

GEM-STONES
H2020 MSCA-ITN
European Joint Doctorate

MANUAL FOR HIGHLY-SKILLED JOB SEEKERS



Prepared by
GEM-STONES PhD School
Istituto Affari Internazionali
Polint
Université libre de Bruxelles



GEM STONES

Prepared by



GEM-STONES is a European Joint Doctorate project funded by the European Union's Horizon 2020 research and innovation programme under Marie Skłodowska-Curie Actions. GEM-STONES's overall objective is to assess how the European Union contributes towards the purposeful management of regime complexes in response to the increased number of institutions, and an ever-greater sophistication of the international system. It involves 15 Early Stage Researchers and 14 partner institutions from three continents (i.e. Europe, North-America and Asia), including eight higher education institutions and six non-academic partners.

Learn more at: www.gem-stones.eu



ISTITUTO AFFARI INTERNAZIONALI (IAI) is a private, independent non-profit think tank, founded in 1965 on the initiative of Altiero Spinelli. IAI seeks to promote awareness of international politics and contribute to the advancement of European integration and multilateral cooperation. It is part of a vast international network, and interact and cooperate with the government and its ministries, European and international institutions, universities, major national economic actors, the media and the most authoritative international think tanks.

Learn more at: www.iai.it/en



POLINT is a private company that differs from the classic concept of Lobbying/Consulting firm, being able to dialogue with Political and Diplomatic Institutions from a position of equality, continuing to pursue independently the path towards a stronger, more progressive and internationally present EU, especially for what concerns its role in the East Asian region. This is why the activities of Polint develop around the two main streams, represented by European Affairs and European International Relations.

Learn more at: www.polint.eu



UNIVERSITÉ LIBRE DE BRUXELLES (ULB) is the Central Coordinator of the GEM-STONES project. The ULB has 12 faculties that cover all the disciplines, closely combining academic input and research. It also partners 20 Doctoral schools, with almost 1,600 PhD in progress. The GEM-STONES Project Management Office is hosted at the **Institute for European Studies (IEE)**, a centre of interdisciplinary excellence in teaching and research focusing on European issues.

Learn more at: www.ulb.be/en & www.iee-ulb.be/en

CONTRIBUTING AUTHORS

Riccardo Alcaro - Research coordinator and Head of the Global Actors Programme, IAI

Francesca Caruso - Junior researcher, IAI

Andrea Dessi - Senior fellow and IAI Commentaries editor, IAI

Aliénor Fagette - Account Manager, Polint

Daniela Huber - Head of the Mediterranean and Middle East Programme and Editor of The International Spectator, IAI

Hanna Ojanen - Adjunct Professor, Finnish National Defence University and University of Helsinki

Frederik Ponjaert - Researcher, Institut d'études Européennes of the ULB

Gabriele Rosana - Social media manager and Editor of AffariInternazionali.it, IAI

Santoli, Serena - Press officer, IAI

EDITING & LAYOUT

Ulla Härmälä / GEM-STONES Project Management Office

August 2020

This project has received funding from the European Union's Horizon 2020 Research and Innovation programme under the Marie Skłodowska-Curie Grant Agreement No722826



Table of Contents

Introduction	04
GENERAL SKILLS - YOUR CV	05
Intro: Why Read This? I Already Have a CV!	06
What's in a CV?	07
Skills and Achievements	11
The Reader's Perspective	15
CV Maintenance	17
HIGHLY-SKILLED REQUIREMENTS	19
Project Management	20
Private Sector	20
Public Sector	23
Publications	26
Academic Journals	26
Books	28
Policy Writing	32
Lobbying & Consultancy	35
Media Knowledge	38
Newspapers	38
Video and Podcasts	39
Social Media	40
ACADEMIC CAREER	43
Postdoctoral Research	45
Lecturer/Teaching Adjunct Positions	49
Further Prospects	51
ALUMNI INSIGHTS	53
FURTHER SOURCES	58
Identifying Job Opportunities	59
EU Institutions, Agencies & Political Parties	59
Brussels Think Tanks	63
International Organisations	64
Support for job search	67
Funding Your Research	69
Funding Sources - European Level	69
Funding Sources - Local/national Level	69
References	71



Introduction

Manual for Highly-Skilled Job Seekers is a joint online publication by three partner organisations (IAI, Polint and the ULB) and the Project Management Office of the GEM-STONES European Joint Doctorate programme.

While this is not a step-by-step guide to landing a first job following graduation, the manual provides doctoral students and recent graduates tips and advice regarding the transition from doctoral research to the job market.

The first part on general professional skills offers an **enabling way of looking at one's Curriculum Vitae through a skills perspective**. It includes an invitation to reflect on professional skills, personal skills development and the discovery of skills.

The second part of the manual highlights **skills and knowledge both useful for, and often expected from graduates in Social Science**: project management skills; familiarity with publication processes; an understanding of lobbying and consultancy work; as well as media saviness. These topics stem from the skills training modules offered to the GEM-STONES

Early Stage Researchers as part of the program's joint training agenda, and profit from contributions from representatives of academia, a think tank and a private consulting company.

The third part of the manual offers **advice for doctoral students and PhDs who plan to embark on a career in academia following their graduation**. Whether first aiming for a post-doc or a teaching position, there are certain things to keep in mind when planning a long-term academic career.

In addition, the manual includes profiles of selected graduates of the Erasmus Mundus GEM PhD School, with the **alumni offering advice and insights** for different career paths following graduation. The manual also provides a **selected listing of important contacts, platforms and relays** a jobseeker in the Social Sciences field should be aware of - both for identifying job opportunities and for seeking funding for their research (with a focus on funding available in the countries of GEM-STONES member organisations).



General Skills

- My CV

Why read this? I already have a CV!

Does one really need the help of a manual to write a CV? It is very likely that you already know how to write one and have your CV ready. Or, you might feel that you do not need this information yet because for the time being, you do not have much to put on your CV. Still, in both cases, it is a good idea to read on.

CV writing can be a nuisance. You are likely to need a CV when you don't expect to, and you will need innumerable different versions of it. You might end up updating it in a great hurry just before the deadline of a job application, at the expense of contents, spell-checking or necessary customising to the needs of that particular position.

What this chapter suggests is that you might want to think about writing CV's as an activity, an art even, where practice brings good results – as in any writing! – and also as maintenance, a regular activity. It suggests, in other words, that you **look at your CV as something to cultivate and nurture even when you are not actively seeking new job opportunities**. We suggest that you might want to work on your CV even when no-one is asking one from you, when you feel you have a moment, and when you are inspired. CV writing can also be a matter of inspiration!

It is also possible that no-one ever taught you anything about writing CVs and you don't have one. But you know you need one: CVs are very important and necessary in job seeking. But even if you know it all already, even if you have your CV ready, it is always good to have another look. CVs change in time, and even the thinking on CVs might change. There is a lot of variation in them, and your CV should also reflect that. It might be a good idea to start to **think about your CVs in plural rather than your CV in singular**.

This chapter also wants to convey to you a specific way of looking at CVs. Writing a good CV is a skill, but a **CV is also a way of communicating skills**. This chapter offers an enabling way of looking at the CVs through a skills perspective. It includes an invitation to reflect on professional skills, personal skills development and discovery of skills, discussing what is valued and sought for in terms of skills, and what could be in-demand job skills of today and of tomorrow.

What's in a CV?

Definitions and use(s) of a CV

The Latin term 'curriculum vitæ' refers to 'life', vita. A CV thus roughly refers to the course of life. CV is usually seen as depicting only one specific part of life, namely working life, or only aspects related to working life.

Indeed, what else would you put in a CV? If we think of traditional subtitles of a CV, we can find, in addition to personal information, titles such as education, work experience, language skills, publications, positions of trust, interests, volunteer work, perhaps hobbies and interests. **Essentially, your CV is about you and your skills, and not all of it is necessarily strictly related to work.**

What would have happened to Leonardo da Vinci, had he not written in his CV that he plays the lute? Apparently, he got a job at the court of the Duke of Milan as a lutenist, not because of his excellence in all things technical that could greatly help a duke, such as bridges that open or flying machines – all of which he duly mentioned in his application.

But let us first look at some basic definitions of a CV.

The Oxford Dictionaries define a curriculum vitae as:

"A brief account of a person's education, qualifications, and previous occupations, typically sent with a job application"

While Merriam-Webster dictionary defines curriculum vitae as:

"A short account of one's career and qualifications prepared typically by an applicant for a position".

First thing to observe in these definitions is the emphasis on brevity. A full CV that you keep for yourself may come to comprise dozens of pages. When put to use, and sent to someone, the length of the CV will depend on what is asked. It may be very short, but it may also be very long – anything from one page is possible. Length, thus, is variable. In a very concrete sense, no size fits all. **It may be a good idea to have some easy-to-use general, all-encompassing CV that you update and that you can then draw on according to what is needed.**

Second, the definitions above say that CVs are typically used when applying for a job. However, this is not the only use for a CV. You might have your CV on the webpage of your employer or on your own website, or on a professional social media service such as LinkedIn. On an institutional website, your CV can be seen by anyone, and it may be a very important way of getting people interested in what you do – future colleagues, journalists and more. And yes, it might also be a way of getting a job offer. **Your CV can, thus, also be in passive use.**

An important starting point is that there is a big variety of CVs, according to cultures, professions, formats used, and career phases of the person in question. Equally important is to see the evolution in time. **A CV is not static. Your CV evolves naturally following your experiences and the development of your studies and career.**

INFORMATION INCLUDED IN AN EXTENSIVE CV

Personal data	Name Address and contact details
Education	University degrees Institutions & dates Thesis/dissertation topics
Employment history	Titles & Employers Places & Dates Main responsibilities
Specialisations	E.g., your current specialisation, if you have been working on many areas already
Publications	Relevant, organised in suitable sub-categories with a ranking by type (eg. peer-reviewed, non-peer-reviewed)
Research grants	Those received: for what, from whom, time period
Teaching experience	Courses taught Places & Dates
Supervision experience	Theses at a university
Peer review experience	For academic peer reviewed journals
Management experience	In academia (e.g., conference organisation) General project management (perhaps related to the above)
Training received	Additional courses and trainings you've taken
Conferences and seminars	Titles of papers/presentations/panels Conference details & dates
Outreach	E.g. media experience, talks and presentations to audiences other than academic
Positions of trust	E.g. member of a board, chair of an association, member of a committee
Honours & Awards	Formal and informal, e.g. best teacher, great co-worker etc.
Language & IT skills	Level of skills/familiarity
References	

Changing trends in CV writing

While the content of your CV changes over time, so does the way that we think about CVs in general.

We may discern changes such as a change of emphasis from listing positions to listing achievements; or starting with a statement or a short paragraph characterising the person rather than directly with education, for example. When it comes to trends in the academia in particular, the traditional emphasis on publications is perhaps slowly giving space to an emphasis on funds raised – as a reflection of what is appreciated by the employers.

When it comes to how CVs look like, they tend to evolve from dull to colorful, with a photo perhaps, perhaps with a layout that has two columns instead of simple plain text. **You can let your imagination show when choosing the overall look for your CV – remembering, however, that the end result should look appealing to anyone reading the CV.** Simple technical solutions might then be a safe option.

Changing working life also puts more demands on CV writing. People move increasingly across different fields, studying several disciplines, changing careers; working life is no longer confined in one place and not even in one profession. This may increase difficulties in understanding the CVs stemming from a different discipline, or a different sector.

For someone working in the same field, the terms mean the same as for you. But for outsiders they can be jargon that is difficult to understand. You write “Senior Fellow” and expect the reader to get it – but do they? It may be useful to further explain what is behind your current job title. What is it that you actually do? **Nowadays there might be more need to explain what your university studies mean for your employability, what you actually ‘can do’ and what you are good at.** The skills perspective - discussed later on - will be very useful in this.

Explaining your CV is something you can practice with different people and can be especially useful when preparing for an interview.

There might also be a specific format the potential employer wants you to use: **instead of sending a CV, you may be asked to fill in a form, perhaps in a database that can be used also in future job applications.** This is no doubt simpler for the employer, but it can take some time for you to transfer all the information from your CV and try to fit everything in the pre-set forms. However, databases like this may be quite useful for your job hunt. Some large employers maintain a database where your information will be stored once you have applied for a first job there, potentially to be considered for other future vacancies?



INFORMATION SOUGHT ON SOCIAL NETWORKING SITES:

- **58%** Information supporting applicant's qualifications for the job
- **50%** If the candidate has a professional online persona
- **34%** What other people are posting about the applicant
- **22%** A reason not to hire the candidate
-
-

Source: CareerBuilder Survey 2018

There are a few things to check independently of the format. The first thing would be to check for jargon, words and expressions that might not be self-evident. The second is to make sure your contact details are included. You might also want to add links to your online profiles such as Twitter and LinkedIn - the employer might take a look at them anyway.

For academic positions, one should check that there is a list of funding received: scholarships; shares of project funding; own projects etc. Why not start a table already, an excel sheet or similar indicating what funding you have received, or are applying for (as that is a useful sign of activity, too!): the source, the aim, the date, and the result, or 'impact', of the project (if finished) and the total sum applied for/received

For positions in, say, think tanks, think of variety: your experience in seemingly non-related places might actually be useful and positive, telling that you are entrepreneurial and open, for instance.

What is important is that you see your CV as a means of communication. Aim for clarity: **your goal should be to give a good impression and be understood, and to succeed in showing your 'added value'**.

I remember a recruitment process once where we were as a group interviewing candidates for a position of researcher. When discussing the interviews afterwards, we noticed that we had all noticed that one candidate had worked in a bakery. And for all of us, it was something very positive

- Prof. Hanna Ojanen

The CV also, importantly, communicates skills – but often poorly or between the lines, and it is up to the reader to either pick up on them or ignore them.

Skills and achievements

Defining skills

Different terminology may be used when speaking about skills. One can speak about **academic vs. professional or career skills**. Academic skills typically comprise writing, note-taking, presentation, communication, analysis – but perhaps even more specifically, skills such as being able to gather and assess vast amounts of information, understand explanations and develop new ones, critical thinking and self-discipline or ability to work alone. Professional skills are those more rarely acquired at the university, for instance, writing op-eds for newspapers, or briefing papers; giving interviews; moderating panel debates; but also project management skills, teamwork, fundraising skills, or leadership.

One can also speak about **hard vs. soft skills**, where hard skills refer to, for instance, familiarity with the use of technology: software; data analysis; database management; marketing tools; project management software: and design tools, Hard skills may also refer to specific licenses that you hold – starting from a driver's license. Soft skills include then for example social skills: communication skills; language abilities; empathy; leadership; delegation; teamwork; time management; conflict resolution; adaptability; or problem solving skills. And no doubt many more.

While some might be field-specific, **many skills are transferable**, that is, skills that one can bring from one field or working place to another. Eurodoc has published a very useful [report](#) (2018) on identifying transferable skills and competencies, with the aim to help Early Career Researchers to both: recognise and identify the skills and competences that they already have and have been developing while carrying out their research; and make a case to justify and document the existence of these skills and competences.

In addition, **different employers can define and evaluate skills in different ways**. So it is not always easy to know exactly what needs to be included in the application, and how the skills and experience should be articulated.

For example UNOPS, a service provider to the United Nations and its partners for peace and security, humanitarian and development solutions, requires interested parties to create a profile on their website before applying for any specific positions. Beyond the usual personal information, education, experience and languages, users have the option to include a list of skills in their profile. There are several skills areas to choose from, with often dozens of specific skills under each skills category. Beyond this, applicants must indicate how many years of experience they have in the specific skills. However, how does one define 'knowledge sharing', or count exactly how many years of experience they have in it? How does 'peace and security' measure as a skill?

Clearly, the crux of the matter is not in the categories or labels; they overlap. It is rather in understanding **what actually counts as a skill and can be brought forward as such, and can be a distinct merit for you**. And, should you not have them yet, what skills can be acquired or improved.

CURRENT JOB REQUIREMENT NOT MATCHING ACQUIRED COMPETENCIES



Source: Career Tracking Survey of Doctorate Holders, European Science Foundation 2017

Communicating your skills and achievements

While it seems increasingly important to communicate skills in a CV, how exactly does one do that? **What we can see emerging is a competency- or skills-based CV.**

In this type of CV, 'competency profile' as a separate section lays out the range of competencies and attributes that you have developed as a researcher, matching them to the requirements in the job specification. You should then make sure to provide detailed evidence of how each competency has been developed and used successfully (Vitae).



STRUCTURE OF A COMPETENCY-BASED CV

- Personal profile
- Competency profile
- Education & Qualifications
- Key achievements
- Work history
- Interests
- References
-
-
-

Source: Vitae - Competency-based CVs for Researchers

If you would rather follow a more traditional CV structure, you can **aim to match your work and educational experience with specific results or achievements relevant to the open job vacancy.** Instead of simply listing your roles and responsibilities, describe your achievements and contributions related to different stages in your career and education. Achievements are, after all, proof of the skills that you have.

At first, it might not be easy to identify the achievements to include in your CV. Perhaps you have organised an event or an activity that was the first of its kind? Or maybe you have introduced a new innovation in management, or helped resolve a

conflict with an original solution. You might identify something as an achievement only later on – but you can always update and add to your CV!

