and feedback are the cornerstones of all activities in this programme. Learning outcomes have been established per module. See for example the module 'Coaching skills' in the picture below.



## Content



## Target group

All UM staff in a student-facing role. This can be teaching staff, academic advisors, study advisors or staff that support students in another way (e.g. Housing)

**Faculty or department:** All interested staff members from any faculty or service

**Education level:** Staff working at all education levels

**Project coordinators:** Bibiana Linssen (bibi.linssen@maastrichtuniversity.nl)

**Website:** <https://www.maastrichtuniversity.nl/about-um/employability/boost-your-students-employability>



## Implementation phases

This workshop programme has gradually developed as a result of increasing demand from various levels of staff. It has grown organically and can still be extended, depending on further demand.

- 2017: First modules of Coaching skills and Student Competence Development.
- 2018: Implementation of an extension with shorter, more focused modules.
- 2018: Implementation of the workshop Fostering student's employability and wellbeing.
- 2019: Development of online resources and manuals for staff.
- 2020: Development of online learning modules for staff.



## Results

2018: 89 staff members took part in the programme. Average evaluation of the workshop: 8.1 (out of 10).

2019: 140 staff members took part in the programme. Average evaluation of the workshop: 8.4 (out of 10).



## Challenges

- The main challenge has been to communicate this programme to decision-makers on staff development within each department. This challenge has diminished, but is still present.
- Also, effective training for these groups of staff requires a good insight in their context, their expectations and the conditions under which they are going to be coaches to their students (formal, within a programme, or more informal). A thorough intake with the coordinator and some input beforehand on the individual learning objectives is vital for a successful training.



## Tips & tricks

- Start with one or two modules.
- Co-operate with stakeholders (e.g. departmental coordinators) to create additional modules.
- "Listen to your customer".



## Learning outcomes - goals

Through the **Students Employability Programme**, the University Paris Dauphine helps and prepares its students to enter the job market from the beginning of their tertiary studies until their graduation. Students are encouraged to think about the match between their studies and their career ambitions every step along the way. Dauphine graduates benefit from a high level of graduate employability, the vast majority of them being on open-ended employment contracts.



## Content

- A Careers Advice Service (the Dauphine Business Service at the Joint Information, Academic & Careers Advice Service) assists students with their projects and choices. The Careers Advice Service belongs to the general department dealing with services to students (Training and Student Life Department) and it provides students with:
  - Tools such as the job/internship vacancies database with Jobteaser (career center) both in French and English (free application for universities, financed by services offered to corporate organisations).
  - All-year-round assistance with their job-seeking strategies (elective): workshop for CVs and application letters; up-to-date information on companies; conferences and videos on professional life and real professional experience.
  - Simulated job interviews (between 25 and 30 per year, on a half-day basis) with the participation of employers (mainly HR managers or other professionals) involving around 100-120 students each year.
- The Corporate Relations Department organises each year the annual Focal Point for students: this is the Business Forum, held at Dauphine in February, followed by a dedicated Masters Forum; the Forum is Self-financed by the 100 companies participating to the event during 3 days and it targets 5000 Master students.
- The alumni network (around 89,000 alumni) organises forums, job offers, workshops. Specific compulsory workshops included within the Master's degrees aim to prepare the students to enter the job market. Some Masters have 50% of their courses provided by professionals (around 2,500 teachers each year with a professional background and experience).

**Faculty or department:** Training and Student Life Department;  
Student services office: Academic & Careers Advice office.

**Education level:** Bachelor / Master / Advanced Master

**Project coordinators:** Christophe Delevacq (christophe.delevacq@dauphine.psl.eu)

**Website:** <https://www.dauphine.psl.eu/en/programs-degrees/academic-advisory-career-development-services.html>

**Extracurricular:** no ECTS assigned



## Target group

Bachelor and Master students



## Implementation phases

Activities start from mid-October until April of the academic year.



