



BACo Sofia
20-28 August 2010



“University is not enough?
Cross the bridge to the real world!”



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Introduction

What is BACo

A “BEST, Academics and Company Forum” (BACo) is a public event of the Board of European Students of Technology. In such an event, students, academics and representatives from companies meet and discuss education-related topics. The goal of this event is to give to the students the chance to know what is the actual situation in Europe for all the problems that affect the transition from the University to the first job experience and help them exchange opinions, share experiences, offer suggestions and find solutions to common issues.

The topics vary on different educational issues: the topics of this event were *Lifelong learning*, *Women in engineering* and *Transition from studies to your first job*.

The event is mainly run by the Educational Committee of BEST (EduCo) and the hosting Local BEST group, in this case Sofia. During the event the discussions were held in groups facilitated by EduCo members, and minutes were taken by members of Local Group of BEST Sofia.

During these working sessions, each group was given valuable input by one of the professors, representatives from StartPro, Mr William Lis, and Siemens representative, Miss Liliyana Popova.

At this BACo, the group of participants was composed of 17 students from 14 different European countries. The students were in different stages and fields of studies. It was ensured that the participants would have sufficient background knowledge to participate actively in the discussions, by having them read the so-called topic introductions provided by EduCo and StartPro. The outcomes of the working groups will be forwarded to StartPro and will be used in other occasions, so that students' input will contribute to the overall quality of engineering studies in Europe.

Project of BACo Sofia

Sofia Local Best Group got in touch with BEST for the first time in 2000. Throughout the years they have organized many events for both foreign and Bulgarian students. To make the university get a better overview of their activities and provide them with stronger support in the future they saw in BACo a great opportunity for the future development as a LBG. In this way the LBG could get stronger support from companies and was considered helpful to achieve this goal.

Technical University - Sofia is the largest technical university in Bulgaria with long years of experience in training engineers. Ever since it was founded in 1945, it has provided high-level engineering education. The university now has 14 faculties based in Sofia, Plovdiv and Sliven, covering a wide spectrum of technical disciplines, as well as additional faculties with education only in foreign languages like German, English and French. With the knowledge and skills acquired here they have contributed to the development of Bulgarian industry.

Sofia is the capital and largest city in Bulgaria, with a population of 1,4 million people. It is located in western Bulgaria, at the foot of Vitosha mountain and is one of the oldest cities in Europe. The history of Sofia can be traced back about 7000 years. Sofia became the capital of Bulgaria in 1879 and ever since it has been growing and prospering to turn into what is now the administrative, cultural, economic and educational centre of Bulgaria.

Topic introduction

Reading, thinking, playing or how to have well prepared participants. Material were prepared by EduCo and by Mr Lis. To increase interaction between the topics and the students EduCo members organized some competitions to motivate them to read and study the materials. It also helped to start the teambuilding activities that gave to the whole working group the right knowledge and a good motivation.



1. Official Opening

The event had an official opening in the department of Plovdiv, university annex of Technical University of Sofia. The students were introduced to the stakeholders that attended to the event and to what and who was beside the BACo. LBG Sofia and EduCo introduced BEST part and there were also additional presentation for Siemens and StartPro.

A small training was given to the participant in order to prepare them for the debates they would have to attend and also to give the facilitators a chance to know them better and hence to find the best solution to have productive discussions.

1.1 Working days

The working days were subdivided having topics in mind. For every topic a specific way to discuss them was chosen before the event started. Methods used were classic debates (with sharing or brainstorming forms), learning café and Open Space Technology.

1.2 Working Methods

Learning café. Conversation where participants are taking part in it separated into the groups. The main idea of learning café is to follow the questions and to try to stay on the topic. Cafés are best for conceptualizing or brainstorming.

OST, Open Space Technology is a tested approach to the enhancement of group effectiveness. It can be used with groups of 5 to 500. It is particularly effective when a number of people must address complex and/or conflicted issues in a short period of time, with high levels of innovation, ownership, and synergy.



2. Internship

2.1 Benefit and structure

Benefit of internship & Structure of internship (brainstorming). The debate started in four different groups with the same topic. The outcomes were surprisingly different and here is presented an overview of all of them. Before the beginning of debates every student presented the University he or she came from and his/her national system of studies.

2.1.1 Needs

Once the student has the option to enter an internship program, the need to weigh the parameters of this decision is crucial. Some of them are created from the lack of internships. A few examples could be: the necessity to have a supervisor who gives tasks for internship students; the proposal from every company for the students to make specialized Diploma work; the minimum salary (depending on the daily hours spent in work) and the difference between Bachelors, Masters and Ph.D. Trainers; the differentiation between Technical and Humanitarian young specialists. Is not clear what could be the basic training in the companies: should follow the example of Universities or should have completely different aims/goals? Most of the Economy students, for example, have relatives in the company, where they will be carry out their training education. There could be a ring between Students and Companies (and sometimes between Universities). University professors can give advice the chiefs of particular companies about competency of his own students. Also it was suggested that advisors can give students some freedom to work on their own, but must regularly follow their work and ask for reports in order to know which tasks are already finalized.

