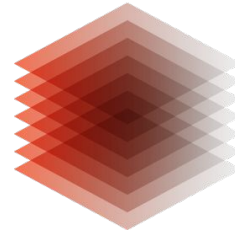




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TIB



Lessons from an Erasmus Plus Project

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The Power of the Network



Research Careers

Declaration on Sustainable Researcher Careers

- 24th February, 2019: MCAA symposium on career paths of researchers
- 400+ researchers discussed key issues and factors influencing sustainable research careers
- Internal consultations within MCAA, and Eurodoc
- Published on 27 May 2019



SCAN ME



<http://doi.org/10.5281/zenodo.3194228>

1. Provide sustainable career prospects for researchers

Problem:

- Short-term, doctoral and postdoctoral research funding
- Limited long-term career options in academia
- Decision to leave academia often postponed until the last minute

Recommendations:

- Long-term, predictable, and sustainable funding
- Early involvement of potential future, non academic employers
- Implementing career progress tracking systems



SCAN ME

2. Deploy career management services at organisations employing researchers

Problem:

- Little guidance on (alternative) career opportunities
- Institutions and research supervisors need to be transparent about potential employment opportunities
- Stress: available organizational support is still far from sufficient

Recommendations:

- Deploy services for career management to support individual career pathways
- Career guidance should be present early in the doctoral program
- Researchers need to be trained to reflect on their own skill set



SCAN ME

3. Put more emphasis on transferable skills training and recognition

Problem:

- Mismatch between academic and non-academic skill sets
- Transferable skills are critical to strengthen integrity and employability
- Researchers need to speak the non-academic language

Recommendations:

- Enrich researcher training with transferable skills training
- Excellence in transferable skills and community engagement should be part of researchers' regular performance evaluation
- Dedicated deliverables in research projects



SCAN ME

4. Provide wide variety of networking options and services in and outside of academia

Problem:

- High level of specialisation results in mental and physical isolation
- Building networks outside academia often depends on individual proactivity
- Non-EU researchers working in the EU are in a particularly difficult situation

Recommendations:

- Support researchers' inter- and intra-sectoral mobility
- Systematic organisational support
- Support in bridging cultural differences



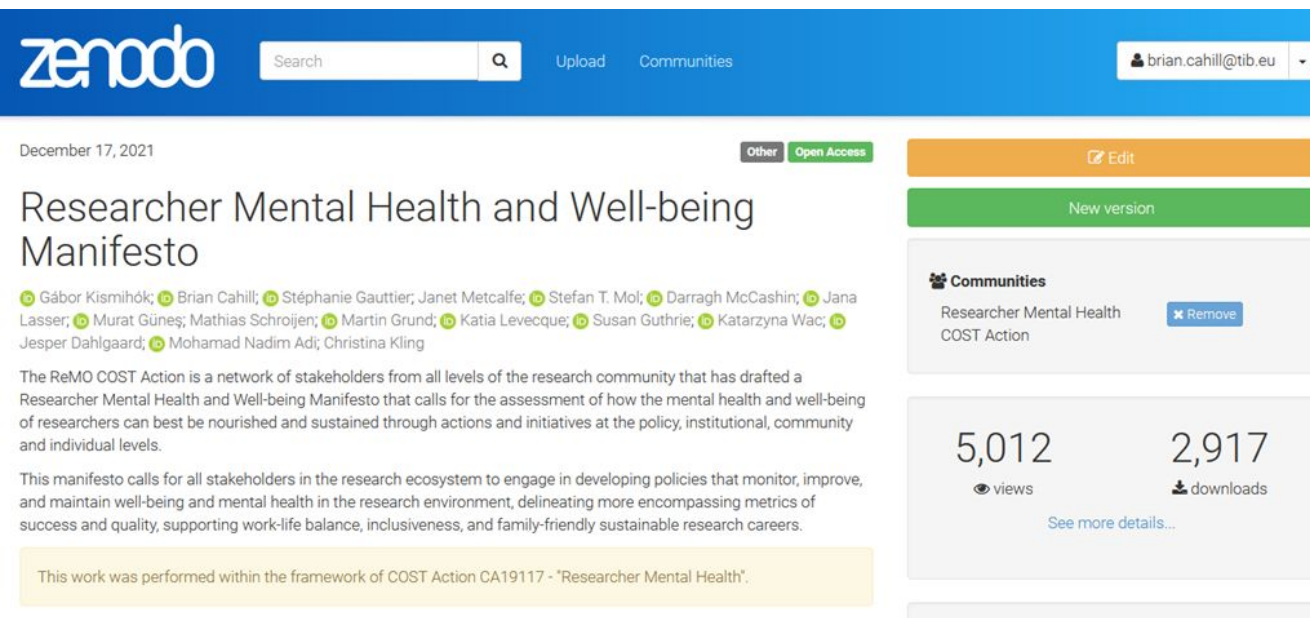
SCAN ME



Researcher Mental Well-being



Researcher Mental Health and Well-being Manifesto



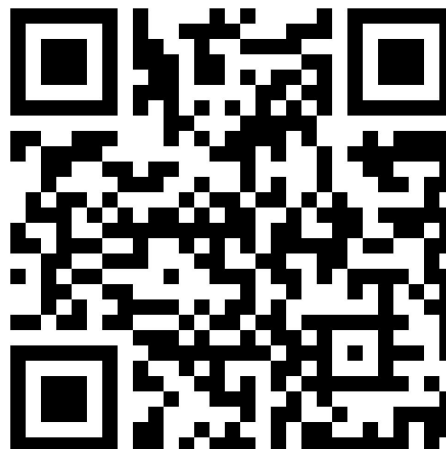
The screenshot shows the Zenodo interface for the document 'Researcher Mental Health and Well-being Manifesto'. At the top, there is a search bar, 'Upload' and 'Communities' buttons, and a user profile for 'brian.cahill@tib.eu'. The document title is 'Researcher Mental Health and Well-being Manifesto', dated 'December 17, 2021'. It is marked as 'Open Access'. The author list includes Gábor Kismihók, Brian Cahill, Stéphanie Gauttier, Janet Metcalfe, Stefan T. Mol, Darragh McCashin, Jana Lasser, Murat Güneş, Mathias Schroyen, Martin Grund, Katia Levecque, Susan Guthrie, Katarzyna Wac, Jesper Dahlggaard, Mohamad Nadim Adi, and Christina Kling. A description states: 'The ReMO COST Action is a network of stakeholders from all levels of the research community that has drafted a Researcher Mental Health and Well-being Manifesto that calls for the assessment of how the mental health and well-being of researchers can best be nourished and sustained through actions and initiatives at the policy, institutional, community and individual levels. This manifesto calls for all stakeholders in the research ecosystem to engage in developing policies that monitor, improve, and maintain well-being and mental health in the research environment, delineating more encompassing metrics of success and quality, supporting work-life balance, inclusiveness, and family-friendly sustainable research careers.' A yellow box at the bottom notes: 'This work was performed within the framework of COST Action CA19117 - "Researcher Mental Health"'. On the right side of the page, there are buttons for 'Edit' and 'New version', a 'Communities' section listing 'Researcher Mental Health COST Action' with a 'Remove' button, and statistics showing 5,012 views and 2,917 downloads, with a link to 'See more details...'.



<https://doi.org/10.5281/zenodo.5559806>



Recommendations and Action Plan on three levels



<https://doi.org/10.5281/zenodo.5559806>



Call for Researcher Empowerment



<https://doi.org/10.5281/zenodo.5559806>



OSCAR

Online, Open Learning
recommendations and mentoring
towards Sustainable research
CAREers (OSCAR, E+ KA203)

Budget: 450k Eur

Duration: 36 months

Start: 09.2020



Providing personalised training on researcher mental health and career development by using AI based learning recommendations and online mentoring



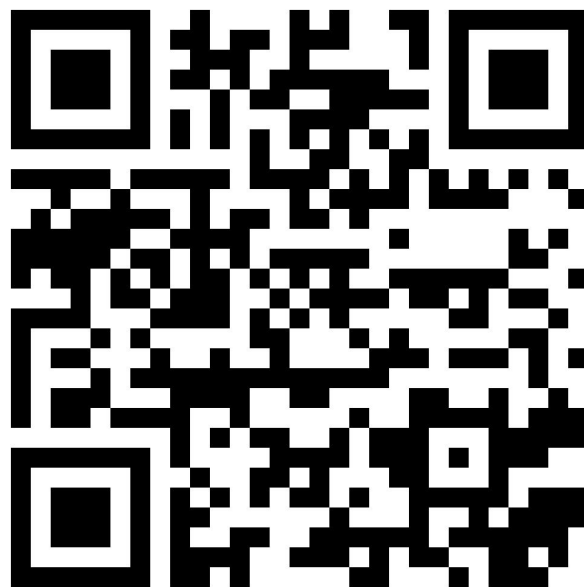


Intellectual Outputs (IOs)

- IO1: Online training and mentoring principles for mental health and career management
- IO2: Open, Dynamic, Labour Market Information Based Curriculum and Learning Content Recommendations
- IO3: Researcher Mental Health Training and Mentoring Programme
- IO4: Researcher Career Development Training and Mentoring Programme
- IO5: Online Researcher Mental Health and Career Management Training and Mentoring Pilots
- IO6: Learning and Mentoring Evaluation and Exploitation