## Results

A study carried out in 2019 and referred to students who graduated in 2017 shows that:

- 94.6% of those students are in employment, and 75% of them are on permanent contracts (2018 Pluricité/Dauphine-PSL survey), with an average gross annual salary of euro 41,000.
- More than 1,500 business relationship (chairs, research contracts, apprenticeships tax, apprenticeship contracts, internships).
- 11 companies and groups are partners of Dauphine-PSL (Italian, BNP Paribas, Chanel, Credit Agricola, Danone, Generali, Mazars, Natixis, Michelin, Society Generale, Sopra Steria, Veolia).
- 3.3 million euros collected in 2017 by the Dauphine Foundation.
- 85,700 alumni.
- Dauphine Alumni animates 21 professional and leisure clubs, 18 regional and international chapters and 47,000 "old" ones on social networks.



## Challenges

- Financing the fairs.
- Finding companies willing to participate in the career fairs, especially for newly designed fairs with a new target group.



## Tips & tricks

- Organising alumni events for Master's students.
- Organising a big annual event with companies for students: "Forum Entreprises".
- Coaching students from internships to job market to build a career path throughout the studies.



Forum Entreprises. Copyright: Nicolas Fagot/Studio 9





## Learning outcomes - goals

Thanks to **STUDY&WORK**, international students get into close contact with local businesses and industry companies. The entrance into the German job market is eased by providing first-hand knowledge about application procedures and adequate behaviour in application situations. The direct contact with employers is a great means to lower the barrier between international students and graduates and relevant companies in their respective professional fields.



## Content

**“Regional – International: Study & Work in Ulm”** is a project that has been carried out at Ulm University to improve the access of international graduates and qualified professionals to the greater Ulm region. It provided services to facilitate the transition of graduates from the university to their first job.

**“Study & Work”** included a pre-employment advisory service as well as assistance and support in order to retain international graduates in the regional employment market. On the other hand, it also provided information services and guidance for prospective employers and regional companies, such as briefings and advisory events in the field of international staff recruitment. Due to end of third-party funding, the programme stopped at the end of 2017.

Despite the end of the programme, the International Office currently continues to offer specific training courses and events for international students such as job application training, company visits, lectures on business culture, etc. The Career Service also offers a range of training courses open for all Ulm University students. Topics are for example:

- Job application training
- Training for the successful completion of assessment centers
- Etiquette
- Networking skills
- Negotiation skills

**Faculty or department:** International Office

**Education level:** Bachelor - Master - Advanced Master

**Project coordinators:** Jan Rick (jan.rick@uni-ulm.de)

**Website:** <https://www.uni-ulm.de/en/io/international-office/projects/study-and-work/>

**Extracurricular:** no ECTS assigned



## Target group

International Bachelor and Master students



## Implementation phases

The project ended in October 2017, but the International Office continues offering specific training courses and events for international students.



## Results

	Participants WS 2016/17	Participants SS 2017
Company visits	36	21
Workshops	14	18



## Challenges

- Sustainable funding for the project.



## Tips & tricks

- Remainder emails to participants are important to ensure attendance to workshop and events.



Photo by Cathryn Lavery on Unsplash



## Learning outcomes - goals

The **Talent Center** is a Career Center launched in 2017 at the University of Antwerp, with the mission to nurture talent for the future society. Since the majority of PhD holders eventually pursues a career outside academia (in Flanders almost 90%), Early Career Researchers (ECRs) are a priority for the university. As such, the university is committed to support ECRs in developing their talents and skills to maximise and deploy them for wider economic and societal goals. The Human Resources' focus has shifted from lifelong employment to lifelong employability: employees are stimulated and supported to take ownership of their career and maximise their employability within or outside university walls. The university aims to invest in sustainable career development for all staff members, irrespective of the duration of their contract.

With that in mind, the Talent Center offers a broad range of activities that focus on:

- Creating and enhancing awareness about our ECR's employability, both within and outside academia.
- Enhancing the transferability of our ECR's knowledge, skills and research attitude.
- Supporting them in their career development and helping them grow into agile and confident key players in the knowledge economy and society.



## Content

The services of the Talent Center build on three pillars:

### 1. Career counselling:

- Individual career coaching sessions for doctoral students and postdocs. Individual career programme consisting of 4 sessions.
- Collective workshops career development for postdocs. Collective career programme consisting of 5 half-day sessions (see practice n.26).

\*Both individual and collective sessions are taught by internal staff members (2) of the Talent Center.