In academia, publications represent an archetypical achievement, with a list of publications sent as a separate document in the job application. There are numerous different formats for you to choose from when compiling the publications list, but you should at least use sub-sections such as: peer-reviewed publications; online articles and opinion pieces; reports and reviews; etc.

It is also good to keep in mind that in different contexts, publications may be appreciated in dramatically different ways. A 300-page brilliant treatise may be just scary for someone, while a 1-page succinct and truly up-to-date analysis of a complex political issue does not count at all for someone else.

Other potential achievements to include are for example:

- Positive feedback received - it's a good idea to ask for written feedback after a presentation or a lecture. Maybe you were chosen as the best speaker at a doctoral Summer School or a workshop, for example?
- Media experience - list interviews that you have given, ideally with a link to the source if the interview is still available online
- References - these can be a signal about your networking capacity, which is both an important skill and an important part of your job hunting strategy

What to do if your experience and achievements still seem scarce? First of all, they might not be that scarce at all and just need to be discovered. What are you good at? Solving problems, keeping calm – or perhaps negotiating, participating in tough debates, perseverance? Do not be shy about these! What do others see in you?

Remember also that **the completion of a doctoral thesis has already equipped you with a set of hard and soft professional skills often sought by employers.**

COMMUNICATING SKILLS ACQUIRED DURING DOCTORAL STUDIES

PhD task or activity	Skill/competence
I wrote a 50,000 word thesis	Ability to present and organise large amounts of information in a clear manner. Fluency in Microsoft Office packages
I had 3 supervisors or my supervisors didn't get on	Negotiation skills
I analysed loads of data	Analysis of complex data and presentation of emerging conclusions and concepts
I conducted interviews for my research project	Questionnaire design (if applicable) Experience in qualitative and/or quantitative analysis Sensitive to the needs of others Diplomacy and confidentiality
Experiments or theory testing didn't work but I found out why and tried again	Problem-solving skills
I published papers, book chapters and presented at conferences	Ability to communicate complex ideas effectively in a range of formats
I completed my PhD in three years	Ability to plan a project and deliver it to agreed timelines
I did a PhD	I am able to work with minimum supervision as well as part of a team
I organised a conference	Event planning skills
My research group was international or I spent some time abroad for my research	Ability to interact with colleagues from diverse professional backgrounds to successfully work towards common goals
I took part in science communication or public engagement events such as science festivals, visiting schools to explain your research, etc.	Ability to communicate effectively to a range of audiences
I was in charge of a piece of equipment or I set up a research seminar series	Initiative and self-reliance

Source: Mather-L'Huillier, N.
Reproduced with the permission of FindAPhD.com

Many skills seem closely linked to personalities. Many are relational, too: they show in how you relate to other people, for instance, your colleagues. From a recruiter's point of view, one might also consider the fact that it would be good to employ people that are different, that have different skills: teambuilding would work best with diversity and complementarity.

What would then be the skills that a potential employer appreciates? **Are some skills more in demand now than others? Are some skills fading and no longer needed?** Can one speak about past, current and future skills – like drawing a timeline where some skills become less useful in time, new ones come up in time, and some are constant? Being able to send a fax might be outdated, driving a car is not (yet). Is reading a skill that will stay? Or writing?

The main thing to remember is that most skills are not depreciating, and that skills are a renewable commodity. **In fact, one of the most important single soft professional skills is learning**, There is an unquestionable need to take personal responsibility for one's own lifelong learning and career development (World Economic Forum, 2018). Your CV should hence not only show what you have learned (in the form of formal training and degrees received), but also that you aim to continuously learn, and that you value learning.

Instead of adding a generic mention of ability and willingness to learn in your CV, you can showcase your passion for continuous development by including for example:

- Software and other certifications that you have acquired independently;
- Professional development classes;
- Relevant volunteer work;
- Personal accomplishments

TOP IN-DEMAND 'HUMAN' SKILLS BY 2022



Analytical thinking and innovation



Active learning and learning strategies



Creativity, originality and initiative

Source: Future of Jobs Survey, World Economic Forum 2018

You should also be aware of the ways to learn that best fit you. Do you learn best by doing, by reading, by seeing, or by listening? Do you prefer to study with others in a group, or on your own?

The Reader's perspective

Your CV is a means of communication from you to the reader. Who reads it, then? The usual suspect would be the representative of an employer, but it could also be someone simply interested in learning more about your profile, usually using the online resources available.

From the reader's perspective, your CV is an answer to the question they pose: the job announcement and what they are looking for. Employers do not always have a clear idea of what they want, or are not able to convey their ideas clearly in the job announcement. However, the way that you customise your CV for an application will need to rely on the vacancy announcement, especially if you do not know much about the potential employer beforehand. First and foremost, you want to show that you match the criteria, and that you follow the instructions given for the length and format of the application.

Highlighting your strengths

Often, the demands put on the applicant are very high, leading many to recommend not to take them too seriously – or simply to think that matching several of the many demands is sufficient, instead of thinking matching them all.

As an example, you can take a look at a position posted by the University of Manchester for a [Research Associate](#)

The vacancy description included a section on 'Person specification' where essential and desirable attributes were listed. The employer expected «*successful candidates to meet all of the essential criteria and have one or more of the desirable attributes*».

The 15 essential criteria included, among others:

- *PhD (or close to completion);*
- *Good grounding in qualitative and quantitative research methodologies;*
- *Experience collecting and analyzing qualitative data and using statistical software;*
- *Ability to liaise effectively;*
- *Ability to work both independently and collaboratively as a part of a team;*
- *Ability to communicate effectively.*

The 11 desirable attributes included for instance:

- *Knowledge of, or interest in migration and/or protest;*
- *Language skills in Portuguese and Spanish;*
- *Publications in the area of the research project;*
- *Experience in liaising with non-academic partners.*

Now, matching these requirements does seem quite a challenge. How to prove that you have these attributes? How do you know how they will be assessed? This is a side of the application process that you cannot quite control, but it is good to be aware of it.

One way to explain your CV and to show a match with the position requirements is through the cover letter that you will submit with the application. **You should use the cover letter to highlight information in your CV that in your view matches particularly well the job requirements.**

Even if you don't have a lot of earlier professional experience, you might have done other things that show that you are skilled for example in management, planning, initiative-taking and learning. Remember also that the cover letter and the CV need to correspond to each other. Check that the reader can find in your CV all the elements mentioned in the cover letter. You can also use the cover letter to tell more about your personal qualities, your qualities as a team member and a project leader, why not as an active citizen or a person that enjoys taking part in discussion and debate.

Attention to language and instructions

The use of technology and AI is increasingly coming into play in recruitment processes, in order to improve time management on the employers' side. Job applications, particularly those based on an electronic form provided by the employer, are machine-read, and sorted out according to tailor-made criteria (algorithm).

However, for many open positions the recruiters might still have dozens, even hundreds of applications to go through. Hence rather than reading through them carefully, they will likely just skim through the CVs. And **going through a large number of applications, the reader can easily get irritated by small details** – spelling errors, too narrow margins, an e-mail address that does not look serious, a photo even. Or, those jargon words!

Besides double- and triple-checking the grammar and spelling in your CV and cover letter, make sure to follow the technical instructions for the application. If you do not get that the CV is to be two pages long, perhaps you do not pay attention to details overall, or did not even read the instructions in the first place.

As CVs often come in many different formats, **it can be difficult for the employer to compare candidates and their applications**. What if you leave out an experience, or fail to highlight a skill that some of the other applicants have? There is not much you can do about this, but you may get a chance to complement your CV by speaking about it further into the recruitment process. Again, here the ability to speak about your CV will be essential.

Interviews

Job interviews are a great chance to tell more about yourself – and about your CV. Sometimes, the recruiters will ask rather standard questions, such as 'what are your strengths and your weaknesses' or 'where do you see yourself 5 years from now?'. The answers to these questions are seldom in your CV.

However, very often you will be asked questions stemming from your CV. There might be a gap in your employment line – what did you do then? Or, can you show that the results you talk about are real? Did you increase that production by 25% as you said? Do you have certificates to prove your exams? Can you tell more about what your job consisted of? You might also find yourself talking about the interests you mention in your CV. Perhaps you discover something in common, a connection?

You might even be asked to talk through your CV. Here the aim is not to show that you have memorized the whole document, but rather to **tell a coherent story explaining how you have gotten where you are now**, applying for this specific position.

If you plan in advance how to tell your story, and which parts of your story to emphasise, you provide the interviewer with a concise, cohesive rundown of your background, setting a strong tone for the rest of the interview (Dottie, 2017). Do a bit of thinking in terms of skills and how you see you match what the employer might be looking for – or should be looking for in your view. However, do not try to cover everything when telling your story: skills and achievements will often be discussed further into the meeting.

A good preparation for an upcoming interview can thus be to not only know your CV inside out, but to **practice talking about it to and with someone else**.

CV Maintenance

Keeping up-to-date

It is important to get used to the idea that you will likely need several different CVs (academic and industry-oriented, short and long, potentially in multiple languages etc.). And yes, it is painful. There are so many titles, details and dates to remember, and the worry that you might have forgotten something relevant. This can be the case especially when you are both in a hurry and a bit nervous as you are writing a job application that may determine your foreseeable professional future.

You might thus want to have one basic CV in a folder with all relevant documents, degrees, certificates etc. in it, and duly copied for data safety. **This one main CV is the one for you to cultivate and nurture; update and renew.** Remember to also ensure that your online CV reflects the updates and revisions in your main CV

It would be a good idea to create a routine for updating your CVs, in order to remember to keep adding those publications, conferences, media appearances, positions of trust, scholarships etc.

However, CV maintenance is not only about having a routine. Your CVs can benefit hugely if you also work on them when inspired, when you think you have discovered something new about yourself. When you suddenly realize what you learned in that summer job 5 years ago that you still find helpful. Go and add that! **It will be beneficial to work on your CVs when relaxed and in a good mood, not only when there is an application deadline that requires you to quickly update - and possibly reformat - your CV.**

Online and offline support

A simple Google search will show you that there are plenty of online resources available for CV writing. They are quite helpful, particularly to have **an idea of the wide variety of formats and styles to choose from.** While online guides might not give you all the answers for a particular job search and the sheer amount of choices might make you feel tired, it may be inspiring and refreshing to have a look every now and then!

LinkedIn and similar professional social media sites can also be a source of inspiration. They might for example ask you to list some experiences and skills that you had not previously even thought of.

Online resources are particularly useful when they link to **discussions on how the employers' demands differ, and how, accordingly, different versions of the CV are needed.** What a company might appreciate is different from what a university department does.

For me, the way that LinkedIn sorts (and defines) interests, skills and accomplishments has been helpful in checking whether my CVs actually tell about the same in an interesting way. LinkedIn also adds a nice interactive aspect to your professional profile by facilitating the giving and receiving of endorsements and recommendations to and from your contacts.

- Prof. Hanna Ojanen

While online guides cannot give you a definitive answer on the correct CV format to use in your applications, awareness of the large variety is already an important side of CV writing. It reminds us of the constant need to rewrite and re-fit one's CV. It is like editing any other text: you need to write again. And again. And the same goes for the usefulness of peer advice even when it requires some courage to ask for help

Do not hesitate to read other people's CVs whenever they are available. **Reading the CV of someone you know, or know about, may be even more helpful than reading generic advice.** You can better see how that particular person is highlighting some sides and perhaps not others, choosing in a certain way. It might be a lecturer you appreciate, a colleague found at another university – do not hesitate to study and to learn from how they do it.

Have you thought about preparing an elevator pitch? You might well meet someone you would like to work with – whether at a conference, during a coffee break or even the famous elevator, and only have 20 seconds to make an impression. Introduce yourself (a business card is still useful) and explain why you appreciate her/his work – and make your current research sound exactly as fitting and interesting as it is!

And why not try to ask, to discuss, with your colleagues? **Try to find a reader and an interlocutor, too, both for your CV, the version you are about to send, and your skills as you and others see them.** Peer advice and help is precious, exactly as it is for anything else that you write, from academic papers to job application cover letters. So is feedback from your employer, your students and colleagues. Talking about your CV might first feel embarrassing, but why should it? Not only will it help you to improve your CV, but it can also be useful for the people with whom you share your CV.



Highly-Skilled Requirements

Project Management - Private Sector

Project Management in the private sector - the Art of the Possible

A project can be defined as **an array of tasks to be supplied and choreographed by combining multiple resources with the objective of satisfying a client/customer (internal or external) through the delivery of a product.** It involves a budget, a specific timeframe with strict deadlines and rigorous management.

While there are particular procedures to apply for EU projects through the European Commission's tenders as well as specific requirements regarding the execution and management of such projects, this section will focus more broadly on the management of projects by consultancies in the field of EU affairs, such as the execution of a complex lobbying strategy, in-depth profiling of Members of the European Parliament (MEPs), the organisation of a conference/events etc.

Project management covers the different steps of designing, planning and preparing, executing, evaluating and delivering a project. **While there is a large range of different types of projects and different ways of proceeding to ensure the successful delivery of a product, similar processes and skillsets are necessary.**

Here, we will highlight these various steps, detailing the skills needed for each of them.

Designing a project

When designing a new project, you need to first identify the client's needs and match them with a realistic proposal.

Clients usually do not know exactly what they want and need - or even what is realistic. They often only have broad, fuzzy objectives, such as: raising the profile of an issue in the European Parliament (EP) or understanding better the new MEPs they will have to work with following the European elections. They may also have a budget - in the best-case scenario.

In the case of political consulting, you will therefore need to **use your knowledge of EU policy, process and political architecture to identify precisely what your client's needs are and how to fulfil them.** You will need to use your business sense to ensure a maximum benefit for your company, taking into account that this is a competitive process involving other consultancies.

Taking into account the client's budget, you will then need to evaluate what is both possible and deliverable. **Political consulting is a craft practice selling knowledge and expertise, with fees calculated on the basis of hours worked by the employees** depending on their value: a consultant's time is worth more than an intern's time. Depending on the width and footprint of the project, some sub-contracting of elements of the work may be necessary, for example if you want to design a web application. In this case it is important that the sub-contracting tail does not wag the project dog. **Budget planning is therefore an essential skill already in the designing phase of the project.**

Working for the private sector in Brussels means that your employer will always be in competition with other consultancies, even if you have established a good relationship with the client. Most embassies in Brussels are required by their internal regulations to seek competitive tenders from a number of contractors. The proposal will necessarily need to be defended before a panel or during a client meeting. **The ability to draft and sell a business proposal and negotiation skills, especially when discussing the fees, are thus essential.**

Planning – Assessing and defining phases of execution

Once the client has accepted your proposal and signed the contract, the planning phase starts.

Based on the objectives negotiated and agreed on with the client, you now need to assess and define the phases leading to final delivery. Depending on the complexity of the project, these phases can be further broken down to a set of tasks and subtasks. Planning for the project's execution should always include the establishment of key targets and strict deadlines as well as evaluation and review phases. For this, **strong organisational and planning skills and rigor are required.**

For this purpose, you will need to take into account a number of constraints:

- Practical;
- Technical - depending on the level of expertise required by the project;
- Economic - the client's budget;
- Final and intermediary deadlines;
- Resources - how to allocate your resources to different tasks and subtasks.

Risk management is another key aspect of the planning stage. **You need to be realistic and anticipate and prepare a Plan B to get around unexpected problem and delays.**

Execution of the project

While this can be a source of frustration, your main goal is not perfection in process, but the timely delivery of what the client has asked - and paid - for. Don't over-deliver. Otherwise, you are working for hours that will not be compensated by the client.

During the execution of a project, maintaining good communication with the client is essential. **In the great majority of cases, your client will require to be updated frequently on the progress made in the development of the project.** A preview of the product to be delivered and early feedback will enable processes and outcomes to be tweaked. No plan remains unaffected once an engagement has commenced.



THE EXPANDING ROLE OF A PROJECT MANAGER

- **Strategic Advisor**
Plans, executes, and delivers
 - **Innovator**
Acts as product owner and developer
 - **Communicator**
Is always clear and concise—no matter the audience
 - **Big Thinker**
Is adaptable, flexible, and emotionally intelligent
 - **Versatile Manager**
Has experience with different PM approaches — waterfall, Scrum, agile, lean, design thinking
- Source: 10th Global Project Management Survey, Project Management Institute 2018

Besides time management, budgeting and communication skills, working as a consultant in EU affairs also requires flexibility. **Your work will be dependent on political developments, which often require adjustments or changes in the execution, or even the design, of the project.**

For example, the postponement of Brexit when preparing a complete profiling of the 705 MEPs (initially excluding British MEPs) has an impact on the value of your work, and an accommodation will need to be negotiated with the client. Similarly, planning a conference or an event on a legislative proposal, whose publication by the Commission is postponed at the last minute may force cancellation or delay while trying to rescue as much as possible of the work already done.

People skills are a must-have. **Working on a project involves working with people, and therefore emotional intelligence.** The manager in charge of overseeing the successful delivery of a project must ensure that employees remain motivated and focused on their tasks while utilising their strengths and recognising their weaknesses. Being a good team player is vital. Coordination and communicating with other people involved in the project is necessary to ensure a homogeneous result.