2.1.2 International Survey

In Italy, students prefer to devote their time to acquire the scholarship, rather than work on internship, because they are commonly exploited by the companies that use to perform meaningless tasks like taking care of documents, making coffees etc.

In France, the companies pay attention to the theoretical basis of the graduate like scholarships, status of the university etc. instead of previous working experience. The engineering diploma has national rules. Students have to do some internships in order to get their diplomas. They have to do 3 internships. During the first one they have to be a worker. At the end of the second year there is a two months internship. This internship is more technical and due to this is easier to find. The third year is shorter and after that students have a 6 months internship. It is almost like a first job because a lot of people sign a contract. During all internships there is the possibility to get paid, but it depends on the employer.

In Spain and France, there are not very good working conditions and the internship is not very well paid. The main difference is that, in Spain, internship is a part-time job, while in France it can reach 35 hours per week.

In Russia, internships occur mostly during the summer: students go abroad and get the opportunity to stay there or come back to Russia.

In Macedonia, students go after internships, because practical self-improvement is the only way to evolve in the labor market.

In Croatia, internships are also more preferable, because the emphasis by the companies is given to the practical knowledge. There are differences between universities. In most of the faculties students have to do an official internship. They need to get a signature from the companies in order to prove to their professors you did the internship. But there are a lot of companies which give you a signature without even showing up there. A lot of people in Croatia get a job before they graduate in order to have experience because after graduation companies don't care about the degree but instead about experience.

In Turkey a lot of schools have the rule that students should have a practice around 90 days in a factory. Those practices are not paid. The whole period of practice is divided in 5 different specifications. From this year the whole period of practice decreased to 60 days. After the practice is over students write in what they did in a report book, including technical drawings and describe the methods used for producing.

In Slovakia in order to get bachelor's degree diploma students need to make an internship, that they have to find the internship themselves and it is not paid. Also they have to do an internship during master studies. But often this internships are useless, because they need to do work not related what they study.

2.1.3 Benefits

Considering the positive aspects of internships, the students have the chance to turn the freshly acquired theoretical knowledge into practical experience. Thus shortening the intellectual gap between the university life and the working life. In addition to that, they get familiar to the working life (having a boss, taking tasks, being responsible etc.) and get remuneration, depending on the working hours. To get a scholarship, an undergraduate needs, objectively, to study more than the average students, which makes 'time-consuming' internships quite hard to follow at the same time. So there is a point where an undergraduate has to make a crucial decision again, between the two options. If the student goes after the scholarship instead of the practical experience, the benefits that he/she enjoys when he/she fulfills his/her goal, is a limited financial-independence from his/her parents, as well as, wider theoretical knowledge than other students. Also, these kind of achievements improve the self-esteem of the student and make the CV more impressive. Moreover, the motivation to study is higher and there is a higher possibility that he/she finishes the university studies on time.

Students agreed that an internship can bring lots of benefits like:

- Experience. It is the best way to gain experience in the field of studies, as one can test the work environment and understand that specific field one is working on, as bachelor degree is not enough. This way, one can also define one's goals, for the experience will, for sure, clarify the idea students have of the field.

- New resources. An internship provides multiple opportunities to explore one's weaknesses, the student is given new tasks that have to be solved, new mistakes to learn from and practice. This way, the student will also learn how to work harder: now they work for clients and clients' needs must be fulfilled within a strict deadline. The integration into an environment encourages students to get more self confident, to prove and improve themselves.

- Soft skills. Another important benefit is learning soft skills, such as networking, crucial to built relationships with important people in the field; presentation skills, which are usually not taught in universities, team working, among others. With an opportunity of an internship abroad, the student can also experiment a new culture, a new language and an entire new lifestyle.

- Profit. Some internships are paid, therefore, one can invest the money in something that can broaden one's knowledge and skills. It was pointed that small companies usually pay more, as they look for short term benefits, while bigger companies offer, instead, the possibility of growth. An internship might also provide the possibility of continuing a job in the company.

2.1.4 Problematics

Companies want "new"-people", with "new" scientific experience. But from the beginning to the end student must know what exactly he or she will do. To give to both what they need the supervisor can be the answer. Student's dream internship is:

- Flexible. Flexibility can be a key to open internship to every one. In some countries there is a market for people after educational period in University. But if students want to graduate they must have one or more trainings during the bachelor education. They can go to a company "un-officially" without salary or a scholarship. But after few months the student has opportunity to get monthly remuneration, since he/she has already good professional skills. After Erasmus projects, as example, students go back to their countries there is no interest in the knowledge and the skills acquired.

