

Train the Trainer Guide for the EURAXESS Staff



Mobile Researcher Integration

ImpactE - Integrate Mobile People through Innovative Actions in the
EURAXESS Service Centres

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Authors

Coordination Committee

Corina ABRAHAM-BARNA, *Banat's University of Agricultural Sciences and Veterinary Medicine from Timișoara, Romania*

Svetlana DIMITROVA, *Institute of Technology and Development, Sofia, Bulgaria*

Brigitte ERNST, *Université de Liège, Belgium*

Isabelle HALLEUX, *Université de Liège, Belgium*

Lowry MCCOMB, *Durham University, United Kingdom*

Isser PEER, *Bar-Ilan University, Ramat-Gan, Israel*

Jean-Marie PINCEMIN, *Université de Poitiers, France*

Contributors

Natalia BLAGOEVA, *Eudaimonia Solutions, Sofia, Bulgaria*

Denisa DEMKO, *Vitae, Cambridge, United Kingdom*

Dominique DIENG, *Akasias, Brussels, Belgium*

Elin KOLLERUD, *The Research Council of Norway, Lysaker, Norway*

Vanessa KÖNIG, *Max Planck Institute for the Science of Light, Erlangen, Germany*

Ellen PEARCE, *Vitae, Cambridge, United Kingdom*

Sarah PRESCOTT, *Durham University, United Kingdom*

Valérie SOULARD, *Université de Poitiers, France*

Vivian TOS LINDGAARD, *University of Copenhagen, Denmark*

Linda Hui YANG, *Durham University, United Kingdom*

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Proofreading:

Elaine FISHER, Leah HOLROYD, *Epigeum Ltd, London, United Kingdom*

Collaborators:

Dimitar DIZOV, Atanas GEORGIEV, Mihail PELTEKOV, Stanimira YORDANOVA, *Institute of Technology and Development, Sofia, Bulgaria*

Christine ROBUCHON, *Université de Poitiers, France*

Moria ARICHA, Natalie GORDON, Natasha PEKER, Renana STRAUSS, Shlomo SHPIRO, *Bar-Ilan University, Ramat-Gan, Israel*

Claire MCNULTY, *British Council, Bromley, United Kingdom*

Carolyn MCALHONE, *Durham University, United Kingdom*

Louise ATKIN, Hayley EVANS, Carol FOWLER, *Vitae, Cambridge, United Kingdom*

David BABINGTON-SMITH, *Epigeum Ltd, London, United Kingdom*

Reviewers

Acad. Prof. Dr. Dr. H.C. Horia CERNESCU, *corresponding member of Romanian Academy of Agricultural and Forestry Science, Romania*
Assoc. Prof. Dr. Marius PENTEA, *BUASVM Timișoara, Romania*

Publishing house

Babeș-Bolyai University
Presa Universitară Clujeană
Director: Codruța Săcelean
Str. Hasdeu nr. 51
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Tel./fax: (+40)-264-597.401
E-mail:
editura@editura.ubbcluj.ro
<http://www.editura.ubbcluj.ro>

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Foreword

ImpactE is a EURAXESS FP7 project focused on the successful professional and social integration of the researchers into a new environment.



Overview of the EURAXESS ImpactE project

Amongst the obstacles to international mobility, cultural differences are the most invisible and not the easiest to overcome as they are based on non-material factors, which differ from other matters like getting a visa or a place to stay. Universities and research institutions from **8 European countries** united their efforts:

- to **empower researchers enrolled in mobility programmes with new capacities** - professional and 'soft skills'
- to **improve the quality of EURAXESS services staff** in the field of social, cultural and professional integration of researchers
- to establish **a network of EURAXESS ImpactE alumni**, turning them into disseminators of EURAXESS.

Target groups:

- 200 *mobile researchers*, by offering them specific professional and 'soft' skills training
- *EURAXESS staff members* in the partner countries, by attending the researchers' training
- All *EURAXESS network* staff, through common workshops and a TTT Guide.

Key activities:

- Documentation of the ***researchers' career structures and training needs*** in the project partners' institutions (see the 24 pages' survey on the project's website)
- Researcher mobility lens on the Researcher Development Framework (available on the project's website)
- ***Researcher career pathways*** in 7 partners' countries
- A comprehensive collection of publications regarding researchers' mobility - ***ImpactE Literature Review***
- Identification of *ideas and best practices* for social, cultural and professional integration of researchers
- Design of a ***programme of effective soft-skills development*** for internationally mobile researchers
- Delivery of ***suitable training activities*** in the partner institutions
- Preparation and distribution of a set of materials as a ***guide for future training events***
- Setting up ***an alumni network***.

ImpactE partners

Coordinator



Université de Liège
Belgium

Partners



Institute of Technology and
Development
Bulgaria



Durham University
United Kingdom



Université de Poitiers
France



Bar-Ilan University
Israel



Universitatea de Științe Agricole și
Medicină Veterinară a Banatului
“Regele Mihai I al României” din
Timișoara
Romania

Associate Partners



Epigeum Ltd
United Kingdom



The Research Council of Norway
Norway



University of Copenhagen International
Staff Mobility Unit
Denmark

Subcontractor



Vitae
United Kingdom

Introduction

Mobile Researcher Integration

CULTURE SHOCK

A sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation

Merriam-Webster



ince 1951, when the anthropologist Cora DuBois used the term ***culture shock***, many studies relating to cross-cultural adaptation have been produced. Three years later, Kalervo Oberg described a ***honeymoon - crisis - recovery - adjustment*** model, applicable to people who have travelled abroad. Following this in 1955 Sverre Lysgaard presented the ***U-Curve of Cultural Adjustment*** which was one of the first models of cultural adjustment. These theories opened the gates for seven decades of research related to ***cross-cultural adaptation***.

The U-Curve of Culture Shock and Cross-Cultural Adjustment

Based on research relating to cross-cultural adaptation EURAXESS staff could help the mobile researcher move into the period of *adjustment* as soon as possible in order to avoid *cultural shock*.

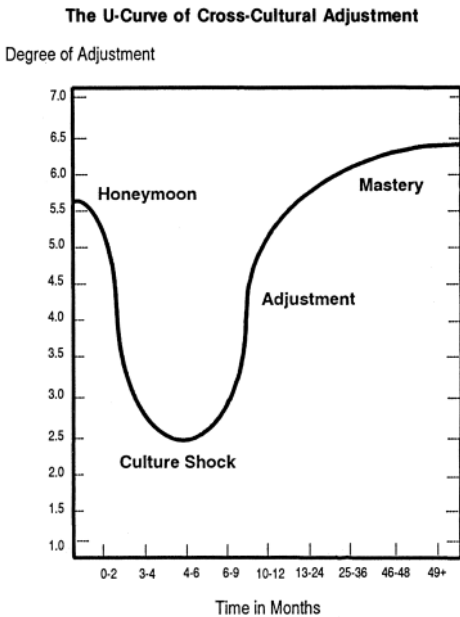


Figure 1

The U-Curve of Cross-Cultural Adjustment

Black, J. Stewart, and Mark Mendenhall (1991): *The U-Curve Adjustment Hypothesis Revisited: A Review and Theoretical Framework*, in "Journal of International Business Studies" 22, 2:227

Organised activities (e.g. social events, trainings) for mobile researchers can act as a catalyst to help them overcome cultural shock.

The Iceberg Model of Culture

The Iceberg Model of Culture was developed and published by the anthropologist Edward T. Hall in *Beyond Culture* in 1976.

According to Hall's theory, if the culture of a society was an iceberg, then there are some aspects visible, above the water, but there is a larger portion, hidden beneath the surface.

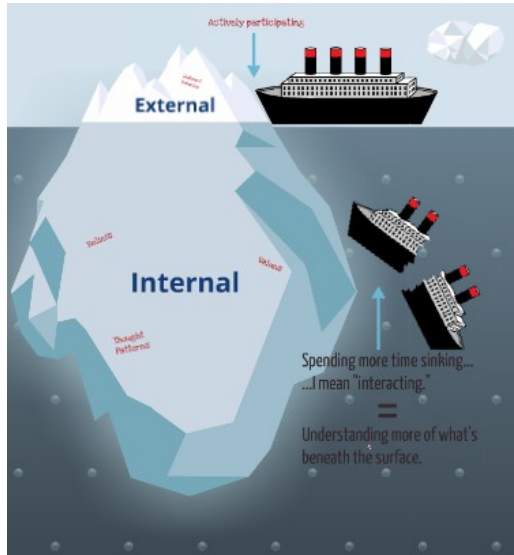


Figure 2 *Edward T. Hall's Cultural Iceberg*
by Mandi Lindner

Incoming researchers are able to see the visible part of the culture, but they need help, which can come from the EURAXESS staff, to look beyond appearances and see a part of the hidden dimension of the culture.

”

*A FISH ONLY REALIZES IT NEEDS WATER TO LIVE
WHEN IT IS NO LONGER SWIMMING IN THE WATER.
OUR CULTURE IS TO US LIKE WATER TO THE FISH.*

WE LIVE AND BREATHE THROUGH OUR CULTURE.

Edward T. Hall



Training and Workshops for Mobile Researcher Integration

In order to sustain the *Mobile Researcher Integration*, the EURAXESS staff involved in the ImpactE project designed a *Programme of Effective Soft-Skills Development for Internationally Mobile Researchers*.

The design of the training programme for mobile researchers is based on a training needs analysis: the *Mobile researcher training needs survey* and a comprehensive collection of publications regarding researchers' mobility: the *ImpactE Literature Review*.



Also, in order to identify ideas and best practice for social, cultural and professional integration of researchers, our team organised three *Intercultural Dialogue* workshops for the EURAXESS staff. EURAXESS network members' experiences of the improvement of soft-skills-mobility programmes, will therefore support the improvement of EURAXESS services for mobile researchers.

We want to express our thanks to the participants for their really useful contributions.

Programme of Effective Soft-Skills Development for Internationally Mobile Researchers

Taking into account the **social, cultural and professional needs** of mobile researchers, the **Soft-Skills Development Programme** was designed in 6 modules. Each of the ImpactE partners developed one training module:

- ✓ ***Managing an International Research Team*** - ULg, Belgium
- ✓ ***Intercultural Communication*** - ITD, Bulgaria
- ✓ ***Research Integrity*** - UDUR, United Kingdom
- ✓ ***Communicating Science to an International Audience*** – BUASVMT, Romania
- ✓ ***Academic Networking*** – UP, France
- ✓ ***Intellectual Property Rights for Mobile Researchers*** - BIU, Israel



Facts and figures may be a measure of the success of this programme: therefore, we plan to organise 12 further training events for 200 mobile researchers, and we have already organised 37 training events in 6 countries, for 450 trainees - researchers & EURAXESS staff.



Some of the topics proved more attractive than others to the researchers, however all the topics had an international audience.

***THANKS FOR PROFESSIONALISM AND
RELIABILITY PROVEN!
IN THE FUTURE, I HOPE TO HAVE THE CHANCE
TO ATTEND SUCH TRAININGS.***

Participant to a training

Mobile Researchers Integration – Train the Trainer Guide for EURAXESS staff

Through working together for two years, the ImpactE team has benefitted from the **theoretical approaches** of *cross-cultural adaptation*, undertaking **practical workshops** with peers – the EURAXESS staff - and **experimental trainings** with internationally mobile researchers, resulting in this *Train the Trainer Guide for EURAXESS staff*.

We have chosen seven practical topics, substantiated by a few appendices, including templates to be used for organising events for mobile researchers:

1. Check list for organizing activities (training or social event)

We propose an *event planning check list*, which could be useful for organising welcome events, workshops, trainings etc.

Ideally the planning should start a few months before the actual event.

2. Icebreaker activities

When the target group for an event is homogenous it always helps to organise an icebreaker, in order to increase the cohesion of the group, to relax the atmosphere and so consequently have a more receptive audience.

In the case of mobile researchers, the icebreakers are much more useful. It is well known that socialisation helps the cross-cultural

adjustment, and that researchers can make new friends who can help them adapt to the new environment. Therefore, we have carefully chosen and tested a few icebreakers, paying attention to and being respectful of cultural differences between the participants. We have also provided, in the *References* chapter, details on resources for *more than 200 icebreakers*.

3. Group activities for experiencing cultural differences

We have proposed and tested three group activities for researchers from different countries, created with the realisation that cultural differences exist and they should be accepted as normal.

In order to raise participants' awareness of the reality of national culture and make them more conscious that prejudices can be a source of misunderstanding and failures, we have proposed and tested a group activity on *Prejudices and stereotypes*.

It is also useful to make participants aware of behavioural norms in the country where they now live, preferable or typical behaviour and attitudes the country values, and also any unwanted or untypical behaviours or taboos. To support this understanding we propose using a template for constructing descriptions of *DOs & DON'Ts* for different countries.

Researchers who receive cross-cultural training before and during their assignment should not suffer intense culture shock and will become effective more rapidly than researchers who have not had cross-cultural training. To support this, we suggest using the group activity *Intercultural Dialogue*, which proposes completing two

matrices: *General national habits and specifics matrix* (detailed in Appendix 2).

4. Awareness of own cultural identity and mobility skills

In order to raise participants' awareness of their own reality and their cultural antecedents, we suggest using the activity *I'm also the fruit of several cultures* which we have used and describe in the Annex.

Exploring and developing skills to support mobility is an exercise based on the *Researcher Mobility Lens on the Vitae Researcher Development Framework*, which aims to highlight the transferability of competencies.

5. Country presentation

Often, the research institution and the researcher are not prepared to understand that there might be a difference between working cultures, for example the hierarchy or *the balance between work and personal life*, which can be a very real issue for researchers. An interesting situation is the Norway case, described in the section *Preparation of the working culture in the country the researcher is moving to*.

Being German - A Guide to Myths and Stereotypes clearly shows that although sometimes *stereotypes* may appear to be true, we should always consider them critically and check them carefully.

Building a cultural map of Europe is a big group activity, and developing the *Intercultural Dialogue* can be used to discover the hidden cultural differences.

6. Good Practices in Cultural Integration

The EURAXESS staff have expressed in the feedback assessment forms that *good practice* exchanges are very important, so we have provided a few examples to illustrate examples of social, cultural and professional (soft skills) events.

One of the classic social activities is the *Welcome reception*.