Delivery of the project

The failure rate of projects is high. Several studies show that - on average - only half of projects reach their objectives. This means that half of them fail. That is not a problem in itself, since **clients rarely employ consultants or lobbyists for the easy and mundane.** You will often find yourself in the role of 'emergency services' after a political 'car crash'.

However, a late delivery, failure to deliver or the delivery of a low-quality project are simply not an option in the private sector. Especially in Brussels, there is a limited number of EU Affairs consultancies and while the reputation of a company is built slowly, it can be severely damaged in a heartbeat.

Here again, rigour and time-management, as well as a systematic review of the final product(s) and a test phase are crucial to ensure delivery. After the project is over, it is important to evaluate the entire process and the outcome of a project: learn what went well or wrong, and what could be improved on in the next project.

Project Management - Public Projects

Project preparation & application

The phase of the project management cycle is the most important one, as it sets the stage for everything else that is still to come; its structure and approach is therefore crucial.

Since publicly funded projects often involve several research institutions, one needs to think very carefully how the consortium will be set-up. We can distinguish two different approaches that will likely also be reflected in the actual running of the project. The first approach is to have the conception and writing of the proposal concentrated in the hands of the coordinating institution. This will be beneficial to the coherence of the proposal, but the other members have less of a stake in the proposal from the very onset. The second approach is to share the conceiving and writing of the proposal among the key members of the consortium. This necessitates the investment of some resources in collective workshops and coordination of the writing. It is therefore more time-consuming, but means that the partners have a sense of ownership of the proposal from the very beginning. It is also useful as it may help to better reflect the expertise and interdisciplinarity of all partners involved.

Whichever approach you choose, proposal preparation should follow certain general steps:

- **Identify gaps in relevant literature.** Where could a project supported by a rather generous research budget make a notable difference?
- **Imagine a structure for the research, reflected in different workpackages.** How many work packages best serve the purpose(s) of the project, and which partners would be best suited to lead them?
- **Agree on key deliverables and milestones of the project.** What are the main activities and events of the project, and what type of individual/WP-related/project-wide publications do you foresee?

Once this is set up, the actual writing process can start. Besides keeping in mind the usual necessities for any research application (clear research question and argument, contribution to the state of the art, conceptual and theoretical framework, sound and suitable methodology), it is important to write the proposal in close relation to each single detail outlined in the call for applications.

The application phase might in fact be the most intense part of project management. Usually small teams concentrate all their resources and efforts into an application without assurance that the hard work will be rewarded. Should your first project application not be successful, make sure to check if there is the opportunity to re-submit in one or two years (this can be the case for example in European Research Council -funded projects), or see if there are other funding opportunities on the topic.

Management tasks

Once the necessary funds have been secured, daily management of the project takes up a significant part of the work for the coordinating team. Coordinating partner is the one who is in constant contact with all work package leaders and the funding institution; close and effective communication with both needs to be assured.

There are different styles of project management, but it is generally important to aim to **create a group spirit in the first kick-off meeting of the consortium**. This will help the partners to work together in order to overcome the hurdles and unforeseen challenges that any project will inevitably face. Such difficulties can then be discussed and decided on during regular meetings of the steering committee.

Furthermore, **tasks and responsibilities in the consortium should be very clearly defined** for each partner in the consortium to relieve the coordinator of additional or unnecessary managerial burdens.

Scientific Coordination

In order to ensure the quality of research conducted within the project, the scientific coordinator needs to work closely with all work package leaders. From the very beginning, **an internal review process for research outcomes should be set up**, whereby the coordinator is mainly at the receiving end. When presenting the research at internal conferences, an advisory board can be tasked with checking the quality of papers and presentations.

At the beginning of the project, partners should also agree on a set of shared guidelines describing the management of research data generated within the project. **Creation of a data management plan is an essential part of a project's scientific coordination**, as it helps to ensure that all participants- whether institutions or individual researchers - work in accordance with relevant rules and regulations of the project partners and the funding authorities (see e.g. FAIR Data Management in Horizon 2020 by the European Commission).

Furthermore, since ethic issues frequently come up during different stages of research, it is important to have in place an **ethics plan and an ethics committee**. Some project proposals are requested to provide an ethics plan already at the submission stage, but even if this is not the case, relevant questions on research ethics and e.g. the processing of personal data should be addressed at the very beginning of the project.

Project dissemination

Project dissemination has become increasingly important. Often, **this is not done by the coordinating institution but is handled by partners with specialized knowledge and experience**. Beyond the dissemination of the project's research results in academia through books, journal articles, special issues and participation in conferences, social media (Twitter, Facebook, blogs, YouTube etc.) has also become key to distribute findings in a readable manner to the broader public.

However, one can move beyond dissemination towards the general public, and **use targeted dissemination efforts to engage more directly with relevant audiences**. These efforts can include, but are not limited to: debates with civil society; engagement of theatres and the arts; university tours; youth prices; podcasts or other arrangements with newspapers, etc. A direct exchange with political institutions such as parliaments or ministries can also be helpful for dissemination purposes. Beyond dissemination, these types of activities can provide the project and its associated researchers with useful feedback to inform the on-going research.



DISSEMINATION VS. COMMUNICATION

- **Dissemination**

- *Public disclosure of the results of the project in any medium*

- **Communication**

- *Strategic and targeted measures for communicating about the action and its results to a multitude of audiences, including the media and the public and possibly engaging in a two-way exchange*

Source: Making the Most of Your H2020 Project
European IPR Helpdesk, 2018

Project conclusion

When a project starts nearing its end, the work for the coordinator accelerates once more. The big picture of the whole research is now in the hands of the coordinator, who is expected to make the most of it. More specifically, in cooperation with the other project partners when necessary and useful, the coordinator:

- **Identifies the most suitable final wave of dissemination efforts.**
- **Prepares final reports and reviews vis-à-vis the funding institution.** Preparation and submission of final report(s) can be a lengthy process, and should be based on continuous gathering of information throughout the project.
- **Usually leads the financial administration and conclusion of the project.** This includes the preparation of final financial reports, and ensuring that all eligible costs have been declared within the deadlines set by the financing institution.

Publications - Academic Journals

Professional and personal development

Publishing in academic journals is one of the key skills required when building a career in academia, especially after finishing one's Ph.D. But it is also more; it **helps you to disseminate your novel ideas, arguments, and approaches within your field of expertise, and to enter into an informed debate with your colleagues.** In this, journal publications are much more than just an important step in a world of 'publish or perish'; like a book, they are the printed outcome of your passionate work and therefore carry a significance on a more personal level as well.

This aspect of publishing in journals – the passionate self which lies within the article – however, sometimes also makes it difficult to deal with the review process. **Comments on the initial submission might be harsh, and hence be perceived as an attack on both your ideas and your person.**

It is important to remain aware of this, while putting it into perspective and remembering that this a sentiment shared by most, if not all other academics.

A common subjective feeling of one's article before and after review is best caught in the accompanying tweet (*reproduced with the permission of the author*).



Your paper, before and after peer review



7:22 PM · Apr 25, 2018 · Twitter Web Client

Getting published

Before submitting an article, check **if the theme of the publication truly fits into the scope of the article, and if members of the editorial or advisory boards might have conducted research in the same area.** Furthermore, also figure out how the journal responds to your own needs. Many universities or national research authorities have lists of journals classified for promotions, or for eventually granting habilitations.

Check the citation index of the journal, and if possible ask your colleagues about their experiences working with the publication. Some journals might have a faster review and publication process than others, which could prove important in situations when you need to get an article out with minimal delay. So you might want to prioritise these over journals very high up on the citation index.

Before sending your article to the journal, ask yourself **whether the language might need external editing.** Before sending out articles for review, editors read through them to double check that the article fits the scope of their journal and is of good enough quality to be sent to reviewers. If they have problems reading the article due to mistakes in the language, they will likely return it to you immediately.

Also, **run your article by colleagues for a first feedback,** since this can significantly heighten the chance to get it published. Be sure your article has a very clear argument, conceptual framework and theory, is methodologically sound, and refers to the state of the art and the article's contribution to it. Otherwise, again, editors might not even send it out for review.

Journals usually **request that you do not hand in your article to other publications during the review process.** This is to a large degree motivated by the review process itself. Reviewers are not paid for doing a review and this voluntary work should therefore be kept at a minimum. If you submit the same article to multiple journals at the same time, their editors might end up sending your article to the same reviewer who will then alert the editor to this. You want to avoid being put on an editor's blacklist, so it is advisable to comply with this request.

Never give up on an article. Even if you get a rejection, another journal might be interested. If you get a revise and resubmit, try to respond as much as possible to the comments you perceive as constructive and justify to the editor in detail why some of the other comments are less useful for improving your work.

Maximising your audience

Once you have made it through the review process, if possible try to get your article published in open access. **Articles in open access reach a larger audience, have a wider readership and get referenced more.**

- Journals often have one slot for each article in open access; you might want to ask the editor if yours could have the slot;
- Check with your university if they have funds to publish in gold open access;
- If you have written your article within the framework of a research project, perhaps there is funding available for publishing in gold open access.

If none of the above options is available, you can check the guidelines of the journal for how to publish your article in green open access. For example, the journal might offer the option of publishing the proof version of the article on your Academia.edu, LinkedIn, or Facebook accounts.

Most importantly, don't underestimate the benefits of Twitter. **Publish a tweet on the key argument(s) of your article, linking it both to the article itself and - if they have one - to the Twitter account of the journal.** Tweeting leads to much more citations of your article.

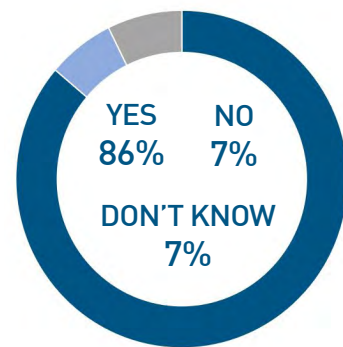
You can of course also **increase the visibility of your work by presenting at academic conferences.** In this case, you might want to inform the editor of your intention to market the article since this could make her or him more willing to publish it in open access. Both the citation index of the journal and your own index benefit from additional publicity and access.

There are a few **additional things to keep in mind if you are planning to publish a Special Issue in a journal.** First, check with editors of the journal: how many slots for such special issues they have per year; whether there is a competition for these slots; and what you have to hand in order to participate. Contact journals well in advance as this process might take quite a while.

Make sure to act as a strong guest editor when working with your authors. There is a higher chance for all the articles to make it through if you give clear guidelines to the authors, and revise all articles internally before handing in the whole package to a journal. Finally, an interesting option to keep in mind is that many journals also permit special issues to be later published as books.



EVALUATION OF RESEARCHERS BASED ON WHERE RATHER THAN WHAT THEY PUBLISH?



Source: Publisher Survey Results. DOAJ 2018

Publications – Books

Another option for scientific publishing to keep in mind are books. While sometimes relatively overlooked by early stage scholars, this option can also play a central role in building one's publication profile.

Book-based publications

Academic books can take different forms, but are generally characterised by the profile of the publication house and the nature of the peer-review process that they have to go through. Neither of these two criteria are either sufficient or necessary conditions to the credibility and impact of a book. However, these formal criteria are indicators of the likely substantive quality of the publication. Similarly to academic journals, **the specific reputation of a publishing house and the relative strictness of the review-process contribute to giving shape to the quality of the published material** — which in the end is the main criteria used by third parties and hiring commissions.

The key advantage of a book-based publication, like any other publication, is to see your research reach a wider audience and for it to “get out there” into the academic world. The overriding reality remains that non-published work simply does not exist. As a result, **books can play a central role in your personal publication strategy as they can contribute to having your research output more widely published and known.**

Generally, academic books are either single author monographs or collective projects gathering several authors as part of an edited volume. In terms of relative visibility, it is generally accepted that serving as either **single author of a monograph** or as **editor of a collective volume** are the two most impactful positions with the widest positive ripple effect on your publication profile. Contributing a chapter to an edited volume is a relatively less “visible” option, but it can offer other advantages. As such, **chapters in edited volumes** provide researchers with an opportunity to integrate topical research networks, thus fleshing out an individual's academic networks and contacts. They also make it possible for you to get recent research out more quickly while you work towards more time-consuming publication options.

Publication goals and strategy

The publication of an academic book should/can serve several goals with regards to a researcher's publication strategy. Some of the more common ones include:

VERBA VOLANT, SCRIPTA MANENT

Over the course of an early stage researcher's career several of their research efforts, whether collaborative workshops or individual presentations at conference, risk remaining at the stage of oral presentations and informal exchanges. Although these exchanges are valuable as such, early stage researchers should remember that «spoken words fly away, written words remain». Accordingly, researchers should always seek to have their research output (e.g. dissertation, conference papers, presentations, workshop papers) published. In the case of a collective research endeavour, an academic book might be the best platform to do this.

PUBLICATION OF ONE'S DOCTORAL DISSERTATION AS A REVISED MONOGRAPH

This is an (in)formal requirement in some countries/institutions when seeking to secure a tenured position.

MAKING AN ORIGINAL CONTRIBUTION TO THE KNOWLEDGE

A longer and more substantial effort to address a knowledge gap a researcher has been struggling with for some time. In this respect the resulting monograph is to serve as a calling card for the researcher's wider research effort. It functions as the published version of a researcher's scientific mission statement

ILLUSTRATING ONE'S CAPACITY TO SHEPHE A LARGER LONG-TERM RESEARCH EFFORT

Whether as single author of a monograph or as editor of an edited volume, a researcher's successful involvement as lead of such a substantive publication project is an indication of their broader scientific capacities.

REACHING A WIDER AUDIENCE

Depending on the publication format(s) of the book, it can also allow one to reach a wider audience, notably if the book is picked up as a teaching tool. In particular paperback or e-book publications have proven able to reach wider audiences and contribute to the (name-)recognition of both a given researcher and their findings.

PRODUCING TEACHING MATERIALS

For those engaged in teaching (either at the graduate or undergraduate level), their efforts often result in a host of publishable materials that are not necessarily suited for an academic journal but might fit a book format. Furthermore, collecting and publishing the materials collected for a specific teaching mission as a single publication helps both to publicise the work done more widely and to stabilise the teaching over time.

REINFORCING COLLABORATIVE NETWORKS

As noted earlier, edited volumes in particular have proven to be the best-suited platforms for reinforcing existing collaborative contacts and topical proximities between researchers.

Book proposal submission process

When considering the option of a book publication the main factor is the publishing house. Ideally early stage researchers should check whether their supervisor(s), mentor(s) or committee members have existing contacts with any of the major academic publishing houses, as this can substantially facilitate and speed up the process.

Generally, the publication process involves:

1. Submission of a book proposal. Including (1) an outline of the book; (2) a short bio of the contributor(s); (3) an assessment of existing competing books and how the proposed publication contributes to the field; (4) a quick overview of the potential market for the book; (5) as many sample chapters as you can spare.

With regards to the sample chapters, you can choose to: (i) withhold any specific chapters and simply include an abstract of the various sections; (ii) provide a series of abstracts as well as a few draft sample chapters (often this will include the introduction); or (iii) provide a fleshed-out first draft of the full manuscript. Expectations in terms of how much needs to be provided at the proposal stage will depend on the contacted publishing house, the depth of your previous collaborations with said publishing house, and the nature of the publication envisioned.

2. Review of the proposal by the publisher. This can take anywhere from 2 months to a full year depending on the workload of, and the specific relationship with, the publishing house. **Whether the proposal is submitted to the publishing house overall or to a specific series will play a key role in the speed of the initial assessment.** Generally, the initial review process within a topical/thematic series will be speedier providing applicants with a quicker answer on whether or not the proposal is likely to be included in the series.

Following the feedback of the publishing house’s review process (generally a blind review by at least two external academic evaluators), the applicant will receive a series of suggestions and comments. If the conclusion of the review process is positive the applicant and publishing house proceed towards the signature of a contract which lays out the production and publications schedule, as well as the format(s) under which the book will be published – i.e. hardback, paperback, e-book, textbook, handbook, pivot, etc.

3. Finalisation of the manuscript. The author then has a contractually set amount of time to finalise the manuscript and to submit it for publication. Upon submission, the publishing house will produce the ‘proofs’. This is the final manuscript in its definitive lay-out that needs to be checked by the author/editor(s) one last time before the book is sent out for production.

The relative work to be invested by the publishing house in transforming the submitted manuscript into the definitive proofs will be set in the aforementioned publication contract. The contract will clearly spell out which party – either the author/editor or the publishing house – will be responsible for: language editing, indexing, certification of the illustrations, and verification of the referencing and bibliography systems.

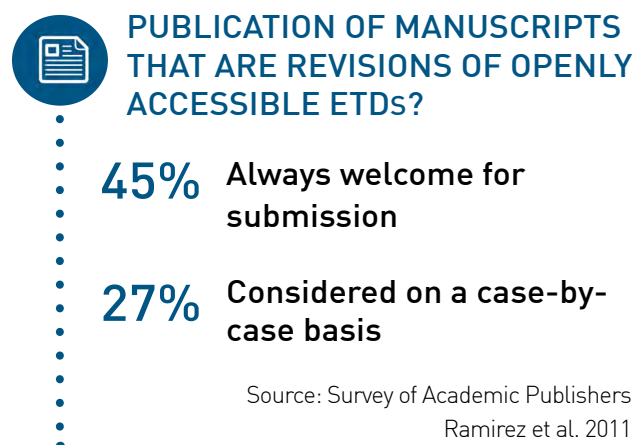
4. Production of the book. Once the proofs have been approved, production of the book can take anywhere from 3-to-12 months. Again the publication contract can specify said length of time.