- Provides skills and job. Of course, through the internship the students's soft/corporate skills are sharpened and the career opportunities are widened, through the social network that they create and through the enhanced CV. And last but not least, the students confirm if their future job, suits them or not.

- Do not waste student time. There are several downgrades that might come up during the internship period. The internship can be more time-consuming than expected and thus, the student's grades on exams might suffer a downfall. There is also a risk, of wasting time and effort in something that might not satisfy the student and difficulties might pop up in adapting to student's life again. Another issue for the undergraduate is that the company may exploit him/her by overwhelming him/her with more tasks than average employees.

- Payment. The ideal internship has a good payment.

These are the reasons why the students have to be well-informed and cross-check the acquired information with other students' experience, before deciding whether or not they are going for a certain internship. The mentors are important because the internship should be knowledge experience. Also the period has best efforts in 6 months because 3 weeks are not enough. Most important than payment is knowledge, because students get the knowledge, later you'll be able to earn enough money. The best way is to get knowledge for your future work. To have good management in the company, students have to be able to ask questions, to be in a friendly environment, the possibility to work in a team.

2.2 Learning café: The mentorship for the young graduates, already employees

2.2.1 A human relation for integration in company (Pros&Cons)

Mentoring young graduates Pros (M. Maneiko). The basic needs of graduates are the right time to learn and the permission to make mistakes, that provided can give to the graduate more motivation. Having a mentor can give them not just the advantage of his or her experience but also a higher quality of knowledge transfer, that can be nearly perfect if a special relationship between the mentor and the graduate arises. They can also be protectors for the difficult situations (abuse, exploit, ignorance) and a source of essential answers and basic career advices. The advances for company and workers are first of all the first professional evaluation after a quicker transformation from student to employee. Giving another practical way of learning thing can be helpful to fit in the company knowing the unwritten rules with the practice. Introducing communication culture of the company can improve the communication skills of the graduate. But also Companies have needs and benefits. A graduate is fresh air for a company, that can bring with him or her a new way of thinking and new views and perspectives. And the ability to evaluate and filter gives the company the chance to model the graduate in the way that it needs. The good image is the first benefit, in terms of internal and external. This kind of projects can give higher attractiveness and competitiveness because the knowledge of the mentor could be preserves (back upping his knowledge in case of sudden black outs), teaching is long term investment and there will be continuous feedback for the company.



What can go wrong during the mentoring period. Cons. (Facilitator: S. Kostantinidis). During the transitional period, when the young graduate is introduced to the company with the help of a mentor, there are several aspects that can badly affect the training course's outcome. These aspects need to be considered by the companies, in order to have the most desired outcome, both for their interest and for the trainee. The following points refer to situations that will directly or indirectly harm the young employee's performance, if they occur.

- Conservation versus Modernity. Mentor's or company's unwillingness to adapt to new methods, techniques and any kind of changes.
- Lack of knowledge-transfer skills of the mentor.
- "Bad chemistry" between the mentor and the trainee (common reasons: different personalities, different culture or background, age, different sex etc.)
- Lack of appreciation of motivation or talent from the mentor to the trainee. Different level of motivation.
- If the mentor asks from the new employee to do inappropriate tasks (being a).
- If the mentor delegate his tasks to the employee and then the take credits for them.
- If the mentor humiliates the trainee in front of other colleagues. He should have a protective role and thrive for a consensual solution to any problems occurring.
- If the personal relationship is too good (mentor-trainee), the mentor might cover the fails of the trainee, which is harming for his self-improvement.
- If the mentor uses the trainee as a scapegoat, crediting to him any possible mistakes.
- Sex or ethnic discriminations among the trainees and employees.
- If there are different conditions for young employees (No holidays, over-pressure etc.)
- If the mentor is handling with other colleagues' relatives as trainees (ex. the director's son), he may treat them unequally.
- If too little pressure is put upon the trainee, his motivation will be decreased.
- If an employee takes the role of the mentor unwillingly (as an order from his boss), he will not perform as good as if he really wanted to take this responsibility.
- If the mentor fears, that the younger employee will overcome him, he may underestimate his work in front of other colleagues or to the director and thus, restraining the trainee from making a career. Also this may result to unequal knowledge transfer over different periods. The mentor may reduce the amount of the knowledge transfer, in order to restrain the trainee in another way.
- Imbalance in knowledge transfer. The mentor should neither overload or ignore the trainee.