Like the welcome event, a *Culture Cooking* event is useful for socialising and cultural exchanges.

For administrative issues, the *Special campus booth for visa procedures* is very interesting for facilitating the migration procedures.

The *Yearly tax statement of incomes* is very helpful for incoming researchers, supporting them to complete the necessary forms.

The most common need in a foreign country is to communicate, so the *language courses* have as their target group all incoming researchers.

Working abroad without an awareness of the cultural codes might feel like playing chess without knowing the rules, so one of the EURAXESS Services Centre organises the course *Working with Norwegians*, as described in this guide.

Also as observed from the training needs survey, first stage researchers need more training than senior researchers, so we describe a training event based on *How to Survive your PhD*.

The Global Citizenship Programme provides opportunities for students to develop important transferrable skills for their careers and life after their studies: the attributes of a global citizen.

7. Guide for intercultural integration of researchers

A short list of steps to be used as a *check list for welcoming mobile researchers* is a good start to becoming a good EURAXESS centre.



We have added a few *Appendices*, including *Templates*.

Appendix 1: Do's and don'ts

To be used as a group activity for experiencing cultural differences. A good example of this type of activity, which has been used in one of the EURAXESS workshops, can be downloaded from our website: *Do and Don't. A quick look through European cultures* (see references list).

Appendix 2: National habits and specifics matrix

The appendix contains two matrices to be used for group activities for experiencing cultural differences – *Intercultural Dialogue* – and for awareness of one's own cultural identity.

Appendix 3: Training description

A template for describing the training is provided, this can be used to show the planning of the training through the following elements: timing, target group, learning objectives, expected outcomes, resources etc.

Appendix 4: Registration form

It is good to have a registration form template, to be filled in online. The registration lists details will be useful not only for adapting the training content to the target group, e.g. according to researchers' level and their research fields, but also for producing reports, including details such as gender balance and career stages of researchers.

So it is good to keep in mind that the design of the registration form should be adapted to the information needed for the design of the training and for any required reports.

Appendix 5: Feedback assessment form

One of the ways to quality assure any training is to use the feedback from the assessment forms in order to improve quality.

The form included in this Guide is the third version issued by our project team. This version originated from the template used by the PEOPLE NCPs, and was developed, according to our team members' background and experience, and, subsequently enhanced, from our project workshops and training organisation's needs and experience.

We have used this assessment form to gain feedback from about 450 trainees and one interesting observation is that the section *Accomplishment of learning outcomes*, which assesses the extent to which learning outcomes have been achieved in a percentage format for each training session, could be made optional. If the initial level of knowledge is the same for all trainees, the training outcomes can be designed and assessed more easily. However, each participant may have different expectations from each session, the objectives of the trainer can be different from the trainees' objectives, and each trainee can have different levels of knowledge of the session's topics which will make the design of outcomes more challenging.

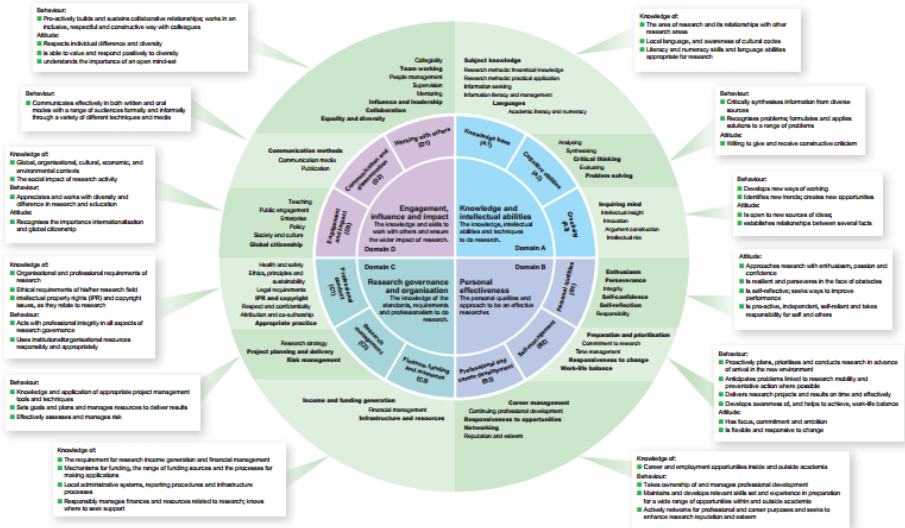
In conclusion, it would be beneficial if the trainer checks the knowledge level of the trainees beforehand.

Appendix 6: Rules of brainstorming

We appreciated the opportunity to use the *Manuals* of the other EURAXESS projects, so we have included in this *TTT Guide* a useful appendix, to be printed and disseminated during brainstorming and other group activities: ***Brainstorming rules*** (by IDEO), included by the EURAXESS T.O.P II guide *Hosting & Facilitating a Workshop*.

Appendix 7: The researcher mobility lens on the Vitae Researcher Development Framework

The Researcher Mobility Lens on the Vitae Researcher Development Framework, based on the *Researcher Development Framework*, previously created by *Vitae*, has been developed to focus on the knowledge, behaviour and attributes that researchers can use in an international context to improve their effectiveness in a new research environment.



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Appendix 8: Researcher career pathways in seven countries: Belgium, Bulgaria, Denmark, France, Israel, Romania, United Kingdom

Being integrated into a new research environment also means understanding the hierarchy, in order to create a strategy for career development. The project team produced diagrams showing the researcher career pathways in their countries and these can be used not only by incoming foreign researchers, but also by local first-stage researchers.



References

The selective list of references provides resources used and published by the project team, other EURAXESS network manuals, theoretical resources, and practical tools for organising training. The list is organised by grouping the references by the mentioned topics. Most of the references are online resources.

The project teamwork

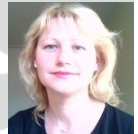
The work on this project was a great experience: team exchanges, workshops with the EURAXESS staff and training for mobile researchers, and the team work on documents which resulted from this process, for the use of the EURAXESS network.

The team was well balanced between EURAXESS staff from countries with a high number of incoming researchers: United Kingdom, France, Belgium and Denmark, and countries who recently joined the European Union, like Bulgaria and Romania. Israel and Norway, very experienced countries concerning researchers' mobility, joined the six EU countries for this project.

It is a real privilege to contribute to the wider objective of balanced cultural exchanges of the humanity.

Corina Abraham-Barna

*Vice-President of the Senate's Commission for International Relations
Banat's University of Agricultural Sciences and Veterinary Medicine
„The King Mihai the First of Romania” from Timișoara, Romania*




1. Check list for organizing activities (training or social event)

One year before

- Good practice is to include each year your event(s) in the annual agenda of your organisation.
- Try to plan the event in a year schedule, even if the actual preparation starts two or three months before the event.

Two – three months before

- Training description, to be agreed with the trainer, including the list of materials and technical requirements (video projector, computer with internet and loudspeakers, if required) 
- Training date - to be agreed with the trainer
- Training contract
- Book the training room
- Book a hotel and a restaurant for the trainer

One and a half month before

- Send invitations / emails
- Advertise training on the university website

- Registration (online, or paper, or electronic form to be sent back)
- Confirm registration

Two weeks before

- Order coffee break and sandwiches

One week before

- Prepare training material:
 - flipchart plus sheets plus markers
 - badges for the participants
 - post it notes
 - rollup
 - scissors
 - adhesive
 - buddies
 - camera
 - written material for the participants as requested by the trainer
 - info about EURAXESS and other materials required
- Prepare the itinerary and instructions to find the building and send it by email to the participants
- Ask for Wi-Fi username and password for your guests
- Prepare feedback assessment forms
- Prepare an attendance certificate

The day before

- Prepare and print the attendance list
- Prepare the itinerary and room location and place it in the halls

The day of the event

- Check the meeting room:
 - video projector
 - other technical requirements
 - water and glass for the trainer

Follow up

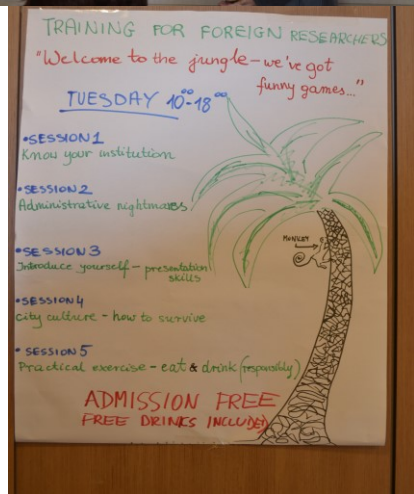
- Thank the trainer (small gift) and the staff
- Send training evaluation report and pictures to webmaster
- Prepare the financial accounts, pay the bills
- Send training materials to the participants
- Make a social media group and/or add the participants to an existing one (Facebook, LinkedIn...) and start a discussion on the training topics in the social networks
- Keep up the communication with the participants on different occasions
- Organise a follow up event a year later.



Brigitte Ernst
University of Liege, Belgium

Ideas of social & cultural activities for incoming mobile researchers

Reports on brainstorming at workshops for EURAXESS staff



ENGAGEMENT IN THIS FIELD IS CRUCIAL!

MOTIVATION OF RESEARCHERS / STAFF

PARTICIPANT AT A WORKSHOP

2. Icebreaker activities

Greetings

- ✓ Take one slip of paper
- ✓ Go to the middle of the room
- ✓ Greet each other by saying your surname and your country, using the action described on the paper:

Greet the other person by:

- ✓ placing your hands together in prayer and bow forward
- ✓ rubbing noses
- ✓ embracing and kissing him/her twice on alternate cheeks
- ✓ shaking hands with a strong and firm grip

- ✓ keeping a distance of about 2 feet between you and shake hands, but only with a very light grip.
- ✓ Exchange your slips of paper and then go to another person.

Dominique Dieng

Akasias, Brussels, Belgium



Babel tower - icebreakers

Rule: All participants must only speak in their mother tongue.

Group activities:

- ✓ Sing a song all together.
- ✓ Prepare a work of art.
- ✓ Draw a synthetic caricature of a culturally diverse researcher.
- ✓ Construct a Babel tower.

Secret mission:
One person will find everyone's birth date in the room.



Things in common

- ✓ Form groups of 4 or 5 people.
- ✓ Find ten things you have in common.
- ✓ Rules: “no work”, “no body parts”, “no clothing”.
- ✓ One person takes notes.

Natalia Blagoeva

Eudaimonia Solutions, Bulgaria



Icebreaker cards

- ✓ Make a grid on a piece of card and duplicate for everyone in your group.
- ✓ Supply pens or pencils.
- ✓ Each box contains one of the statements below.
- ✓ Encourage the group to mix, talk to everyone to try and complete their card.
- ✓ If one of the items listed on the bingo card relates to the person they are talking with, have them sign their name and the country in that box.
- ✓ End the activity after 10 minutes and review some of the interesting facts the group has discovered about each other.

- ✓ You can add your own statements appropriate for your group.

Property	Name	Country
Likes to get up early		
Is wearing blue		
Loves cats		
Loves to ski		
Name begins with an 'S'		
Loves Chinese food		
Speaks two foreign languages		
Has made the longest journey		
Has brown eyes		
Plays Tennis		
Plays a musical instrument		
Has been to the most foreign countries		

See Knox, Grahame: *40 Icebreakers for Small Groups*

3. Group activities for experiencing cultural differences

Prejudices and stereotypes

Objectives

- ✓ Make participants aware that we all have prejudices and stereotypes and that those prejudices shape our relationships with others
- ✓ Raise participants' awareness about the relativity of the national culture

Targeted results

- ✓ Participants to be more conscious that prejudices are a source of misunderstanding and failures
- ✓ Participants will have tools to fight prejudices in their daily life and particularly at work

The roll out: 3 steps (40)

- ✓ ***Collective analysis of a text (20')***
 - ✓ *Each group receives a list describing the cultural etiquette in a selected country, read aloud by a representative of the country.*
 - ✓ *Those who are not of the country explain which points they agree or disagree with.*
 - ✓ *The representative of the selected country corrects what according to him/her is wrong.*

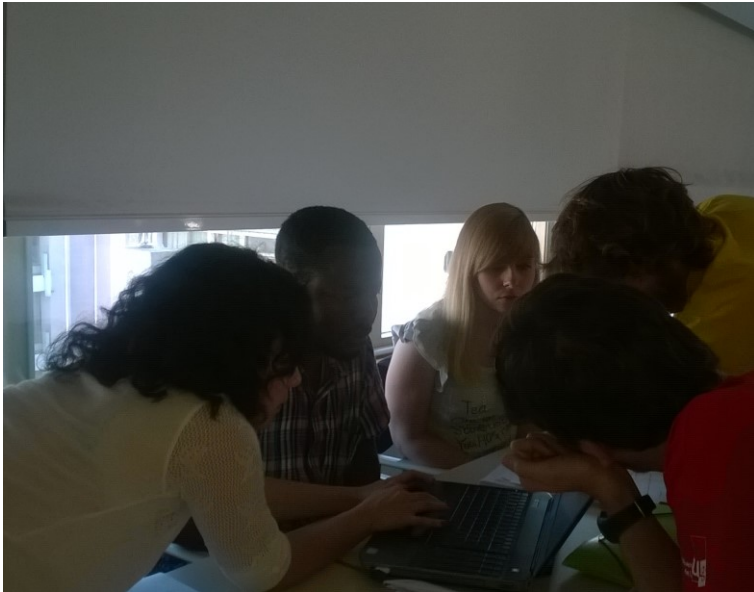
- ✓ ***Synthesis with the group (15')*** - *Using a paper board and creativity tools (post-it, mind mapping, design - prototyping), the group will answer the following three questions:*
 - ✓ *What are prejudices?*
 - ✓ *What are the characteristics of what we, as a foreigner, think the etiquette of a country is?*
 - ✓ *How can we fight against prejudices?*

✓ ***Exhibition of results (5'):***

- ✓ *Display the questionnaire related to the etiquette in your country and paste it on the flipchart or on the wall*
- ✓ *Class them alphabetically by country (if there are several questionnaires for a same country, put them one below the other).*

Dominique Dieng

Akasias, Brussels, Belgium



DOs & DON'Ts

Objectives

- ✓ Make participants aware of the behavioural norms in a certain country, preferable or typical behaviour and attitudes that country values, and additionally any unwanted or untypical behaviours or taboos in that country.
- ✓ Participants from the same country form a group (as many groups as there are nationalities): they have to think which attitudes are acceptable in their culture, and which ones are not. This can be at work or in private life. Topics can be: how to greet, how to dress, how to relate to your boss, which present to bring when you are invited to dinner... They write this on a poster in 2 columns (the Do's and the Don'ts). After 30 minutes, they report to the whole group, by giving a comment for each line.
- ✓ The outcomes: presentations are usually funny. The other nationalities learn many tips they will

remember and which they will be able to use when visiting other countries.