Choosing a publisher

A final consideration often discussed with regards to the publication of academic books is the relative weight of various academic publishing houses.

A distinction can be made between established publishing houses and more recent initiatives. **The growing open access publication model challenges current hierarchies and creates new financial flows.** This has forced publishing houses to reconsider their traditional publication methods, as they increasingly favour e-books over other formats, and provide open-access formulas. Conversely, this more fluid environment has also allowed for the rise of abusive practices by untested publishers with sometimes lofty names (International Journal of ...) and totally fictitious impact factors. In such unscrupulous cases, the selection and editing process of the manuscript is non-existent and as such untested publishing houses are best to be avoided. A possible reference in this regard is Cabell’s Journals Blacklist (<http://www.cabells.com/>) which provides an updated indication of publishing houses one should remain wary of.

Beyond blacklisted publishing houses, established academic publishers as well as the various recognised university presses offer a safe and reputable avenue for publication. The relative reputational impact of different publishing houses will vary over time and space. Appreciation for a given publishing formula will above all reflect national, linguistic and institutional affinities that are difficult to generalise. However, as an indication, several rankings have been published providing prospective authors with a sense of the expected quality and depth of the work done by the publishing house.



Category	Examples (non-exhaustive)
<p>A university press is an academic publishing house specializing in academic monographs, textbooks, edited volumes and scholarly journals. Most are an integral component of a large research university. They publish work that has been reviewed by scholars in the field. They produce mainly scholarly works and often prioritize works with institutional links to their 'home institutions'.</p> <p>Accordingly, when considering a university press, potential applicants should balance several considerations:</p> <ul style="list-style-type: none"> (1) whether there is a link between the proposal and the university press' home institution; (2) the relative size of the entity; (3) relative fit – both in terms of format and topic – with the editorial line of the university press; (4) relative speed and quality of the provided follow-up; and (5) how widely recognized the publishing house is in the countries of interest to the applicant. 	<p>Cambridge University Press Oxford University Press Edinburgh University Press Princeton University Press MIT University Press Columbia University Press University of California Press Éditions de l'Université de Bruxelles University of Warwick Press LUISS University Press Presses de l'Université de Laval Amsterdam University Press CEU (Central European University) Press UCL (University College London) Press</p>
<p>Academic publishing houses are for-profit entities specialised in the production and sales of academic monographs, textbooks, edited volumes and scholarly journals. Most are an integral component of a large publication and/or media company. At present, five Europe-based global publishing companies concentrate over half of all recognized academic publications. These five companies are: Reed-Elsevier, Taylor & Francis, Wiley-Blackwell, Springer and Sage.</p> <p>Each of these major companies curates a number of distinct and more or less specialised publishing houses and journals. Their size and centrality ensure a minimum level of both visibility and reach to works that they publish. Economies of scale also ensure they can offer a range of services and platforms which strengthen both the ex-ante review and the ex-post distribution process.</p> <p>The non-exhaustive list of specific commercial publishing houses included herewith reflects the highest ranked ones in the Thomson-Reuters Citation Index.</p>	<ol style="list-style-type: none"> 1. Springer 2. Palgrave Macmillan 3. Routledge 4. Elsevier 5. Nova Science Publishers 6. Edward Elgar 7. Information Age Publishing 8. Hachette

Policy Writing

Policy writing comes in different shapes and forms, depending on the sector, target audiences and topic under consideration. Policy reports can be commissioned by a variety of actors, including representatives of the academia, government, civil society, think tanks or the private sector each of which tends to have their own format for, and expectations of the analysis. What differentiates policy writing from other forms of academic research is the **expectation that target audiences will be able to grasp the nature and relevance of the challenges you highlight, and to extrapolate from the analysis policy recommendations that provide advice on how to improve a given policy.**

This is done by:

- Addressing a specific theme or policy issue;
- Analysing the problem the policy is meant to address;
- Assessing the effectiveness of existing policies in terms of their given objectives; and finally
- Suggesting ways to improve upon them or promote alternative approaches.

Another option is to question the goals themselves, if you believe they are unrealistic or misguided, and to put forward a different set of goals with the related policy to accomplish them. In doing so, **authors must not only be familiar with the policy topic, tools and implementing actors, but also and most importantly with the capabilities and constraints affecting actors charged with defining policy options to advance a given objective.** In this respect, the key to successful policy writing relates on one hand to one's knowledge and 'out-of-the box' thinking on a given policy challenge, and on the other hand to an understanding of decision-making processes among implementing partners to whom advice and recommendations are provided.

Policy writing, in other words, tends to be a highly political endeavour that requires a **careful balancing and consideration of various prerogatives, interests and constraints affecting decision makers in a given context.** The exercise will likely prove unsuccessful if policy advice is found to be unrealistic or detached from the interests and capabilities of implementing actors, or if recommendations are framed in an excessively condescending manner. You should also ensure that the analysis shows the appreciation of broader (domestic, international, geopolitical etc.) forces that have a bearing on a given policy decision and its chances of success.

A key issue related to policy papers is the amount of technical details policy recommendations should entail. You should be aware that most of the time policymakers have a better knowledge of policy tools and resources than you do. Thus, unless you possess deep knowledge of policy processes and tools, or have already gained a reputation as a well-respected expert in the given policy area, it is best for you to focus on the 'big picture' rather than indulging in details.

Policymakers may well know more than you do about concrete policies, but they often lack the time and mindset to engage in broad strategic reflections about the impact and unintended consequences of a given policy in both political and geopolitical terms. Even if you decide to go deep into detailed policy proposals, do engage in story-telling, as policymakers are generally much more open to hearing the story you want to tell, than to following recommendations as to how they should do their job.

Formats of Policy Writing

Three formats of policy writing can be identified across sectors:

Format	Style & Focus	Length
Policy Paper (PR)	<ul style="list-style-type: none"> • Sometimes called Working Papers or White Papers • Tend to be long reports addressing macro-policy themes and shortcomings 	4,000 - 6,000 words
Policy Brief (PB)	<ul style="list-style-type: none"> • Shorter, single issue analyses 	2,000 - 3,000 words
Opinion Piece (OP)	<ul style="list-style-type: none"> • Hard-hitting opinion pieces on a given policy issue or international challenge • Often written by influential individuals and published in leading newspapers, think tank commentaries and/or online forums 	Generally less than 1,000 words

A given policy topic can be addressed in any of the above formats. However, as a general rule shorter analytical pieces tend to be the most challenging due to the restricted word space they provide.

When selecting an appropriate institute or outlet for your policy writing, always make sure to consult previous articles or reports in the series and the overall focus of the institute, a first step to understanding whether a given outlet may be interested in your writing and to get a general feel for the publication style and formatting requirements (including footnote referencing guidelines).

Engaging your audience

Independent of the chosen format, the first challenge of policy writing relates to the use of clear and direct syntax. You should avoid using complex language, references to theoretical and methodological frameworks and academic lingo that may be lost on your target audiences. A typical advice is to avoid expressions such as “this paper does this or that”.

Policy writing is meant to influence the policy debate and ideally the decision making process itself. For this, clear and easy to follow writing and argumentation is needed in order to both keep target audiences engaged, and to convince them about the value and novelty of your arguments. **The ability to synthesize complex issues into easy-to-follow analysis leading to policy advice is by far one of the most sought-after qualities in policy writing.**

Knowing your target audience(s), and particularly their sensitivities, time constraints and concerns, is essential in order to gain the trust of policy makers. **You should aim to contextualize your advice through the use of familiar terms and concepts.** Engaging with dissenting views, interviewing experts and policy makers and seeking to deconstruct, through constructive criticism, what is believed to be wrong with a given policy while articulating alternative approaches that are supported by analytic evidence or expert advice is generally the best means to influence policy debates.

Couching your policy advice within broader expert debates on a given policy topic will not only strengthen your argument, but will also simultaneously help ensure that one’s views are not discarded as irrelevant, non-actionable or too far removed to be taken into consideration by policy makers. **The choice of language, and the framing of policy recommendations as advice, as opposed to absolute truths, will also further the engagement of target audiences.**

Successful policy writing

While significant differences exist, policy writing and academic research can (and should) draw on and reinforce one another. **Good policy writing stems from a combination of tangible ‘real world’ experience and theoretical knowledge acquired from academic and multidisciplinary research and study.** Both follow similar logic and require clear and distinct formatting sections – Abstract, Introduction, Body, Conclusion – with the minor difference of policy writing also providing ‘Policy Recommendations’ in the conclusions.

Most importantly, successful policy writing does not emerge from the simple identification – or description – of a problem or policy challenge. Rather, **‘success’ is measured in terms of convincing and proactive analysis of a problem, its root drivers, implications and potential solutions.** It is very important that the structure of the piece reflects this sequence:

- First, indicate clearly what the problem is;
- Second, illustrate goals and means of existing policies, listing the arguments their proponents make in their support;
- Third, deconstruct existing policies, highlighting their shortcomings;
- Finally, make the case for your alternative options based on the counter-arguments you have just developed.

Your arguments should be informed by: a **focus on both the policy implementers** (their capabilities and resources); **the policy’s recipients** (their specific needs and ability to respond positively to the policy); as well as the political, socio-economic and geopolitical **context in which the policy is carried out.**

This entails achieving a 360° understanding of the (multiple) reasons why a given policy is failing to achieve its desired results, including why and how implementing actors came to embrace a given policy in the first place, choosing this approach over others. From this initial exercise, greater clarity will emerge as to the objectives of a given policy, the key actors involved in carrying it forth and the opposition or constraints this policy has had to overcome – or compromise with – in order to deliver results.

Some of the most successful examples of policy writing often include an appreciation of the ideational underpinnings of a given policy approach, as opposed to only focusing on the concrete, tangible aspects of its implementation. **Unpacking ‘conventional wisdoms’ that often accompany policy and have helped to secure the ‘buy-in’ of various implementing actors often provides better grounding on which to criticise policy prescriptions and advance alternatives.** These conventional wisdoms relate to how a policy approach is ‘packaged’ and ‘sold’ in the realm of popular opinion, an exercise that often entails a mixture of ideational principles and material objectives. More often than not, the shortcomings of a given policy are traceable to these ideational principles, and a failure by policy makers or implementing agencies to update these in the face of new developments or weakened capabilities.

Challenging a number of the principles on which policy has originally been based by demonstrating the emergence of new variables and/or influencing drivers therefore represents an effective means to question previous understandings or approaches. Once this questioning begins, the objective of advancing alternative policies based on an updated understanding of capabilities, objectives and implementing contexts becomes more straightforward, for policy authors and policy makers alike.

Lobbying & Consultancy

Definitions

There is no official and universally agreed-on definition of 'lobbying' or 'consulting'. While there are substantial overlaps, a clear distinction can however be made between the two.

In practice, **consulting work includes monitoring, analysing and providing information on political and legislative developments in specific fields as well as advice tailored made to the clients' needs and demands.** You are describing reality rather than trying to change it. There is no outreach undertaken on behalf of the client.

As for lobbying, many governments and international organisations have published their own definitions of it, and the type of organisations that can be classified as lobby groups. Here, we use the definition of the Council of Europe as it covers a broad scope of lobby activities and immediately shows the difference between lobbying and consulting work:

«concerted effort to influence policy formulation and decision-making with a view to obtaining some designated result from government authorities and elected representatives. In a wider sense, the term may refer to public actions (such as demonstrations) or 'public affairs' activities by various institutions (associations, consultancies, advocacy groups, think-tanks, non-governmental organisations, lawyers, etc.); in a more restrictive sense, it would mean the protection of economic interests by the corporate sector (corporate lobbying) commensurate to its weight on a national or global scene»

Note that there are a myriad of organisations undertaking lobbying activities in Brussels: European trade federations, commercial consultants, companies (and their in-house Public Affairs Service), European NGOs (e.g., in environment, health care or human rights), national business or labour associations (such as Trade Unions), regional & national representations and international organisations, think tanks and religious organisations ranging from the Orthodox to the Scientologists.

In practice, however, most organisations undertake both consulting and lobbying work. This is because **there is only a small step between informing and advising a client/members/your organisation on what is likely to happen or what should be done, and wanting to alter the outcomes.**

More specifically, you can find below examples of activities undertaken in the framework of consulting or lobbying work:

- **Stakeholder mapping:** determining who are the key decision-makers and their positions (consulting & lobbying);
- **Monitoring & Strategic Advice:** following critical announcements and developments from EU institutions and key stakeholders, as well as providing alerts in real time with clear advice on how to respond (consulting & lobbying);
- **Production of public relations materials,** ranging from position papers to information brochures that can be handed out to interlocutors and media (consulting & lobbying);
- **Outreach to key decision-makers,** developing talking points tailored made for each interlocutors and dealing with the informal follow-up to meetings (lobbying);
- **Event organisation,** which create opportunities to bring a variety of decision-

makers together while providing a platform to display your arguments (consulting & lobbying);

- **Media relations:** drafting and publication of op-eds, press releases and backgrounders and handle interactions with journalists (lobbying);
- **Digital campaigning** through the creation and dissemination of various types of digital content – such as videos to infographics – or the establishment of a dedicated Twitter account (lobbying).

Necessary skill set

GOOD RESEARCH AND ANALYTICAL SKILLS COMBINED WITH SPEED

Research and analytical skills are essential in any type of consultancy and lobbying work. You will necessarily **need to identify, analyse and explain complex legislative developments, using different institutional sources**. Contrary to academic research where depth and completeness of research are much valued, time is of the essence. Delivery and direction is essential – not more than 24 hours after the publication of relevant information – and if possible, ahead of publication through your network within the institutions.

EXCELLENT KNOWLEDGE OF EU PROCEDURES, EU INSTITUTIONAL ARCHITECTURE & SPECIFIC POLICY AREA(S)

Undertaking consultancy or lobbying work in EU affairs means that you will **deal with complex and technical legal issues**. This requires an in-depth knowledge of EU procedures (co-decision, implementing and delegated acts, parliamentary resolutions etc), which is necessary to provide strategic advice and make assessments of possible next steps as well as their chances of success.

A thorough knowledge and understanding of EU institutions' architecture is also important. This is indispensable in order to **identify the key decision-makers and advise your client on how to connect with them in a meaningful and timely manner**.

Every EU affairs analyst or consultant specialises in one or several specific policy areas (environment, digital, trade, consumer, transport, energy, security, food etc). This is because the quality of your assessment and advice will obviously be impacted by your level of expertise on the issue at stake. You will see that, except for some internships, **job offers usually require knowledge of existing legislation and ongoing legislative developments in one of several specific sectors**.

PEOPLE SKILLS

Lobbying requires strong communication and interpersonal skills at all levels: with your (prospective) clients, decision-makers, media and – as in many jobs – with your co-workers.

Cultivating a good, long-standing relationship with your clients is essential. If they do not trust you and your expertise, they will not give you the job or renew your contract. Since your clients can come from various backgrounds – this is especially the case in Brussels – it is also important that you enjoy interacting with people from different cultures, nationalities and social backgrounds. **As with working elsewhere in the private sector, client satisfaction will remain your main objective**.

Creating a broad network of contacts with decision-makers in the EU institutions is the key to gain access to them when undertaking outreach or lobby activities. Once in a meeting, **you will need to communicate thoughtfully, accurately and efficiently to make sure that your clients' arguments break through**. Taking into account political sensitivities and cultural differences, you will need to know how and when to use

different arguments, depending on whether you are talking to a Green or Conservative MEP, or a Spanish or Swedish MEP.

Many of the EU institutions are ferociously political and nationalistic. **Getting involved in a political organisation/ party or various NGOs/ organisations is a good way to create contacts and expand your existing networks.** Much like in Washington, an increasing number of people working in Brussels switch employers between the European institutions and the private sector. It is therefore important to develop and maintain contacts in the private sector and NGOs, not only among the decision-makers.

Having a strong network with the EU press corps, and experience in dealing with them can also prove useful. A certain number of lobbying activities do include a public relations' dimension that requires interaction with media, such as the drafting and publication of op-eds, press releases and backgrounders, as well as handling interactions with journalists or providing strategic advice on how to respond to articles critical of your client.

ABILITY TO JUGGLE MULTIPLE CLIENTS AND DEADLINES

This is specific to consultancies and lobbying firms, as opposed to NGOs or trade associations where you mostly only need to deal with members of your own organisation or network. At any moment of time, you will necessarily be working with several clients and be engaged in simultaneous different projects. This means that you will often have to deal with numerous clients' requests at the same time, and manage unexpected deadlines arising from political developments. **You thus have to work quickly and have a strong ability to organise and prioritise your workload.** Please note however that lobbying firms must refuse to take on new clients if and when there is any potential conflict of interest.

EXCELLENT COMMAND OF SOCIAL MEDIA, ONLINE TOOLS AND TECHNOLOGY

An excellent understanding and knowledge of social media platforms is another skill to master. For someone working as a lobbyist or a consultant social media can be a very important source of information, and the production of content for social media can serve as a powerful means of communication.