**Education level:** PhD/Postdoc

**Project coordinators:** Nel Grillaert (nel.grillaert@uantwerpen.be)

**Website:** <https://www.uantwerpen.be/en/jobs/what-do-we-offer/talent-center-for-ea/>

**Extracurricular:** no ECTS assigned

### 2. Training

- Time management
- Project management
- Positive focus
- Stress prevention & resilience
- Networking
- Self-leadership
- A career in industry

\* The training sessions are primarily targeted at postdoctoral researchers, since doctoral students can make use of the wide training offer of the Antwerp Doctoral School. The training sessions are taught by external trainers, but tailor-made for the target group (on the basis of focus groups).

### 3. Networking

- **"Lunch & Learn sessions for Early-Career Researchers":** the overall purpose of these sessions is to inform ECRs about the broad range of career opportunities both within and outside academia. The sessions are organised during lunch time, so as to attract as many ECRs as possible.

Topics:

1. "So you want to be an academic?": During this session, tenured professors give an insight into their career trajectory and speak openly about the job of being a professor and the daily workload that comes with it.
  2. "So you want to explore career opportunities beyond academia?": During this session, several alumni PhD-holders share their experience in the transition from an academic to a post-academic job.
  3. "So you want to explore funding opportunities for your research?": This session is offered by the Grants Office of the Department of Research Affairs and Innovation. It provides an overview of the funding opportunities for research fellowships or personal mandates for appointment of postdoctoral researchers.
  4. "So you want to valorise your knowledge?": This session is offered by the Valorisation Office of the Department of Research Affairs and Innovation. It covers the different pathways to valorise PhD research.
- **"Is there a doctor in the room?: diverse career paths beyond the PhD"**  
During the annual job fair of the University of Antwerp, Talent Forum, there is a special session with testimonials of non-academic employers in which they give insight in the various career options they have for PhD holders. The job fair is also a unique opportunity to network with CEOs and HR managers from over 90 companies.
  - **MentUA: mentoring programme for postdocs**

Many postdocs strive for an academic career, but they struggle with various questions and uncertainties about what an academic career entails and how to achieve it. The goal of the mentoring programme is to give postdocs the opportunity to talk about various topics regarding their career ambitions with a senior professor who is not their direct supervisor (e.g. work-life balance, how to build a strong academic CV, how to expand the academic network, etc.).





## Target group

Early Career Researchers



## Implementation phases

### Phase 1:

- Survey target group and focus groups.
- Creating awareness on career development of ECRs in various policy levels of the university.
- Gradual start service offer with external trainers.

### Phase 2:

- Gradual start service offer with internal trainer. Pro: making service offer tailor-made and flexible to respond to needs and expectations of ECRs.
- Optimisation and further fine-tuning of external training offer on the basis of evaluations and focus groups.

### Phase 3:

- Expansion service offer with additional internal trainer in charge of individual coachings and collective workshops.
- Keeping track of the needs of the target group and further alignment service offer.



Career tool created by the Talent Center for early-career researchers, used in the individual and collective sessions career coaching. Copyright: University of Antwerp



## Results

Since the start of the Talent Center in 2017, both our offer and participants have grown.

### Some numbers:

- Participants to the trainings each semester: approximately 120.
- Participants to the "Lunch & Learn sessions": average 40.
- Participants in the individual career coaching sessions: over 40 career sessions per semester (=full capacity).

### Some testimonials:

- "The topics we discussed during the workshops career development certainly helped me to take the decision to pursue a new challenge outside of the academic world."
- "Eye-opener."
- "The Talent Center really responds to the needs of the Early Career Researchers."
- "The Talent Center is of high added value for (post)-docs."

### HR Excellence in Research

Since 2013, the University of Antwerp holds the HR Excellence in Research Award as a recognition of an excellent HR policy for researchers. In 2018, the university submitted a new version of its HR Strategy Action Plan to the European Commission; that was followed by a review and site visit in 2019. In the report, the international jury praised the Talent Center as a good practice for other universities.



## Challenges

- Capacity of staff is not sufficient to meet the demand of tailor-made individual and collective coaching and training.
- Attracting participants from other campuses.
- Engagement of academic supervisors.
- No-shows to the trainings, despite reminders.



## Tips & tricks

- Involve participants in your communication ("word of mouth" marketing).
- Take the time to create wide support with academic leadership/various policy levels.
- Take the time to gain input from the target group.
- Make it a co-creation with stakeholders from within and outside academia.



