BOOSTING WORK-LIFE BALANCE

Joaquín Capablo Sesé PhD
MCAA SPAIN-PORTUGAL
27/12/2023
Before starting…

Which are my expectations about this session?
Innovation and Research: Career Path

Universidad Zaragoza
CSIC
LIFTEC
FPU
SEVENTH FRAMEWORK PROGRAM
Universidad Zaragoza
GOBIERNO DE ARAGON
Whirlpool

HOCHSCHULE ESSLINGEN
DTU
Denmark Technical University
IREC
Institut de Recerca en Energia de Catalunya
VITEC
CENTRO TECNOLÓGICO DEL VINO

Hochschule Holzminden
Universitat Rovira i Virgili
Wroclaw University of Science and Technology
Scuola universitaria professionale della Svizzera italiana

POLITECNICO MILANO 1863
SUPSI

FPU - Formación Profesorado Universitario
Industria-Academia Partnership and Pathways

Chemical Engineering
PhD
Marie Curie PostDoc
Teaching
R&D in Industry
Innovation and Research: Present

11 Postdoctoral Researchers

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

R&D in Academia
Innovation and Research: Personal Career Development Plan*

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

1. SELF-ASSESSMENT
PCDP: 1- Self-Assessment

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

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

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

• PERSONALITY
Your individual traits, motivational drives, needs and attitudes.
What do you never get bored of?

What do you never procrastinate?

When do you feel happiest?

What were you doing when you lost track of time?

In the past, what has left you feeling energized?
PCDP: 1- Self-Assessment – What you are good at?

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

What do friends say you're great at?

Which tasks you find easy to do?

What do people approach for your help?

What skills or talents come naturally to you?

In which activity do you excel in your family?

And in your social circle?
PCDP: 1- Self-Assessment

**IN A NUTSHELL: WHO AM I?**

**DRAWING EXERCISE:**
1. Describe “your-self” with 10 years
2. Describe “your-self” now
2. EXPLORATION
PCDP: 2- Exploration – What can you get paid for?

Which jobs, positions or tasks spark your interest?

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

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

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

What does the competition look like? Can you spot a niche?
PCDP: 2- Exploration

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

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

WHERE CAN I ACTUALLY GO?
PCDP: 2- Exploration – What does the world need?

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

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

Will you work still be relevant a decade from now?

What is the world lacking?

How could you be more involved in your community?
European Research Career Framework

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

**R1: First Stage Researcher.**
Individuals doing *research under supervision* in industry, research institutes or universities. It includes doctoral candidates. Have ambitions to develop knowledge of research methods.

**R2: Recognised Researcher.**
*PhD holders* who have not yet established *a significant level of independence*, and researchers with an equivalent level of experience and competence. Has demonstrated a systematic understanding of a field of study and mastery of research associated with that field.

**R3: Established Researcher.**
Researchers who have developed *a high level of independence*. Makes a positive contribution to the development of the knowledge, research and development through co-operations and collaborations.

**R4: Leading Researcher.**
Researchers *leading their research area or field*. It would include the team leader of a research group or head of an industry R&D laboratory. In particular disciplines as an exception, leading researchers may include individuals who operate as lone researchers.

[https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors](https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors)
Opportunities at Spain: Researcher Career path in Spain

Opportunities at Spain: Public Univ. & Organizations

R3 Certificate Requirements:

a) Having a PhD before 1 January 2018.

b) At least one of the following three requirements in terms of contracts:
   1. 2 years contract as contrato de acceso (art.22 de la Ley 14/2011).
   2. 3 years contract by any funded scheme from the Science Spanish System.
   3. 5 years postdoctoral contract.

c) 2 years stays in other centers than the one of the PhD.

d) Not being academic or researcher permanent staff of Public Universities or Research Centers.

e) Not having the I3 certificate.

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

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

https://www.aei.gob.es/convocatorias/buscador-convocatorias/certificador3
PCDP: 2 - Exploration - Ikigai

What you love

MISSION

What you can be paid for

VOCATION

What the world needs

PROFESSION

What you are good at

PASSION

IKIGAI

Where the four circles overlap:

IKIGAI
PCDP: 2- Exploration

DRAWING EXERCISE – 3 Future Scenarios:

1. Picture your **MOST PROBABLE** future in 5-10 years

2. Picture your **DESIRED** future in 5-10 years

3. Picture your future **IF YOU DID NOT NEED MONEY**
3. FOCUSING
PCDP: 3- Focusing

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

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

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

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

WHAT DO I NEED?
PCDP: 3- Transferable skills - Positive factors for career

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

<table>
<thead>
<tr>
<th>Recruitment</th>
<th>Career progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.8 Project-related work experience</td>
<td>91.3</td>
</tr>
<tr>
<td>88.4 Knowledge transfer</td>
<td>87.6</td>
</tr>
<tr>
<td>86.6 International mobility</td>
<td>85.7</td>
</tr>
<tr>
<td>85.8 Transferable skills</td>
<td>86.2</td>
</tr>
<tr>
<td>75.1 Interdisciplinary mobility</td>
<td>76.1</td>
</tr>
<tr>
<td>73.5 Public awareness activities</td>
<td>76.7</td>
</tr>
<tr>
<td>68.5 Publication(s) in open access journals</td>
<td>71.3</td>
</tr>
<tr>
<td>59.7 Intersectoral mobility to government sector</td>
<td>62.1</td>
</tr>
<tr>
<td>58.9 Intersectoral mobility to private industry</td>
<td>61.1</td>
</tr>
</tbody>
</table>

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

Note:
- Share of researchers agreeing that these factors are positive for recruitment or career progression (EU28 average).
- Based on question 35: “In your experience, would you say the following factors are regarded as positive or negative factors for recruitment in your home institution?”, and question 40: “In your experience, would you say the following factors are regarded as positive or negative factors for career progression in your home institution?” Note that in 2016 a smaller range of options were given.
- Sample size: 2019: n=7,570-8,540; 2016: n=8,483-9,421
PCDP: 3- Transferable skills - Research Competencies

‘ResearchComp’, the European Competence Framework for Researchers
PCDP: 3- Transferable skills - Career progression factor

Table 4: Top 10 research skills in Euraxess job vacancies

<table>
<thead>
<tr>
<th>Skill name</th>
<th>Count</th>
<th>% of total vacancies</th>
</tr>
</thead>
<tbody>
<tr>
<td>teaching</td>
<td>20,866</td>
<td>26.32</td>
</tr>
<tr>
<td>analytical thinking</td>
<td>18,952</td>
<td>23.90</td>
</tr>
<tr>
<td>project administration</td>
<td>11,142</td>
<td>14.05</td>
</tr>
<tr>
<td>work independently</td>
<td>10,405</td>
<td>13.12</td>
</tr>
<tr>
<td>conduct research across disciplines</td>
<td>9,195</td>
<td>11.60</td>
</tr>
<tr>
<td>equality and diversity</td>
<td>8,990</td>
<td>11.34</td>
</tr>
<tr>
<td>Programming</td>
<td>8,326</td>
<td>10.50</td>
</tr>
<tr>
<td>data management</td>
<td>6,265</td>
<td>7.90</td>
</tr>
<tr>
<td>artificial intelligence</td>
<td>5,978</td>
<td>7.54</td>
</tr>
<tr>
<td>Leadership</td>
<td>5,978</td>
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Easy to work with
Be Positive
Thank people
Be (or at least appear) in control
Be Reliable

PCDP: 3- Transferable skills - Stress Management

Achievements

Quality of Life

Level of Stress

1 2 3 4 5 6 7 8 9 10
PCDP: 3- Transferable skills - Stress Management

Time Management allows to increase Achievements and Quality of Life
### PCDP: 3- Transferable skills - Time Management

**The EISENHOWER’s Matrix of Tasks**

<table>
<thead>
<tr>
<th>Important</th>
<th>Not important</th>
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<tr>
<td>Urgent</td>
<td></td>
</tr>
<tr>
<td><strong>DO</strong> (&amp; find root causes to prevent it)</td>
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</tr>
<tr>
<td>Not Urgent</td>
<td></td>
</tr>
<tr>
<td><strong>SCHEDULE</strong></td>
<td><strong>DELETE</strong></td>
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Urgent + unimportant work coming from others

Task being done
PCDP: 3- Transferable skills - Time Management

The EISENHOWER’s Matrix of Tasks

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</tr>
<tr>
<td>Not Urgent</td>
<td>SCHEDULE</td>
</tr>
</tbody>
</table>

- Urgent + unimportant work coming from others
- Task being done
- GET MORE OUT with more efficient systems
- SAY NO
- DELEGATE:
  - Routinize as much as possible
  - Parts of jobs
  - Train others
- NEGOTIATE:
  - Yes but later
  - Place on list/queue
  - Yes but only half an hour
  - Just part of the job
  - They do some of it
  - Need resources or help from them
  - Quality of job (e.g. level of detail)
Feedback: It is one of the best ways of learning.