While many consultancies do have in-house graphic designers, **it can be a useful asset to have at least a basic knowledge of graphic design and content producing softwares such as PowerPoint, Adobe Creative Suite or CMS WordPress.** Such skills will prove useful when drafting a business proposal, preparing clients' presentations, undertaking digital campaigning or producing public relations materials.

COMMERCIAL AWARENESS

Consultancies constantly need to attract new business. One of your main tasks, especially as you grow in seniority in the company, will be to use your network in your field of expertise to promote the reputation of the consultancy you work for. It is also essential to keep track of political developments in order to contact prospective clients at the right time, and to create new business opportunities by showing them that they need you and your services on specific files.

Media Knowledge

With the world in the midst of a virtual revolution, media skills are proving to be rather essential. We are living in an era of “I am therefore I communicate” and it is quite difficult to ignore this mantra; especially for a researcher whose aim is to develop and share their ideas with colleagues. Today, new communication technologies offer a vast array of opportunities for public participation and engagement, with new media such as Twitter, Facebook or YouTube taking over our social, economic and political life. But even if these media are part of our daily life, it is a good idea to try to better understand how they may be used as tools to improve your researcher career.

Newspapers

During the above-mentioned digital revolution, traditional media such as newspapers are seemingly becoming more marginalized. Yet, **even if publishing in a newspaper is not essential, it offers you the opportunity to engage in public debate and to widen your audience.** Additionally, in the age of fake news, people feel the need to read something that is reliable and newspapers – especially the printed ones – can be considered to provide more of a guarantee.

The first step when getting in contact with newspapers is to adapt your style of writing. **Academia requires time and complexity, while newspapers require simplicity, speed and synthesis.** Regardless of the format that you will be using – be it an op-ed or a long article – it will always be “short” in comparison to academic criteria for similar publications. Usually, a newspaper article can go from 300 to 1,000 words maximum. An academic article is often minimum 2,000 words. Being able to write in a fast and synthetic style can also prove useful in your researcher career. It obliges you to identify the overarching message of your article and to write in a clear manner, cleaning out the unnecessary.

The second step is to try to **find the best platform where your thoughts and style could be appreciated.** This means identifying a newspaper with an interest in your topics of research, and then trying to understand how this newspaper works. Some newspapers are very policy-oriented, while others focus more on culture. Some are more inclined to publish op-eds, while others prefer long articles.

Once you have chosen the newspaper with which you would like to collaborate, you need to send in your proposal which, needless to say, must be original. Newspapers have journalists that contribute with news. Instead, as a researcher, you can contribute with a critical and in-depth analysis of current events.

When you write a proposal, you need to keep in mind that newspaper editors receive dozens of proposals on a daily basis, and they do not have time to read carefully through each one. Consequently, **your proposal needs to be clear and short:** it should not exceed 150-200 words. If you submit more than one proposal, try to make them simpler by using bullet-points and bold titles. The content should be related to a current event or an on-going debate that the audience is interested in following.

Newspaper articles come in different shapes and forms: there are interviews, op-eds, reportages, long articles. If you want to write about something you have witnessed, you can propose a reportage. If you want to comment on a current event, you can write an op-ed, showing your expertise. In this case, remember that you are not a journalist: **as a researcher people are expecting from you the introduction of fresh ideas, not simple reporting of news.**

Once your proposal has been accepted, try to write the article as fast as you can - speed is appreciated by newspapers at a time when the flow of information and current matters never slows down. Remember also that the first sentence is essential: it must serve as an engaging teaser to the rest of the text. Newspaper readers get bored very easily and most of them do not read the pages but rather browse through them. As already mentioned, remember to also use the simple and clear language you can in order to reach the widest audience possible.

Video & Podcasts

Practical, fast and useful, videos are undoubtedly one of the most effective tools currently used in the world of communication. Many professionals choose communication via videos to distribute various types of content.

Just as the correct choice of style and structure is fundamental when creating texts (reporting the results of a research project, for example) the selection of the right imagery and content is fundamental when choosing to communicate through a video. **You need to not only ensure that the viewer does not get bored while watching your content, but also that you foster curiosity towards the message or the topic that you want to convey.**

HOW TO SUCCESSFULLY COMBINE A SHOT WITH A COMMUNICATIVE CONCEPT

- 1) **Clear ideas** – Decide the focus of the video and the key message that you want to get through. Your video should have a narrative with a clear beginning and end. A storyboard created in advance can help you to 'stay on track' when shooting the content.
- 2) **Stability** – Avoid making sudden movements when filming. For the best results use a support base, such as a tripod. Make also sure not to move your hands or upper body too much when speaking, to make editing of the video easier.
- 3) **Duration** – Decide how much time to dedicate to one image rather than another.
- 4) **Positioning** – If there are two people speaking, make sure to have both of them in the frame.
- 5) **Focus** – Some cameras do this automatically, however it is important that the subject, whether a person or an object, is always clear.
- 6) **Audio** – Avoid rustling
- 7) **Synthesis** – Aim to produce short and concise videos.
- 8) **Editing** – During the post-production phase, eliminate superfluous parts and add titles and a soundtrack, if needed. Depending on your publication platforms, you might also want to add subtitles in order to make the video watchable even with the audio turned off.

Another useful media to disseminate research results are so-called "podcasts", a technology that allows the listening of audio files on the internet. These are usually regular series to which one can subscribe. Podcasts can be listened to by using any media player.

Podcasts make it possible to publish and develop niche narratives; this is why producers have the responsibility to carefully select the topics and to create an editorial plan. In fact, regular publication of content – e.g. on a daily, weekly or monthly basis – is paramount. Podcasts are proving to be a great asset for newspaper readers too. With one's connected devices anyone can access content created by his or her favourite journalist anytime and anywhere, while commuting or at home.

From a technological point of view, using a good microphone and recording in a quiet environment – away from any kind of noise – is key. Once the recording is finished, the next step is "sound-cleaning" to remove mistakes, add background music or a jingle. In order to give a final touch, it's possible to create a visual for each podcast. www.canva.com is an extremely helpful website to this end: it is an easy-to-use and friendly tool that provides templates for every occasion, from social media posts to YouTube images.

Social Media

Many researchers would argue that social media platforms are powerful tools for draining away attention from their work at hand. Indeed, this has also been proven by time management techniques associating social media activities to breaks in-between tasks.

Social media, however, have become not only platforms where to post pictures from holidays or share the musical hits of the moment. They have also reshaped the way in which political life is conducted, inevitably posing some challenges to democracy worldwide. On a more individual level, **social media can also prove to be an asset for boosting professionals' careers**, playing a one-of-a-kind role for many categories, among which researchers.

MAJOR DIGITAL PLATFORMS

There is a wide variety of social networks for all audiences and profiles. Such specific features should be taken into account when considering which one to prioritize and how to act on each of them.

LinkedIn is a world-renowned job platform enabling professionals to create both a curriculum and a network, while offering and exploring new opportunities and sharing the achievements and milestones of their careers. Twitter, instead, is a microblogging platform where users can pitch 280-characters long messages: it is the most suitable to follow and comment on latest developments in the news and to engage in an online dialogue with fellow experts and commentators. Besides these specific features, **LinkedIn and Twitter are both ideal digital environments for showcasing one's academic interests and productions** (LinkedIn has a dedicated section for this, while on Twitter one should be able to sum up all relevant information in the short biography).

Both LinkedIn and Twitter are, due to their nature, the most suitable social media to land on before completing a PhD and from where to start building one's professional digital identity. There are at least two more social networks, however, that can further empower early career researchers and assist them in the demanding task of reaching out beyond their own inner circles, creating ties with online citizens and disseminating findings of their investigation towards a wider public.

These are Facebook, a well-known world-leading social network, and Instagram, an increasingly important platform initially solely dedicated to picture-sharing, which has now evolved into an influential online environment for brands from a variety of industries. As platforms where most users spend the majority of their time online, they both offer endless opportunities for building bridges between academia and the society.

Following this quick 'snapshot' of some of the most popular platforms, it follows that **social media can (and should) be incorporated in the daily routine of researchers, especially those who want to utilise the digital space for their expertise, by creating a sort of digital portfolio showcasing their skills and competences.**

SETTING UP YOUR DIGITAL PROFILE

The best way to kick off one's digital presence is by beginning as a passive user. **You should first navigate the social networks in order to familiarise yourself with what others post**, starting from peers and key representatives from academia, to content created and shared by academic journals and publications .

Once you have set up your social media account(s) **you should start working on your community presence.** This includes both carefully choosing whom to follow, and figuring out how to organise your thematic groups. On Twitter, this is possible by featuring thematic lists, while on LinkedIn (and to a certain extent on Facebook) one can join discussion forums called Groups.

After creating one's community presence, it is important to find a way to engage with the correct audiences - either relevant to your overall research/career interests, or to the individual topics about which you will be posting. This can be easily done on most platforms by tagging the social media handles of relevant interlocutors.

If you are sharing a policy recommendation, for example, it is important to create the conditions for a decent echo on social media by tagging not only the policy-makers principally addressed in the post, but also fellow researchers publishing on the topic as well as stakeholders open to fresh analysis on the subject. This is a very **powerful way to create an online presence and network that can then lead to invitations to join future conferences, seminars, workshops or project events.**

Especially on LinkedIn and Twitter (as well as on Instagram), using hashtags marked with the #-symbol can be a powerful tool in becoming part of an ongoing and bigger conversation on a certain topic (e.g., *#NATO70 for the celebration of the 70th anniversary of the North Atlantic Alliance, or #vdLCommission to put together all posts and comments related to the new European Commission led by Ursula von der Leyen*). **It is highly recommended to check for existing hashtags and monitor their online development**, while refraining from creating new ones, unless for labelling a certain specific events or, for example, launching a new series of publications under the same umbrella.

As stated above, LinkedIn and Twitter are the best social media platforms for researchers willing to be part of an online community of peers. Therefore, when creating content, **researchers can linger on being highly technical and maybe even obscure for the non-experts in the field.** This is surely part of the game.

However, in order to fine-tune their profiles and become a point of reference as commentators (especially in the slippery domain of international relations), **researchers should also present themselves as key interpreters of what is going on in the world**, by helping to explain and understand current affairs and recent developments. This can appeal to general media and journalists who tend to be very fond of fresh and outspoken analyses.

Besides simply posting and linking websites where your work is published, you might also want to **explore social networks for other creative ways of sharing content.** You could, for example, share in-app short videos featuring yourself, shot with the front camera of your smartphone while walking on the street.

Political scientist and world-renowned political risk analyst Ian Bremmer, founder of the Eurasia Group, can serve as a good example on the creative sharing of content: active on [LinkedIn](#) and [Twitter](#) as well as on [Facebook](#), his online posting ranges from puppet videos mocking international politics to thought-out op-eds on the state of international relations.

Checking Twitter and LinkedIn accounts every day for five minutes is much more effective than going online for an hour once per month, the latter being a conduct that will certainly dilute your impact especially on breaking news. It is then highly recommendable to go online, post, and comment on any content that might be of interest to your field of research, adding pictures, videos, and relevant hashtags where appropriate. If possible, use short, catchy texts or captions to attract the interest of your audience(s).



FOLLOWERS OF TWEETING ACADEMIC SCIENTISTS

- **55%** Other scientists (on average)
- **1000** Threshold of followers to diversify the range of follower types to research and educational organizations, media, members of the public with no stated association with science, and a small number of decision-makers
- **2200** Threshold of followers to have an increasing number of decision-makers as followers
-
-
-
-
-
-
-
-
-

Source: M. Côté & E. S. Darling, 2018

Shortening hyperlinks via online services such as bit.ly, shar.es or goo.gl can help making your content tidier online, as well as enable you to monitor and provide analyses of your online impact (keeping in mind that at the time of the publication of this manual links on Instagram posts do not work). Websites such as Hootsuite offer the possibility to link and manage all your social media accounts from a single platform. However, it is important to keep in mind the specificities of each social network and to refrain from posting the same content in the exact same way/with the exact same caption on all your platforms.

When used carefully and if exploited to their full potential, social media can truly empower the work of an early-career researcher.



Academic Career

Preparing for an academic career

Recent research suggests that depending on the discipline considered only between 14 and 23% of doctoral graduates find employment as research staff in higher education, while only an average of 14% work as lecturers. Nonetheless, **postdoctoral research and lectureships remain the most common career choice for graduates wishing to remain within an academic professional environment.**

Overall, if an academic career is your main objective please bear in mind that the same publishing rule that echoes through the halls of academia for professors holds true for emerging scholars and newly minted PhDs. Furthermore, **by far the best predictor of long-term publication success is your early publication record - in other words, the number of papers you've published by the time you receive you finished your first postdoc or teaching contract following your PhD.** It really is first in, best dressed: those students who start publishing sooner usually have more papers than do those who start publishing later. The take-home message: publish early, publish often. Accordingly, if an academic career is your priority make sure to strike the right balance to allow for publications both leading up to your PhD graduation and in the months and years following it. Of course, a lot of your early publishing success as an early stage researcher will depend on your research advisors and mentors, but do not underestimate your own agency in this regard.

Across the board in academia, those individuals involved in hiring increasingly compare the research output of applicants at an early stage of their career (such as the year they received their PhD, or a few years afterwards to account for postdoctoral productivity) when seeking to identify the most desirable candidates. **Hiring decisions are influenced by a range of personal and professional attributes, but all else being equal, early scientific productivity seems to be a simple and surprisingly effective predictor of long-term publishing success.** In this regard, beyond the specific platforms which house the publications (e.g. journal rankings or articles vs. books) the sheer volume of published worked is still the most impactful factor.

Postdoctoral Research

In many fields, a postdoc is the *de facto* next step on the academic career path after earning a PhD (hence the name.) A postdoc is a temporary position that allows a PhD to continue their training as a researcher and to gain skills and experience that will prepare them for their academic career. Most postdoc positions are at a university or in industry, but there are also some postdoctoral positions at non-profits and in government.

What to expect

A postdoc is primarily a researcher who works under the supervision of a mentor as part of a larger research group. As such, **they conduct research, either on a pre-specified project or one of their own design and publish that research.** At the same time, a postdoc is meant to prepare young researchers to become principal investigators or junior faculty members, so they also take on senior responsibilities like mentoring, grant writing, and teaching.

There is no set length for a postdoc. That being said, most positions are two to three years and some can be extended. **It is common to do more than one postdoc before applying for faculty positions.** Some countries do limit the total number of years a person can work as a postdoc. For example, in Canada and Sweden, it is only possible to be a postdoc for five years total, while there is no limit on postdoc years in most other countries.

Postdoc positions can be funded in several ways. Some postdocs are salaried employees of a university, an institution, or a company. Others are paid a stipend from a grant, fellowship, or scholarship. **In some countries, the name of the position indicates the funding source.** As such, a postdoctoral assistant works on a project developed for and funded by a topical grant awarded to their academic mentor, while a postdoctoral fellow is awarded their own fellowship giving them a larger say in the scope of their project.

Maximising the benefits of your postdoc

Regardless of either its length or funding, a postdoc is a research-centric position where a PhD will further hone their research profile by either (1) producing new research on the topic of their postdoctoral project, or (2) disseminating the findings drawn from their doctoral dissertation as peer-reviewed publications, be it as a revised monograph or as a series of specific articles.

The work schedule and load associated with a given post-doctoral position can vary greatly and are generally under the control of the faculty members who have the associated research funding and by extension function as the project's mentor. **Striking the right balance between furthering the research project the postdoc is hired to work on, and developing your own CV by working on your research output is the key to a successful and productive postdoc experience.**



CHALLENGES FACED BY POSTDOCTORAL RESEARCHERS

- **Developing academic independence**
- *How to increase autonomy following graduation?*
- **Preparing for a permanent position**
- *How to advance from fixed-term contracts to stable employment?*
- **Mobility**
- *How to maximise benefits to own career?*
- **Career development**
- *How to identify the right competencies and skills?*

• Source: Postdoctoral Funding Schemes in Europe, Science Europe Survey Report 2016

To help strike that necessary balance, the rule of thumb is that a postdoc should not be on the exact same topic as your PhD, but rather a related, complementary topic. **Look for projects that will expand your skill set as a researcher.** Put together a list of potential projects and supervisors. Who has published inspiring papers or articles recently? Think back to the conferences you've attended. Who did you meet and whose presentations impressed you? Reach out to your network for possible opportunities. Remember that many postdocs promote international mobility so don't restrict your search to only your home country.

Preparing your postdoc application

Each postdoc position you apply to will require you to submit different materials as part of your application. **It is imperative that you customize each application to suit the specific position that you are applying for.** Pay attention to the requirements of each position and make sure you include all the relevant materials such as:

- **An academic CV** covering your academic qualifications and scientific output.
- **A cover/motivation letter** must be carefully tailored to each individual postdoc position. Emphasize how your work is relevant to the goal of the postdoc, and reframe your work within the context of the project. Briefly summarise your relevant qualifications for this position. You should prioritise conveying how the hosting department/mentor will benefit having you there, rather than how you will benefit from getting this postdoc.
- **A research proposal** explains the research you would conduct during the postdoc. You should introduce the topic while referring to past literature and point out the knowledge gaps in the field that your project will fill. Then introduce a timeline of what you will accomplish (including publications) and when. Conclude by explaining how the postdoc fits into your career trajectory.
- **A research statement.** Unlike the aforementioned research proposal and academic CV, this document goes through your previous research experience in more detail, providing the reader with more insight on the applicant's past publications, talks, conference presentations or project participations, and on how these speak to the postdoc position being considered. This is also an opportunity to highlight any broader transferable (research) skills you might have acquired and which will come in handy during the postdoc.
- Most positions require a **number of recommendations**, either as full blow letters or mere contacts. In addition to your supervisor, you should ask other collaborators or committee members with expertise in the subfield you are applying to.