## Learning outcomes - goals

**Teaching Talent Development Pipeline** is a scheme designed to help students who are interested in a career in teaching. The routes into teacher training in the United Kingdom can be confusing and this is a way of helping students achieve their goals.

The pipeline has 4 main aims:

- Allow students the opportunity to develop their understanding of what it is like to be a teacher – to help them know whether it is right for them;
- Give students the chance to gain some skills and knowledge that is relevant to the teaching profession;
- Support students to build real life classroom experience in a local school;
- Help the students get recognition for their participation and get fast tracked to a teacher training interview.



## Content

The University of Essex works in partnership with local Teacher Training Consortia and local schools to offer first year students the chance to reach their goals. The programme includes:

- Attendance at an Insight into Teaching event in Spring Term of each year;
- Gaining 50 hours' classroom experience including time spent in senior schools, primary schools and/or further education environments;
- Maintaining a reflective learning log to track and monitor their personal development;
- Participating in 3 professional development workshops;
- Creating a teaching resource to be used in the classroom;
- Accreditation through the Big Essex Award and guaranteed an interview for teacher training.



## Target group

1st year undergraduates interested in becoming a Teacher.

**Faculty or department:** Student Development

**Education level:** Bachelor

**Project coordinators:** Nick Goodman (ngoodman@essex.ac.uk)

**Website:** n/a

**Extracurricular:** no ECTS assigned



## Implementation phases

### Year 1

- Autumn term – Recruit first year students who have an interest in teaching – simple application process.
- Spring term – Students attend an Insight into Teaching day and attend first professional development workshop (Managing behavior in the classroom).
- Summer term – Students are allocated to local schools based on their interests and location.

### Year 2

- Autumn term – Students begin completing classroom experience, maintain a reflective log book and attend second professional development workshop (Creating effective teaching resources).
- Spring term – Completion of 50 hours of classroom experience and finalise a reflective log book.
- Summer term – Final professional development workshop (Making effective teacher training applications).

### Year 3

- Autumn term – Students submit applications to teacher training schemes and have their involvement in the pipeline recognised through the Big Essex Award.



Students have been spending time in schools across the local area including primary and secondary schools. Copyright: University of Essex