2.2.2 An aspiration for many employees at the end of the career (Pro&Cons)

Pros (Facilitator: G. Chighini). Looking at the incentives that the company can present to the ones that can apply for mentor's positions. First of all this is a chance to improve themselves. That can be a creative push forward, for the single and for the whole working group. A consequence could be to change the way to work. This can be promoted as: moving career into a better direction; sharing work and projects; put dynamic into work; better efficiency; new technologies (comparing also traditional and modern techniques). Being a mentor can give to the workers an opportunity to stay in touch with the present, preventing isolation, looking at the future of your relatives and in every day life the possibility to apply mentor techniques and to have something new. Refreshing the mind of the mentor can give a new knowledge, that can give a better sharing with the mentor's wisdom, looking at knowledge as a gift. The "teach and learn" system that could pop up can give more motivation, giving fun and exchange experiences and starting an active circle of energy, competitiveness and empathy.

That work of old employees matter and more acknowledgment (and more money), and more powerful and selfconfidence.

Cons (Facilitator: A. Paías). On the other side there is the same old story, "teacher vs engineer". Social problematics are the first thing that come out like incompatibility of personalities (getting angry, loss of company trust), feeling threatened by hidden evaluation (personal&professional), feeling old&tired, being ignored by mentoree or when the newbie should move forward can show this just as stressful position. Even breaking the dynamics can be traumatic. And the relationship with newbie has complex dynamics. Over protection of new employees can generate conflicts with big boss, the big boss can hold back newbies, or other people, there could even be lack of support from colleagues&"higer leveled people". Also sometimes mentors are unable to delegating tasks. The lack of technical skills (not up-to-date) could become a "not trained" a teacher. Sometimes this is an imposed job and is not payed and the unpredictable multiple situations cannot being seen as challenges. Being conservative or not open to change is something quite impossible to change most of the times. Responsibility for other fails could be a sign of possible endanger of our position (counted day, newbies is better) and also of waste of time (less productivity, more tasks, less personal time). Sharing can be scaring at this point.



3. The Mentors

3.1 Qualification of a tutor

How qualify a tutor inside the companies and to define the differences between a trainer and a tutor? The general image of a tutor is a point of reference for the newbie to know what direction and how to develop them selves inside the company. In the big companies the work of the tutors is much more effective than the small companies, because in the small managers are very often the tutors. But tutor can can teach you practical solution and not the theoretical ones.

How to become a tutor

Some training courses and soft skills trainings can help and, even if is a natural gift, they should have some certificates. The candidates that want to be tutors should be given specific tasks to be tested, to select the best ones. They will be selected from the people that work in the company and they should be stimulated to do so. Examples, Siemens provides some the trainings are in the course of work, in an real working environment (different kind of trainings, some of them were made by employees of the company, about the ERP system that we use SAP and also external, training companies hired and picked up by Siemens to train its employees) that are recognised with certifications. The lectures at the university are not quite enough for students and during the trainee programs they can learn more. Company can select tutors from inside and give motivation. People who applied are qualified in different ways. Rules of Tutor should be to give knowledge to do your job and to give specific skills the company needs.

Ideal tutor

The figure is structured of both hard(working experience) and soft skills, represented by an open-minded personality. He should be the one able to recognize the technical skills that young employees are missing and disseminate the knowledge to them in an efficient way. It is important that his qualifications match with the trainee's project requirements and that he enhances these qualifications with up-to-date informations. The tutor has to participate in trainings to strengthen his technical management skills (task manager, schedule coordination etc.) and thus, being able to guide accordingly the trainee. It is expected from tutors to be present whenever they are needed and accept feedback from their trainees. To conclude, it is vital for the trainer to have links with the higher education institutions. Many ask what does one need to be a good tutor. But sometimes, the best employee might not be able to teach people what he knows. The best employee is not always the best tutor. Knowledge transfer and pedagogue skills are very necessary. To note that, as companies change through years, a good tutor is also someone that is inside the company for a long time: they will know more about how to get through different obstacles. Is possible to meet two kind of tutors internal and external tutors. They are more more personally engaged and for long period of time inside the company.

3.1.1 Expectations

If a company wants to form the best employee, it will give him the best employee as a tutor. Open mind and knowledge are the first requirements. Students need to be motivated and also to know that the ones that are teaching are able to admit their mistakes. This in the vision of personal relationships asks time to pay attention and to be able to adapt to everyone's needs (from tutor) and to give the possibility to evaluate (from both sides). Being informal can help in this way and looking at the future to give the possibility to ask questions after the training period. The tutor must explain what kind of knowledge, must be straight and honest. The ideal tutor should have some personality traits, important to the success both of the tutor as of the new employee. One should be humble. A tutor does not need to know everything: everyone should be constantly learning and this is not an exception. Nevertheless, one should be up-to-date regarding modern technologies related to the field. It would be good if the tutor is more general than narrowed, for the new employee needs to learn the basics and get specialized with his own experience. The tutor should be patient, as young employees make mistakes more often than experienced ones. One should also be friendly, put oneself at the same level as the young employee, so the tutored can be comfortable enough to ask questions and, therefore, learn faster.