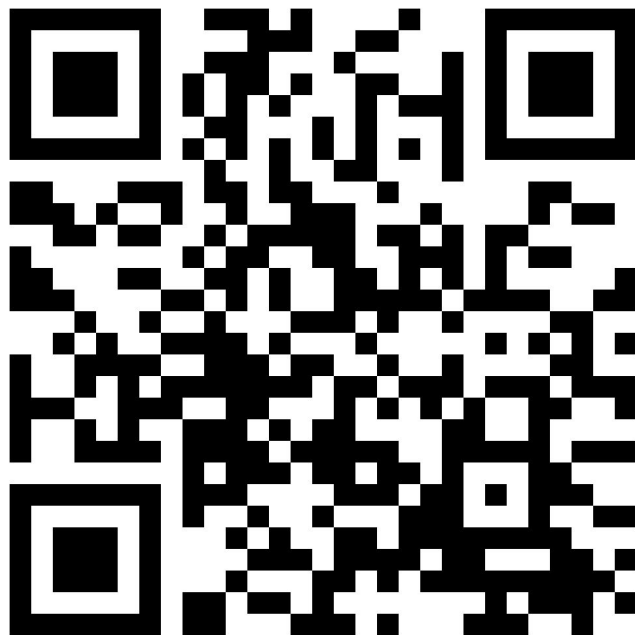
Results



<https://projects.tib.eu/oscar-ai/results/>



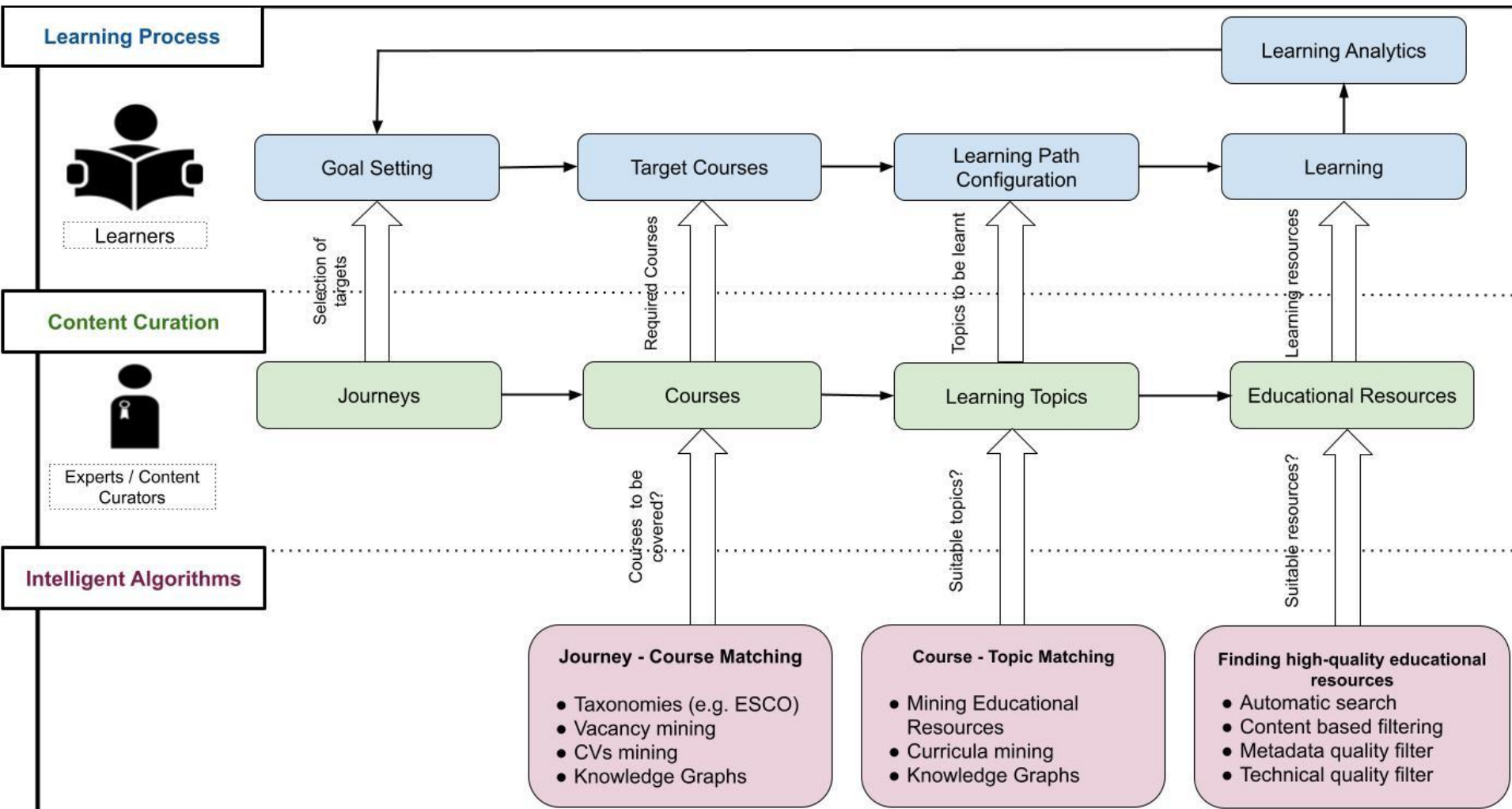
Personal Learning Environment

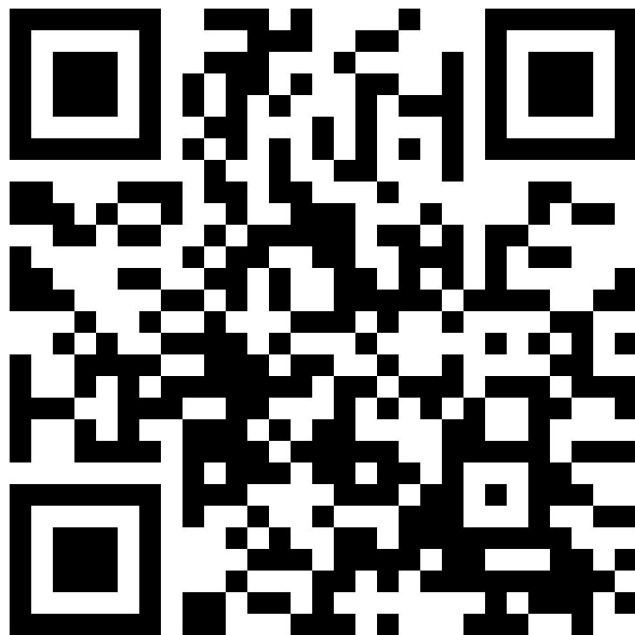


<http://edoer.eu/>

Open, community based,
AI-driven learning platform

Concept Overview





<http://oscar-ai.eu/>

Online, open learning
recommendations and
mentoring towards Sustainable
research CAREers;



Learning Content Recommendations

Hasan Abu Rasheed (Uni-Siegen)