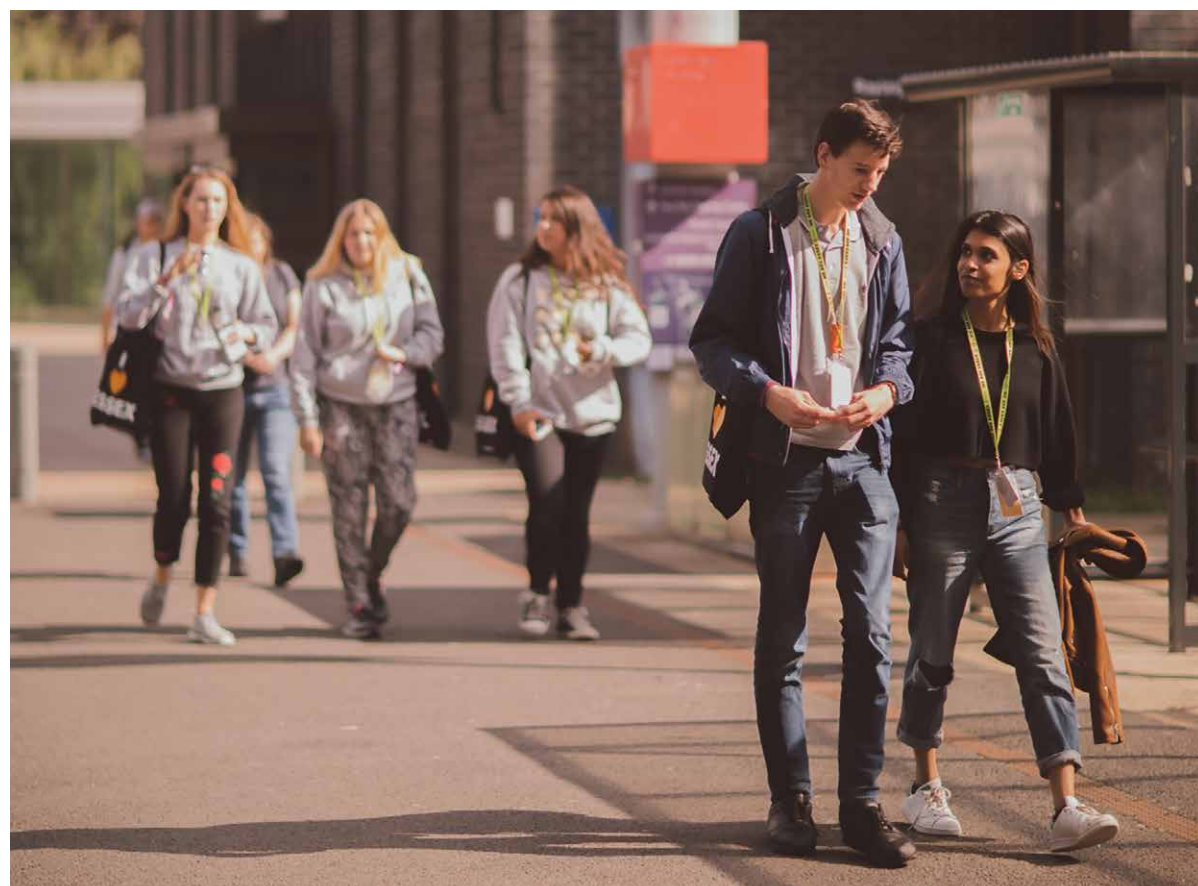
## Results

University of Essex is now recruiting for its 5th annual cohort of students on the pipeline, and the number of students on the programme has grown each year. It is now open to students from any discipline.

Of the 10 students that completed the programme in the first cohort, 4 went into teacher training, 3 into further study and 3 chose to extend their studies to a 4 year course incorporating study abroad or a placement year. This resulted in a 100% success rate of participants securing a positive graduate destination within 6 months of completion.

In total, 95 students have now been through the pipeline and have consistently provided good feedback. University of Essex looks forward to welcoming their 100th participant soon. The project started with one partner Teacher Training organisation, they have now extended that to 2 partners and anticipate that this may rise to 3 within a few years.

Feedback from a participant: *"It was a great look into a typical secondary school and gave you a feel for the school environment. Also hearing first hand from some honest teachers about their job was helpful".*



Students at the University have engaged well with the Pipeline, more than 100 have joined the pipeline since it started in 2015. Copyright: University of Essex



## Challenges

- Working with a diverse range of students from a range of degree subjects.
- Fitting the activities and workshops around the student timetable whilst meeting the requirements of the schools.
- As the number of students has grown, so have the complexity and range of their needs. The scheme has had to adapt accordingly including taking on the responsibility of providing relevant police checks and providing a more diverse range of opportunities.
- The success of the scheme has been achieved with very limited budget and no additional staffing resources.



## Tips & tricks

- **Make it simple:** they used their online careers platform (Careerhub) to run the majority of the scheme; getting the students to sign up, express their preferences and even log their hours that they spend in schools.
- **Make it easy** – Where possible, make the default option for students the one we want them to choose (based on Nudge theory!). For example, for one event we wanted all the students to arrive at the school for 8.30am. We organised taxis for them knowing that if they all had to get there themselves, they would not all arrive on time or be able to find where they were going!
- **Remove barriers** – In life, there are plenty of reasons not to do something (too busy, too difficult, not convenient) and we have tried to remove as many barriers as we can throughout the scheme; from organising events to fit round the students' timetables to running sessions multiple times for students that could not make it to one session. Our position has always been to make it as simple, easy and convenient for our students, putting them at the centre of our thinking.



## Learning outcomes - goals

Thanks to **UM Talents Day** students will:

- Gain insight into the requirements of the labour market in their respective field(s).
- Gain experience in being part of a (semi) professional assessment setting.
- Discover their own strengths and talents through assignments and feedback.
- Reflect on their own strengths and talents compared to those of their peers.
- Practise in giving feedback to peers on their observations.
- Practise in telling others about their strengths and talents.
- Reflect on their own (perceived) employability.