How to collect useful info?

- ✓ *Use the template of DOs & DON'Ts (Appendix 1) - one template for each country represented.*
- ✓ *Ask mobile researchers to fill in the template of their country.*



Intercultural Dialogue

It is hypothesized that *researchers who receive cross-cultural training before and during their assignment will not suffer intense culture shock and will become effective more rapidly* than researchers who have not had cross-cultural training.

How to collect useful info?

- ✓ *Use the templates of **General national habits and specifics matrix** (Appendix 2).*
- ✓ *Ask mobile researchers to explain their impressions of the country of destination (before they left, now that they have settled).*
- ✓ *Ask them how they see the citizens of this country (before they left and now that they have settled).*
- ✓ *Ask them to qualify the differences in physical contact, eye contact and gestures.*
- ✓ *Ask them questions relating to time management (time as a circle, time as a line, notion of progress/repetition)*

- ✓ *Ask them questions about reaction to objections, frustration (show or not show one's emotions, look for help, asking questions).*
- ✓ *Finally put the matrix on the website, print it and place a copy in your office, ask them to fill in the matrix – learn from them!*



4. Awareness of own cultural identity and mobility skills

I'm also the fruit of several cultures

Objectives

- ✓ Define culture and interculturality
- ✓ Raise awareness of participants about their own reality and their cultural antecedents

Targeted results

- ✓ Participants to be more conscious of the components of their own situation
- ✓ Awareness about the relativity of one's personal culture

The roll out: 4 steps (40')

- ✓ ***Individual work*** - describing the components of own cultural identity (10')
- ✓ ***Exchange with a fellow*** – presenting components of the cultural identity in pairs (5')
- ✓ ***Exchange with the group*** – presenting to a group the pluricultural side of the fellow from the previous step (10')
- ✓ ***Synthesis with the group*** (15') – working group to answer three questions:
 - ✓ *What is culture?*
 - ✓ *What is interculturality, intercultural relationships?*
 - ✓ *What is the lesson learned from this exercise?*

The group will use creativity tools (post-it, mind mapping, design - prototyping) and will report to all.

Dominique Dieng

Akasias, Brussels, Belgium



Exploring and developing skills to support mobility

This exercise is based on the *Researcher Mobility Lens on the Vitae Researcher Development Framework*.

Aim:

- ✓ to highlight the transferability of competencies across different contexts, in this case the skills for adapting quickly to new research environments

Participants:

- ✓ Groups of six

Time:

- ✓ 60 minutes or more

Resources:

- ✓ One set of the RDF Development cards per table of six. Before the session, divide each set of the RDF Development cards into two

subsets: the descriptors matching the RDF mobility lens; and the remaining cards.

- ✓ Flip chart and pens.
- ✓ Post it notes.
- ✓ Three copies of the mobility lens per table.

Description:

1. Introduce the Vitae ***Researcher Development Framework***, drawing attention to the various domains, sub-domains and descriptors.
 - ✓ *Materials* for the RDF are available at www.vitae.ac.uk/rdf
2. Then introduce the ***Researcher Mobility Lens on the Vitae Researcher Development Framework (RDF mobility lens)***. Explain the purpose of the mobility lens.
3. Ask the participants to **form groups of six** and have each group sit at a separate table. Then ask each group to **brainstorm** the kinds of knowledge, behaviours and attributes researchers would need to display to demonstrate **proficiency in being mobile and**

adapting quickly to new environments.

Participants could write suggestions on post-it notes and attach them to a sheet of flipchart paper or a printed copy of the RDF graphic.

✓ See www.vitae.ac.uk/rdfcards

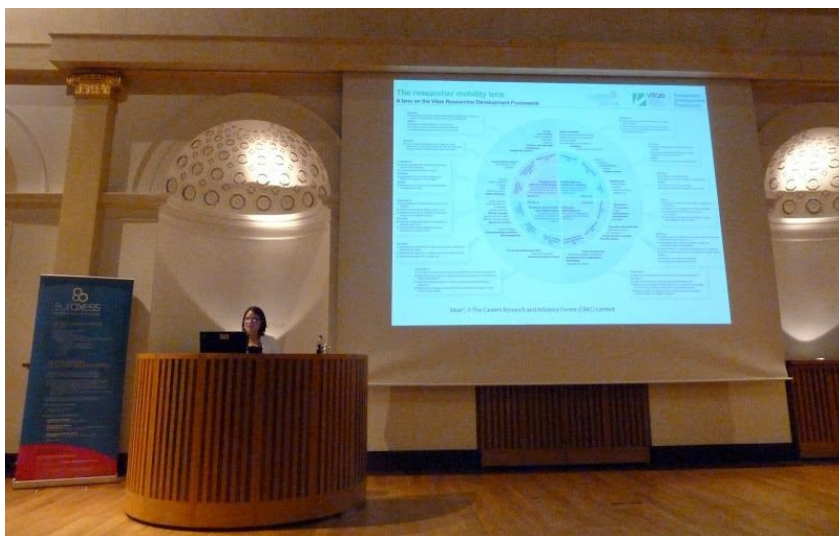
4. Now give each group the subset of RDF development cards that applies to the mobility lens and have them **match the descriptors to the outcomes of their brainstorm.**
5. Then give each group the remaining cards and ask them to consider whether they would like to **add** any of these **descriptors to their brainstorm.**
6. Facilitate a **group discussion** on the topic. Ask the groups to consider what value participating in particular activities or demonstrating aptitude in particular areas might add, first to the individual, then to the team, department and finally the institution.
7. Ask the groups to **consider the whole lens and to identify a descriptor they would like to develop.**

8. Then ask participants to **discuss, in pairs**, what actions they could take to further this development. They should **agree a plan and timeframe** for completion.

This exercise is based on Activity 3: Focus on specific capabilities as included in the RDF development cards. Further information can be found at: www.vitae.ac.uk/rdfcards



Ellen Pearce
Director of Vitae
CEO of the Career Development Organisation (CRAC)
Cambridge, United Kingdom



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5. Country presentation

Preparation for the working culture in the country the researcher is moving to. The Norway case

Often neither component (the research institution nor the researcher) is prepared to understand that there might be a difference in:

- the working culture, e.g. difference in hierarchy
- casual or informal style, dress codes
- work/life balance
- working hours that might be different
- the tone of voice used in communication in the office
- what to do after work.



The work/life balance is very important in Norway:

- *The normal working hours are from 8 am - 4 pm.*
- *You're expected to combine your career with some hobbies.*
- *The manager usually keeps an open door policy and eats lunch with the employees.*
- *The manager wants to have input, ideas and suggestions from everybody, rather than telling everyone what to do all the time.*
- *You work very independently, you are able to make a lot of decisions on your own and are expected to ask questions when you're unsure about something.*
- *There's a low level of hierarchy, and nobody is expected to stay at work until the boss leaves.*
- *There's a lot of respect for the family, which comes before work. If you did not complete your work within the hours, you can work from home in the evening, instead of staying late in the office.*

This is in notable contrast to the working culture in many other countries. If you are not prepared, conflict can arise.

Some people do not know what to do with their time after work and feel lonely. Some feel that the boss is not clear enough as they are used to taking orders and working under strict control, and they are certainly not used to questioning anything the manager says.

A few forward looking companies are now taking the working culture into consideration when recruiting from abroad.

They have communication lessons on the difference on:

- ✓ **how people talk to each other in the office**
 - ✓ **what they can expect and not expect from the manager**
 - ✓ **set up buddy groups for activities in their spare time**
-

The aftercare is often overlooked as people are so involved in the planning of the first part of the relocation, but it should not be forgotten.

Elin Kollerud

The Research Council of Norway



Being German - A Guide through Myths and Stereotypes

Germans are very punctual



When doing business in Germany, remember that punctuality is a serious issue.

Business people work hard and are under a lot of pressure. Germans typically plan their time very carefully.

It is considered bad etiquette to be late or early as it shows disrespect for peoples' time.

Germans are very efficient and love making schedules

When doing business in Germany it is possible to notice a heavy emphasis on careful planning, consideration, consultation and consensus. This has developed an appreciation for detail, facts and statistics. Organisation is a means of negating uncertainty and averting risk.

*Heaven is where
the police are British, the cooks French,
the mechanics German, the lovers Italian,
and it is all organized by the Swiss ...*

Germans are reserved

Germans value their privacy. Mentally there is a divide between public and private life. As a result, Germans wear a protective shell when doing business. Since intimacy is not freely given, this may be interpreted as coldness. However, this is not the case. After a period of time walls and barriers eventually fall allowing for more intimate relationships to develop.

Germans value their privacy.

Germans have no sense of humour?

A common misconception is that the German sense of professionalism and strict protocol when doing business leaves no room for humour.

An element of this is true in that jokes are not common place.

Yet Germans, just as much as anyone else, like to laugh and as long as it is appropriate, tasteful and in context then humour is acceptable.

Germans love rules.

In private and in Business we like to stick to Rules and Obey them!

Dress for the Position you have!

- ✓ **Being well dressed is very important.**
 - ✓ **Casual or sloppy attire is frowned upon.**
 - ✓ **Business dress in Germany is understated, formal and conservative**
 - ✓ **Businessmen should wear dark coloured, conservative business suits; solid, conservative ties, and white shirts.**
 - ✓ **Women also dress conservatively, in dark suits and white blouses or conservative dresses.**
-
-

Dress how you want to during your spare time.

Conflicts are seen as normal and are usually openly discussed in Germany.

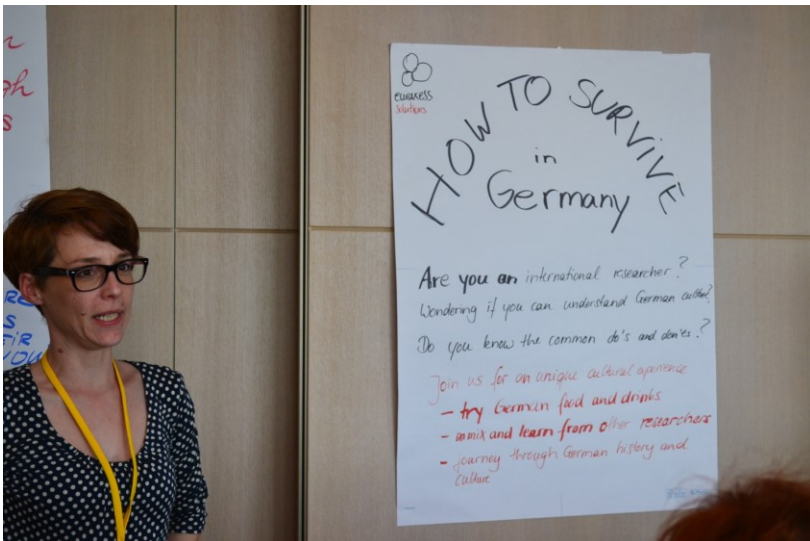
Conflict at work

In Germany conflicts are seen as normal and are usually openly discussed. Usually everybody who is involved is expected to express their personal opinion as an individual directly and openly so that a solution can be found through open communication.

Vanessa König

International Office,

Max Planck Institute for the Science of Light, Germany



Building a cultural map of Europe

As in reality the cultural differences are hidden. These must be “recognized” by both sides through completion of their own **cultural matrixes** (see Appendix 2).

Organisation: 6 tables with table leaders and laptops

The Session Leader presents the national habits and specifics matrix and explains the rules:

- ✓ *Participants visit partners’ “countries”/tables and experience problems and possible solutions – the tables welcome 6-7 “researchers”.*
- ✓ *Each “researcher” is allocated a specific role to ask questions (8-10 min each, up to 5 questions related to the assigned role).*
- ✓ *The table leaders answer these questions.*
- ✓ *The others listen to them and ask “side” questions aiming to reveal the cultural specifics of the host country.*

- ✓ *Everyone who notices a cultural specific during this process writes it on post-its and puts it on the host country template.*
- ✓ *Everyone who notices a cultural specific about his/her own country during this process writes it on his/her county template.*
- ✓ *3 of the participant volunteers help the table leader to prepare the host matrix and 2 summarization slides per table.*

Prerequisites:

- ✓ *printed in advance 2 examples of national habits and specifics matrix for each table (3 detailed for orientation and 3 general ones for "filling in" with post-its)*
- ✓ *personal matrix templates for each participant*
- ✓ *post-its for each table (small size, 6 different colours)*
- ✓ *2-3 pieces of paper A4 per participant*
- ✓ *pens*
- ✓ *6 table labels with country names*
- ✓ *6 printed lists of table participants*
- ✓ *6 roles (~5 questions each) printed 6 times.*

The Q&A serves to bring cultural differences to light, since in reality these may not always be immediately obvious. The differences have to be “recognised” by both sides in the game – table leaders and participants. Later both have to fill in their own matrices.