OSCAR Knowledge Graph and Graph-based Recommender System



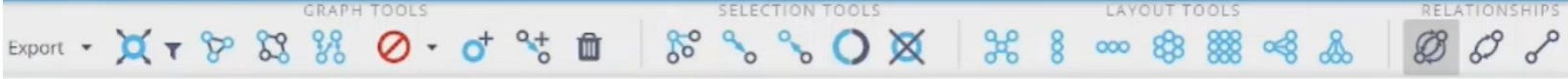
uni-siegen.de

Hasan Abu-Rasheed
3. Juli 2023



OSCAR Knowledge Graph





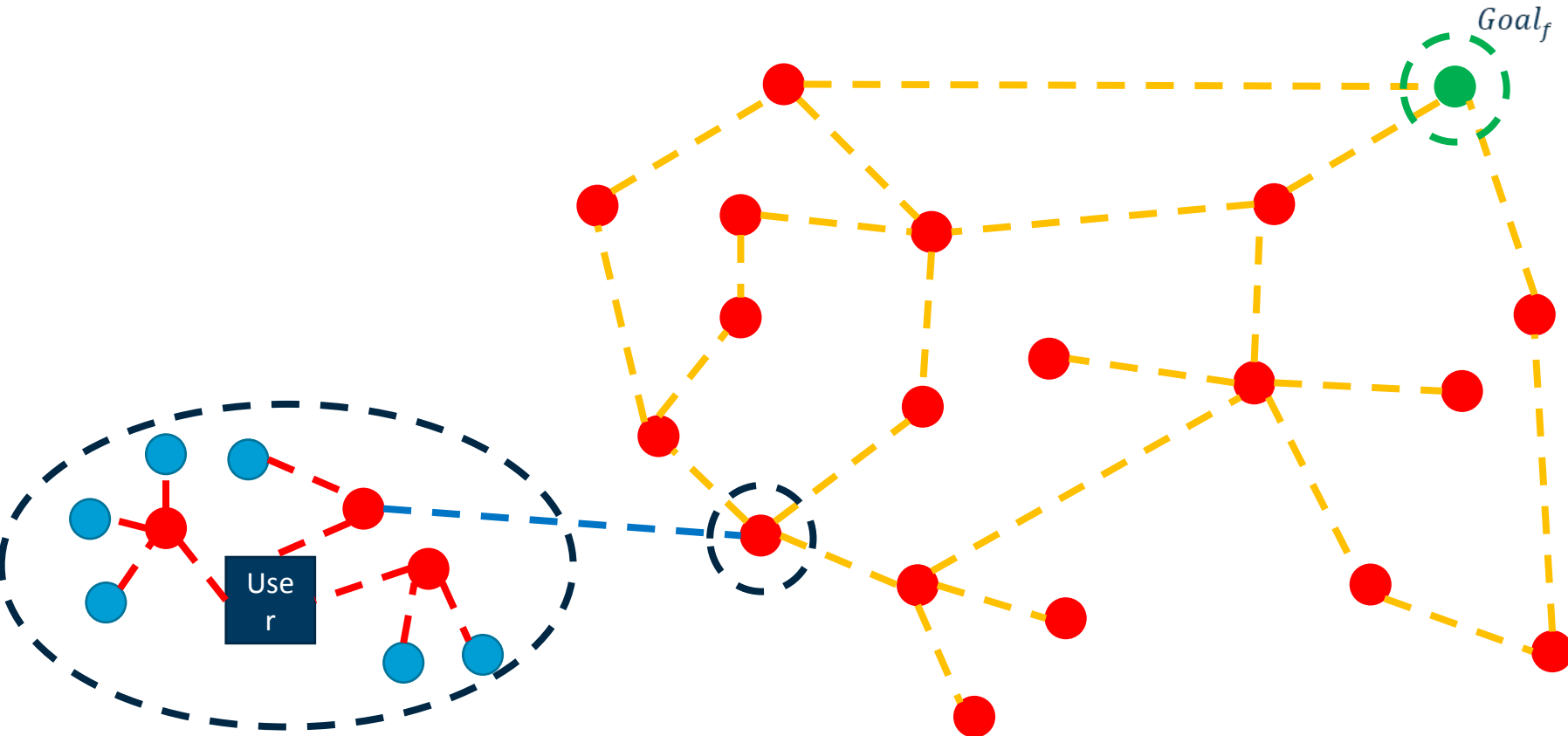
Researcher Mental Health

图例

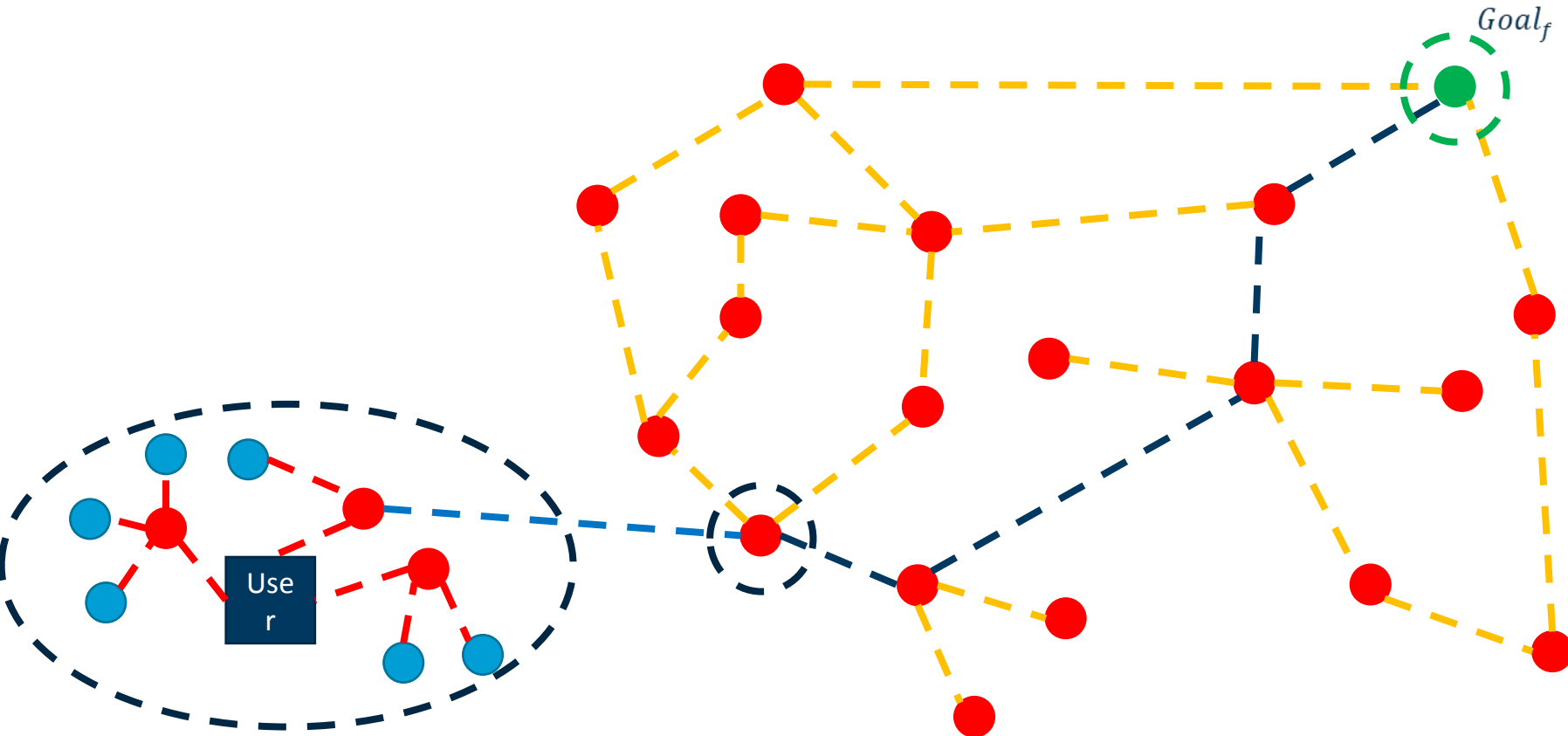


Knowledge Graph-based Learning Recommendations

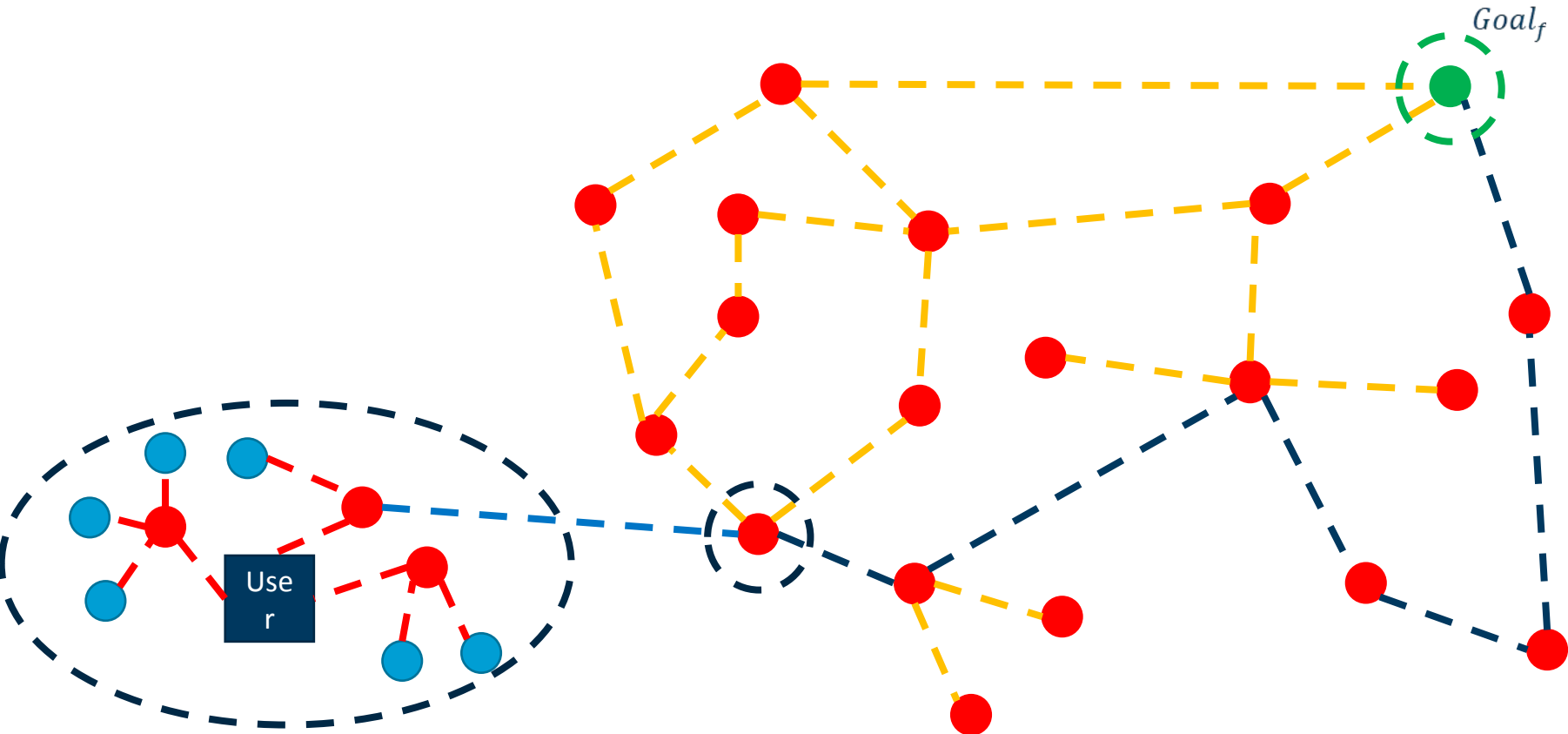
Graph-based Learning Recommendation



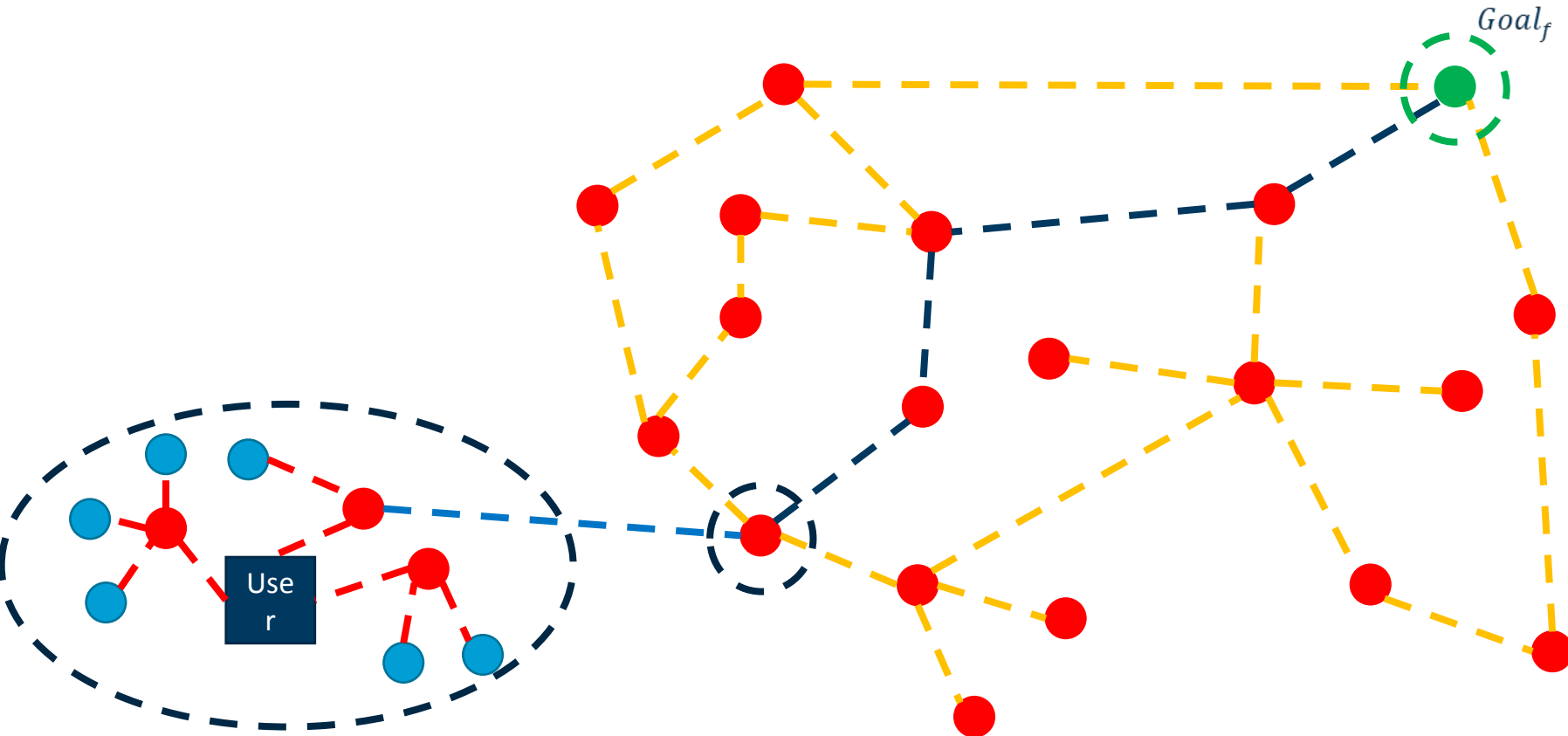