It is usually expected that a tutor is able to transfer knowledge and lead the trainee on his first days. For that, it is needful a lot of empathy, which can improve one's teaching skills. Also a great amount of patience and devotion to this task are asked, for the better the young employees are trained, the better experienced employees will the company have. A tutor should not be selfish and should try to share all the knowledge with the trainee. There is no need to be afraid that the student beats the master, as tutor and trainee should be a team and not competitors. As diversity is an important issue nowadays, a tutor should also leave all prejudices behind: age, gender, nationality. These do not matter for one's success.

A tutor should be a friend. One of the expectations falls on integrating his trainee on the environment of the company and to keep this relation confidential. Also, if there is a mentor, the tutor should be able to work together with him. It is expected that the tutor is well prepared and organized; it gives a lot of confidence to the young employee. Availability is also an issue; the tutor should not have a tight schedule and should have enough time for his trainee.

3.1.2 Tutors in the companies vs. Tutors in the university

Tutors in the company educate the future employees and prepare the students to get the knowledge, looking how much you are interested in the field of your study. In company students are stimulated to give the best of them, because they are paid there and pay more attention on the details, and understand more because of the specific goals of the company. Inside Companies tutors are good for practical knowledge to perform specific tasks in companies. Trainee becomes better in doing specific operations.

The tutors at the university check where is necessary knowledge, theoretical knowledge to fulfill study requirements. Trainee gets knowledge that can be applied in different aspects.

It is a fact, that there are many universities which are in the higher rank of education and do not have tutors assigned for the students. Tutors help students to form their study curriculum according to their preferences and marks and the theoretical flexibility of the university. It is their responsibility to match the student's courses to the right internship and evaluate the company for the internship's quality.

It is also a fact that many of the tutors do not cope with their task. Some common causes for this are:

1. The knowledge they acquire is more or less outmoded and not specialized.
2. The moderate or minimal remuneration.
3. They are responsible for a large group of students. It is hard for the tutor to maintain efficient personal relationship with each one.

3.1.3 Follow-up after the knowledge transfer

The "detachment" period, in which the trainee is gradually taking full responsibilities and becomes independent, has to be included in the timetable of the training course. It is advisable that the young employee fills an evaluation form in the middle and in the end of the knowledge transfer (training) period, in order for the company and the tutor to get feedback on the quality and efficiency parameters. When trainee finished with his trainings should continue improve knowledge and skills, because in the begin trainees study more and easy, after that they lose motivation, but if trainee become tutor maybe will continue improve skills. A follow-up, or after-training help, by the tutor, is usually appreciated by young employees. Although the former trainee is now responsible for his own mistakes, tutor can still help. It can be some help with the specialization in the end of the trainings or a practical task that the tutor supervises some time after, the tutor should be willing to continue to help his trainee.

Trainee should not be afraid of asking questions to the tutor. It is easier if both are colleagues (e.g., working in the same department) or if the two became friends after training, creating a casual atmosphere. This also depends on the size of the company and its number of employees.

Relationship between tutor&trainee can develop in 3 different types:

- break-up afterwards (no need for more training)
- passive relationship (from time to time, no personal communication)
- happily ever after (with personal communication)

Communication with tutor is very important, a questionnaire every month can value what are the outcomes of the activities provided to the newbie. And even through trainings communication skills can be acquired. Motivation is fundamental. After the course, the former trainee needs to be in contact with his mentor, but they can do formally in a more limited extend (short weekly meetings). In addition to that, a common database for Frequently Asked Questions (FAQ) and tools, a forum and a "Yahoo answers" network are means that can support an information flow throughout the company.

3.2 Learning Cafè

3.2.1 Recognition by the Companies of the function of tutor

Facilitator S. Kostantinidis

If an employee becomes a tutor, maybe he deserves higher payment or not or other benefits.

Higher payment

- He has more responsibilities.
- To become a tutor, means that the employee acquires a great amount of knowledge and working experience and he has to be paid for this fact.
- Extra working time, that is unofficial.
- Motivation
- If the trainee runs into mistakes, these mistakes are credited to the tutor. These kinds of risks that the tutor takes, should be recognized by the company and thus be remunerated.
- In order to be competitive to other companies that pay more to their tutors, ensuring and improving its reputation to the working associations.

Same salary (arguments)

- If employees are becoming tutors only for the higher salary aspect, they don't strive to accomplish their duty in a better way, other than the typical one. The salary should be the same, in order to have tutors that really care and want it.
- If a tutor is working the same hours, as before becoming a tutor, he shouldn't be paid more.

Other benefits a tutor could enjoy.

- Extra free days
- Leisure activities
- Social benefits (like better insurance conditions)
- Status improvement (that can be implemented with a low cost, in ways of giving titles and awards)
- Provide professional development like workshops

Tutor's Training

Definition in which way is more beneficial for the employee & the company, given that the expenses are covered by the company.