## Content

UM Talents Day is structured in such a way as to allow students to discover their talents, namely around:

- **ACADEMIC SKILLS:** creativity and initiative
- **SELF-AWARENESS:** self-awareness & -efficacy
- **ADAPTABILITY:** work effort
- **SOCIAL RESPONSIBILITY:** collaboration | communication | balance

Assignments are done in small groups of 6 students. Every group of students is assisted by 1 observer during each assignment. UM CS staff is there to facilitate the assignments, explain the procedures and guide the observers and the students. For every 3-4 groups, one facilitator is needed. Effectively this means, in terms of capacity for a group of 60 students:

- 10 observers (alumni / professionals / faculty staff without direct involvement with the students) who will give feedback after each assignment.
- 3 UM CS staff.



## Target group

Bachelor students

**Faculty or department:** UM Career Services

**Education level:** Bachelor

**Project coordinators:** Bibi Linssen (bibi.linssen@maastrichtuniversity.nl)

**Curricular/Extracurricular:** ECTS can be assigned (it is up to the organising programme).



## Implementation phases

Planning of this event needs to start 10 – 12 weeks in advance.

Activities to take into account: room / facilities booking, recruitment of observers, communication to students, registration period for students.

### Time investment:

**For organising party:** approximately 12 hours preparation (recruitment of observers and students, communication, logistics) + presence at the event (4 hours).

**For UM CS:** 8 hours preparation + presence at the event + 2 hours evaluation.



## Results

In 2019, UM has run 4 pilots in different settings. In total, 110 students attended from 4 different faculties and programmes.

Students particularly appreciated the small-scaled group approach, the presence of observers from their work-field and the link made between their personal talents and a future job.



## Challenges

- Recruiting enough observers.
- Communication to students about the event.
- No-show of students who have registered (40%).



## Tips & tricks

- Communication needs to start timely and needs to be repeated frequently.
- A good briefing of the observers increases the success of the event.



*Some intense collaboration going on at UM Talents Day. Copyright: UM Career Services*





## Learning outcomes - goals

In 2017, the University of Antwerp launched an internal Career Center: The Talent Center (see practice n.22). The activities within the Talent Center focus mainly on enhancing the employability of Early Career Researchers (ECRs). In 2019 the Talent Center kicked off a pilot programme “**Workshops Career Development for Postdocs.**” The workshops build around the acquirement and awareness of career competences needed to take ownership of the individual's career. The aim is:

- to increase insight in values, ambitions, competences and talents;
- to explore the labour market: types of sectors, organisational cultures, jobs and roles (within and outside academia);
- to explore career perspectives that might be a match;
- to offer support to take concrete action in steering their career.



## Content

- **Introduction:** Researchers are very passionate about their job. At the same time, it is precisely that job, due to its temporary nature, that raises uncertainty about their (future) career. Many postdoctoral researchers struggle with questions such as “What after this research project or mandate?”, “What are my career opportunities afterwards?”, “Is my (research) expertise relevant to non-academic organisations?” etc. In the workshops “Career development for postdocs” we look for answers to these questions. The answers are never a “one-size-fits-all.”
- **Approach:** The workshops are talent-oriented: they focus on and depart from the individual's strengths and talents and on the aspects of their career they can (pro-) actively steer. On the basis of various methodologies and tailor-made tools, participants are encouraged to reflect on themselves, their expectations, ambitions and talents and use these insights to consciously shape their (future) career.
- **Practical content:** The workshops are set up as a career coaching trajectory in groups (max. 8 participants to guarantee interaction). They comprise five half-day sessions (4 hours), spread out over 6 weeks, with homework between each session. The workshops are highly interactive, require a bit of preparation and a strong engagement of the participants.

**Session 1:** Introduction, expectations and building awareness on the importance of career planning.

**Session 2:** Self-reflection: “who am I and what do I want?”. Gain insight in your identity, your motivations, your (career) values and ambitions.

**Session 3:** Self-reflection: gain insight in your competences, qualities, talents and points of development.

**Session 4:** Career exploration. Gain insight in the career options that match with whom you are.

**Session 5:** Steer your career. Take concrete action and enter the job market.

**Faculty or department:** Human Resources Department

**Education level:** PhD/postdoc

**Project coordinators:** Nel Grillaert (Nel.Grillaert@uantwerpen.be)

**Website:** <https://www.uantwerpen.be/en/jobs/what-do-we-offer/talent-center-for-ea/>

**Extracurricular:** no ECTS assigned

In the sessions, (self-) reflective parts are interchanged with activating parts that focus on the more practical aspects of the career process (e.g. networking, pitching, CV writing, the job interview, etc.). After six months, participants and trainers exchange experience and follow-up on questions. During the year after the workshops are organised, participants are entitled to a supplementary individual session for further elaboration on their career questions.