Graph-based Learning Recommendation



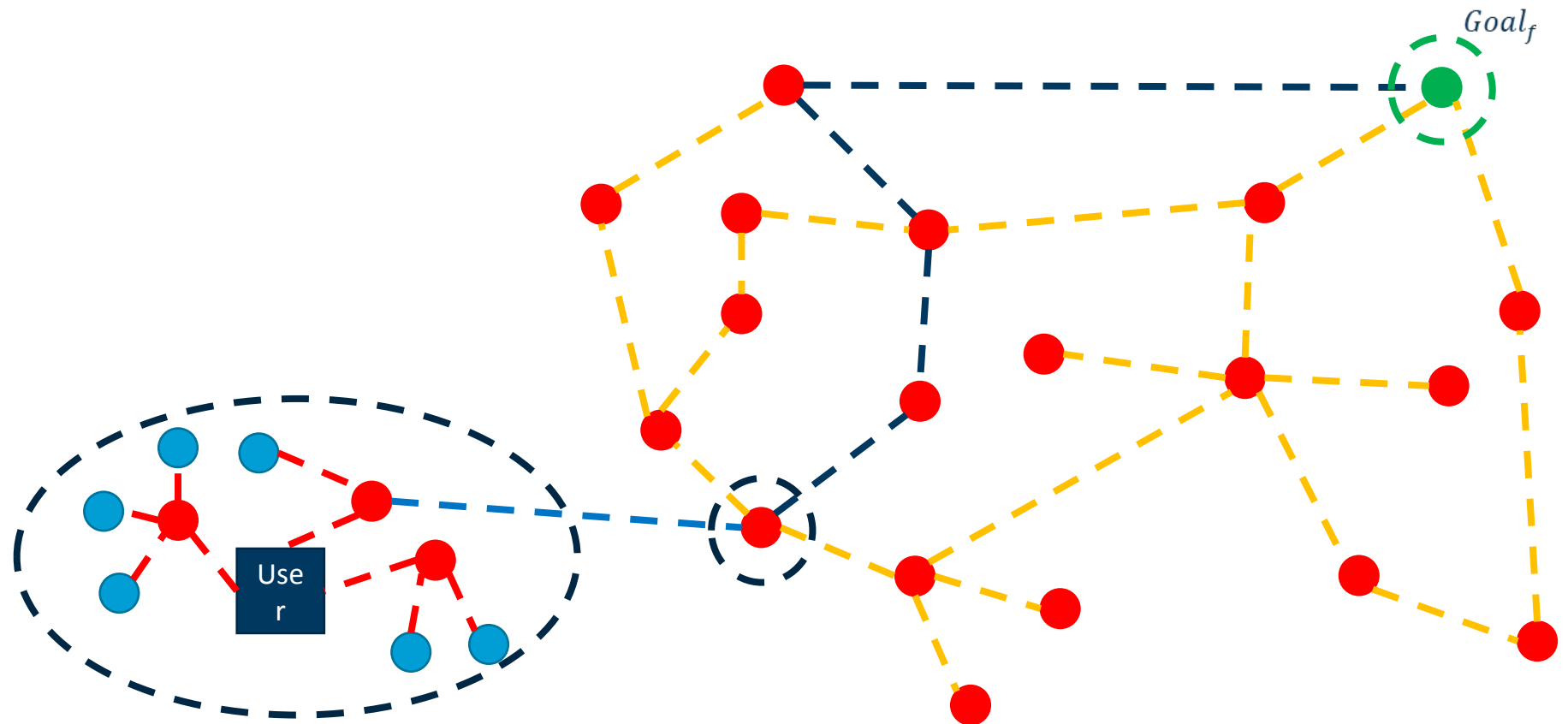
Graph-based Learning Recommendation



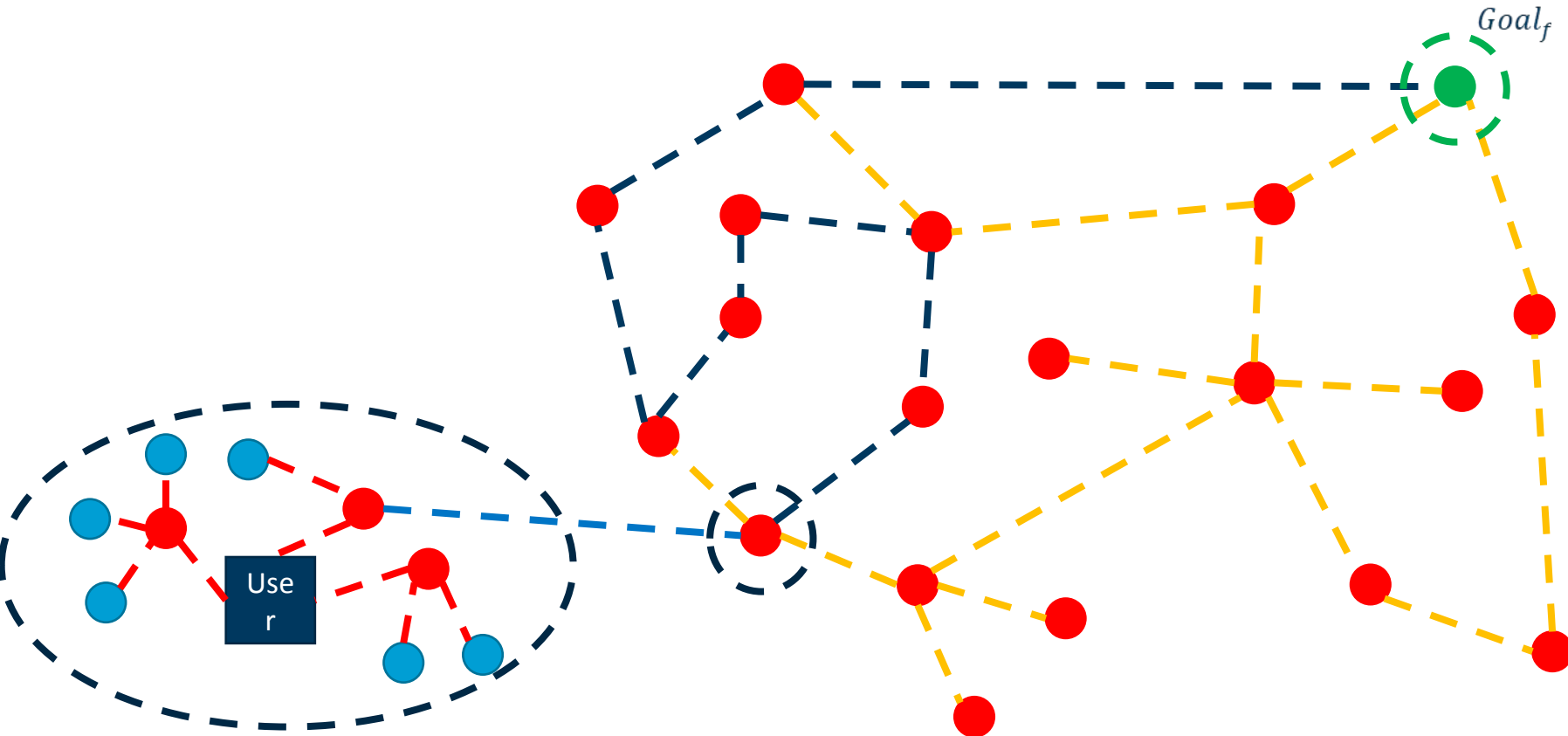
Graph-based Learning Recommendation



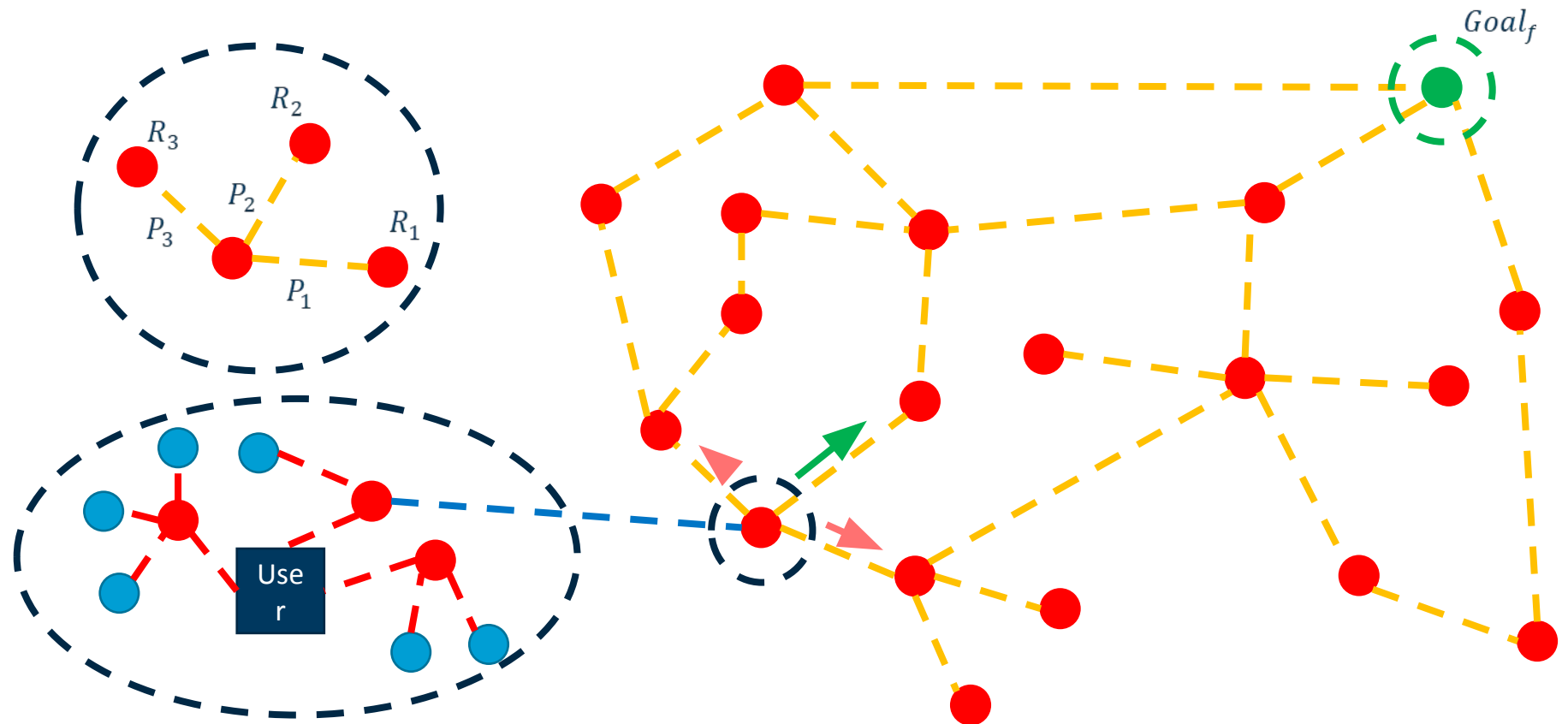
Graph-based Learning Recommendation



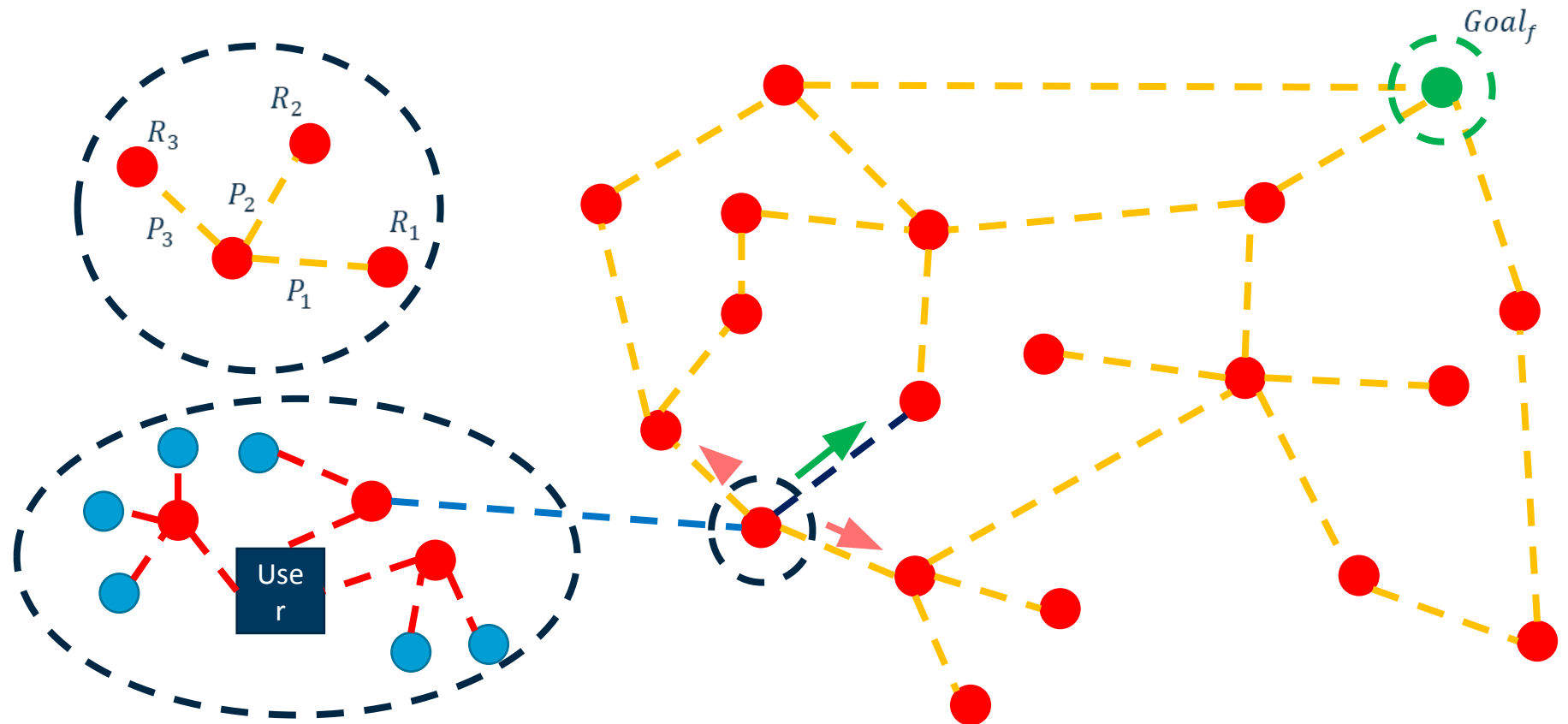
Graph-based Learning Recommendation



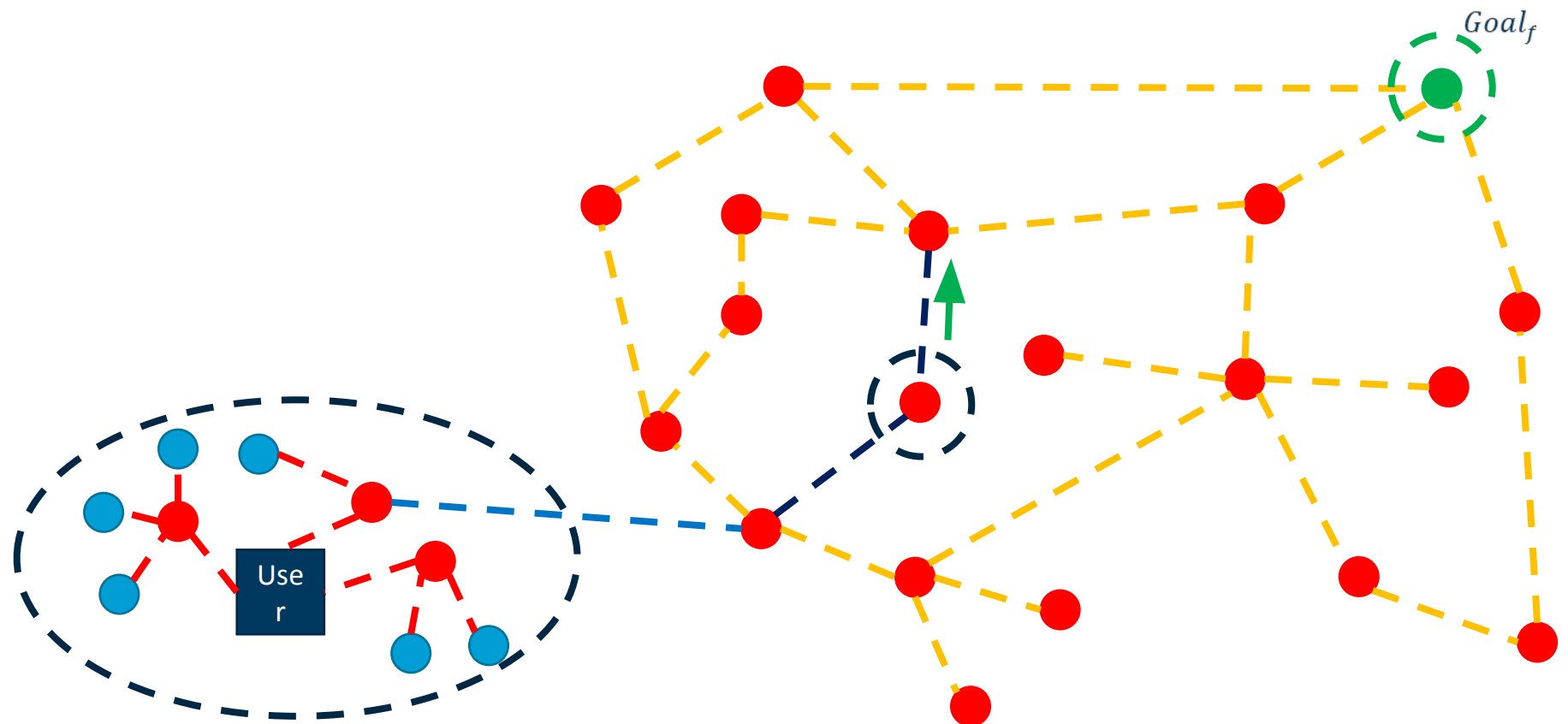
Graph-based Learning Recommendation



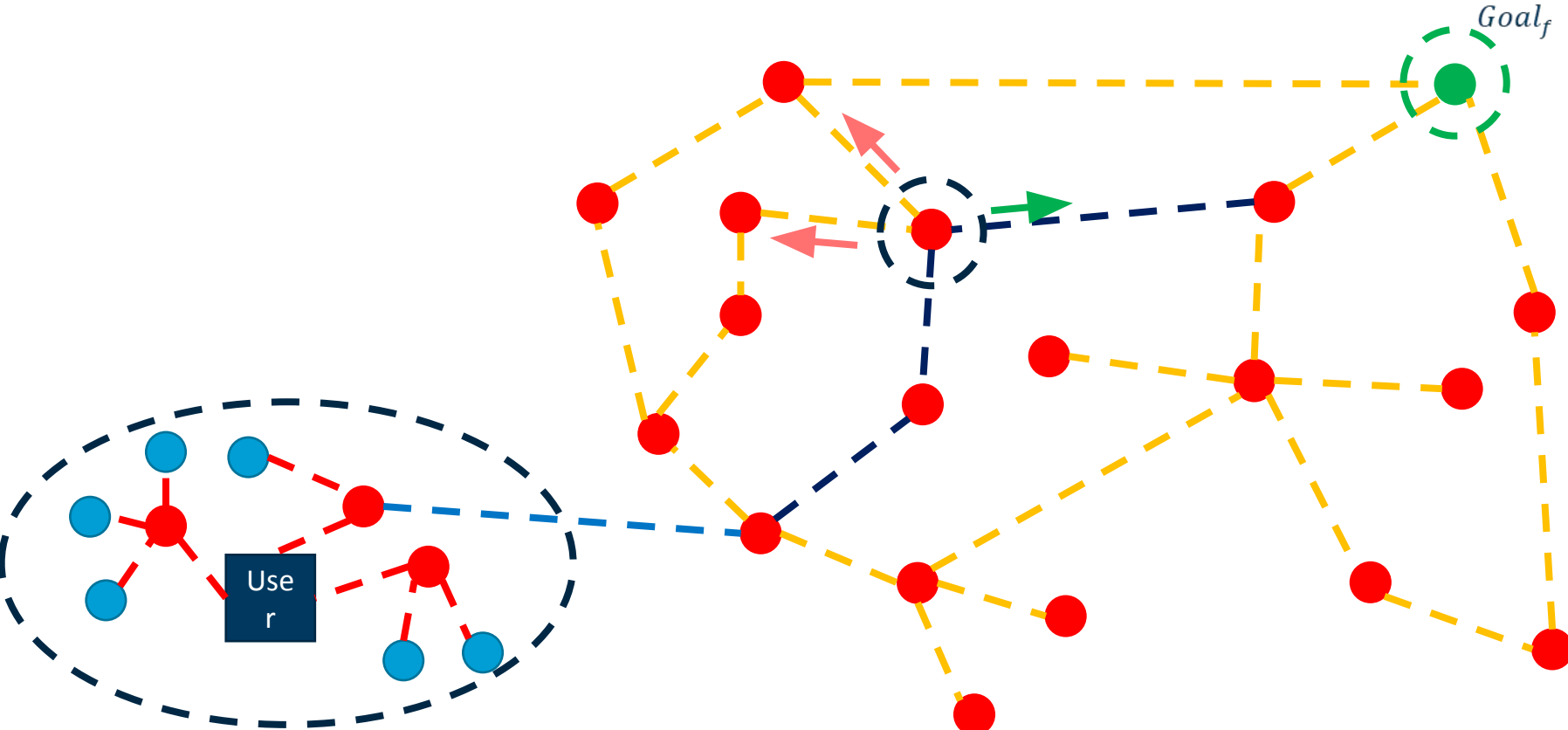