Inside training

- More specialized (to the company) training
- Lower cost for the company
- Available at the workplace, no need to spend time on transportation
- Team building
- Ensuring the human resources (if the tutor is having external courses, he might be offered a better job offer and he will leave the company)

External trainings

- Tutor's view & knowledge is broader and can be applied to other companies too.
- Better qualified (workshops are usually organized by experts)
- Networking opportunities
- Avoid bad tension that might be created when training inside the company.

It's better for companies to have training courses in the context of their working environment, but for the employee is preferable to join external courses.

3.2.2 Evaluation of their training course by the trainee

Facilitator: A. Paias

Content. During the trainings can pop up many results like the skills that the trainee gets (even practical ones) or the benefits (for future and business life, feeling ready for a real job), the motivation and the inspiration that the trainer was able to give. These things are valuable looking if was used more theoretical than practical knowledge (and the innovation of giving it), the materials given and how the atmosphere (even in the company) and the teamwork were. Hence trainee can propose what they would like to change or if they enjoyed it (best and worst list) and if the training showing what they needed can be connected (or was connected) by the trainer with other trainings.

Approach. The approach of the trainer is the first point that help to define him or her, so expectations of trainees, qualification, skills and time are his or her visiting card. There are some characteristics (time, open-minded attitude, listen, clear, respectful, attitude) that need to be in a valuation list.

Methods. Some format can value in a specific way if and how the trainer act. Questionnaire (multiple choice, grades, free answers, essay) or interview (personal or expert, somewhere from outside, hidden expert). Statist analysis could come before or after. Even consider a test for trainees that can be combined in a cross evaluation (cross evaluate results of different training groups). If a group of the same trainer always has the best results, the trainer is probably very good. Post-Its for writing opinions anonymously and talking groups even if opposite can be a good way to obtain an evaluation.

Range. A hit list can be made internally, via consulting or external (comparing between companies)

Whom will value? Considering the possibility to be anonymous or signed there are different categories that can be considered the right ones to value the job of a trainer like tutor, trainees, boss and colleagues.

Test different training methods at the same time and compare afterwards could produce interesting outcomes. Is important to define when is the right time to do this. Some checkpoints in the middle of training for longer training (e.g. 1 week) or after training (0h-24h) for shorter or longer training.

3.2.3 Specific trainings for employers

Facilitator M. Maneiko

Soft skills seem to be the most important trainings that employers can need. Some of the most important are: leadership, that recognise charisma, decision making attitude (risk, choice), respective or visionary attitude (long-term, short-term), motivation and inspiration that he or her is able to give and the ability of conflict solving; personal skills like communication (listening, argumentation, explanation), selfconfidence, well-representable (good impression) and open to differences; management like time-management, resource management, presentation skills, human resources abilities and facilitation skills. Also having a personal life (including sports, family, habits, personal connection) is considered a soft skill.

On the other side, hard skills always need to be improved. Some examples could be technical skills like job related skills (typing or IT tools). A solutions could be the lifelong learning programs that can provide an higher education (connected to company fields, management and economics) or even, basically the knowledge of other languages. Experiences can be related to company's field (official, non-official), ca stay up-to date or be part of cultural experiences.

3.2.4 Adequacy between the number of trainees and number of employees

Facilitator G. Chighini

To balance the number of trainees with the number of employees in a company some factors rule. The first thing is the trade-off between benefits and costs. Companies will decide how many training do in the way to have more benefits and to fit it in the budget. The sector and the size of the company are decisional factors. There are fast developing market like ITC, Engineering or static Market (ex Agriculture) needs less trainings (or upgrades). It also depends on the length of the training period.

Each trainee has to be chosen, so trainee selection criteria are really important even to permit to the company to see employee's missing skills. How to identify them? Evaluation made by: boss, personal evaluation, team, suppliers (all the people that you are working with). The aim is to diminishing evaluation subjectivity. Personal motivation is decisional and can be solved with interview of motivation and also talent and potential showed by previous achievements. The companies culture and evolution, like the financial situation, the policy of the company and the future orientation can give some advices in what and how give trainings. The future evolution of the company can influence if to choose a "closed" or an "open" team, even the kind of product and service given, the management (flat vs hierarchy) and the opinion of management about trainees (traditional vs progressive; average age, old vs new). A distribution of time spent by employees in company and relation with "learning curve" could be helpful in this kind of choices.

4. Actual issues: Underemployment, first Job and Women's job and career

4.1 Underemployment

Small international survey. The financial crisis made the worst the precedent situation not just for hiring but even to start own business. Open jobs are missing and more and more the companies fired people. In Croatia the seasonal jobs control the market, also in Macedonia. In Italy the situation is getting worst. In '90 was great, start fall, after 2002 there was some small pic, and after that start fall again. And there are some jobs that are overloaded of personal or possible and future workers and the market is full, and other jobs, that need more people (like agriculture). Spain as a similar situation. In Spain and Germany students before going to university they have a possibility to go to companies and get free career consultation.