10 USEFUL TIPS WHEN SEEKING TO SECURE A POSTDOC POSITION

1. Get advice from your PhD supervisor

Despite any qualms that a recent (or soon-to-be) PhD graduate might have, it is essential that they talk to their supervisor(s), committee members and other academic colleagues about their post-doctoral aspirations. Otherwise, these academics most familiar with your work won't know what you want to do, and they won't be able to help. **As the people with the best insight into your research, they are uniquely positioned to help you orient yourself on the academic market and identify possible future avenues.** Keep in mind that they are all relatively invested in your project and your future success, and as such will be eager to see you succeed and move on to the next steps in your career. The best time to start discussing your future prospects with your supervisor(s) is when nearing the submission of your final manuscript, whereas other academic contacts are best mobilised after the submission or even final defence of the thesis.

2. Start building your networks early and continuously

There's a lot of research in the job market – not just in academia but generally – about the effectiveness of being known to the people hiring before applying to interviews. It's very effective in terms of maximising your chances. **You might not find a formal postdoc position immediately, but there might be opportunities for collaborative work.** Identify the areas – or research topics – that you are interested in, as well as the academics in that field.

3. Identifying an academic mentor is the first step in securing either a host institution or possible funding

When approaching a person or a department, make sure to stress the compatibility with their established specialisation or expertise. Few out-of-the-blue requests or applications will pan out as you will seem to be looking for anyone rather than having carefully explored the possible senior academics in their field. **Applicants are expected from the onset to show some knowledge of what the mentor and/or department are doing** and how they would fit the team.

4. Look for opportunities outside your specialisation and cast an international net

While remaining within the broader field of your previous research, you should **think about transferable skills and how these could apply to a wider range of opportunities.** Ideally, you should be willing to relocate. This can be a challenge for some postdocs, especially if they have a partner who wants to stay in a long-term position elsewhere, but it is worth looking at opportunities abroad. Furthermore, **a fair share of post-doctoral funding is tied to international mobility, making expatriation a requirement.** Accordingly, broadening one's horizon beyond the country where one secured one's PhD has increasingly become a necessity when seeking to secure a post-doctoral position.

5. Consider opportunities for a portfolio career

There are many routes into academia, and **there are people who find ways of keeping a foot in academia while doing work outside as well.** This is especially common in the Social Sciences and Humanities (SSH), where you may have a portfolio career which includes a few teaching opportunities, or some short-term research work together with some consultancy and part-time jobs in other sectors.

6. If you don't meet the essential requirements, don't apply

Applying when you don't meet the essential requirements is a waste of time. It sends a signal that you do not pay attention to details, which is something highly valued in academic jobs. Furthermore, **this may also have reputation costs**. If receiving a fairly small number of applications, recruiters will tend to remember names from one time to the next. It doesn't make a good impression receiving a second application from someone that you remember applying for another job for which this person was not suitable at all.

On this note, **always make sure to answer the specific requirement of a given formal application process**.

The number of people who don't read – and therefore don't answer – the specific questions of a given application process is unexpectedly high, and remains the most common factor for rejections. If you're applying for a position, it's really important to read the questions and guidance in detail.

7. Avoid excessive jargon

A common mistake when drafting research proposals is using unexplained jargon or simply not communicating clearly what the candidate can and hopes to achieve. Similarly, many do not ask a friend, a colleague or a family member – someone who is not a specialist in their area – to do a simple sense check in order to ensure that the application conveys the information that it is supposed to. **Most post-doctoral positions are awarded by broader panels where all the members are not necessarily going to be experts in the specific sub-field of the candidate.**

8. The cover letter should be tailored for the position and entice the recruiter to the CV

The cover letter should include the punch lines that will make you an attractive candidate for the job. You need to take the time to tailor your application to the principal investigator and his or her research. Generic letters are easy to spot, especially when people cut and paste the exact words from the advertisement and don't bother to match the font. **Tailoring your cover letter takes longer to do, but when done right will surely shorten your search on the long run.** Convince the principal investigator that because you have done [*insert specific skills here*], you will be able to do [*insert what the principal investigator is looking for the postdoc to do*].

9. Put yourself in the shoes of the principal investigator

A postdoc is employed to deliver specific outcomes that have been promised to the funders. They're trusted to get on with things and to be proactive. Therefore, **the applicant should convince the people selecting that they will be able to deliver**. Once on the job there will of course be time for doing other things as well, but the cover letter should be focused on the essential requirements of the job and show that the applicant can work independently.

10. Think carefully about whether you want to stay in academia

Having the opportunity to do a postdoc can easily be very flattering and get you to stay on without thinking about your long-term options or consequences to your career. **Generally, the longer you stay in a postdoc position, the harder it will be for you to move into other sectors.** You should take some time to think about how you can keep your options open for other occupations – after all, only a very small proportion of doctoral graduates will end up in a long-term academic career.

Lecturer/Teaching Adjunct Positions

Besides the research-centric post-doctoral avenue an alternative entry point to a further academic career is one rooted in teaching. These can be more or less flexible and offer a candidate the opportunity to preserve a link with academia while either exploring alternative career opportunities or more research-driven academic ones.

Making sense of the different titles

A lecturer or instructor is often used interchangeably. This designation refers to anyone who teaches full-time or part-time at a university or in another higher education institution. People in this position are called lecturers rather than teachers because they give lectures to larger groups than classrooms and may also prepare seminars. **Lecturers can eventually become professors by virtue of their PhD and a tenure track position.**

Lecturers and adjunct faculty staff now make up a sizeable share of instructors in higher education institutions. Adjunct professors are defined as professors who are hired on a contractual basis, usually in part-time positions. Adjunct faculty staff teach courses just like full-time professors do, but they are exempt from some of the responsibilities of fully employed university instructors. The career pathway for adjunct professors may be an uncertain one: for example, jobs are offered on a contractual basis and compensation is usually less than that of full-time professors. For some adjunct faculty staff, though, the opportunities may outweigh the challenges. **Adjunct professors typically spend most of their time interacting with and teaching students, while maintaining flexibility in fulfilling various responsibilities.**

What to expect

Typical duties of adjunct instructors may include the following:

- Teaching graduate and undergraduate students in a specific field of expertise;
- Developing and managing the class syllabus and ensuring that the syllabus meets department and college standards;
- Planning and creating lectures, in-class discussions, and assignments;
- Grading assigned papers, quizzes, and exams;
- Assessing grades for students based on participation, performance in class, assignments, and examinations;
- Reporting student learning outcomes, class reviews, and analyzing student data;
- Collaborating with colleagues on course curriculum;
- Advising students on how to be successful and achieve goals;
- Staying updated on innovations and changes within their course field;
- Participating in professional development activities.

When considering adjunct faculty positions, it's important to have a clear understanding of the position's responsibilities, as they may vary. **Many of the duties expected of full-time professors are not required of adjuncts.** For example, adjunct faculty are not required to conduct research, publish papers, or attend staff meetings and events as a condition of their appointment.

An effective adjunct professor is someone who is:

- A clear communicator who provides value-added comments and information to students;
- Able to teach using real-world experience;
- Able to confidently teach and present to a class of students;
- Technologically savvy: can utilize email, a range of online learning systems, and other ways to communicate with students;
- Passionate about specific academic fields and education in general;
- Has an understanding of the use of curriculum design, pedagogy, and learning outcome alignment;
- Successful in collaborating with colleagues;

The advantages and disadvantages of a teaching adjunct position are a product of both **the relative flexibility and teaching-centric nature of the position**.

Advantages	Disadvantages
Adjunct status can serve as a basis for pursuing a full-time position.	Salary, often on a per course or hourly basis, is usually less than that of a full-time professor
Adjunct instructors enjoy flexibility in their time commitments that allows the pursuit of personal or other professional opportunities while still fulfilling their teaching requirements	Positions are contractual and are usually renewed on a per-course basis
Adjunct instructors can focus on teaching and curriculum, rather than committee or department work	Adjunct faculty staff may commit the same amount of non-classroom hours as full-time professors
The environment is collegial and intellectually fulfilling	Adjunct faculty may not have a physically designated office space at the
Adjunct professors can positively impact the students they teach	Adjuncts do not usually receive health insurance, retirement plans, or other employee benefits

Further Prospects

Beyond the horizon of your first position as a freshly minted PhD, securing a more long-term career in academia, with possibly a tenured position as a medium-term goal, will require continued effort. It will most likely imply **a number of years of relative uncertainty as you negotiate a series of relatively short-term contracts while building up your profile as a recognised and published researcher in your field.** When working towards translating your early-stage research experience into longer-term academic career prospects you should keep in mind certain rules-of-thumb.

Prioritise publications

As mentioned before, as you progress through your academic career, the relative importance of your publications will steadily increase. Equally, **both the quantity and the quality of your early stage publications will be seen as a reliable indicator of your future publication prospects.** As such, it is important to make the time to work on these publications, whether it is by striking the right balance with regards to either your postdoc research responsibilities or your teaching ones. Neither a post-doc nor a teaching position is more suited than the other for securing a longer-term academic career, in both cases the central concern is to find the time and balance to fulfil both the necessary contractual (research or teaching) obligations, while also furthering the production of your own research publications

Have a personal Mission Statement

Think about how you can explain your own vision and your tactical goals in a compelling way, and **be specific about how you'll make a difference to any prospective department.** For those at research-intensive institutions, this will generally take the form of ideas about how you will fund your research mission with grants. If you're pursuing teaching-oriented places, you can develop a similar vision and mission statement, but make it oriented toward educating, mentoring, and inspiring students.

Know the hiring game

Academic hiring decisions are based on "fit," and if you're not the right fit, for whatever reason, you won't receive the offer no matter how impressive your CV is. **"Fit" can mean anything and everything from your area of research and what you teach to what a given school may need with respect to faculty demographics or diversity and such mercurial things as faculty personality.** Although job postings tend to detail the research or teaching areas a given school may be looking for, these are often broad, and there can be more than one in a given announcement.

You might think the answer here is to try to be what any particular program wants you to be in order to "fit" in, but **what you need to keep in mind foremost is that it's about them — not about you.** Although demonstrating how you see yourself fitting in to a particular program — for example, by showing how your research would complement or add value to a department — is very important to do, in the end, you can't make a square peg fit a round hole. All you can do is apply, give it your best shot, and realise that in the end, it's about them.

Have a Plan B

As long as you are seeking to secure a more stable tenured academic job, it's incredibly important to have a Plan B, whether that's a post-doc, contractual teaching or a job at a private research firm that still **allows you to build your publication record and gain other worthwhile experience that can translate to academia**, like presenting your work at professional conferences.

Keep a realistic outlook

Finding your first professorship will not be an easy road without some bumps along the way, but **it's important to persevere and to stay focused on your long-term goals**. When considering a research-oriented career, a significant share of what will happen lies beyond your control and there are no guarantees that, even if you do everything right, you will directly land your dream faculty job.

*"You can't stop the waves, but
you can learn to surf"*

- Jon Kabat-Zinn



Alumni Insights

Insights from

Non-Profit Sector



CATHERINE LOURDES DY

TITLE

Project Manager and
Researcher

EMPLOYER

Peace Action, Training
and Research Institute of
Romania (PATRIR), Romania

EDUCATION

Joint PhD in Political Theory,
LUISS Guido Carli di Roma
& in Social and Politicas
Sciences, Université libre de
Bruxelles

PHD PROGRAMME

Erasmus Mundus European
Joint Doctorate,
GEM PhD School
(FPA 2010-0010)

CONNECT

[LinkedIn](#)

How did you adapt your resume when applying for a position that was not solely academic?

I have been active in advocacy work for sexual and reproductive health and rights and environmental issues since my undergraduate days and early career — over ten years ago by now! — so I created two CVs, one academia-oriented, highlighting education, conferences, and publications; and a second one that focuses instead on my professional work experience and volunteer experience while still of course including the double Ph.D.

What are the key skills cultivated during your doctoral research experience that you have been able to transfer into project management?

Resilience would be a key skill, closely followed by having long-term vision and a spark of creativity. Doctoral research would have been impossible without these three— amongst other things, of course— and I see that they are very much applicable to project management as well, specifically in the not-for-profit sector where we face daily challenges.

What has been the biggest challenge so far when combining managerial and research tasks?

Time has been the biggest challenge — not time management, which is certainly crucial, but the physical limits of time. Simply put, there are not enough hours in a day to handle two full-time jobs, which project management and research effectively are. The result is that my work in the field of peacebuilding and the coordination of projects under my direct responsibility take priority because lives are directly affected. Work in this sector is not a 'regular' job: you are always on-call, and calls can come in at any time — from a Third Country National in distress for example, and in these situations you drop both management and research and focus entirely on what you can do to help someone who is in crisis. That said, knowing that I want to maintain my role as a practitioner-academic, I try to dedicate some hours for my research .

How do you stay up-to-date with developments in your academic field and topics of interest?

During my Ph.D. and postdoc years I have subscribed to a number of mailing lists and social media groups in my field and related ones. Thanks to these groups I am not only informed about the most recent articles published, but can also follow and engage in discussions with fellow academics directly no matter where I am.

What advice would you have for a doctoral student planning to embark on a career in the not-for-profit sector?

It's not an either-or choice! I argue that we, academics, can and should go beyond the siloes of university halls and as much as possible engage in public debates and work towards broader societal impact. We can engage in on-the-ground work which is informed by and continually informs our theoretical knowledge— I believe both will be all the better for it!



FRANÇOIS DENUIT

TITLE

Parliamentary Assistant

EMPLOYER

Philippe Lamberts (MEP and co-chair of the Greens/EFA), European Parliament, Belgium

EDUCATION

Joint PhD in Politics and International Studies, University of Warwick & in Social and Political Sciences, Université libre de Bruxelles

PHD PROGRAMME

Erasmus Mundus European Joint Doctorate, GEM PhD School (FPA 2010-0010)

CONNECT

Twitter: @DenuitFrancois

[LinkedIn](#)

What were your main challenges and opportunities when bridging academic research and political engagement?

In academia, I sometimes felt that I lacked a more applied perspective on my subject of research which I found in party politics, either in the design of policy proposals or in practical work in the institution providing last-resort social assistance benefits at local level - the Centre Public d'Action Sociale (CPAS) - where I have a political mandate. As a political advisor for members of the regional parliament, I sometimes felt frustrated of the lack of time to explore in-depth justificatory arguments, mostly in terms of a policy's normative justifications accompanying its concrete plan for implementation, because of time constraints or workload. However, it gave me an opportunity to have very frequent feedback on my work, and I could see my concrete impact on a regular basis (e.g. when my work became part of the new regional government's action plan), which is very different from the long term PhD research agenda.

As a candidate in the Belgian federal elections, my expertise allowed me to focus on certain priorities - social rights in particular - but the challenge was sometimes to make it intelligible for the many rather than for the few. Overall, the combination of both worlds makes me an engaged researcher and it corresponds well to the role I want to play in public debates: engage with innovative ideas and contribute to their realisation.

How can socially relevant research best inform policy actions?

Doing a PhD on the idea of a European universal basic income with an interdisciplinary approach allowed me to develop expertise on three fronts: EU socioeconomic matters, social justice from a political theory perspective and the universal basic income debate. I therefore had a certain view of the theoretical principles, the practical dimensions and the contextual framework surrounding both policy problems and potential policy solutions, at least when it comes to socioeconomic matters in the EU.

This led me to participate in workshops organised by the Belgian Green party Ecolo for the design of a universal basic income proposal, to be a political advisor during the negotiations leading to the new governmental agreement at regional level (in particular concerning the design of social rights policies), and now to work as a parliamentary assistant for a well-known MEP, a job in which I focus on economic, financial, monetary, social and environmental aspects at EU level.

Overall, I would say that academic research allows one to put arguments that may fit your ideological preferences into perspective and to confront them to objections. Dealing with objections is actually what provides one with a critical -and therefore often more respectable - outlook on problems and policies. At the end of the day, socially relevant research allows one to see what fits one's ideological matrix while being aware of practical limits and advantages of various policy options. In my case at least, it allowed me to approach a policy in a coherent way, from its normative justifications to its practical feasibility concerns.



FRANÇOIS DENUIT

TITLE

Parliamentary Assistant

EMPLOYER

Philippe Lamberts (MEP and co-chair of the Greens/EFA), European Parliament, Belgium

EDUCATION

Joint PhD in Politics and International Studies, University of Warwick & in Social and Political Sciences, Université libre de Bruxelles

PHD PROGRAMME

Erasmus Mundus European Joint Doctorate, GEM PhD School (FPA 2010-0010)

CONNECT

Twitter: @DenuitFrancois

What are the key skills acquired during your doctoral studies that you have also been able to apply in your current position?

Besides a certain expertise in the fields mentioned above, I would say that there are three main dimensions that helped me progress in my subsequent job positions.