Roles & Questions:

1. A PhD student from China needs help in accommodation, bank account and medical care

- ✓ Can I apply for accommodation at the university dormitory?*
- ✓ How do I apply to rent a room/apartment on the university campus?*
- ✓ How many people are accommodated in a dormitory room/apartment? Do apartments have cable TV, internet, and phone services?*
- ✓ How can I open a bank account? What bank would you suggest? What are the conditions? Will I need a credit history or contract of employment?*

- ✓ *Do I have to pay for medical services or I can become part of the local healthcare system?*

2. A PhD student from India with a family member needs assistance in work permit and visa formalities, diploma recognition, job for the family member

- ✓ *How can I get a work permit? Are there any restrictions? Do I need a special visa to get it? Can you help me find the specific forms? Would you help me to contact the authorities? How much time does it take on average? Can the procedure go way beyond the time limit provided by regulations? What should be done in this case?*
- ✓ *Will my diploma be recognized? Where should I apply? What do I need to do – translation, legalization, etc.?*
- ✓ *Is my spouse eligible to get a job? What is the current situation with the unemployment rate here?*
- ✓ *Would you recommend and help me with local recruitment agencies to find a part time job for my spouse?*

3. A PhD student from Russia with a family with 2 kids needs help in day care, schooling & family issues, entry conditions / visas for the family members, social and health insurance

- ✓ *Is it possible to use day care services? Is it expensive? What about a kindergarten? Are there Russian speaking personnel?*
- ✓ *How about hiring a nanny?*
- ✓ *Are there Russian schools in Sofia? What about their curriculum? How much does it cost per school year? What grades do they cover? Are there entry exams?*
- ✓ *Can I get immunizations for my kids? Should I pay for that and how much would that cost?*

4. A Post doc from the EU with a grant needs help in taxation/salaries, pension rights

- ✓ *What taxes will I pay if I have a contract with your/local university?*
- ✓ *How much is the average local salary for a researcher at my career stage?*

- ✓ *I come from Austria. Can't I pay my taxes in my home country?*
- ✓ *Are my pension rights transferrable to my home country upon my return?*

5. Local researcher moves from university to a company or initiates a start-up and needs help in IPR

- ✓ *Are my thesis results an Intellectual Property of the University? Do I need a special permission to use them in my further work? If not, how do I negotiate with the University?*
- ✓ *Where can I find information on industrial property protection and related procedures?*
- ✓ *Is there a dedicated office within the organization that deals with IPR and /or innovation?*
- ✓ *If yes - Do they provide consultancy and advice on a regular basis? Is it a paid service?*
- ✓ *I and my team decided to apply at X bank for a start-up credit. Does the university provide any support with this?*

6. An experienced researcher from Brazil needs assistance with language courses and planning a summer vacation to access the culture of the host country

- ✓ *Are there Bulgarian language courses for foreigners in Sofia? Do the teachers speak Portuguese? How much do they cost? How long do they take? What is the intensity of the course? How many people are there in a single group? Is it possible to find a teacher to work individually with?*
- ✓ *I am planning to spend this summer vacation in Bulgaria. Whereabouts is best to go on vacation in the country? What kind of cultural events would you suggest I visit? Do you know if any folklore or ballet festivals will be held this summer? What places representing the Bulgarian national culture would you suggest I visit? Are there any agencies offering appropriate services?*
- ✓ *What routes would you recommend I use for a round trip in the country?*
- ✓ *Do local travel agencies offer vacations in rural areas, e.g. living with farmers' families?*



How to collect useful info?

- ✓ *Ask mobile researchers to explain their impressions of the country of destination (before they left, now that they have settled).*
- ✓ *Ask them how they see the citizens of this country (before they left and now that they have settled).*
- ✓ *Ask them to qualify the differences in physical contact, eye contact and gestures.*

- ✓ *Ask them questions relating to time management (time as a circle, time as a line, notion of progress/repetition)*
- ✓ *Ask them questions about reaction to objections, frustration (show or not show one's emotions, look for help, asking questions).*
- ✓ *Finally put the matrix on the website, print it and place a copy in your office, ask them to fill in the matrix – learn from them!*



6. Good Practices in Cultural Integration

Welcome reception at the Poitiers town hall for international researchers

1. Type of Activity

Social event - networking

2. Country

France

3. Institution

University of Poitiers

4. Categories

- Academic transition
- Social transition
- Integration
- Other: social orientation



5. Description

5.1. Rationale, aims and outcomes

This reception echoes the one organized at the beginning of each semester for international BA & MA students. This reception allows for meeting fellow countrymen/women working in other fields, on different campuses, mixes early stage researchers and more advanced fellows, which can combat any feeling of isolation or homesickness.

By hosting the event in a prestigious and symbolic place, they can experience a part of the history of Poitiers, learn about our French institutions (“Why the *Hôtel de ville* is not a hotel?”). It is an opportunity to have yet another French institution welcome international students and give value to their stay in Poitiers/France (in contrast to potentially more stressful encounters with visa authorities, for example).

The faculty and staff working with the international visiting researchers are also welcome to the reception: it allows for more informal talks, in a non-professional setting; it helps discovery of other cultures around local food and drinks.

5.2. Target group

International PhD candidates and researchers from all programmes and nationalities, along with the faculty and staff that work with them in the labs & international offices

5.3. Evaluation, benefits, challenges and next steps

It has been a great event ... for the people who came. As expected, the informal meetings and discussions helped newcomers share their thoughts and impressions, enabled them to get more comfortable with locals and allowed them to feel more welcomed in their new environment.



The challenge lies with those who do not come because of transportation issues (even though, most of the time, buses can take them to the city centre), and more importantly because of shyness.

In order to encourage more people to attend you need to improve the event communication by making it more personalized and going beyond the regular e-mailing & website announcement.

6. Links and Documents

<http://www.univ-poitiers.fr/research/welcoming-international-researchers-959721.kjsp>

7. Contact Information



Valérie Soulard

EURAXESS Service Centre
University of Poitiers, France
valerie.soulard@univ-poitiers.fr



Culture Cooking - Good practice from Denmark

1. Type of Activity

(e.g. training; survey; empirical study; trip etc.)

Social activity

2. Country

Denmark

3. Institution

University of Kobenhavn, Denmark

4. Categories

- Academic transition
- Social transition
- Integration
- Other



5. Description

5.1. Rationale, aims and outcomes

Culture cooking is ideal as a team building tool (a team, which consists of both international staff and their Danish colleagues). Culture Cooking is a cultural encounter, where all the senses are

challenged. The idea is that the international researchers together with their Danish colleagues examine food traditions from different countries and experience the tastes of different cultures.

Culture Cooking is to cook and eat together no matter where we come from. We tell stories about the meals we will always remember and the traditions we do not yet fully understand. Meals, parties and flavours are important in every culture and food is a key ingredient in everyday life, wherever we are on the globe.

5.2. Target group

Researchers from the host and guest countries

5.3. Engagement

Maximum 3 groups of 6 people

5.4. Evaluation, benefits, challenges and next steps

Through cooking, foreign researchers are able to show their skills. It is a matter of pride when they are in front of their colleagues, while in many other aspects of the social life in their host country they are considered beginners.

6. Links and Documents

www.ism.ku.dk



7. Contact Information

Vivian Tos Lindgaard

Head of Office, International Staff Mobility, University of
Copenhagen, vtl@adm.ku.dk

8. Other Information

Program for Culture Cooking concerning country x



15.00 WELCOME

***15.15 Expert lecture by Prof.
on the differences in attitudes towards
food and health in country x and the
Western cultures***

***15.45 Introduction to taste and dishes
from country x***

16.00 Cooking in 3 teams

17.30 Dinner

19.00 Thank you and goodbye

VENUE: it is important to find a suitable place, such as the canteen of the university (if there is one), or maybe some external suitable facilities where they teach cooking.

Invitation to a Culture Cooking event

For the foreign researchers:



For the researchers from the host country:



To make this event matter, we need you to come and share your knowledge about working with partners from country x. Please invite your colleague from country x to this event and remember to register by email too no later than September 3, 2014.

First-come, first-served

67

Organization of a special campus booth for visa procedures with the Prefecture services

1. Type of Activity

Migration procedures for non-European researchers

2. Country

France

3. Institution

University of Poitiers

4. Categories

- Academic transition
- Social transition
- Integration
- Other:

Migration matters



Renouvellement des titres de séjour
**Permanences de la
Préfecture de Poitiers**
informations • conseils • accompagnement
au renouvellement des titres de séjour

chaque lundi de 9 h à 11 h et de 12 h à 15 h 30
du 8 septembre au 13 octobre 2014
à la Maison des Étudiants
Campus de Poitiers / Bâtiment A6

Plus d'infos sur www.univ-poitiers.fr/actualites/

www.univ-poitiers.fr

Publication : Direction des communications / Migration services externes / juillet 2014



"Des savoirs & des talents"



5. Description

5.1. Rationale, aims and outcomes

At the beginning of their stay, non-European researchers have to comply with migration obligations usually implemented at the Prefecture, with individual appointments. At a time when they are not yet familiar with their new city of residence, getting to the Prefecture might be difficult. Moreover, individual appointments for researchers are set amongst other activities, and it can become difficult to find your way around when you're mixed with people from totally different backgrounds who are there for other purposes.

We asked our colleagues at the Prefecture to come once a year so that the non-European researchers can meet them at an on-campus booth to facilitate their migration procedures.

Instead of the researchers getting randomly allocated appointments, and complying with their obligations in a non-organized way, most cases are quickly settled on campus, saving time and reducing stress for all parties.

5.2. Target group

International PhD candidates and researchers from outside Europe & their families

5.3. Engagement

(Are there any pre-requisites for engagement, e.g. levels of skill, years of experience, essential pre-activities? How many participate in each 'activity'?)

ESC staff, during the preceding weeks, help the researchers prepare the correct information and papers before the booth opens.

5.4. Evaluation, benefits, challenges and next steps

The results are positive for everyone: researchers find it easier to comply with this on campus, all at the same time; Prefecture staff avoid the occasional appointment “no-show” and can move on with other matters when finished.

The limit of this system lies in the fact that the booth cannot be set up several times during the year, even though the researchers might arrive at any time during the year.

At least the early stage researchers are covered by this “good practice” and they get a positive/efficient experience of the migration obligations.

Researchers that arrive later have to go through the old procedure of asking for an individual appointment, etc. but, as they are less numerous they can also be helped individually by the ESC staff or their lab colleagues.

6. Links and Documents

<http://www.univ-poitiers.fr/research/welcoming-international-researchers-959721.kjsp>

7. Contact Information



Valerie Soulard

EURAXESS Service Centre, University of Poitiers,
France valerie.soulard@univ-poitiers.fr

Yearly tax statement of incomes

1. Type of Activity

Service to foreign researchers: Assistance in completing the Belgian tax form

2. Country

Belgium

3. Institution

Université de Liège, EURAXESS Services Centre

4. Categories

- Academic transition
- Social transition
- Integration
- Other



5. Description

5.1. Rationale, aims and outcomes

The Belgian tax statement is sent to every adult legally residing in Belgium, once a year, usually in May. The document is sent in French but also exists in Dutch and German. However, there is no English version.

When foreign researchers get this statement, they are confused. Even when they know French they barely understand what they

have to do with it. The document has to be completed with numbers only as it is read by a scanning machine. Each number refers to a situation but that is not easy to figure out when you receive this form for the first time.

5.2. Target group

Foreign researchers recently arrived in Belgium and working at the Université de Liège. After getting assistance once, they can usually manage it by themselves.

5.3. Engagement

They need to have received the tax statement for the previous year. If they are not resident in Belgium (stay of more than 90 days), they will not get one. If they have already left, the tax statement will be sent to their new address. Assistance must then be provided by phone, which is more difficult. Departing researchers also have the option to fill in their tax statement in advance of leaving. The EURAXESS centre also provides assistance with this.

5.4. Evaluation, benefits, challenges and next steps

The researchers may get assistance at the local offices of the Ministry of Finances, but sometimes they are reluctant to go there, because they are afraid that civil servants will not speak English, or they will face a long queue and will have to wait too long before being attended to. So they appreciate gaining a basic knowledge of the Belgian tax system and some general instructions on how to fill in the tax statement.

For the EURAXESS centre, this is an opportunity for a face to face meeting with foreign researchers who have already spent some months in Belgium, and to check whether their integration is going smoothly.

Each year, about 50 researchers visit the EURAXESS Centre to fill in their tax statement. About 10 cases need further investigation, for which a contact is established with the Tax Ministry. A few researchers are advised to contact an expert (professional accountant), for more complex situations.

For the first time, a general information meeting was organised for the 50 researchers, together with the help of colleagues from the Human Resources Department. However, each researcher had a specific situation and individual questions, so for 2 years now the EURAXESS Service Centre has set up a system of individual appointments. Researchers may come two days a week, on Tuesdays and Thursdays, during one month (June).

6. Links and Documents

See the email below, sent through the ULg intranet system.

7. Contact Information



Brigitte Ernst

Université de Liège, EURAXESS Services Centre

brigitte.ernst@ulg.ac.be

Email sent through the intranet system

Vous êtes chercheur postdoc en provenance de l'étranger et vous vous demandez comment remplir votre déclaration d'impôts ? Le Centre EURAXESS de l'ULg est à votre disposition pour vous aider, sur rendez-vous, les mardi et jeudis du mois de juin.

Attention : il est INDISPENSABLE de prendre contact AVANT votre visite pour vous assurer que vous avez tous les documents nécessaires.

Merci de téléphoner ou d'envoyer un courrier électronique avant le 21 juin 2013.

oo

Are you a postdoc researcher coming from abroad and need guidance to fill in your tax declaration? The EURAXESS Service Centre from ULg can help you, through an individual appointment on Tuesdays and Thursdays during the month of June.

Please note: it is ESSENTIAL to make contact BEFORE coming to make sure you have all the necessary documents.

Thank you for calling or sending an email before June 21st.

Contact: Brigitte Ernst, Centre de mobilité EURAXESS, ARD, tél : 04 366 53 36- euraxess@ulg.ac.be

"Ulpan" program for Hebrew Language Studies

1. Type of Activity

Training

2. Country

Israel

3. Institution

Bar Ilan University

4. Categories

Academic transition

Social transition

Integration

Other



5. Description

5.1. Rationale, aims and outcomes

The Hebrew Language Program aims to prepare researchers and students for research and education in any higher education institution in Israel. The program covers a broad spectrum of subjects including Hebrew, Introduction of Judaic

studies and general topics. Courses are taught in simplified Hebrew and adapted to the specific needs of visiting students who have just arrived in Israel.

When a researcher comes to a foreign country and wants to integrate in all areas in the best way, it is very useful and important to learn the basics of the local language.

Although English is considered an international language and most of the researchers have a good fluency, it is not the same for the local citizens, who find it difficult to make conversation in English. This is especially so for service providers such as government officials, educators and sellers in stores.

Therefore, it is important to teach the researchers basic Hebrew in order to enable them optimize their integration at work and in their daily life during their stay in the country: culture, social life, meetings with local researchers, various service providers, understanding local politics, etc.

5.2. Target group

Researchers and students from other countries who have just arrived in Israel.

5.3. Engagement

Max 30 participants

The length of the program is 6 weeks, including guided trips to Landmarks (Jerusalem, Dead Sea, Masada, etc.)