In Slovakia, it is normal for people to work in jobs that are not related to their studies it's also normal for educated people to be in working places that do not require any specific skills. Seasonal underemployment is not so intense, but underemployment, as a general issue, is forcing people to go abroad to seek better career opportunities. Nepotism (nepotism is favoritism granted to relatives or friends, with no regard to merit) is a common phenomenon that worsens the existing situation. In order for the government to repress this issue, it provides free courses on different skill-requiring jobs and pays companies to get young graduates for internships. An interesting measure is that, once in a month the state provides to graduates the transportation costs for job interviews which take place in other cities.

In Portugal, the industries can't fully employ the graduates, who are forced into lower qualified jobs and they are laying off people depending on the sales demand. Part-time jobs are not so frequent, but temporary contracts are very common, especially amongst young people. Seasonal underemployment is an issue because a big portion of the national G.D.P. is based on tourism. To fight back underemployment, the government is giving money to companies to employ young graduates.

In Croatia, the state's revenue is based on tourism during the summer to an extent of 50%, which actually means that underemployment is quite intense. Alike Slovakia, educated people are often employed in non-qualified working places and nepotism is also a usual fact. Part-time employment is more accessible than full time employment and short-term contracts are very common.

A very interesting measure to tackle this issue is that in the universities you get the opportunity to get 1 year scholarship and as an exchange you have to work for few years in a remote city. It is good way to ensure useful working experience and a more impressive CV.

In France, temporary contracts are used quite often by the companies and can even be one week-term and also, the enterprises prefer to employ high educated persons for jobs that are low-qualified, but do not pay more. Seasonal jobs are usually taken by students and this kind of underemployment is not an issue of great importance. A Diploma/Degree is more important than working experience to get a job and it's not so common for highly educated people to work in another working branch than their studies. There is a law, recently voted, that enables companies to lay off employees in a more direct way. The intention was to make companies hire workers more easily,

but during the economical crisis period, the outcomes are reversed. The students can sign contract with a company, so that during their studies, they spent half time studying and half time working. When they eventually graduate, they have the option to work in that company. In France there are two ways of getting engineering degree. One can graduate in a university or grandes écoles. The latter are selective with its students and, therefore, have higher standards for its quality. A students graduated in a grande école has no problem with finding a job in the desired field. On the other hand, a student graduated in a university might encounter some difficulties that can lead to the undesired underemployment. French government created an organization that helps underemployed people to find a job in the desired field. In the case that field has no available spots; it helps them find a job in another field.

In Hungary, the graduates are 10 times more, than the population that the labour market can employ, in degrees of human science, arts etc. The engineering sector is not suffering of unemployment and especially, the Information Technology department, which is considered to be the most "secure". The national economy is independent of tourism so there is no seasonal underemployment issue. A rather impressive mean that the government employs to eliminate the underemployment issue, is the Smart Card. Young graduates get a card from the government that can help them find their first job, because if the card is given to the company, it has tax reduction benefits. (he/she must have not worked before).

In Estonia the curriculum is old and the system tries to educate too many people in fields that are not necessary. For example, when you want to be an engineer its free but economic education is paid. The state does not put money in fields that are not priority so that they are paid by students. In Turkey people to entry university fill a list without thinking what they want to be: an engineer, a doctor and so on. But in the end they leave university because it is too hard for them and working a job which is underemployed. A lot of people studying something that there are not enough jobs for overeducation. There should be better information and selection process in universities so people would not study something useless. most of the time it depends on student.

In Russia, the quality of engineering education is higher than in other fields. But, as high education is free, students do not take it seriously, as they do not need to pay for it. In the end, it is hard to find a job in engineering: underemployment is a problem in Russia. Students try to solve this problem by themselves going to other countries. There are also career events that students can attend.

The common point is that underemployment starts already at high school and later at university. Students can easily choose wrong departments because their thinking styles and hobbies are changing and when they leave high school they are still a child and can not choose correctly. Person can never say what will do and decide in future. There is a lack of practical skills and there are situations of over fed and over educated students. University is not alligned with the job market. Also was mentioned that underemployment depends on the employer and graduated. The boss may not recognize employee skills and on the other side its up to graduated to show skills. They feel bad because they study so much and when start looking for a job see there is nothing. For example, one person in Spain started working on a internship for a low salary and the Company was trying all ways to pay him less and keep him as an intern. Sometimes it is easier to come out of underemployment by

changing company. There is a way to ask for a letter of reference so that you can use it for next job. This could solve a lot of problems. To get a better job often important what soft skills graduated have. In Spain there are hard universities who don't care about soft skills. The interviews care if graduated is a nice person so even if you don't have the best marks they employ graduates if they have improved their are good communicators. But how to improve your soft skills if universities don't pay attention to it? Some suggestion to solve this kind of situation could be: better communication between job market and education system and to promote "under-requested" courses, scholarships that the companies sponsor.