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

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

Select the best moment

Do not search for excuses

Be clear, constructive and respectful
4. ACTION PLAN
PCDP: 4- Action Plan

Action Plan DEFINITION:

• *What actions/steps* will help me achieve my work, training and career goals?

• What (which resources) do I need?

• *When* each action/step will happen?

• Where can I get help? Who will support me?

• How my *Gantt diagram* looks like?

• Which are the risks? How will I manage them?

PREPARE THE TRIP!!!
1. Have an action plan

2. Have the flexibility to adapt it to circumstances
Some reflections

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

https://www.mariecuriealumni.eu/conference-2024#
Self-care

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

Eleanor Brown

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

Katie Reed
## Setting Personal and Work Objectives

<table>
<thead>
<tr>
<th>Setting <strong>SMART</strong> Goals</th>
<th>Setting <strong>SVEMP</strong> Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Specific</strong></td>
<td>• <strong>Scary</strong></td>
</tr>
<tr>
<td>• <strong>Measurable</strong></td>
<td>• <strong>Visual</strong></td>
</tr>
<tr>
<td>• <strong>Achievable</strong></td>
<td>• <strong>Exciting</strong></td>
</tr>
<tr>
<td>• <strong>Realistic</strong></td>
<td>• <strong>Measurable</strong></td>
</tr>
<tr>
<td>• <strong>Time-based</strong></td>
<td>• <strong>Positive</strong></td>
</tr>
</tbody>
</table>
Setting **VAMOS!** Goals

- Visualizable
- Attainable
- Measurable
- Outstanding
- Scary

<table>
<thead>
<tr>
<th>Day</th>
<th>3 Things to be thankful for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1. 2. 3.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1. 2. 3.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1. 2. 3.</td>
</tr>
<tr>
<td>Thursday</td>
<td>1. 2. 3.</td>
</tr>
<tr>
<td>Friday</td>
<td>1. 2. 3.</td>
</tr>
<tr>
<td>Saturday</td>
<td>1. 2. 3.</td>
</tr>
<tr>
<td>Sunday</td>
<td>1. 2. 3.</td>
</tr>
</tbody>
</table>
### Achieve and Enjoy

<table>
<thead>
<tr>
<th></th>
<th><strong>ACHIEVE</strong></th>
<th><strong>ENJOY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>need to spend time working on</td>
<td>want to spend more time doing</td>
</tr>
<tr>
<td><strong>At Work</strong></td>
<td>How much? (1-10)</td>
<td>How much? (1-10)</td>
</tr>
<tr>
<td><strong>Outside Work</strong></td>
<td>How much? (1-10)</td>
<td>How much? (1-10)</td>
</tr>
</tbody>
</table>
# Achieve and Enjoy

<table>
<thead>
<tr>
<th>Achieve</th>
<th>Enjoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to spend time working on</td>
<td>Want to spend more time doing</td>
</tr>
</tbody>
</table>

## At Work
- Earn 45k€ per year
- Manage a team of 3 people
- Work 4 days a week

## At Work
- Work with interesting people
- Travel abroad twice a year
- Work in Spain

## Outside Work
- Learn Spanish (A2)
- Have a house by the sea
- Live near my family

## Outside Work
- Go to 2 dance classes a week
- Read 1 book per month
- Travel to 2 new countries a year
Practical Approaches to Increase your Daily Happiness

REDUCE TIME OR GET RID OF THINGS THAT MAKE YOU UNHAPPY
  o Toxic people

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

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

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

TAKE CONTROL OF YOUR LIFE: Avoid parasites that suck your thoughts, money, energy and time.
Practical Approaches to Increase your Daily Happiness

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

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

Neri Oxman,
MIT Media Lab

Usual Thinking

Science for exploration

Engineering for invention

Design for communication

Art for expression

Krebs Cycle of Creativity

Science converts information into knowledge

Engineering converts knowledge into utility

Design converts utility into cultural behavior and context

Art takes that context and questions our perception of the world

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

SPAIN PORTUGAL MCAA CHAPTER CHALLENGES

- **2nd SP MCAA Phot(Ext)ography Contest**
  Topic: ART & SCIENCE
- **2nd SP MCAA Scientific Short Poetry Contest**
  Topic: LOVE TO SCIENCE
- **3rd SP MCAA Master-Cooking Contest**
  Topic: TRADITIONAL COOKING
- **3rd SP MCAA Scientific Anecdotes Contest**
  Topic: CONFUSCIENCE (Confusion in Science)

https://www.mariecuriealumni.eu/groups/spain-portugal-chapter
THANK YOU!!!

Questions?

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jcapablo@yahoo.es