5.4. Evaluation, benefits, challenges and next steps

At the Ulpan in our institution, the researchers will get 6 weeks of Hebrew learning through frontal learning, tours, social activities and music. In addition, they will be given a brief review of the various Jewish traditions which will help them get to know the local culture.

We are sure that learning the basics of the local language will enable mobile researchers to integrate more comfortably into the foreign country.

6. Links and Documents

<http://www1.biu.ac.il/indexE.php?id=5932&pt=1&pid=1058&level=4&cPath=90,1058,5932>

Registration form:

<http://www1.biu.ac.il/File/ulpan%20registenglish.pdf>

7. Contact Information

Mechina.Office@mail.biu.ac.il

Working with Norwegians

1. Type of Activity

Training

2. Country

Norway

3. Institution

University of Oslo



4. Categories

Academic transition

Social transition

Integration

Other

5. Description

5.1. Rationale, aims and outcomes

Several Norwegian universities offer cultural training courses called "working with Norwegians ". The link below provides an example from the University of Oslo: 'Working in Norway without awareness of the cultural codes might feel just like playing chess without knowing the rules - and cause

unexpected misunderstandings, frustration and anxiety. ... This is why UiO recommends its non-Norwegian staff to take part in the cultural training course “Working with Norwegians”.

Objectives

The aim of this training is to make mobile researchers more confident in how to behave in Norway and to reduce the risk of cultural misunderstandings. Thus they can achieve better results and a more problem-free communication with Norwegians through increased cultural awareness!

Participants may expect the course to:

- ✓ increase their awareness of the cultural differences
- ✓ help them bridge the cultural gap between Norwegian culture and their own
- ✓ reduce communication issues/problems
- ✓ boost the quality of their work results

Content

The course explains how Norwegians think and act in different situations, both at the university, in a business setting and at home. It highlights typical scenarios in which cultural differences come to the surface, and participants will learn what Norwegians expect from them.

The course lasts 3.30 hours and covers the following topics:

- ✓ Some information about Norway
- ✓ Body language and how we judge others

- ✓ The most important cultural differences
- ✓ What you can expect when working with Norwegians
- ✓ Typical scenarios with hints and tips

5.2. Target group

International researchers and staff at UiO who have recently arrived in Norway.

5.3. Engagement

The training lasts 3.30 hours. Maximum 20 participants.

6. Links and Documents

<http://www.uio.no/english/for-employees/competence/overview-courses/communication/working-with-norwegians-2014-11-18.html>

7. Contact Information



Elin Kollerud

The Research Council of Norway

Function: Legal Expert

Status: Government

Email: eko@rcn.no

Telephone: 0047 92 04 72 34

How to Survive Your PhD - Training for International Postgraduate Research Students

1. Type of Activity

Training/Workshop

2. Country

United Kingdom

3. Institution

Durham University

4. Categories

- Academic transition
- Social transition
- Integration
- Other: Awareness of Researcher Development Framework (RDF) and how to use RDF for professional and personal development.

5. Description

5.1. Rationale, aims and outcomes



Living and studying in a foreign country is challenging. For postgraduate research students (PGRs) who are from countries outside of the UK, the process of successfully pursuing a research degree is the process of academic and cultural transition which is full of various challenges and difficulties that are culturally specific to PGRs who have grown up and been educated in foreign countries.

The Centre for Academic and Researcher Development (CARD) offers all postgraduate research students (PGRs) across disciplines free training to assist their personal, professional and career development. There are training courses designed specifically for PGRs at different levels. The new workshop titled *How to Survive Your PhD* is developed based on an empirical study on international PGRs in Durham University, existing literature on international PGRs in the UK universities and successful experiences of previous PGRs. This workshop is tailored for PGRs who are from outside of the UK and who only recently started their research degree at Durham.

The workshop is run twice per academic year for two cohorts of PGRs who start their programme in October and January. The workshop can be run repetitively if oversubscribed.

The aim of the course is to provide an overview of the difficulties and challenges that are specific to international research students throughout their PhD process. Possible solutions and available resources are discussed in order to assist PGRs' academic and social transition as well as integration within the local research community and beyond. In

addition, the course reviews key skills that are essential to the successful completion of a PhD and preparation for a future career in the global context.

By the end of the course, PGRs will:

- Have a good understanding of the key challenges that are specific to international research students during the PhD process
- Identify possible solutions and resources for addressing challenges
- Have a good understanding of the key skills required for PhD completion and preparation for a future career

Develop a plan of action for applying what you have learned from the course

5.2. Target group

International postgraduate research students (PGRs) across Science, Social Science, Arts and Humanities disciplines who have recently started their research degree at Durham University

5.3. Engagement

This workshop is aimed at new international PGRs who recently started their research programme at Durham University. The workshop capacity is 30.

5.4. Evaluation, benefits, challenges and next steps

The CARD sees this workshop as an essential step to enhance international PGRs' academic and social transition to Durham

University and that they are fully integrated into the researcher community in Durham and beyond.

We felt the workshop would greatly benefit international PGRs if it was run shortly after the generic Induction Programme for all PGRs in the University offered by CARD. At the end of each workshop, all participants fill in an evaluation form where they can give feedback and comments anonymously for further improvement.

Since the workshop is not compulsory for PGRs, the benefits from this workshop will be limited to the ones who have signed up and attended the workshop.

The evaluations from the participants indicate the positive value of the workshop. We intend to refine and run this workshop regularly on annual basis. We are looking into the possibility of follow-up focus groups with international PGRs who have attended the workshop to further evaluate the impact of the workshop. The workshop will be refined based on the findings from the focus groups. There is the possibility of developing another workshop targeting international PGRs who are near the end of their first year and progressing onto the second year of their research.

6. Links and Documents

<https://www.dur.ac.uk/academic.office/card/researcher.development/>

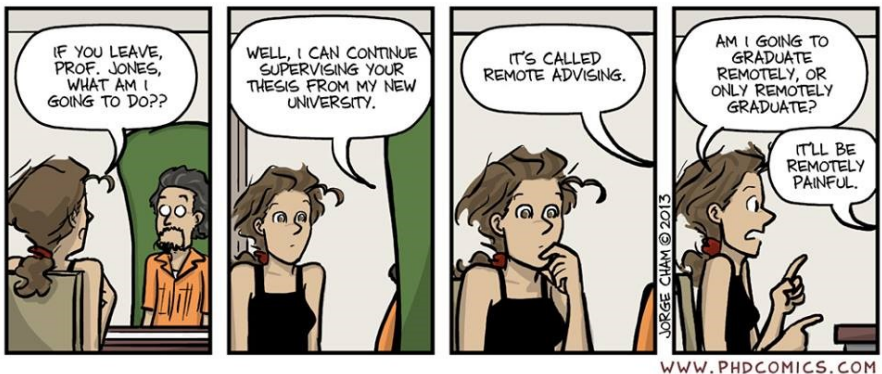
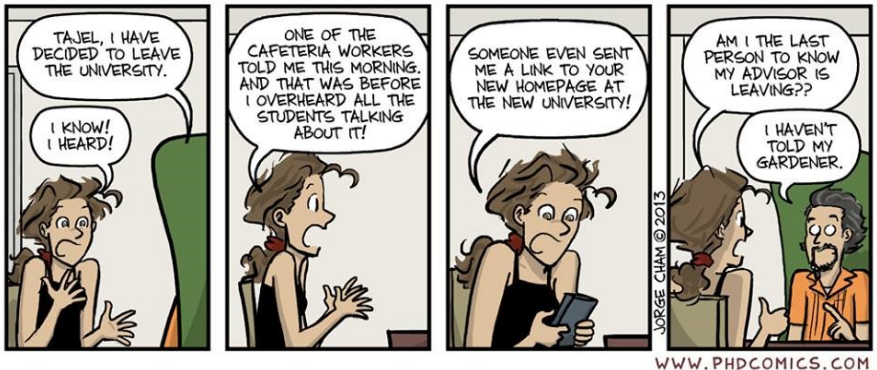
7. Contact Information



Trainer, Durham University, UK
Dr. Linda Hui Yang
hui.yang@dur.ac.uk



Researcher Development and Deputy-Head of
Centre for Academic and Researcher Development
(CARD), Durham University, UK
Dr. Lowry McComb
t.j.l.mccomb@durham.ac.uk



The Global Citizenship Programme

1. Type of Activity

Seminars, academic and cultural activities, forum, magazine

2. Country

United Kingdom

3. Institution

Durham University

4. Categories

- Academic transition
- Social transition
- Integration
- Other: intercultural awareness & understanding



5. Description

5.1. Rationale, aims and outcomes

In the last 15 years, a significant body of research has been built up, which considers the experiences of students going abroad to study, most often from the perspective of the overseas student. However, few studies focus on the experience of students outside the classroom.

Durham University is a collegiate university, where each student belongs to one of the sixteen college communities. Colleges not only provide residential accommodation and welfare support, they also play an important role in students' learning experience. Colleges support students in their journey of studying and living together in a multi-national community.

Ustinov College is the sole postgraduate only (PGs) College in Durham University. There are about 1700 members from around 100 countries, with one-third resident and two-thirds non-resident. While the total membership is split approximately 50% PGT and 50% PGR, approximately 80% of residents are one-year PG taught students, and approximately 85% of residents are non-UK. Hence, Ustinov College is a highly culturally diversified community and has numerous opportunities for interdisciplinary dialogue and intercultural contacts, which are valuable resources for integration among members and the development of students' intercultural understanding.

As part of its strategic vision for 2012-2017, Ustinov College has created a Global Citizenship Programme (GCP). This aims to help students develop the attributes of a global citizen and, through research and scholarship, to explore the possibilities for "just and democratic global governance" in the words of Sir Peter Ustinov.

The projects are designed to foster the student community and enable them to become global citizens of the 21st century. The projects are interdisciplinary, inter-related and of significant

extracurricular value for Ustinov students. They provide opportunities for students to develop important transferrable skills for their careers and life after their studies.

‘The Global Citizenship Programme’ consists of various projects including the Ustinov Intercultural Forum, Ustinov Seminar, Café Scientifique, Café Politique, Café des Arts, Ustinov Volunteering and the Ustinovian (College magazine).

Students organisers initiate and deliver activities based on each project, such as student-led Seminars on interdisciplinary topics (e.g. Memory, Light), events to consider cultural artefacts and display, such as the Cultural Day, opportunities to enhance language skills, such as the Language Exchange Programme, specific career development events such as Working Abroad Careers Day, talks and discussion evenings including politics, science and arts with invited external speakers and students on topics including for example Global Finance, Power Politics, Politics and Religion, Foreign policy of various countries.

5.2. Target group

All members of Ustinov College and any other interested student or staff member.

5.3. Engagement

This programme is aimed at all PGs who are members of Ustinov College.

The majority of student organisers are recipients of Ustinov College Scholarships. The student organisers are known as ‘Project Leaders’. They have to demonstrate in their application

to run the programme that they have the requisite skills to take the individual projects forward and be able to engage with the student members of the college. The Project Leaders are coordinated by a Junior Research Fellow/Project Coordinator to ensure that the Programme operates as an integrated whole.

The role of the project leaders includes promoting the activities as widely as possible, ensuring student engagement in organising and contributing to the events, which includes suggesting areas for development, speaking at a seminar or series of talks, inviting external speakers, etc.

The numbers attending each activity vary, but are generally between 30 and 100.

5.4. Evaluation, benefits, challenges and next steps

The Global Citizenship Programme is an important step towards integration and intercultural understanding among all in a multicultural context.

The aim of the first year of the project is to establish how to define 'global citizenship' as it applies at Ustinov and in Durham. The appointment of the Project Coordinator/JRF position is intended to help bring together the different elements of the activities and ensure that each of the different projects reflects on how the organised activities relate to the overall theme of global citizenship.

Each year the individual project leaders submit a mid-year report on the activities, uptake, new initiatives and how the projects relate to the theme, and either an end of year report

reflecting on the experience of the whole year, or a proposal about how to continue with the projects. These reports are considered by the College Scholarships Committee to ensure that the programme is developing as intended and the individual projects are contributing appropriately.

The next steps will include considering what exactly it means to describe the Global Citizenship initiative as a 'programme' – will this include any kind of college certificate if a certain number and type of activity is undertaken, and how will students demonstrate that they have engaged with the themes of the 'programme'.

6. Links and Documents

Link to 'Academic Community' webpage contain information of different projects and events:

https://www.dur.ac.uk/ustinov.college/academic_community/

Link to the Ustinovian:

<https://www.dur.ac.uk/ustinov.college/theustinovian/>

Link to College Scholarship webpage where you can find information of Global Citizenship Programme:

https://www.dur.ac.uk/ustinov.college/academic_community/

7. Contact Information



Sarah Prescott

Vice-Principal

Durham University, Ustinov College, UK

s.l.lee@durham.ac.uk

7. Guide for intercultural integration of researchers

1. **Contact researchers in advance**, as long as possible before they arrive in your country.
-

Send them as much info as possible about his/her country of destination, a **welcome package** including:

- ✓ a **cultural** guide &
 - ✓ a guide about **administrative** procedures.
-

2. Advise him/her to **learn local language** before leaving his/her country: provide online crash courses.

3. After his/her arrival, help the researcher to cope with **administrative procedures** in your country: give him/her the needed information so that he/she can understand what is happening and can therefore become more **autonomous** in his/her dealings with administrative issues in your country.

4. Organize a **welcome event**.

5. **Stay in touch** during the stay.

6. At the point where the researcher is feeling unsure about how to deal with the new culture, organize **training on intercultural issues** for him/her. This phase happens generally after 2-3 months of their stay in a foreign country, after the “honeymoon” period.

7. **Keep the researcher informed about social events**, involving local researchers from his/her field of research (an agenda).

8. Organize a **goodbye event** and provide researchers with a **goodbye package**, so that they remain **ambassadors** from your country and from Europe.

Svetlana Dimitrova
Institute of Technology and Development, Sofia, Bulgaria



Appendices: Templates

APPENDIX 1: DO'S AND DON'TS

COUNTRY

NATIONAL FLAG



DO's (Behavioural norms, preferable or typical behaviour in the country, values, attitudes, etc.)	DON'Ts (Unwanted or untypical behaviours in the country, taboos, etc.)