Graph-based Learning Recommendation



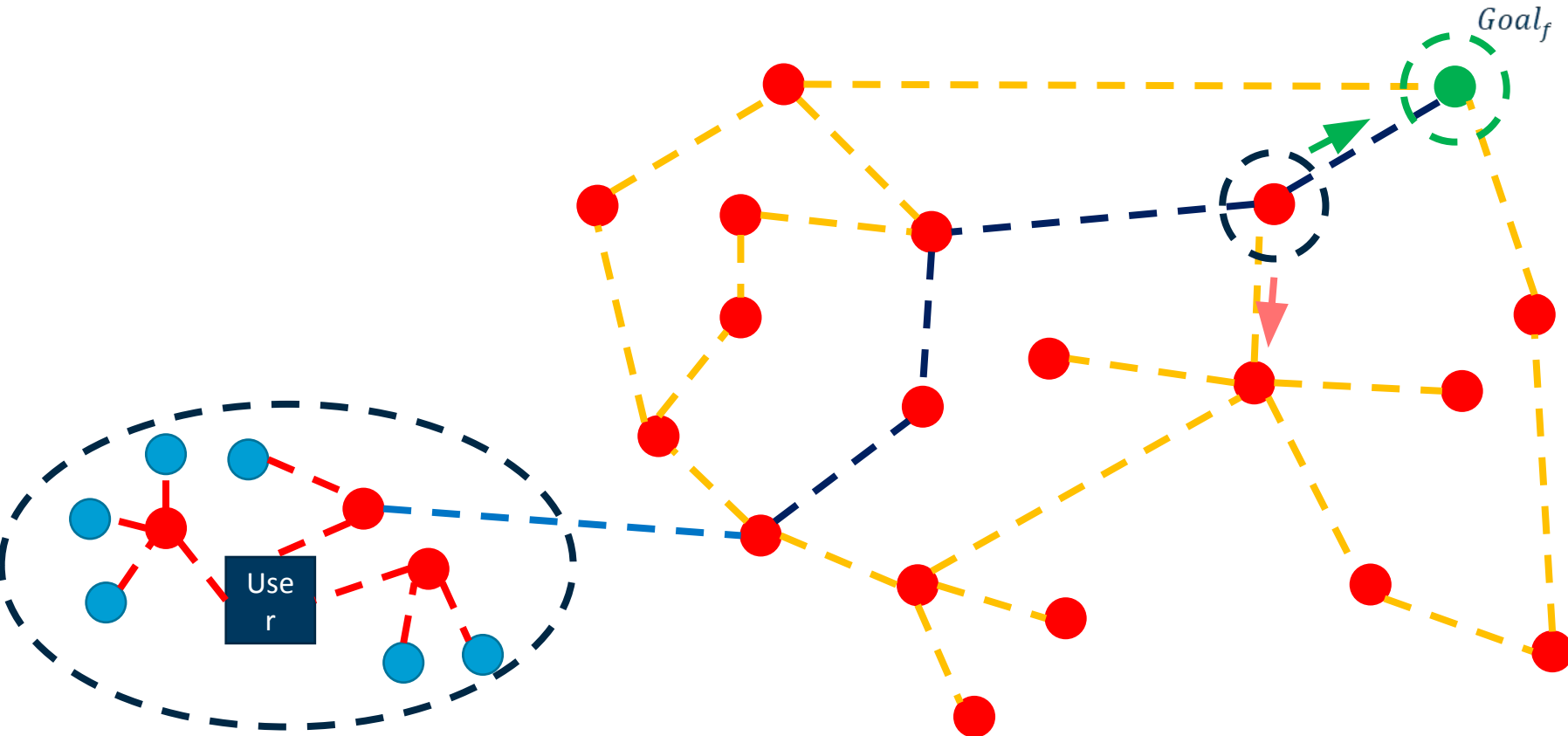
Graph-based Learning Recommendation



Graph-based Learning Recommendation



Graph-based Learning Recommendation



Evaluation

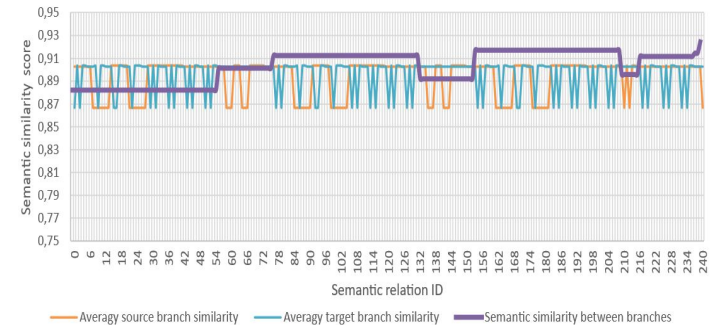
Evaluation

Quantitatively

- ❑ Evaluating text similarities between the relation extraction algorithm and the relations defined by experts.
- ❑ Evaluating knowledge graph structure against the pedagogical objectives of the recommendation.