First, I developed a method for research and a capacity to synthesise and organise arguments while keeping a systemic view of the subject matter I would be working on. As already mentioned, it also helped me to keep a critical perspective on programmatic propositions, which is a necessity to be a good political advisor in an environment in which one is surrounded by people who generally think alike.

Second, I developed skills related to the dissemination of ideas, whether through written work, oral expression in public conferences and debates, or in the media.

Finally, I learned a lot about myself. This may sound trivial, but it is not. During my PhD life, I went through some tough phases – recall that a PhD also means “impostor syndrome”, overwork, etc. – which questioned my self-confidence, my tendency for perfectionism, my work discipline, my physical limits, etc. I think these issues are felt by many and, despite being social phenomena, they are often experienced individually and still not sufficiently tackled by academic authorities. Anyway, the PhD journey allowed me to go through the much-needed process of “reflective equilibrium” between ingredients for self-esteem, work-life balance requirements, personal ambitions a very demanding engagement in collective action.



CORALINE GORON

TITLE

Assistant Professor of
Environmental Policy

EMPLOYER

Duke Kunshan University,
China

EDUCATION

Joint PhD in Social and
Political Sciences, Université
libre de Bruxelles & in
Politics and International
Studies, University of
Warwick

PHD PROGRAMME

Erasmus Mundus European
Joint Doctorate,
GEM PhD School
(FPA 2010-0010)

CONNECT

[LinkedIn](#)

What are the main resources that you have used during your job search(es)?

I have used many different sources. One was a newsletter for Asia jobs, another was UK Jobs. However, I received the information concerning my current job through colleagues and my search was heavily focused on China (and Hong Kong) for personal reasons, so I didn't look extensively in Europe. For jobs in China, I set up meetings with Professors and used my network to create opportunities.

How did you prepare to interview for your current position in China?

I was contacted for a double Skype interview 24 hours beforehand, so had very little time to prepare. I then received another request to have in-person interviews and took a train the same afternoon for a whole day of interviews and a presentation the next day. I prepared mostly by thinking about why I wanted to work there and made sure it was in line with what I wrote in my application. During the interviews I put forward my qualitative research skills (especially with the presentation), my European network, and how this could bring benefits to the program and the University.

How do you plan to maintain and develop your European networks while working abroad?

Research is the best way to maintain my network. On the one hand, it is vital for me to maintain non-Chinese collaborations, due to the very important limitations on accessing research funds in China. On the other hand, I am cultivating expertise on China and access that can be helpful to foreign colleagues. I have already extended invitations to a number of senior academics and am keen on making DKU their «Chinese home». I am participating in international conferences with European colleagues, and have on-going research collaborations in Europe.

In your opinion, in what ways can international experience best benefit academic career development?

It can bring benefits in many ways. First, in expanding networks. Good research takes place everywhere, and being part of varied circles multiples opportunities. Second, it increases one's inter-cultural communication skills, including appropriate repertoires and references to make oneself understood and appreciated by various audiences. This, in turn, is a crucial skill to develop competitive transnational projects that can benefit one's institution.

What advice would you give to a recent doctoral graduate hoping to land an academic position abroad?

Be very determined, and if you have the option do not hesitate to look further away and outside of your comfort zone. If possible try to limit teaching (but still get teaching experience) and focus more energy on publications, because in most cases this is what matters - being able to come to an institution for an interview and showcase your research skills.



Further Sources

Identifying Job Opportunities

This section provides an overview of the different organisations and platforms you could use to identify job opportunities and file applications, within: (1) EU Institutions, Agencies and Political Parties; (2) Think Tanks based in Brussels; and (3) International Organisations.

EU Institutions, Agencies & Political Parties

TRAINEESHIPS

European institutions' traineeship programmes are popular among PhD students. Please keep in mind that **applying for a traineeship for one of the European institutions or agencies requires that you have not yet completed previous internships in another institution or agency**. Some of the institutions and agencies specify a maximum amount of previous traineeship experience that you can have in a European institution or body at the time of the application.

TRAINEESHIPS - EUROPEAN INSTITUTIONS & AGENCIES

European Commission	Twice a year, the European Commission offers 1800 paid, 5-month administrative or translation traineeships. Applications in July (to start in March) and January (to start in October).	https://ec.europa.eu/stages/
European Parliament & Liaison Offices	Schuman Traineeships are paid and last for 5 months. You can apply for 3 traineeship offers per campaign. Applications in November (to start in March) and June (to start in October).	https://ep-stages.gestmax.eu/website/application-informations
Council of the European Union	Annually around 100 places available for paid 5-month traineeships. Starting dates: 1st of February and 1st September.	https://www.consilium.europa.eu/en/trainee/
Court of Justice	Paid 5-month traineeships. Applications in July-Sept (to start in March) and Feb-April (to start in September a traineeship in the Members' chambers, or in October for traineeships in the administrative departments).	https://curia.europa.eu/jcms/jcms/Jo2_7008/en/
European Central Bank	Paid traineeships of 3-6 months, prolongeable once up to a total of 12 months. Recruitment on a rolling basis for available vacancies.	https://www.ecb.europa.eu/careers/what-we-offer/traineeship/html/index.en.html
Court of Auditors	3-5-month traineeships, possible remuneration depending on available budget. Starting in May, September or February.	https://www.eca.europa.eu/en/Pages/traineeshipcomplet.aspx
EEAS & EU delegations	Funded traineeship for young graduates with less than one year of professional experience.	https://eeas.europa.eu/headquarters/headquarters-home-page/39144/traineeship-eu-delegation_en
European Economic and Social Committee	5-month paid traineeships. Starting in February or September of each year. Also occasional unpaid short-term (1-3 months) traineeships.	https://www.eesc.europa.eu/en/work-with-us/traineeships/long-term-traineeships

TRAINEESHIPS - EUROPEAN INSTITUTIONS & AGENCIES

European Committee of the Regions	5-month paid traineeships. Applications open Apr-Sep (for starting in February of the following year) and Oct-March (for starting in September of the following year).	https://cor.europa.eu/en/about/Pages/traineeships.aspx
European Investment Bank	Paid traineeships of 3-5 months. Applicants must be in their final year at university, or a graduate with less than one year of work experience (since the last degree, excluding internships). Intakes in February and September.	https://www.eib.org/en/about/careers/categories/traineeship-and-graduate.htm
Frontex	Up to 60 paid traineeships of five months, starting in March or October.	https://frontex.europa.eu/about-frontex/careers/traineeships
European Institute for Gender Equality	Limited number of traineeships each year, typically up to 24 weeks. Applications announced on the Institute's website.	https://eige.europa.eu/recruitment
European Union Agency for Fundamental Rights	Paid traineeships starting in October, for the duration of 3-12 months.	https://fra.europa.eu/en/about-fra/recruitment/traineeship
Europol	Paid internships for 3-6 months. Available internship vacancies are posted on the Europol website.	https://www.europol.europa.eu/careers-procurement/internships/information-about-internships
EUROJUST	Unpaid internships starting 1st or 16th of a month, for 3-6 months. No specific vacancy announcements: applications can be submitted on a rolling basis using an application form available on the website.	http://www.eurojust.europa.eu/careers/internships/Pages/Internships.aspx

The best way to be selected for an internship in a European Parliament's political group is to be involved in the corresponding party, either at the national and/or European level. European Parties and their corresponding foundations also offer interesting internship programmes.

TRAINEESHIPS - POLITICAL GROUPS IN THE EUROPEAN PARLIAMENT

European People's Party (EPP)	5-month paid traineeships. Applications open Apr-Sep (for starting in February of the following year) and Oct-March (for starting in September of the following year).	https://cor.europa.eu/en/about/Pages/traineeships.aspx
Socialist & Democrats (S&D)	Paid traineeships of 3-5 months. Applicants must be in their final year at university, or a graduate with less than one year of work experience (since the last degree, excluding internships). Intakes in February and September.	https://www.eib.org/en/about/careers/categories/traineeship-and-graduate.htm

TRAINEESHIPS - POLITICAL GROUPS IN THE EUROPEAN PARLIAMENT

(COR) Renew Europe (RE)	Up to 60 paid traineeships of five months, starting in March or October.	https://frontex.europa.eu/about-frontex/careers/traineeships
Greens/EFA	Limited number of traineeships each year, typically up to 24 weeks. Applications announced on the Institute's website.	https://eige.europa.eu/recruitment
GUE/NGL	Paid traineeships starting in October, for the duration of 3-12 months.	https://fra.europa.eu/en/about-fra/recruitment/traineeship

European Parliament's political groups sponsor their own think-tanks. These **research institutions** regularly have vacancies.

TRAINEESHIPS - FOUNDATIONS OF THE MAJOR GROUPS

Wilfried Martens Centre for European Studies (EPP)	3-6-month internships, remunerated on a level comparable to the internship programmes offered at the European institutions. Applications accepted on a rolling basis.	https://martenscentre.eu/join-team
Foundation for European Progressive Studies (S&D)	Positions posted when available.	https://www.feps-europe.eu/careers.html
European Liberal Forum (RE)	Positions posted when available.	https://www.liberalforum.eu/vacancies/
Green European Foundation (Greens/EFA)	Positions posted when available.	https://gef.eu/vacancy/?_sft_related-focus=european-union

INTERIM

EU institutions work with **interim agencies providing short-term contracts that focus on secretarial and policy work**. The contracts are usually renewed on a weekly basis. For example:

- **Randstad** www.randstad.be / inhouse_1230@randstad.be
- **Daoust** www.daoust.be / publicsector@daoust.be

The **Junior Professional in Delegation (JPD) Programme** is a traineeship for up to 18 months in one of the EU Delegations around the world. Open call for expressions of interest is opened every 24 months. Selected candidates are offered a paid traineeship of a fixed-term of twelve months, renewable for another period of twelve months.

- **JPD Programme** https://eeas.europa.eu/headquarters/headquarters-homepage/2463/junior-professional-in-delegation-jpd_en

If you have a specific field expertise, you can register in a **database for evaluation and monitoring of grants, projects or tenders**

- **EU Expert** <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/work-as-an-expert>

CONTRACT AGENTS

The European Commission offers **fixed-term contracts (generally 6 to 12 months), renewable up to a maximum of 6 years**. In some Agencies, Offices Representations and Delegations the contract can lead to an indefinite contract.

There are different levels and types of contracts. In your case, you probably want to apply to CAST III (executive tasks, drafting, accountancy and other technical tasks) or CAST IV (administrative, advisory, linguistic technical tasks), on contracts related to projects, policy or law. The main difference between CAST III and CAST IV is a significant increase in salary.

First, you need to apply to specific CAST positions, which unfortunately are often only published on the Commission's intranet. Some positions are however made publicly available on specific EU Agencies' websites or certain Commission DG's websites (for example DG DEVCO). If you are shortlisted, you will be asked to take an exam, which is very similar to the EPSO's first round (see below), with the main difference that this is not a competition (you don't need to be in the top 5%) and that there are lower thresholds to pass. Depending on your performance in the interview and the exam, you may be selected. When you pass the CAST test, even if you are not selected for the specific position, you will be assigned a CAST number and will be able to apply to other CAST positions without retaking the exam.

EPSO COMPETITION

Permanent contracts in the EU Institutions are awarded through a rigorous and highly competitive procedure organised by EPSO (European Personnel Selection Office). AD5 is the entry level for university graduates with no working experience, even though, in practice, work experience will be required. EPSO organises an annual generalist competition (General Administrators AD5) and other specialist competitions (for example economists, lawyer-linguists etc).

Open competitions are published on the EU's careers website and **the selection procedure consists of 3 rounds, usually taking up to 9 months**.

- Round 1: Computer-based test focusing on verbal, numerical and abstract reasoning skills and situational judgement. Generally, the 5% top scores will pass Round 1.
- Round 2: Computer-based simulation of a real work situation, called "e-tray." It replicates an email inbox, which contains information relating to a particular issue, and you will have to answer a set of questions about the content of the emails.
- Round 3: Individual and group exercises in an assessment centre.

If you pass the competition, you will be placed on a reserve list and you will need to proactively apply for positions advertised on the Commission's intranet.

You can prepare with EPSO competition books and through sample tests on the EU-career website. Private agencies and certain PermReps offer support and training. If you are already working for a EU Institution (as a trainee or contract agent for example), trade unions offer special discounts on online preparatory courses.

To find out about the different profiles or to file an application, go to https://epso.europa.eu/home_en and check out the EPSO's e-learning platform <https://epso.europa.eu/mooc/>

Brussels Think Tanks

Depending on the type of position that you apply for, **working for a think tank may entail research but also event organisation and advocacy work**. Below is an overview of some Brussels-based think tanks with a focus on international relations. For an exhaustive list of think tanks, visit: <http://www.eu.thinktankdirectory.org>

THINK TANKS

Brussels European and Global Economic Laboratory (BRUEGEL)	Specialises in European economics. Research areas: 1) European macroeconomics & governance, 2) global economics & governance, 3) finance & financial regulation, 4) innovation & competition and 5) energy & climate. Spontaneous applications are also welcome.	https://bruegel.org/careers/
Carnegie Endowment for International Peace (Carnegie Europe)	Global network of policy research centres. In Brussels, they focus on Central Europe and EU politics (economics and trade, energy, EU integration, migration), the neighbourhood, foreign policy, security and defense and Turkey.	https://carnegieeurope.eu/about/employment
Centre for European Policy Studies (CEPS)	Often cooperates with European institutions, focusing on different sectors of EU affairs: economy and trade; energy and climate; foreign policy and the European integration process; justice and home affairs etc.	https://www.ceps.eu/about-ceps/career-opportunities/
Egmont Institute	Interdisciplinary research centre focussed on international relations	http://www.egmontinstitute.be/jobs-internships-and-opportunities/
The European Centre for International Political Economy (ECIPE)	Dedicated to international trade and economic policy issues in Europe	https://www.liberalforum.eu/vacancies/
European Policy Centre (EPC)	Dedicated to fostering European integration through analysis and debate, supporting and challenging decision-makers at all levels to make informed decisions based on evidence and analysis	http://www.epc.eu/en
Friends of Europe	Not-for-profit think-tank for EU policy analysis and debate. Expertise in a wide spectrum of issues: from industrial policies to health and the environment; and from defence and security to Europe's relationships with Asia, Africa and the US	https://www.friendsofeurope.org/
German Marshall Fund of the United States (GMF)	Focuses on strengthening transatlantic cooperation through research and analysis. GMF Brussels office accepts on a rolling basis traineeship applications from candidates eligible for Erasmus + program funding provided by their universities, or other similar grants.	http://www.gmfus.org/careers

International Organisations

TRAINEESHIPS

Traineeships or internships in international organisations are full-time positions for three or six months. Depending on the organisation, remuneration fluctuates. In some positions you will not get paid, while others will provide a small fee for living expenses.

Young Professional Programmes (YPP) and junior professional programmes are two-year programmes with employment opportunities. Although the eligibility criteria differ per organisation, often at least two years working experience, or a PhD diploma is requested.