APPENDIX 2: NATIONAL HABITS AND SPECIFICS MATRIX

General national habits and specifics matrix

NATIONAL HABITS AND SPECIFICS -
(country name)

Communication
Daily life
Language difficulties

Religion rules

Behaviour specifics

Presenting

Detailed national habits and specifics matrix

NATIONAL HABITS AND SPECIFICS -
 (country name)

Communication
by phone
by mail
in person
with media
other
Daily life
on the street
city transportation
at home
at work
in the shop/supermarket
at the clerk desk
climate specifics
food

	jokes
	holidays
	other
Language difficulties	
Religion rules	
Behaviour specifics	
	with superiors
	with peers
	other
Presenting	
	new ideas
	new products
	methods
	scientific results
	other

APPENDIX 3: TRAINING DESCRIPTION

<p>Researchers training activity prototype</p> <p>Country:</p> <p>Working Title:</p>	
<p>WS-Type – choose one</p>	<p>1-Day Workshop (approx.h00 toh00)</p> <p>0.5-Day Workshop (approx.h00 toh00)</p>
<p>Facilitators/ Speakers / Table Leaders</p>	<p><i>Number, responsibility, EURAXESS staff/ Organisation staff/ External</i></p>
<p>Target group</p>	<p><i>If needed, specify the target groups of researchers (first stage/recognised/established/leading - incoming/outgoing, ...)</i></p>
<p>Learning objectives</p>	<p><i>Define the benefits and goals for the participants</i></p> <ul style="list-style-type: none"> • •
<p>Expected outcomes</p>	<ul style="list-style-type: none"> • • •

Content	<i>Description of the workshop and its sessions – 1 or 2 sessions – topics</i>
Tools to be used	<i>Game/s, presentation, discussion, brainstorming, problem solving, other exercise See the TOPkit for references: game, presentation, discussion, brainstorming...</i>
Pre-requisites	<i>Spatial requirements, AV equipment, room-set-up, et.al</i>
Additional (social / networking) activity	
Approximate budget	<ul style="list-style-type: none"> ● ● ●

APPENDIX 4: REGISTRATION FORM

1. First name:
2. Last name:.....
3. Genre: Male/Female
4. Date of Birth:
5. Nationality:
6. Mother tongue:
 - Mother tongue 1:
 - Mother tongue 2:
7. Other languages:
 - Language 1: level (cf. CEFR*):
 - Language 2: level (cf. CEFR*):
 - Language 3: level (cf. CEFR*):

**CEFR: Common European Framework of Reference for Languages – Self-assessment grid:*

<http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr/cef-ell-document.pdf>

8. Career stage**:
 - **R1 First Stage Researcher** (up to the point of PhD)
 - **R2 Recognised Researcher** (PhD holders or equivalent who are not yet fully independent)
 - **R3 Established Researcher** (researchers who have developed a level of independence.)
 - **R4 Leading Researcher** (researchers leading their research area or field)

***The European Framework for Research Careers*

9. Scientific discipline:

10. Home institution:

11. Are you currently participating in an international mobility? yes/no

- Host institution:
- Beginning of stay: Expected final date:
- Do you receive funding? yes/no
- Funding programme(s):
- Mobility: on your own / with wife / husband/partner / with child / children

Past international mobility experiences:

- Host institution:
- Beginning of stay: Expected final date:
- Do you receive funding? yes/no
- Funding programme(s):
- Mobility: on your own / with wife / husband/partner / with child / children

12. E-mail address:

13: LinkedIn profile link:

APPENDIX 5: FEEDBACK ASSESSMENT FORM

EURAXESS Training [Title]
[Institution, City, Country, Date]

FEEDBACK ON THE TRAINING PROGRAM FOR MOBILE RESEARCHERS

1. Please assess the general organization of the training	excellent	good	fair	poor	unsatisfactory
Information received					
Balance between theory and practice					
Training resources (including online references)					

2. Accomplishment of learning outcomes	
Learning outcomes	Levels of accomplishment %
Session 1: [name of the session] • Learning outcome:	
Session 2: [name of the session] • Learning outcome:	
Session 3: [name of the session] • Learning outcome:	
Session 4: [name of the session] • Learning outcome:	

**3. *What was the most important thing you learnt at this training?
What did you like most? What was most interesting?***

**4. *What could be better? What was irrelevant? What was missing
from this training?***

5. *Your suggestions to the organisers for improving future training*

6. What do you think would be most useful to help researchers to integrate into a new environment?

--

7. Your suggestions concerning the design / content of a training program for mobile researchers

--

8. My global satisfaction is	excellent	good	fair	poor	unsatisfactory

9. Comments (if any)

--

Thank you for your feedback!

Appendix 6: Rules of brainstorming

1. Defer judgment

Don't dismiss any ideas.

Any idea is a good idea, no matter how crazy.

2. Encourage wild ideas

Embrace the most out-of-the-box notions because they can be the key to solutions. The whole point of brainstorming is coming up with new and creative ideas.

3. Build on the ideas of others

No "buts", only "ands."

4. Stay focused on the topic

Always keep the discussion on target. Otherwise you can diverge beyond the scope of what you're trying to achieve.

5. One conversation at a time

No interrupting, no dismissing, no disrespect, no rudeness. Let people have their say.

6. Go for quantity

Aim for as many new ideas as possible.

7. Be visual

Try to engage the logic and the creative sides of the brain.

Brainstorming rules (by IDEO)

in EURAXESS T.O.P II, Hosting & Facilitating a Workshop

Appendix 7: The researcher mobility lens on the Vitae Researcher Development Framework



The researcher mobility lens on the Vitae Researcher Development Framework

Overview

The Vitae Researcher Development Framework (RDF) underpins a major novel approach to developing world-class researchers. The framework has been developed by and for researchers working in higher education as an aid to planning, promoting and enhancing professional and career development. It articulates the knowledge, behaviours and attributes of successful researchers and encourages all researchers to realise their potential.

This is one of a series of lenses on the Researcher Development Framework.

For further information about the Researcher Development Framework visit www.vitae.ac.uk/rdf

Further information about lenses on the Researcher Development Framework is available at www.vitae.ac.uk/rdflenses

This lens has been developed to focus on the knowledge, behaviour and attributes that researchers can use in an international context to improve their effectiveness in a new research environment.

Defining skills for mobile researchers

Within this lens skills for mobile researchers are defined as the skills and attributes required to be an effective researcher in an international and/or new research environment.

How to use the researcher mobility lens

Researchers may wish to use this lens to:

- focus on how to be an effective researcher in different environments (international mobility, transdisciplinarity)
- identify how the skills and attributes they have developed through research can contribute to, or underpin their effectiveness in a new research environment
- select areas that they need to develop to be more effective researchers and use this to inform development reviews
- provide evidence of the transferability of their research skills in their CV, in job applications and at interviews.

Researcher developers may wish to use this lens to:

- demonstrate to researchers and other stakeholders how developing such skills can contribute towards the overall professional development of researchers
- enable researchers to recognise the learning they have acquired through working in a new environment and highlight the transferability of these abilities

The researcher mobility lens

A lens on the Vitae Researcher Development Framework



- Behaviour:**
- Pro-actively builds and sustains collaborative relationships, works in an inclusive, respectful and constructive way with colleagues
 - Actively seeks to understand and address diversity in research
 - Respects individual difference and diversity
 - Is able to value and respond positively to diversity
 - Understands the importance of an open mind-set

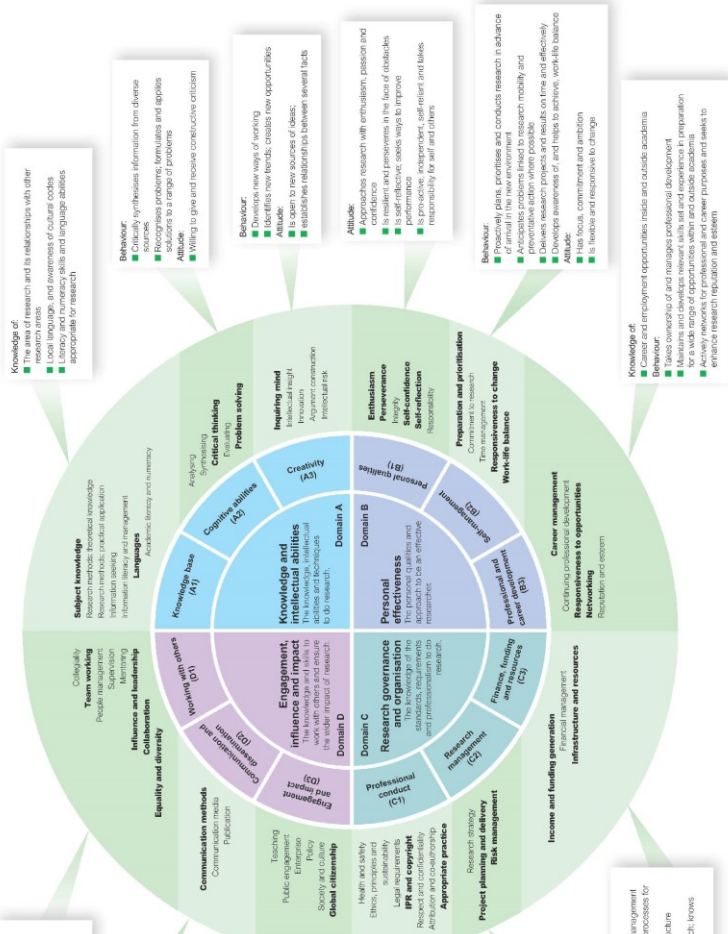
- Behaviour:**
- Communicates effectively in both written and oral modes with a range of audiences formally and informally through a variety of different techniques and media

- Knowledge of:**
- Research of historical, cultural, economic, and environmental contexts
 - The social impact of research activity
- Behaviour:**
- Engages and works with diversity and difference in research and education
- Attitude:**
- Appreciates the importance of internationalisation and global citizenship

- Knowledge of:**
- Operational and professional requirements of research
 - Requirements of higher research field
 - Intellectual property rights (IPR) and copyright
 - Issues, as they relate to research
- Behaviour:**
- Applies professional insight in all aspects of research governance
 - Uses institutional/governance resources responsibly and appropriately

- Behaviour:**
- Recognises and application of appropriate project management
 - Sets goals and plans and manages resources to deliver results
 - Effectively assesses and manages risk

- Knowledge of:**
- The requirements for research income generation and financial management
 - Mechanisms for funding, the range of funding sources and the processes for making applications
 - Researcher mobility systems, reporting procedures and infrastructure processes
 - Responsibly manages financial and resources related to research; knows where to seek support



This researcher mobility lens on the Vitae Researcher Development Framework has been developed by Vitae and the EURAXESS ImpactE Project Team bringing together research data gathered from 200 mobile researchers in Europe in February 2013 and outcomes from consulting with researcher development professionals who work with mobile researchers.

The ImpactE project

ImpactE is a EURAXESS FP7 project focused on the successful professional and social integration of the researchers into a new environment. Amongst the obstacles to international mobility cultural differences are the most invisible and not the easiest to overcome as they are based on non-material factors, which differ from other matters like getting a visa or a place to stay.

Universities and research institutions from 8 European countries united their efforts to:

- to empower researchers enrolled in mobility programmes with new capacities - professional and 'soft skills'
- to improve the quality of EURAXESS services staff in the field of social, cultural and professional integration of researchers
- to establish a network of EURAXESS ImpactE alumni, turning them into disseminators of EURAXESS

For more information about the project visit: www.impacte.eu/about-impacte

About EURAXESS

"EURAXESS – Researchers in Motion" is a unique initiative, launched by the European Commission (European Union) to promote Research careers and facilitate the mobility of Researchers across Europe. Researchers and research organisations have free access to a Europe-wide customised assistance service offered by the EURAXESS Service Network. More than 200 centres in 40 countries assist them (as well as researchers' family) in all matters relating to their professional life, including information on entry conditions, legal issues, social security, health and taxes, everyday life as well as family support.

For more information about EURAXESS visit: <http://ec.europa.eu/euraxess>

Researcher Development Framework Planner

The RDF Planner has been developed by Vitae in response to sector-wide requests for an interactive straightforward way for researchers to manage their professional development using the comprehensive Vitae Researcher Development Framework (RDF).

The Planner enables researchers to:

- identify their expertise and capabilities
- plan their professional development
- access relevant institutional development resources
- inform professional development and appraisal conversations
- set personal professional targets
- record evidence of progress and achievements

To find out more and for details about institutional or individual subscriptions visit: www.vitae.ac.uk/rdfplanner

To protect and maintain the integrity of the Vitae Researcher Development Framework and the Researcher Development Statement (RDS)¹ and to ensure a consistent approach to the development of lenses on the RDF, anyone wishing to create a lens on the RDF should seek permission from Vitae, and must adhere to the RDF conditions of use². Enquiries regarding the development of a lens on the RDF can be directed to rdi@vitae.ac.uk

For further information about the range of Vitae activities go to www.vitae.ac.uk or contact website@vitae.ac.uk

¹ www.vitae.ac.uk/rds

² www.vitae.ac.uk/rdfconditionsfuse

Vitae is led and managed by CRAC: The Career Development Organisation and supported by Research Councils UK (RCUK) and UK HE funding bodies

CRAC

RESEARCH COUNCILS UK

Department for Employment and Learning
www.delh.gov.uk

hefce

Higher Education Funding Council for Wales

hefcw

Scottish Funding Council
Promoting Learning and Higher Education

Appendix 8: Researcher career pathways in seven countries: Belgium, Bulgaria, Denmark, France, Israel, Romania, United Kingdom

The following career pathways represent career possibilities for researchers in the countries involved in the ImpactE project. These are illustrative and may differ from institution to institution.