Qualitatively

- ❑ Focus groups with experts.
- ❑ Focus groups with learners.



Evaluation Metric	<i>Hierarchical data model</i>	<i>KG</i>	<i>Preferred value trends</i>
Average Degree Centrality	1.079	2.262	increasing
Clustering Coefficient (Number of communities)	253	541	increasing
Clustering Coefficient (Average modularity score)	0.779	0.636	decreasing
Weakly Connected Components	63	35	decreasing
Betweenness Centrality	1.57	15.1	increasing

Lessons Learned

Lessons Learned

❖ Role of learning context

- Learning happens in a context, which should guide the recommendation.
- Learning path recommendations correspond to the selection and order of path elements.

❖ Skill combinations

- Skills are not usually individually sufficient, but rather useful in combinations, e.g., transferable skills.
- The selection of skill combinations needs to correspond to the learning goal, and the learning context.

❖ Learning-goal setting □ the human-machine collaboration

- Learners differ in the way they define their goal.
- Tools to support more human-system collaboration and support the learner in the **search**, **description**, and **discovery** of the suitable learning goal for their use-case.

Thank you!





Mental Wellbeing Mentoring

Francisco Valente Gonçalves (RUMO)



Lessons learnt

Mental Health Mentoring

Experiences

Inês Gaspar | ines.gaspar@rumo.solutions

Francisco Valente Gonçalves, PhD | francisco@rumo.solutions

Brussels

2nd July 2023

The logo for 'rumo', where the letters are in a dark blue, lowercase, sans-serif font. The letter 'o' is stylized with a white gap on its right side.

www.rumo.solutions

MENTORING SESSIONS

Insights from participants

- Higher participation in career management than mental health sessions
- Potential of OSCAR acknowledged for autonomous work
- Value of mentoring session recognised as a positive complement of OSCAR
- Career needs usually linked with mental health problems OR mental health problems developed due to stress from career challenges

MENTORING SESSIONS

Opportunities to improve

- Keep fighting the mental health stigma
 - Lack of structure of mentoring contents
 - Lack of understanding of the role of the mentor
 - Confusion between what is supposed to happen in a mentorship session and a psychology session
-



Save the dates!

June 2023

Fridays at lunch time (12:30 - 14)



M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



YERUN lunchtime series on early career researchers:

- **9 June: Early career researchers & intersectoral mobility.**
- **16 June: Mentoring early career researchers.**
- **23 June: Funding schemes and their implications for early academic careers.**
- **30 June: Virtual roundtable on the practical challenges of implementing policy for early academic careers.**

Feedback

MENTORING SESSIONS

Identified needs

- Mentors should have some prior preparation to deal with more difficult situations
- Mentors should need to understand when to recommend a mental health professional



How to prepare mentors

- Define the scope of mentoring tasks (and their limits)
- Clarify expectations between mentor and mentee
- Problem solving and goal setting
- Engage in open, direct and collaborative communication (and other soft skills)
- Boundaries, confidentiality and ethical guidelines
- Crisis intervention and referral
- Self-care for mentors (avoid mentors emotional dysregulation)

January 19, 2022

Project deliverable

Open Access

Ethical Principles for the OSCAR Well-being Mentoring Program

Carolina Oliveira Borges; Francisco Valente Gonçalves; Inês Gaspar; Joana Jesus

This document describes the ethical principles (code of conduct) of well-being mentoring within the frames of the OSCAR project. The main purpose and goal of the OSCAR well-being mentoring program is to support mental health, and the developing of well-being competencies and skills.

Based on the OSCAR well-being framework, the well-being skills are: (1) Finding Meaning in Life, (2) Finding Meaning at Work, (3) Awareness of Well-being, (4) Recognizing and Understanding Emotions, (5) Emotion Regulation, (6) Stress Management, (7) Setting goals, (8) Psychological Resilience, (9) Accountability, (10) Finding a Work-Life Balance, (11) Strengthening Social Relationships, (12) Assertive Communication, (13) Interpersonal and Social Empathy, (14) Dealing with Perfectionism, (15) Promoting Self-Kindness, and (16) Increasing Self-Confidence.

More information on the project: <http://oscar-ai.eu/>

Learning and mentoring platform: <http://edoer.eu/>

Mental health training programme: <https://labs.tib.eu/edoer/en/dashboard/discovery/jobs/99>

The OSCAR project and this deliverable was supported by the European Commission Erasmus Plus programme. Project id: 2020-1-DE01-KA203-005713

75

views

54

downloads

[See more details...](#)

Indexed in



Publication date:

January 19, 2022

DOI:

DOI [10.5281/zenodo.5878828](https://doi.org/10.5281/zenodo.5878828)

Keyword(s):

online mentoring

ethical principles of mentoring

code of conduct

personalised learning



Limits

For the mentoring sessions

- Mentor (who is not a Psychologist): uses his/her own experience to guide the mentee through their difficulties
- Mentor (also a Psychologist): professional help, uses his/her expertise to guide the mentee through their difficulties

MENTORING SESSIONS

Opportunities to exploit within
the field of mental health for
potential mentors using OSCAR

- Training on mentoring
 - 4 week program to train mentors into ethical principles and mentoring skills
 - Training on psychological first aid
 - 4 week program to train mentors to recognise psychological symptoms that **must be** addressed by professionals
-



With the support of the
Erasmus+ Programme
of the European Union



Lessons learnt

Mental Health

Mentoring Experiences

Inês Gaspar | ines.gaspar@rumo.solutions

Francisco Valente Gonçalves, PhD | francisco@rumo.solutions



Funded by the
Erasmus+ Programme
of the European Union

Thank you!

Brussels
2nd July 2023

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Career Development Mentoring

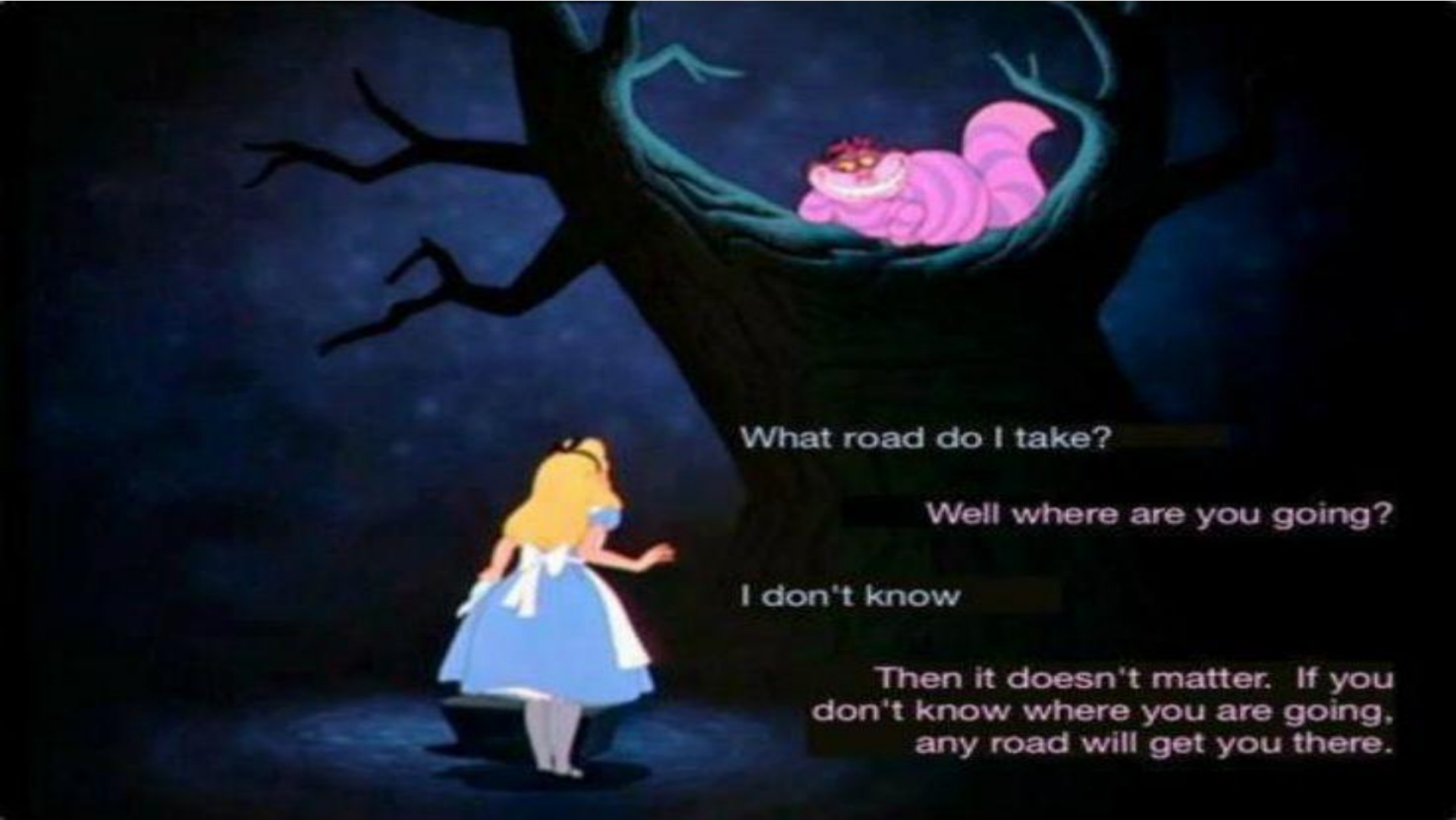
Joe Delaney (CALP)



**Career Management
&
Mentoring Framework**

Positive steps towards your future





What road do I take?

Well where are you going?

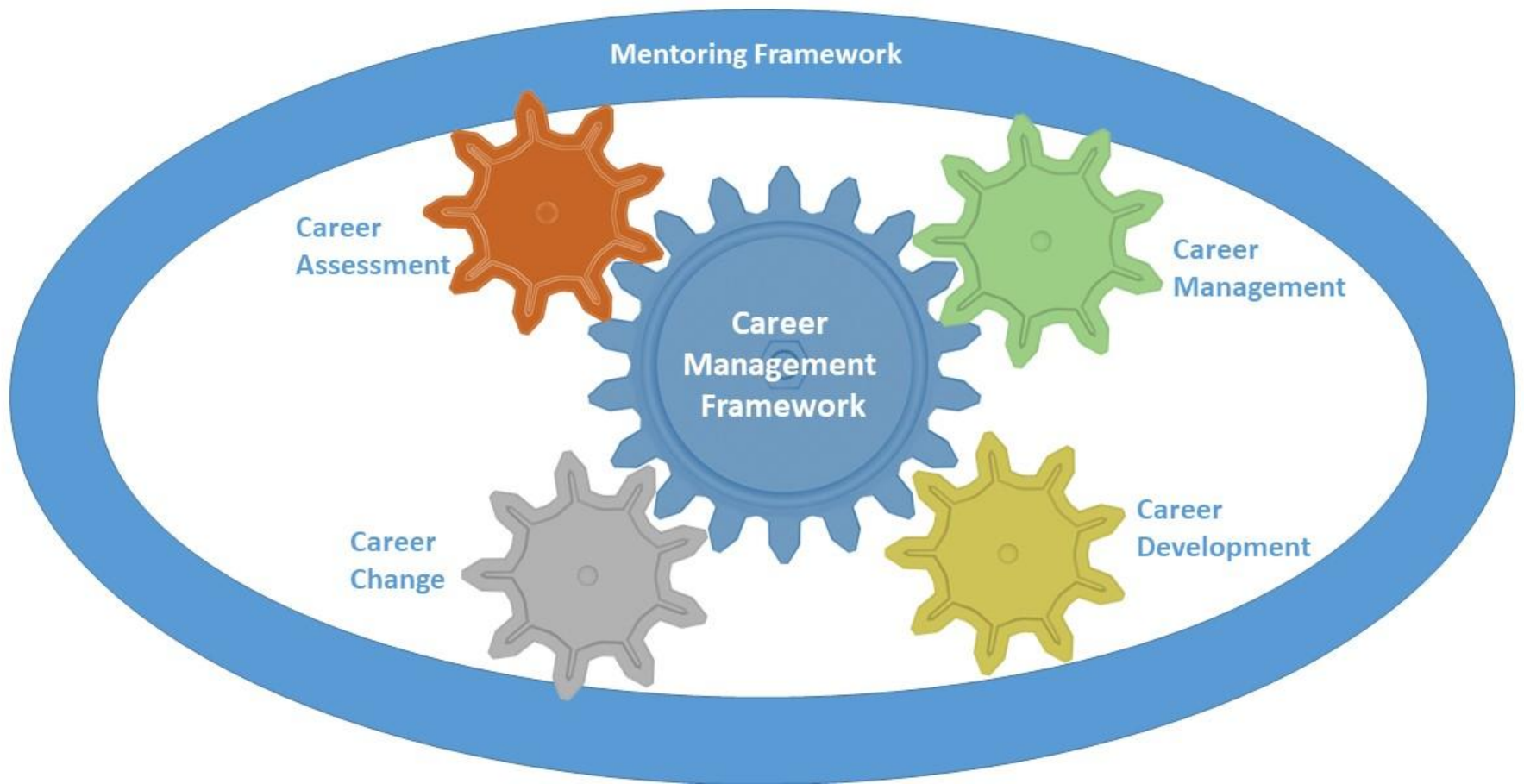
I don't know

Then it doesn't matter. If you don't know where you are going, any road will get you there.