## Target group

Postdocs of all faculties



## Implementation phases

- Development of material and tools, tailor-made to the target group (postdoctoral researchers).
- Pilot.
- Evaluation of the pilot.
- Set-up structural programme and further embedding in the organisation.



## Results

Positive experiences from quotes from participants:

- “Although considering to leave the academic world wasn’t easy, the subjects discussed within the workshop and the conversations with co-participants really gave me the push I needed to explore challenges outside my academic comfort zone.”
- “A real eye-opener!”
- “The workshop really responded to the specific needs of the participants.”
- “A lot of relevant topics come up. A range of practical tips and anchor points are offered to learn what kind of job suits you best.”

After positive evaluations, the career development program is now embedded in the structural training offer of the Talent Center.



## Challenges

- Not enough capacity to meet the demand.



## Tips & tricks

- Make it free for participants.
- An internal organisation has the advantage to learn from feedback and incorporate it into policy development.
- Engage the participants in further promotion.
- Keep track of their careers and ask them for testimonials.

Practice	BA	MA	ECR	ECTS-credited	Primary focus
1. ALUMNI UC3M MENTORING PROGRAMME	✓	✓			Networking Career planning Job market
2. BRIDGE	✓	✓	✓		Entrepreneurship Networking Skills
3. BYRD			✓		Career planning Self-awareness Recruitment process Skills Entrepreneurship
4. CAREERS BOOTCAMP FOR RESEARCH STUDENTS			✓		Self-awareness Career planning Labour market
5. CAREER FAIRS	✓	✓	✓		Networking Job market Recruitment process
6. CAREER MANAGEMENT SKILLS	✓	✓	✓	✓	Skills Labour market Career planning
7. CAREER PASSPORT		✓	✓	✓	Labour Market Self-awareness Skills
8. FIRST JOB MANUAL	✓	✓	✓		Labour market Recruitment process
9. FOREMPLEO	✓	✓	✓		Labour Market Recruitment process Networking
10. MANAGEMENT CONSULTING IN THE DIGITAL AGE		✓		✓	Skills Entrepreneurship Labour market
11. MASTER YOURSELF		✓			Networking Labour market Career planning Skills
12. MIND THE GAP	✓	✓	✓		Entrepreneurship Skills Career planning Labour market
13. NOVA'S DOCTORAL SCHOOL			✓	✓	Skills Self-awareness
14. PROFIL+	✓	✓		✓	Self-awareness Labour market Networking Skills

Practice	BA	MA	ECR	ECTS-credited	Primary focus
15. PROGRAMA UNIVERSIDAD-EMPRESA	✓			✓	Labour market Skills
16. PROMENTES	✓	✓	✓	✓	Career planning Labour market Networking
17. RANDSTAD YOUNG TALENTS	✓	✓			Recruitment process Career planning
18. SKILLS UPF	✓	✓	✓	✓	Self-awareness Career planning Skills Labour market
19. SOFT SKILLS ACADEMY	✓	✓	✓		Skills Labour market Recruitment process Career planning
20. STAFF SUPPORTS STUDENTS' PROFESSIONAL AND PERSONAL DEVELOPMENT	-	-	-	-	Staff Development
21. STUDENTS EMPLOYABILITY PROGRAMME	✓	✓			Labour market Career planning Recruitment process Networking
22. STUDY&WORK	✓	✓			Recruitment process Labour market Skills
23. TALENT CENTER			✓		Self-awareness Skills Networking Career Planning
24. TEACHING TALENT DEVELOPMENT PIPELINE	✓				Career planning Self-awareness Skills
25. UM TALENT DAYS	✓			✓	Labour market Self-awareness Career planning
26. WORKSHOP CAREER DEVELOPMENT FOR POSTDOCS			✓		Career Planning Labour market Self-awareness Labour market"



The content of this guide was developed by YERUN and its members who kindly contributed to its creation.



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