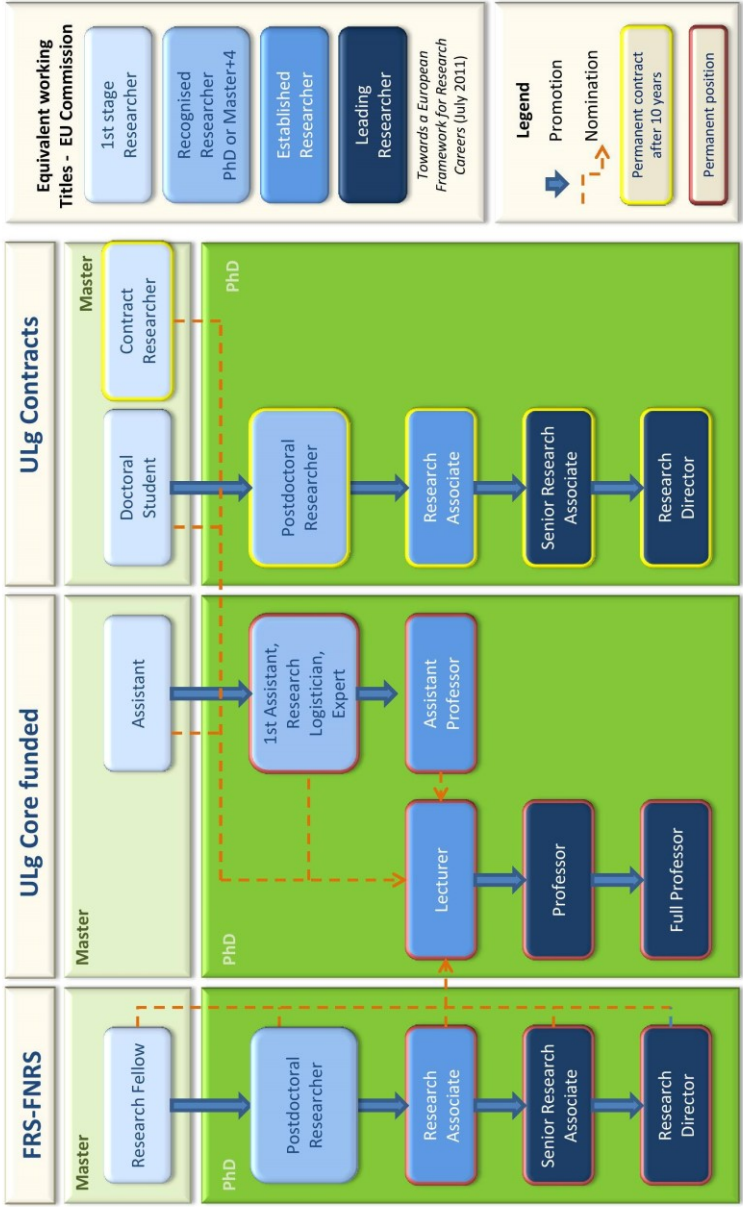
These career pathways aim to help mobile researchers in one of these countries think about what is involved in working towards an academic career and understand better how to navigate the differing national and institutional contexts.

For mobile researchers who are newcomers to the country or new at one's host university or research organisation it can be helpful to talk to a lecturer or professor who could help him/her to understand the career possibilities and funding options in this country.

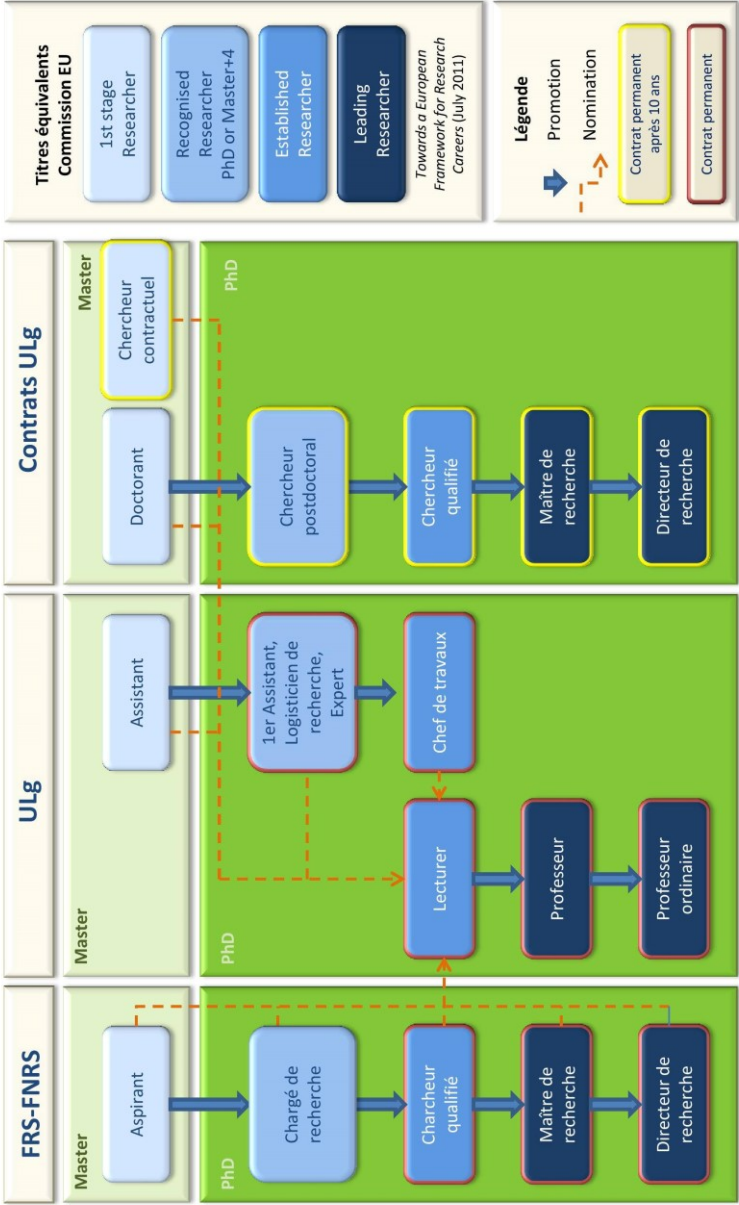
These pathways were put together thanks to the input of 7 partners of the ImpactE project and were finalized by Denisa Demko, Vitae & CRAC Project manager.

Research Career Pathway in Belgium

Wallonia-Brussels Federation

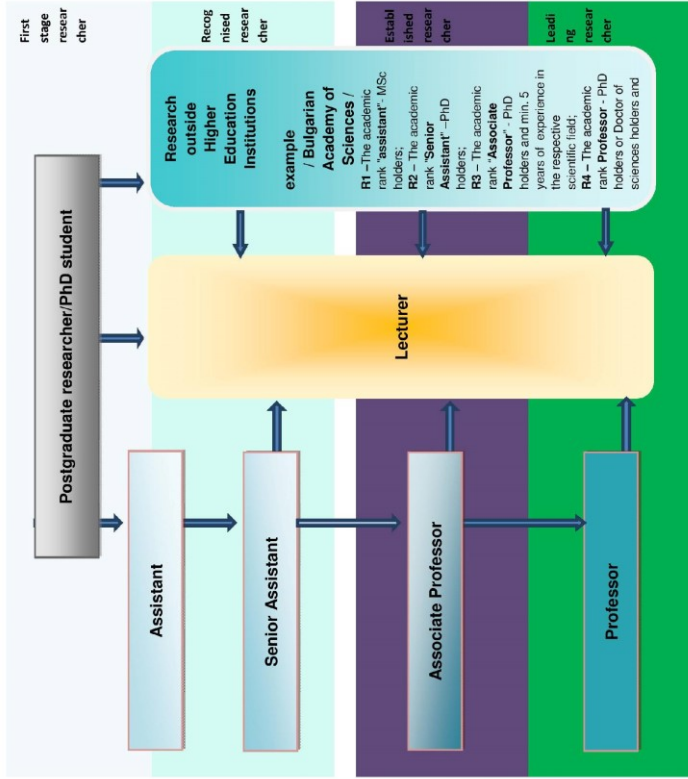


Carrières de recherche types en Fédération Wallonie-Bruxelles



Research career pathway in Bulgaria

Academic ranks and degrees are conferred in acc. with the Academic Degrees and Academic Ranks Act and the Ordinances for its implementation at different organisations may define higher requirements – see the requirements for BAS positions for instance.



Postgraduate researcher / "PHD student"

- 3-4 years stipend or self-funded doctoral study
- Accessed through a good postgraduate degree (Master)

Assistant

- Accessed through a good postgraduate degree (Master)
- After a successful examination done by an academic jury.

Senior assistant

- Accessed through a doctorate-level degree and according to their publications records and researches
- After a successful examination done by an academic jury.

Associate Professor

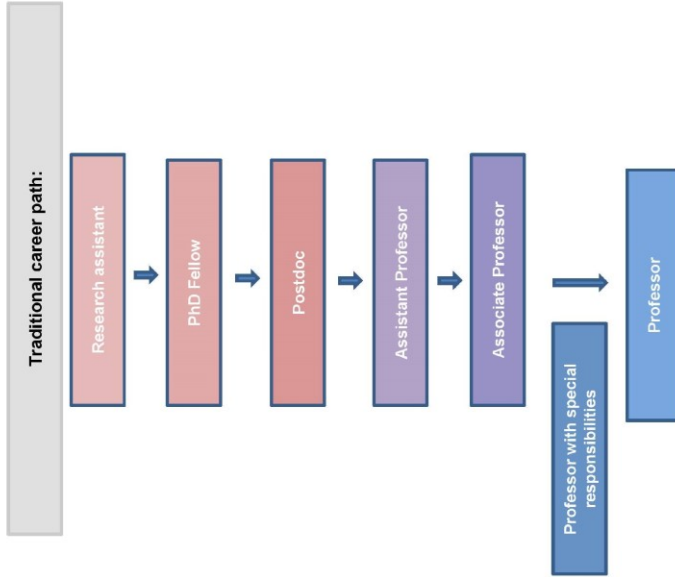
- Accessed through at least 2 years of Assistant or Senior assistant position or a specialist with excellent achievement in the field.
- Research leaders whose reputation is built on quality and number of research publications
- After a successful examination done by an academic jury.

Professor

- After a doctorate-level degree.
- Through a Docent position for at least 5 years or a specialist with excellent achievement in the field.
- Leader in research area
- Before the age of 65
- After a successful examination done by an academic jury.

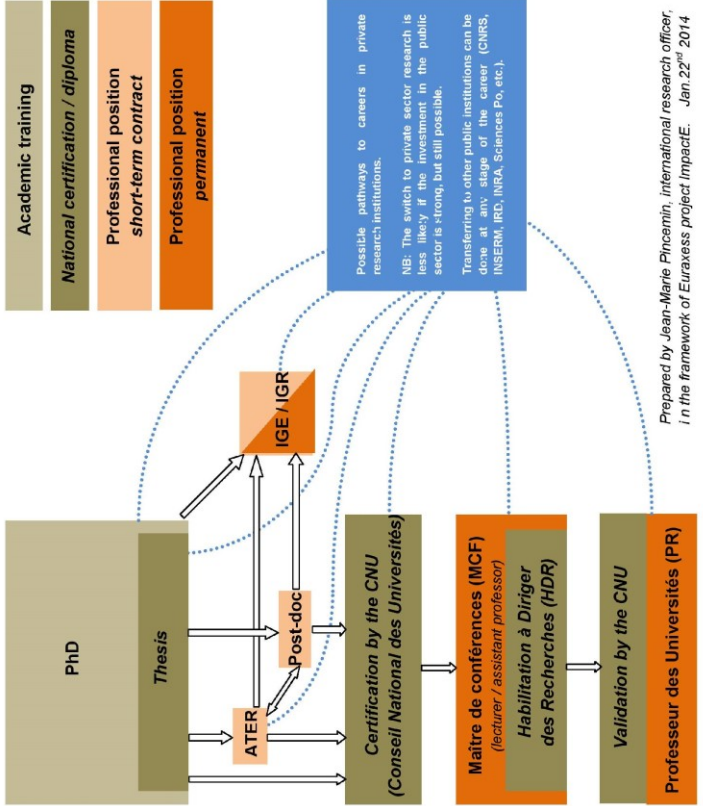
Research career pathway in Denmark

- Career path aiming for academic career within higher education institutions
- A vast majority is funded by external grants



<p>Research assistant</p> <ul style="list-style-type: none"> - Master's degree (or equivalent qualifications) required - Maximum 3 years of employment - Research and/or teaching
<p>PhD fellow</p> <ul style="list-style-type: none"> - Master's degree (or equivalent qualifications) required - Maximum 3 years of employment - Research, some teaching
<p>Postdoc</p> <ul style="list-style-type: none"> - PhD required - Maximum 4 years of employment - Normally, the post heavily weighted in favour of research and a certain amount of teaching may be required.
<p>Assistant Professor</p> <ul style="list-style-type: none"> - PhD required - Fixed-term position held for a maximum of 4 years or tenure-track position. - The main responsibilities are research and research-based teaching
<p>Associate Professor</p> <ul style="list-style-type: none"> - Research qualifications at the level that can be achieved by satisfactorily completing a period of employment as an assistant professor/researcher - Normally a tenured position, but may also be fixed-term - Mainly research and research-based teaching
<p>Professor</p> <ul style="list-style-type: none"> - Original scientific production at an international level - Primarily tenured position - The professorship consists mainly of research and research-based teaching
<p>Professor with special responsibilities</p> <ul style="list-style-type: none"> - Emphasis on original scientific production at an international level - 3 to 8 years of employment, option of further extension - Special responsibilities involving fixed-term specific functions

Research career pathway in France

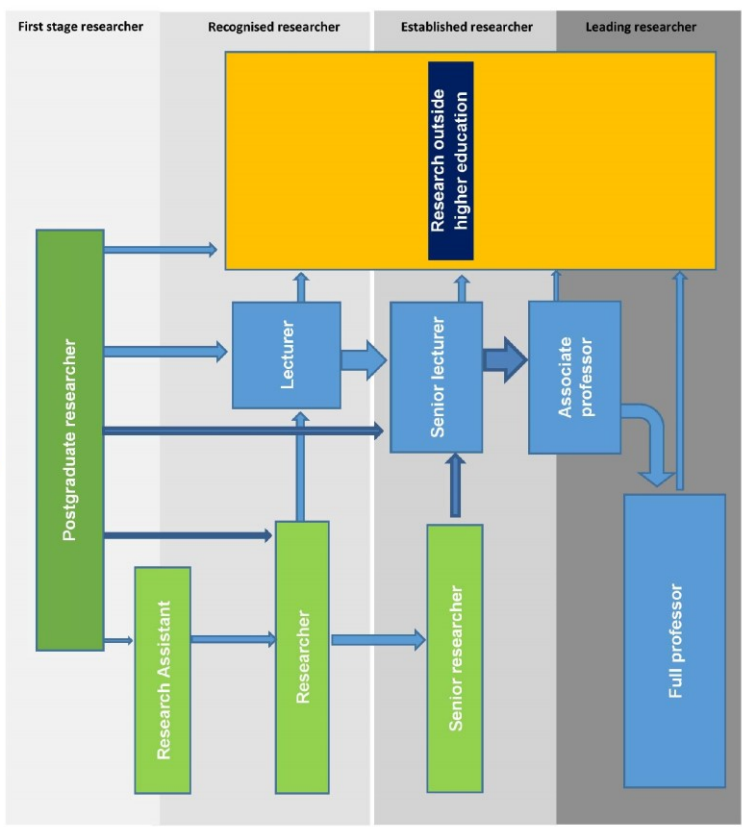


Prepared by Jean-Marie Pincemin, international research officer,
in the framework of Euraxess project ImpactE. Jan.22nd 2014