Positive steps towards your future



OSCAR Career Management & Mentoring Framework



Positive steps towards your future

Dual Lens Approach

Exploring & Supporting an individuals career based on;

1. Personal Goals & Motivation (Individual)
2. Professional Goals & Organisation (Employee)

Positive steps towards your future



Career Assessment

- Evaluation of present and future career choice & performance
- Allows for various stages in personal and professional development.
- Includes both objective aspects and subjective interpretations
- Additionally, we include motivation and mind-set as important drivers for career engagement

Positive steps towards your future



Career Management

- Planning and Management of work-related experiences across the professional life span which is focused on job performance outcomes mostly.
- Skills Gap Analysis includes the assessment of skills and competencies needed to optimise their current job performance aligned to job descriptions and tasks.

Positive steps towards your future



Career Development

- Assessment of both present and (desired) future skills
- Includes techniques such as;
 - visualization exercises
 - mind mapping
 - personal reflection
 - resource planning
 - goal setting
 - barriers
 - Actions that improve awareness, skill levels & performance
- Development of IDPs (Individual Development Plans) & ITPs (Individual Training plans)

Positive steps towards your future



Career Change

- Process of thinking, investigating and deciding on career transitions, often triggered by a certain event (Career Shocks) and the subsequent process of sense-making.
- Change can occur in many forms relative to one's career, including both voluntary and involuntary changes with their current employer and/or external opportunities available to them in similar or different sectors.

Positive steps towards your future



Key Mentoring Tools (Summary)

- CALP REP Matrix
- Future Skills Spider Diagram
- Widening Horizons Funnel
- GROWTH Model

Positive steps towards your future

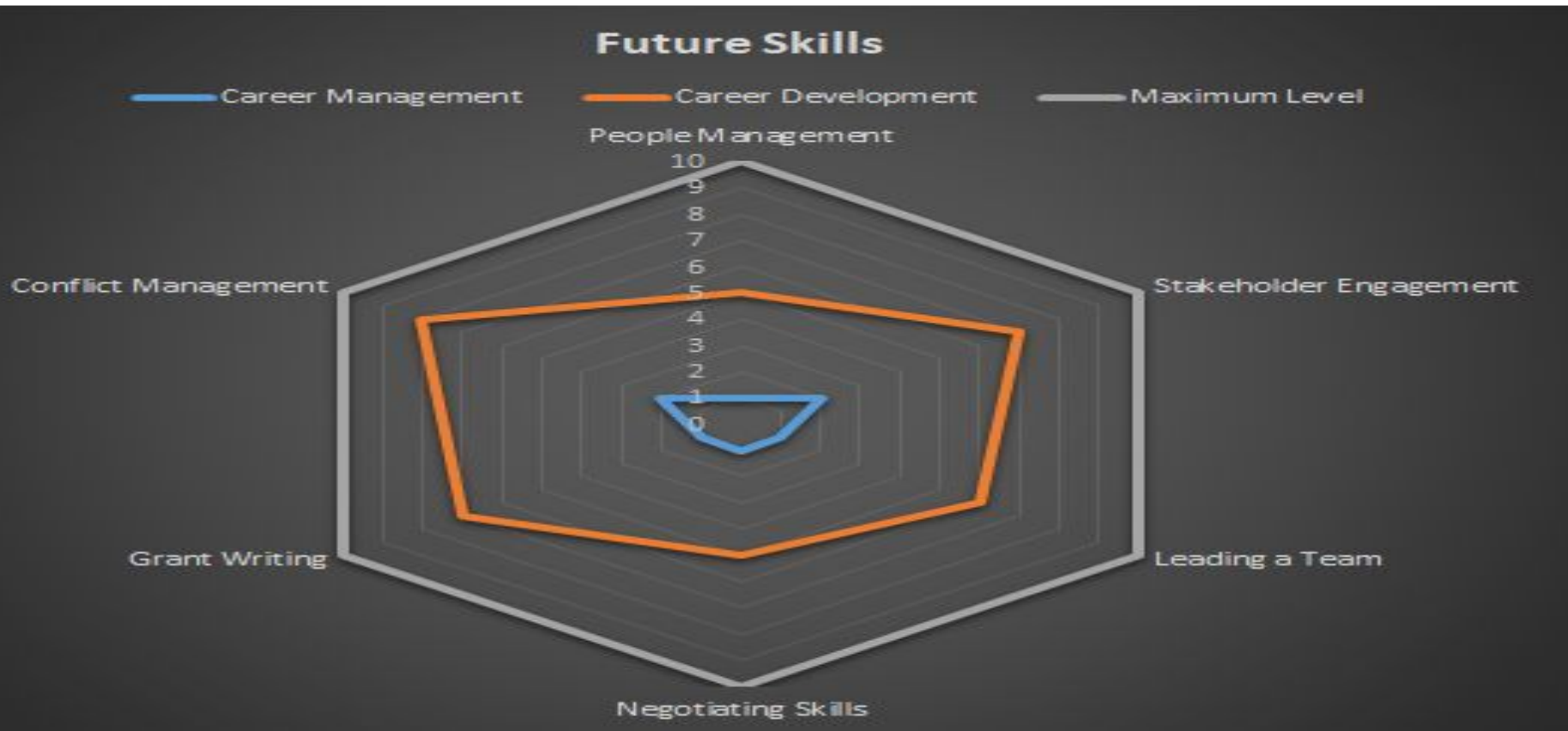


CALP REP Matrix

Pillar	Component	Assessment
Resource Planning	Character	Employees Attitude & Motivation to Work Plus Organisations Resources Available to Complete a Project or Task(s)
	Competency	Technical & Professional Skills Assessment to complete Task(s) or Project
Employee Engagement	Capacity	Physical & Mental Capacity Available to Complete Project or Task(s)
	Clarity	Clear Identification and Alignment of both Employee & Employer goals required to complete Task(s) or Project
Project Management	Completion	“Habit of Completion” to focus on delivery of Task(s) or Project aligned to milestones and Completion Dates

Positive steps towards your future

Spider Diagram on Future Skills



Positive steps towards your future

Widening Horizons Funnel

Nearby	Still close	A little further	Away from Research	Anything Goes
			Legal or patents	'Any discipline' – Law, HR, Accounting, Admin.
			Teaching schools/colleges	HR
		Govt. Lab	Scientific/public policy adviser	Private sector
	Research fellow	Museum/gallery	Government 'desk researcher'	Not-for-profit
	Technical support	Research Institute	Publishing	Self-employment
Research Post	Lecturer	Research Council, Charity, Private company	Research Council roles	SME
	Administrator	SME, R+D	Pharmaceuticals	Large company
		Consultancy firm or indep. consultant	Production manager	Service sector
		Your own business	Technical sales/marketing	Manufacturing
			Consultancy	Government
Narrow horizon = Known, safe and secure	A little wider but still university based	Still research based but different setting	Using knowledge but not in research context	Using transferable skills rather than specific knowledge or experience

1

Positive steps towards your future

GROWTH Model

OSCAR Mentoring
Framework



Positive steps towards your future

Mentor Framework for working with Clients

5 Steps to Success

1. Cope Better

2. Adapt Quicker

3. Improve Performance

4. Maintain It

5. Enjoy Yourself

Process works for all aspects of coaching services

Positive steps towards your future



Visual Integration of OSCAR Career Framework



Positive steps towards your future



Further Information Available

[OSCAR Conceptual and Technical Framework](#)

Positive steps towards your future





Evaluation

Scott Harrison (MCAA)



OSCAR: IO5 – Pilot Days Evaluation

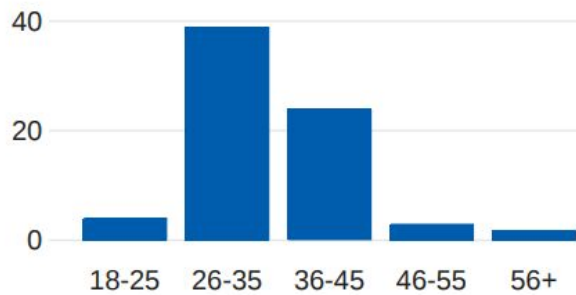
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Evaluation Objectives

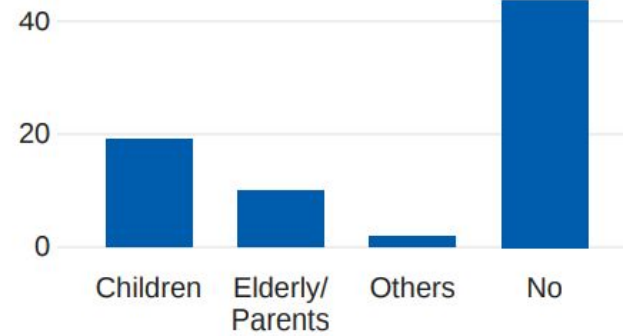
- Understand needs of workshop registrants
- Evaluate the eDoer application
 - Obtain feedback from real user experiences
- Evaluate the implementation of workshops
 - Did they foster positive learner experiences?
 - Did the online workshop format work?