TRAINEESHIPS - INTERNATIONAL ORGANISATIONS

<p>Council of Europe</p>	<p>Unpaid traineeships lasting from eight weeks to five months. There are two official traineeship sessions each year, beginning in March and September.</p> <p>Roles offered in the junior professional programme are limited in duration (typically to 3 or 4 years), and open only to applicants under 32 or 35 years old (depending on position).</p>	<p>https://www.coe.int/en/web/jobs/traineeships</p> <p>https://www.coe.int/en/web/jobs/junior-professionals-programme</p>
<p>International Monetary Fund (IMF)</p>	<p>Paid summer internships of 10-12 weeks in Washington, D.C. Applying PhD students must be below the age of 28.</p>	<p>https://www.imf.org/external/np/adm/rec/job/summint.htm</p>
<p>International Organisation for Migration (IOM)</p>	<p>2-6-month internships, with maximum duration of 9 months. Maximum age: 36 years.</p>	<p>https://www.iom.int/internships-iom</p> <p>https://www.iom.int/junior-professional-officer-jpo-programme</p>
<p>International Trade Centre (ITC)</p>	<p>Unpaid internships of varying duration. Internship must commence within one year of graduation. Open positions are posted on the website, but applications are also accepted on a rolling basis.</p>	<p>http://www.intracen.org/itc/itc-careers/career-options/internship-programme/</p> <p>http://www.intracen.org/itc/about/itc-careers/career-options/junior-professional-officer-programme/</p>
<p>Organisation for Economic Cooperation and Development (OECD)</p>	<p>Interns do not receive a salary, but OECD grants a contribution to living expenses of around 700 euros per calendar month worked. Applicants must be enrolled in a full-time degree programme for the duration of the internship, and be available for an internship of min. 1 month.</p>	<p>http://www.oecd.org/careers/internshipprogramme.htm</p> <p>https://www.oecd.org/careers/young-professionals-programme/</p>
<p>Organisation for Security and Cooperation in Europe (OSCE)</p>	<p>Unpaid internships, usually 2-6 months in duration. For recent graduates or postgraduates (within two years of graduation). The upper age limit for applicants is 30 years.</p>	<p>https://jobs.osce.org/internships</p> <p>https://jobs.osce.org/employment-types/junior-professional-officer-programme</p>

TRAINEESHIPS - INTERNATIONAL ORGANISATIONS

North Atlantic Treaty Organisation (NATO)	Paid 6-month internships starting in March and September. Highest degree must have been obtained less than a year ago. Applications accepted only during the advertisement period.	https://www.nato.int/cps/en/SID-17F1F704-E40315D7/nato-live/71157.htm http://www.jftc.nato.int/newsroom/jftc-magazine/66-general-information/795-jftc-young-professionals-program-internship
United Nations	Annual examination, applicant max. age 32 years at the time of the exam. Candidates who pass the YPP examination will be offered a two-year fixed term contract at the start of their professional career with the UN. Candidates can also be offered a temporary contract while they are waiting for an available post.	https://careers.un.org/lbw/home.aspx?viewtype=NCE&lang=en-US
UN Conference on Trade and Development (UNCTAD)	Unpaid internships are also available, with applications to be submitted for specific internship announcements on the website.	https://unctad.org/en/Pages/About%20UNCTAD/JPO.aspx https://unctad.org/en/Pages/About%20UNCTAD/Internship-Programme.aspx
UNESCO	Unpaid internships of 2-6 months. Open positions posted on the UNESCO website.	https://en.unesco.org/careers/internships
World Bank Group	Paid internships of 5 months, starting May (applications 1st Dec - 31st Jan) or November (applications 1st-31st Oct). Candidates must be enrolled in a full-time graduate study program (pursuing a master's degree or PhD with plans to return to school full-time). There is no age limit.	https://www.worldbank.org/en/about/careers/programs-and-internships/internship https://www.worldbank.org/en/about/careers/programs-and-internships/young-professionals-program#a
World Health Organisation (WHO)	Two annual application periods for unpaid internships of varying length. Some vacancies might come with a stipend. Applicant must be enrolled in post-graduate studies, or apply within 6 months of graduation.	https://www.who.int/careers/internships/en/ https://www.wto.org/english/thewto_e/vacan_e/ypp_e.htm
World Trade Organisation (WTO)	Paid internships for up to 6 months. For 21-30-year-old applicants. Three internship programmes: (1) The WTO Internship Programme open to post-graduate students from all WTO members and countries or customs territories engaged in accession negotiations; (2) The China LDC and Accessions Programme (also known as the China WTO Accession Internship Programme); and (3) the WTO Support Programme for Doctoral Studies. Both (2) and (3) are reserved for post-graduate students from developing countries and least developed countries.	https://www.wto.org/english/thewto_e/vacan_e/iyp_e.htm

OpenIGO has created a **website where all internships, YPP and jobs from all different UN agencies and the World Bank are displayed**. There, you can find tips for applications and more information on the working conditions, application requirements and even a matching tool to see which organisation would suit you best: <https://www.openigo.com>

VACANCIES

This sub-section offers a short overview of the job application processes for the biggest international organisations. Please note that job openings often require a certain level of experience and that the entry-level positions into the job market are the internships and YPP.

OECD

The selection process has two components: a 45- to 60-minute long interview on your knowledge and competences, and a written test.

- All job vacancies (short- and long-term) are posted here: <https://oecd.taleo.net/careersection/ext/joblist.ftl?lang=en>
- More information and tips can be found here: <https://www.oecd.org/careers/advicetooecdapplicants.htm>

WTO

Next to its YPP and internship programme, the WTO proposes three types of employment: 1) consultant contract, 2) short-term contract (maximum duration of 11 months and are renewed on a daily or monthly basis), 3) fixed-term contract (for a minimum period and may be extended up to five years after which a permanent contract can be offered). Professional staff ranges from grade 6 to 10.

- All vacancies can be found in the e-recruitment centre: <https://erecruitment.wto.org/public/index-wto.asp?lng=en>

All applications consist of six steps:

1. Online application through the e-recruitment website.
2. Screening: shortlisted candidates might take a short test from home
3. Interview & written test: behavioural and technical skills of the candidates are tested. Depending on the vacancy, this might also include a presentation and a role-play.
4. Personality assessment and reference checks
5. Review by the internal board: results from the previous rounds are assessed by a panel and presented to the DG with a recommendation. The Director-General will make the final decision.
6. An offer is made via the phone.

International Trade Centre

There are various positions at the International Trade Center (ICT): for (1) consultants, (2) fellows, (3) temporary workers, (4) general service, (5) professionals and higher. The general position is secretary work, and recruitment is local.

- Positions can be found here: <http://www.intracen.org/itc/about/working-with-itc/itc-careers/current-job-openings/>

United Nations

Entry level professionals are required a minimum of 2 years working experience for the P2 level as well as a first-level university degree. You must at least have knowledge of French or English. Work in the Professional category generally demands a high degree of analytical and communication skills, substantive expertise and/or managerial leadership ability.

- All job positions can be found here: <https://careers.un.org/lbw/home.aspx?viewtype=SJ&exp=All&level=0&location=All&occup=0&department=2044&bydate=0&ocnet=0>

Support for Job Search

We have gathered below further useful online sources regarding: (1) general job search; (2) professional & academic support networks; (3) resources for CV writing

JOB SITES

Academic Positions	International career network for academics, researchers, and scientists	https://academicpositions.com/
Euractiv JobSite	Vacancies in Brussels and in EU Affairs	http://jobs.euractiv.com/
EuroBrussels	European Affairs jobs in Amsterdam, Brussels, Geneva, The Hague, London, Paris, Vienna	www.eurobrussels.com
Global Academy Jobs	Vacancies in the academic and research sector, at every stage of the academic career path	https://www.globalacademyjobs.com/social-sciences-jobs
Global Jobs	Open vacancies in NGOs, Think Tanks, Governments, and private sector companies	www.globaljobs.org/
HERC - Higher Education Recruitment Consortium	Non-profit coalition committed to diversifying the pipeline of faculty, staff, and executives in academia, with a focus on positions in the USA	https://www.hercjobs.org/
Impactpool	Advertises job opportunities from various UN organisations. Possibility to create your CV on the website, enabling you to apply for jobs without having to adapt your profile every time. They also email you updates and suitable job opportunities.	https://www.impactpool.org
IntJobs	International Affairs jobs around the world	www.intjobs.com
NGO JobBoard	Careers in relief and development	https://ngojobboard.org/
ProfessorPositions	Faculty positions in higher education, ranging from senior executive roles through to academic posts and research related positions	https://professorpositions.com/
UNjobs	Advertises job opportunities from various UN organisations	https://unjobs.org/themes/international-relations

SUPPORT NETWORKS

The Brussels Binder	Free database consisting of profiles of female experts based in Europe	https://brusselsbinder.org/
EURAXESS - Researchers in Motion	Pan-European initiative delivering information and support services to professional researchers	www.euraxess.ec.europa.eu/
Eurodoc - The European Council of Doctoral Candidates and Junior Researchers	Non-profit organisation aiming to represent and consolidate the community of doctoral candidates and junior researchers in Europe in their pursuit of a professional life	www.eurodoc.net
Marie Curie Alumni Association	Including chapters and groups based on geographical location and topics of interest of the MSCA Alumni	https://www.mariecuriealumni.eu/home

RESOURCES FOR CV WRITING

The Guardian: CV and Cover Letter Examples	CV templates with advice to fit different stages of a career	https://www.theguardian.com/careers/cv-templates
Vitae	Non-profit programme supporting the professional development of researchers. Including e.g. guidelines for CV writing	https://www.vitae.ac.uk/researcher-careers/career-management-for-researchers/creating-effective-cvs-as-a-researcher
EuroDoc Report	«Identifying Transferable Skills and Competences to Enhance Early-Career Researchers Employability and Competitiveness» (2018)	http://eurodoc.net/skills-report-2018.pdf

Funding Your Research

Sources gathered below represent a selection of funding made available in GEM-STONES programme participating countries: Belgium, Canada, Denmark, Germany, Italy, Japan, Switzerland and the United Kingdom. For information on research funding offered across all of Europe, please refer to the [Euraxess website](#).

FUNDING SOURCES - EUROPEAN LEVEL

Marie Skłodowska Curie Actions Research Fellowship Programme	Researchers at different stages of their careers, regardless of age and nationality. E.g. annual call for applications for MSCA Individual Fellowships	https://ec.europa.eu/research/mariecurieactions/ (EN)
European Research Council	E.g. Starting Grants for researchers with 2-7 years of experience after PhD. Annual calls for applications	https://erc.europa.eu/funding/starting-grants (EN)

FUNDING SOURCES - LOCAL/NATIONAL LEVEL

(BE) Le Fonds de la Recherche Scientifique - FNRS	Researchers affiliated with a university in Wallonia-Brussels Federation. Funding for e.g (post)doctoral research, projects and mobility	https://www.frs-fnrs.be (FR - EN coming soon)
(BE) Research Foundation - Flanders (FWO)	Researchers affiliated with a university in the Flemish Community. Including e.g. PhD and postdoctoral fellowships, funding for research projects and international mobility	https://www.fwo.be/en/ (NL/EN)
(CA) Government of Canada: Banting Postdoctoral Fellowships	Canadian and foreign citizens with a doctoral degree obtained max. three years earlier. Project funding for two years.	http://banting.fellowships-bourses.gc.ca/en/home-accueil.html (FR/EN)
(CH) Swiss Government Excellence Scholarships for Foreign Scholars and Artists	Post-graduate researchers in any discipline who are planning to go to Switzerland to pursue research or further studies at doctoral or post-doctoral level	https://www.sbfi.admin.ch/sbfi/en/home/education/scholarships-and-grants.html (DE/FR/IT/EN)
(CH) Swiss National Science Foundation	Doctoral and postdoctoral researchers affiliated with a research institution in Switzerland. E.g postdoctoral mobility funding for researchers who wish to work at a research institution outside of Switzerland	http://www.snf.ch/en/funding/careers/Pages/default.aspx (DE/FR/IT/EN)
(DE) Alexander von Humboldt Foundation	Postdoctoral researchers going to Germany, among others. 6-24-month fellowship for a postdoctoral research stay	http://www.humboldt-foundation.de/web/programmes-by-target-group.html (DE/EN)
(DE) Federal Ministry for Education and Research	Database of nationwide and international scholarships in the private and public sector in Germany	https://www.stipendienlotse.de/datenbank.php (DE)

FUNDING SOURCES - LOCAL/NATIONAL LEVEL

(DE) Leibniz Association	Individual doctoral projects and junior post-doctoral research groups to be based in Germany	https://www.leibniz-gemeinschaft.de/en/careers/the-next-generation-of-researchers/ (DE/EN)
(DE) Max Planck Society	PhD students and junior researchers. E.g. research groups, advanced postdoctoral training and visiting research stays in Germany	https://www.mpg.de/en (DE/EN)
(DK) Carlsberg Foundation	Including post-doctoral fellowships for Danish and foreign researchers with a pre-established connection to Danish research environments	https://www.carlsbergfondet.dk/en/Applicant/Apply/Call-and-Guide-lines/Postdoctoral-Fellowships-in-Denmark (EN/DK)
(DK) Independent Research Fund Denmark - DFF	Researchers with a PhD delivered by a Danish research institution. Several funding instruments, e.g. post-doctoral grants	https://www.carlsbergfondet.dk/en/Applicant/Apply/Call-and-Guide-lines/Postdoctoral-Fellowships-in-Denmark (DK/EN)
(IT) Collegio Carlo Alberto	PhD-holding junior and senior scholars are offered Visiting Research Fellowships for a period of one to twelve months	https://www.carloalberto.org/jobs-fellowships/visiting-research-fellowships/ (EN)
(IT) European University Institute: Max Weber Programme	EU- and non-EU researchers with a PhD received max. five years earlier	https://www.eui.eu/ServicesAndAdmin/AcademicService/Fellowships/MaxWeberFellowships (EN)
(IT) Ministry of Education, Universities and Research - Rita Levi Montalcini	Italian and foreign scholars/experts with a PhD and minimum 3 years of research or training activities outside of Italy	http://cervelli.cineca.it/ (IT, some EN)
(IT) Scientific Independence of young Researchers - SIR Programme	Research projects with high scientific quality developed by independent research teams holding a PhD up to 6 years prior	http://sir.miur.it/index.php/ (IT/EN)
(JP) Canon Foundation Europe	Research Fellowships open to Europeans who want to conduct research in Japan	https://www.canonfoundation.org/programmes/research-fellowships/ (EN)
(JP) Japan Society for the Promotion of Science - JSPS	Short- and longterm programs for international pre-/postdoctoral researchers	https://www.jsps.go.jp/english/e-fellow/ (EN)
(UK) The British Academy	Several funding schemes for scholars at postdoctoral level, mostly residents in the UK	https://www.thebritishacademy.ac.uk/funding/funding-opportunities (EN)
(UK) Leverhulme Trust	Post-PhD researchers with a degree from a UK HEI or an academic position in the UK can apply for an Early Career Fellowship	https://www.leverhulme.ac.uk/schemes-at-a-glance (EN)

References

- CareerBuilder Advice (2018). Not getting job offers? Your social media could be the reason
<https://www.careerbuilder.com/advice/not-getting-job-offers-your-social-media-could-be-the-reason>
- Centre for the New Economy and Society, World Economic Forum (2018). The Future of Jobs Report
http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf
- Côté IM and Darling ES (2018): Scientists on Twitter: Preaching to the choir or singing from the rooftops? FACETS 3: 682–694 <https://www.facetsjournal.com/doi/10.1139/facets-2018-0002>
- Council of Europe, (Former) Committee on Economic Affairs and Development (2009): Lobbying in a democratic society (European Code of conduct on lobbying). Report. Doc. 11937
<https://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=12205&lang=en>
- Directory of Open Access Journals (2019). DOAJ Publisher Survey Results
<https://blog.doaj.org/2019/01/09/large-scale-publisher-survey-reveals-global-trends-in-open-access-publishing/>
- Dottie, Chris (2017): «So, talk me through your CV». Hays Viewpoint
<https://social.hays.com/2017/10/18/talk-through-your-cv/>
- Eurodoc (2018): Identifying Transferable Skills and Competences to Enhance Early-Career Researchers Employability and Competitiveness. Eurodoc Report
<http://eurodoc.net/skills-report-2018.pdf>
- European Commission - Directorate-General for Research & Innovation (2016): Guidelines on FAIR Data Management in Horizon 2020
https://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/oa_pilot/h2020-hi-oa-data-mgt_en.pdf
- European IPR Helpdesk (2018): Making the Most of Your H2020 Project
https://www.iprhelpdesk.eu/sites/default/files/EU-IPR-Brochure-Boosting-Impact-C-D-E_0.pdf
- European Science Foundation (2017). Career Tracking Survey of Doctorate Holders
http://www.esf.org/fileadmin/user_upload/esf/F-FINAL-Career_Tracking_Survey_2017_Project_Report.pdf
- Ladders (2018): Eye-Tracking Study
<http://go.theladders.com/rs/539-NBG-120/images/EyeTracking-Study.pdf>
- Mather-L'Huillier, N.: Non-academic Careers for PhD Holders. FindAPhD.com
<https://www.findaphd.com/advice/doing/phd-non-academic-careers.aspx>
- Project Management Institute (2018). Pulse of the Profession 2018: Success in Disruptive Times. 10th Global Project Management Survey
<https://www.pmi.org/-/media/pmi/documents/public/pdf/learning/thought-leadership/pulse/pulse-of-the-profession-2018.pdf>
- Ramirez, Marise L.; Dalton, Joan T.; McMillan, Gail; Read, Max; Seamans, Nancy H. (2013). Do Open Access Electronic Theses and Dissertations Diminish Publishing Opportunities in the Social Sciences and Humanities? Findings from a 2011 Survey of Academic Publishers. College & Research Libraries
<https://crl.acrl.org/index.php/crl/article/view/16317/17763>

References

Science Europe Working Group on Research Careers (2016). Postdoctoral Funding Schemes in Europe Survey Report
<https://www.scienceeurope.org/wp-content/uploads/2016/10/20160922-Survey-Postdocs-Final.pdf>

The University of Manchester (2019). Particulars of Appointment for a Research Associate
https://www.jobs.manchester.ac.uk//candidates/PreviewDocument.aspx?docid=36553&GUI_D=0e40a3ea-6dfb-4b5e-940d-d00c2e4283c5&jobid=16766

UNOPS - Creating a profile in the Global Personnel Recruitment System
<https://content.unops.org/HR-Documents/HR-jobs/How-to-create-a-profile-in-GPRS.pdf>

Vitae - Competency-based CVs for researchers
<https://www.vitae.ac.uk/researcher-careers/career-management-for-researchers/creating-effective-cvs-as-a-researcher/competency-based-cvs-for-researchers>

Photo Credits

Cover page & page 5: *Hans Braxmeier* - [Pixabay](#)

Page É§: *Gabriel Léon* - [Twitter 2018](#)

This project has received funding from the European Union's Horizon 2020 Research and Innovation programme under the Marie Skłodowska-Curie Grant Agreement No722826





CONTACT

GEM-STONES Project Management Office

C/O Institut d'Etudes Européennes
Université Libre de Bruxelles (CP 172)
39 Av. F.D. Roosevelt, B-1050 Brussels

M: pmo@gem-stones.eu

T: +32 (0)2 650 3074



GEM STONES

www.gem-stones.eu