<p>ATER: Attaché Temporaire d'Enseignement & de Recherche (lecturer): Renewable one-year teaching position.</p> <p>Post-doc: short-term research position.</p> <p>IGE/IGR: Ingénieur d'étude/de recherche. Short-term/permanent position in HE institutions (from administration to lab staff).</p> <p>The CNU qualifies candidates according to their publications records & teaching experience, for each academic discipline. With this certification (valid for 4 years), doctors can apply to MCF positions.</p> <p>Each year, Universities open several MCF positions, according to the funds received from the Ministry of Higher Education & Research (MHER). They are advertised nationally; the selection process is done by the beneficiary department for the hiring University. MCF positions are permanent. MCF cannot supervise PhD candidates until they qualify for the HDR.</p> <p>HDR can be obtained after successful evaluation of a Professional thesis, written independently, to present one's scientific achievements, by a jury made up of University Professors (see below).</p> <p>Once granted his/her HDR, an MCF can apply to the several nationally advertised PR positions opened by each university. Candidates are selected by a local specialists jury, whose selection is validated by the CNU and transmitted to the MHER. These positions are permanent.</p>
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Research career pathway in Israel

- Stipend or self-funded
- University grant funded
- University core funded

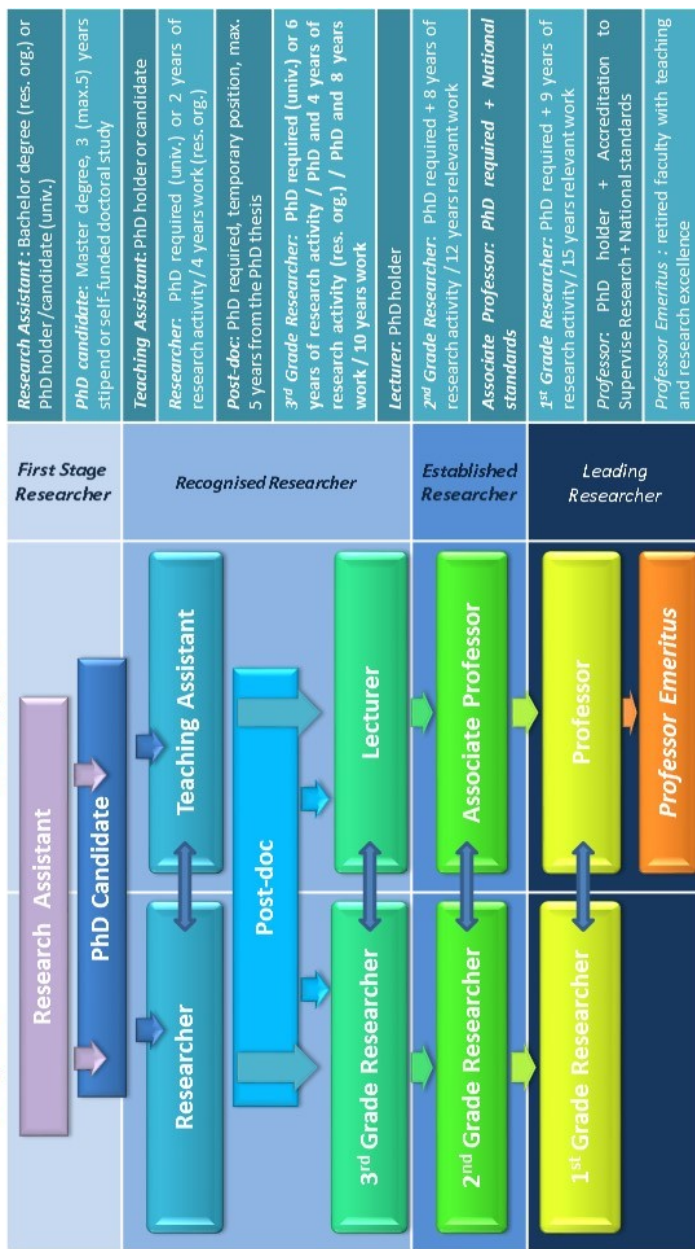


Research career pathways in Romania
Working titles

Research organisation career
Grant funded

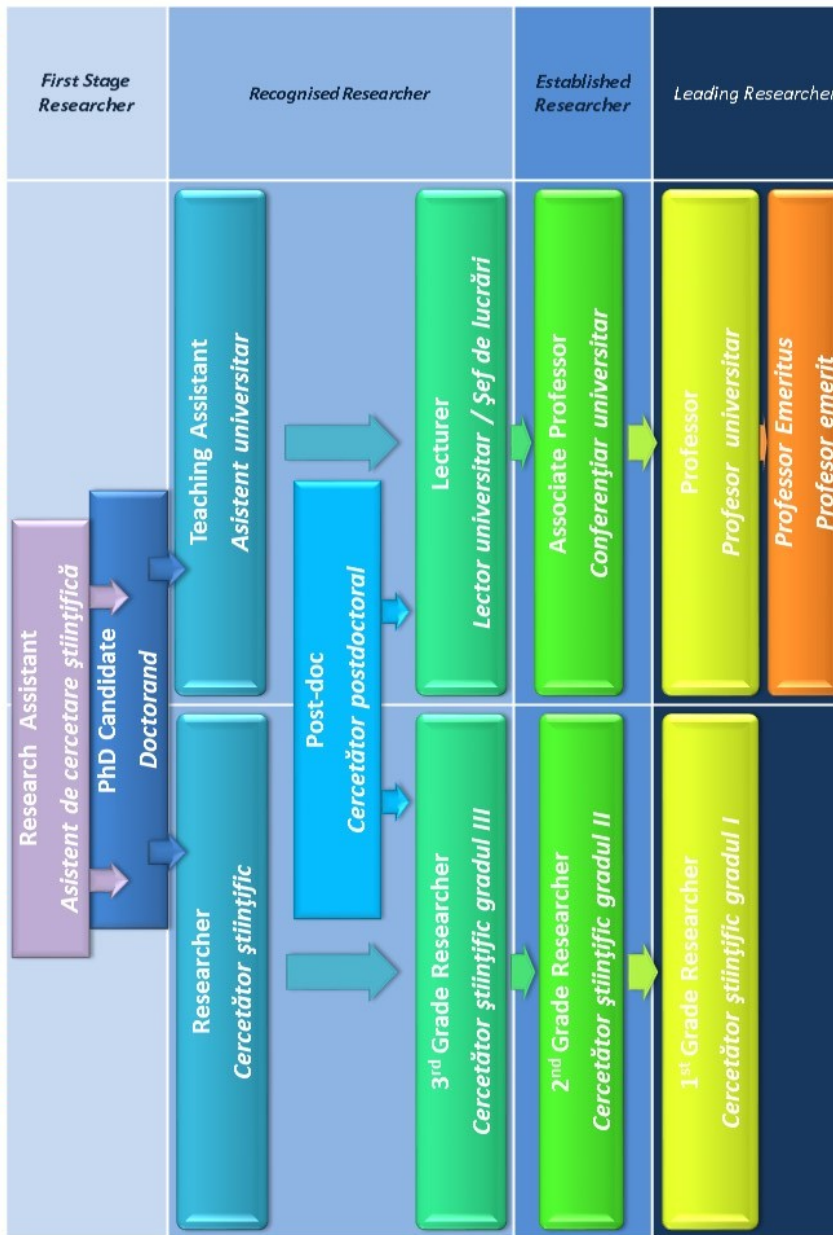
Academic career
University funded

Minimal legal requirements*

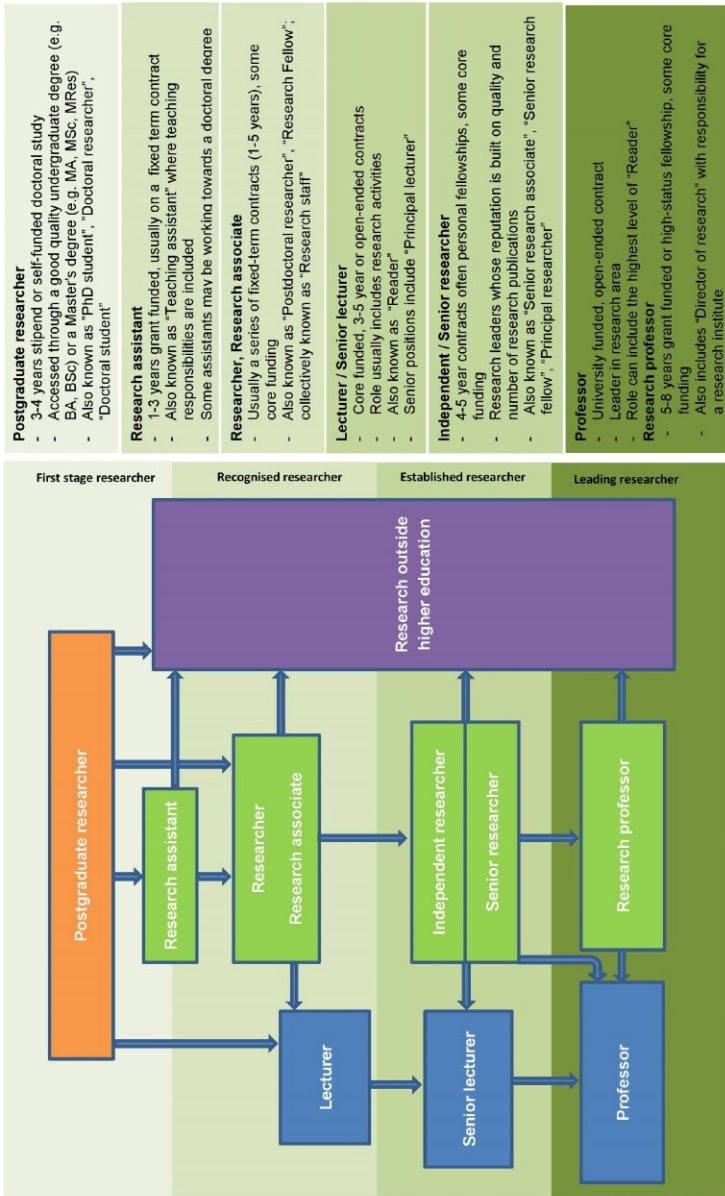


*** Minimal legal requirements**

- For R & D Staff: established by the *Statutes of R & D Staff* – the Law no. 31.9/23.07.2003, consolidated version 02.04.2009, completed by criteria established by the research organisations regulations.
- For Academic staff: established by the *National Education Law* – the Law no. 1/10.01.2011, consolidated version 16.01.2014, chapter *Statutes of Teaching and Research Staff in Higher Education Institutions*, completed by criteria established by universities regulations.
- Compulsory requirement for all permanent academic positions: PhD degree.



Research career pathway in UK



Postgraduate researcher

- 3-4 years stipend or self-funded doctoral study
- Accessed through a good quality undergraduate degree (e.g. BA, BSc) or a Master's degree (e.g. MA, MSc, MRes)
- Also known as "PhD student", "Doctoral researcher", "Doctoral student"

Research assistant

- 1-3 years grant funded, usually on a fixed term contract
- Also known as "Teaching assistant" where teaching responsibilities are included
- Some assistants may be working towards a doctoral degree

Researcher, Research associate

- Usually a series of fixed-term contracts (1-5 years), some core funding
- Also known as "Postdoctoral researcher", "Research Fellow", collectively known as "Research staff"

Lecturer / Senior lecturer

- Core funded, 3-5 year or open-ended contracts
- Role usually includes research activities
- Also known as "Reader"
- Senior positions include "Principal lecturer"

Independent / Senior researcher

- 4-5 year contracts often personal fellowships, some core funding
- Research leaders whose reputation is built on quality and number of research publications
- Also known as "Senior research associate", "Senior research fellow", "Principal researcher"

Professor

- University funded, open-ended contract
- Leader in research area
- Role can include the highest level of "Reader"

Research professor

- 5-8 years grant funded or high-status fellowship, some core funding
- Also includes "Director of research" with responsibility for a research institute

Researcher development in the UK

For postgraduate researchers most institutions provide a comprehensive programme of researcher development activity which, in addition to their subject specific training, enables the researcher to understand the broad reaching ways their research training can be used both within and outside higher education research environments.

For those doing their doctoral training within a doctoral training centre or partnership (an increasingly more common way for Research Councils to allocate research funding for individuals), a defined and broad ranging programme of training is provided which may include taught modules and/or internships sometimes in roles not related to their research. The emphasis for training in such environments is generating cohorts and cross- and inter-disciplinarity.

For research staff further development opportunities are usually part of the broader staff development opportunities for all academic and institution staff.

The Vitae Researcher Development Framework (RDF) is the underpinning framework for UK researcher development and is linked to the Researcher Development Statement (previously the Joint Skills Statement) endorsed by 33 UK stakeholders including all the HE funders and the majority of the UK's higher education institutions. The RDF is more commonly being used to plan, map and deliver researcher training programmes and to engage research leaders in the development of their staff.

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The ImpactE project team

At the kick off meeting



... meanwhile ...





... and at the final conference.



Integrate Mobile People through Innovative Actions in the EURAXESS Service Centres



Contact us

University of Liège Centre de mobilité EURAXESS

Administration R&D

Place du 20-Août, 7 (bât A1)

B-4000 Liège, Belgium

Tel: +32 (0)4 366 53 36

Fax: +32 (0)4 366 53 58

Email: brigitte.ernst@ulg.ac.be

Web: <http://www.impacte.eu/>

<http://www.facebook.com/ImpacteProject>