Pre-Workshop Registration Survey

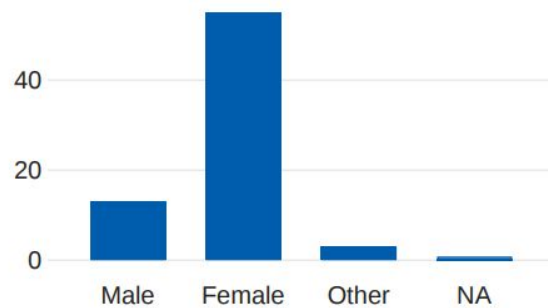
Age



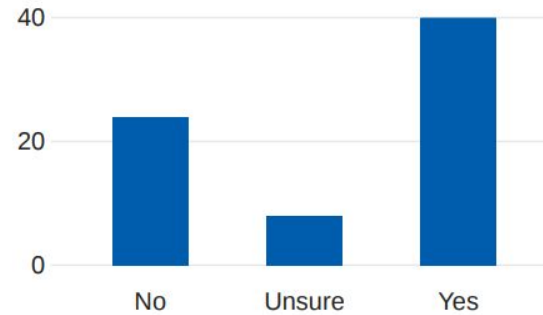
Caring Responsibilities



Gender

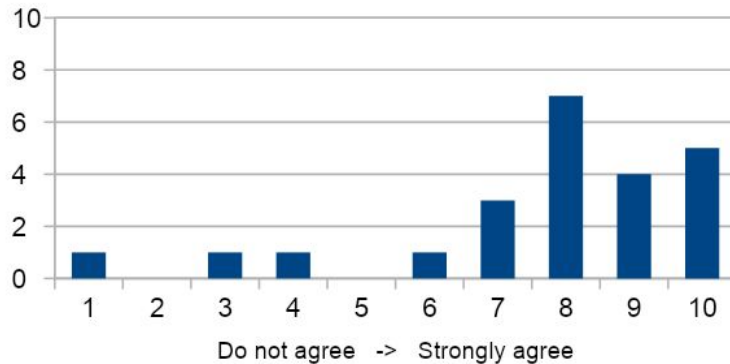


International Researchers

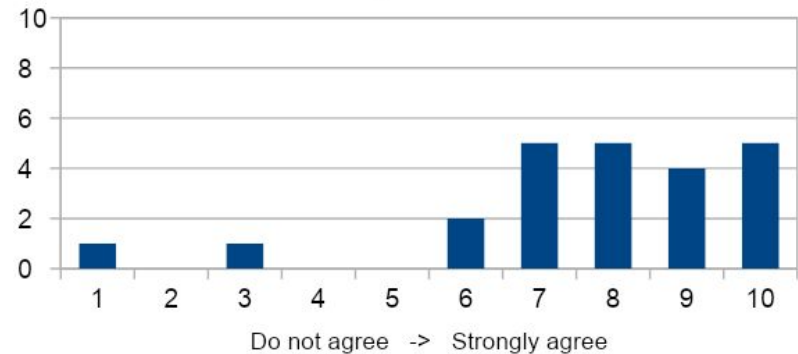


Post-Workshop Evaluation: eDoer

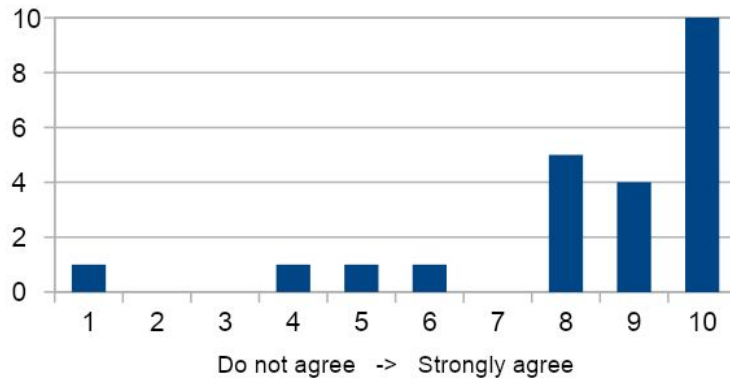
I found the application easy to navigate



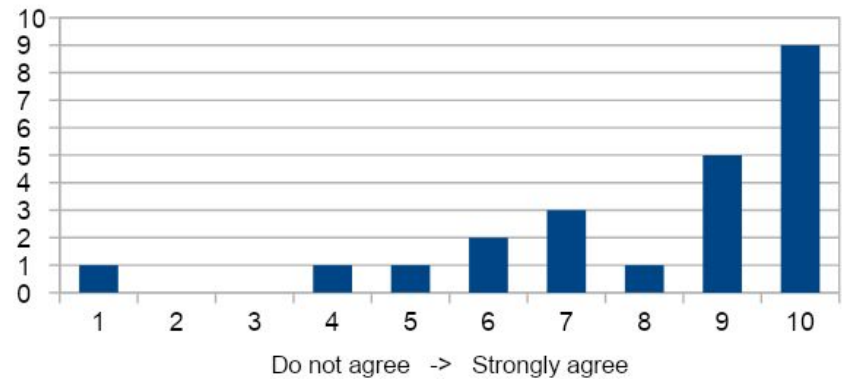
I found the application instructions clear and easily understood



The learning topics selected covered my needs

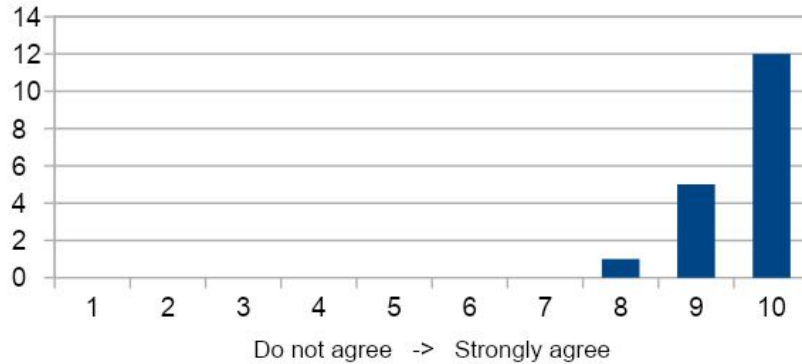


I would recommend the eDoer application to others

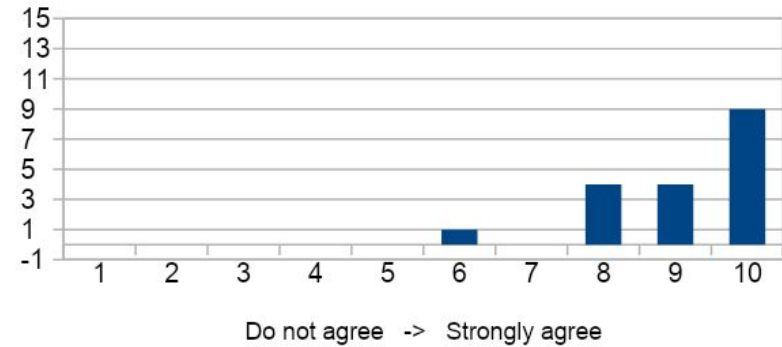


Post-Workshop Evaluation: Workshop Quality

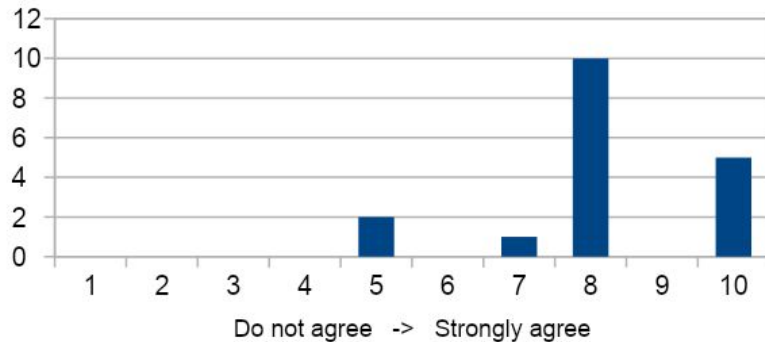
The sessions fostered positive conversations



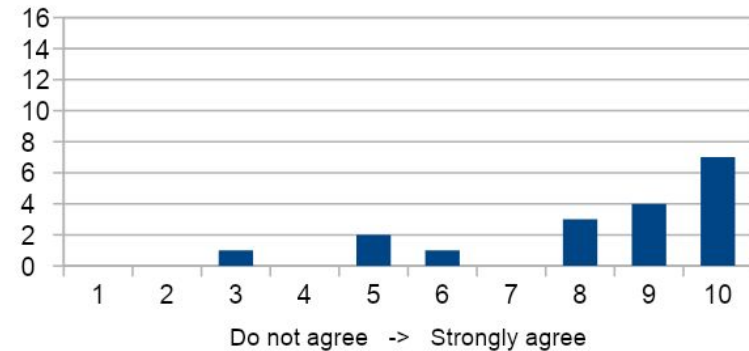
The amount of communication with our mentor was sufficient



I developed a sense of connection with my session peers

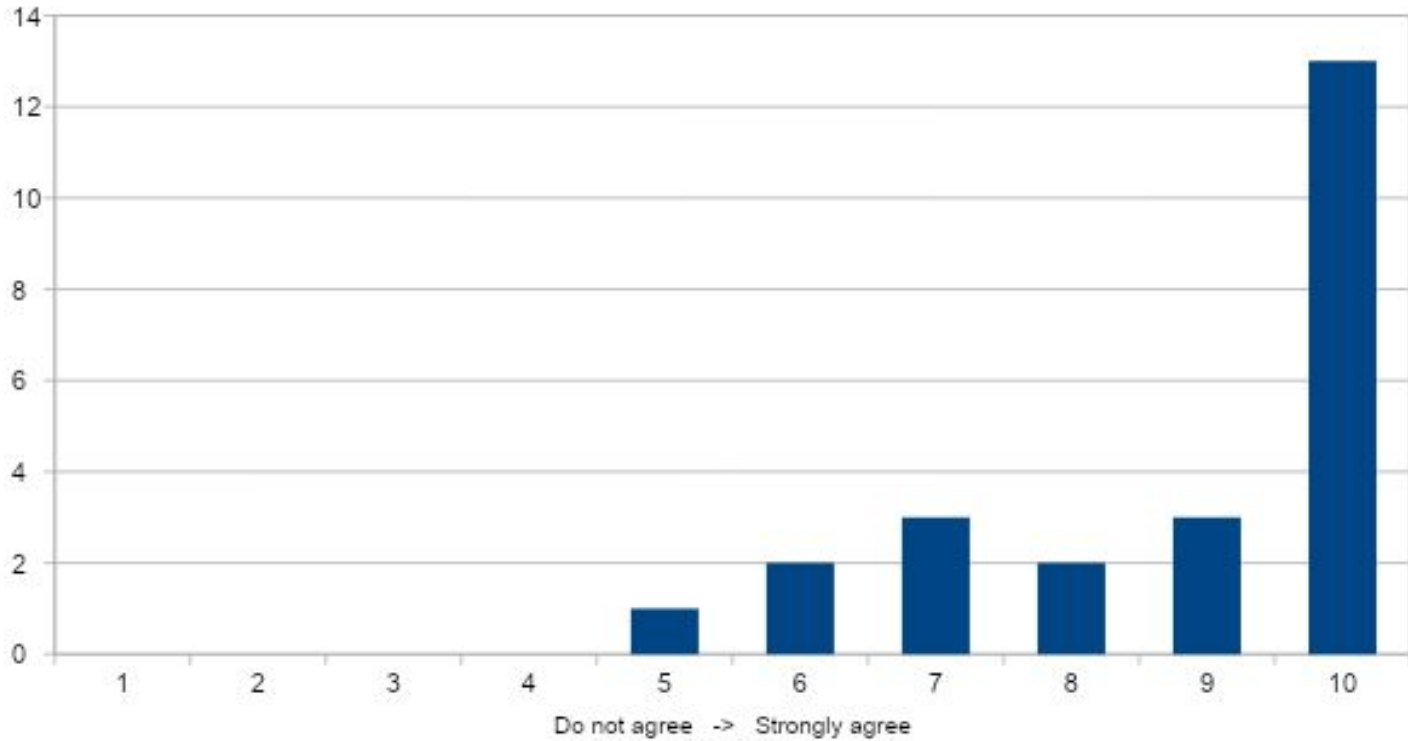


I developed a sense of connection with my mentor



Post-Workshop Evaluation: Workshop Quality

I would recommend these workshops to others

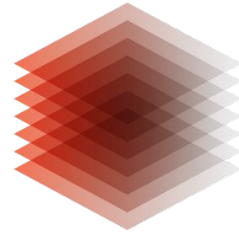


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Q&A

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