One of the most efficient solutions might pass for the control of the balance between available places in universities and the needs of the market. This can be achieved by establishing constant communication between the university and companies. Government should provide new positions and financial support to those areas in need. Also a database could be created, with the objective of crossing the needs of companies and employees.

4.2 First Job (sharing discussions)

Most of the students that took part to the debate had some working experiences like internships, even more than one and even with offers to continue the project after the end of the period, or they are working and studying together and probably after they will continue there. This permit to them to give realistic expectations about the first real job.

The "good job" idea. The general idea is to find something that improve the skills and to find a good work environment. A full time job is important to see some career opportunities and active positions (that could have also the possibility to have some trainings) inside the company. Having equal conditions to all the employees is a good sign, but if the start is with a small salary in a company could incentive the worker also if the worker is a freelancer. Every year of studies and after graduation expectation for salary is growing. Most important that salary wouldn't be lower than belongs. Person may reach dream salary one day but if the job becomes boring and don't like it then its worse than not having a big salary.

The need of the worker to improve himself is bigger at the beginning but if is not supported could off in a short time.

First of all, students think that the first job must be interesting and closely related to their studies: after all, that is why they were studying hard in the previous years. On the other hand, some diversity would be nice, as, inside the same field, young employees still might not know which department suits them better.

Other expectations of first job are: free time, flexibility and holidays. Also a bad boss is the most awful thing that can happen to employee. An open atmosphere where persons can talk about anything is really important. Friendly colleagues than you can always ask for help. Sharing is caring. Its important people in workplace people are treated equally. Friendship with colleagues make more productive and make work more enjoyable. Its not so important to have young colleagues as long as they are nice and respect. A nice environment is essential for a good integration of the newbie. Good friends at work can also help. This will lead to an increased productivity.

Some important points about office environment: light in office space, clean air, free coffee, spacious office and some privacy. the food in the canteen should be edible.

Also some provided facilities would make work more proactive. Sometimes in big cities transport to work is a big problem, so companies could offer free transport. It would be nice to have a company phone bill that is paid, but that way employee lose privacy because company responsible see whom they call. It could also be better if there is the option to do work at home from time to time.

As a young employee, everyone expects good perspectives of growing; travelling in business, if possible, is also appreciated – engineers are known for their hunger for diversity and knowledge.

How to get your first job (Recommendations). There are several things that can be considered vital when a young graduate goes after his first job. For starters, the graduate has to match his degree with the working requirements. The CV for the first job should contain everything that is related to working experience and should be structured and well-written. The following points refer to the essential components of a CV:

- Emphasis on relevant working experience
- Emphasis on social skills, communication and language courses (self-improving courses)
- Mention university and thesis
- Motivation letter
- References (previous projects and previous boss)
- Portfolio (depends on the applying working place)

Interviews are also crucial and the following bullets are recommendations on how to make a good impression:

- Adequate dress code
- Having some background info about the company
- Show and use your soft skills
- Show interest (ex. Ask for info on working conditions)
- Be on time
- Be prepared to answer to some FAQs (there are some questions that are commonly asked and can be found easily in internet sites)

4.3 Women in Engineering (sharing discussions)

The main point discussed were the cultural stereotypes about women and what them generate as consequences. In the common point of view family, attitudes and career are the weaknesses of women.

Stereotypes are present even for worker categories, without importance for the gender. But in every joke there could be a half of truth. Higher educated people have less stereotypes.

Essencial is time of maternity period. There must be structures that take care of children after this period. It should be provided by the company or ensured by the state. In some countries companies are obliged by the law to keep a work place for women after her maternity period: negative consequences (more difficult for women to get the job). Some trainings period after returning to the job could be a beneficial activity not just for the worker but also for the company.

4.3.1 Family

Woman seems to be the focus of the family structure. She take cares of the children and the house management. How woman can combine family and work? How can a woman combine a career and a family? Women are considered home keepers: they should stay at home, taking care of the kids and the house. It is an outdated image that is not real anymore. Shared responsibility at home is the main solution, as both men and women now want careers.

One important difference between men and women is that women get pregnant. Although it is not legal, some companies still ask if a woman intends to get married and/or pregnant. This leads to hiring a man instead of a woman, even if she has more skills, just because he can't get gravid. Also, some women quit the idea of having children, because they will lose a big amount of time per baby and they can be replaced, forget some specific knowledge or keep up with technology needed.

Different countries provide different time frames of breaks to mothers with newborns. In Portugal, mother or father get three to six months after the baby is born. Spain government provides one year break with everything paid. Turkey also provides one year break. In Italy, mothers get two years of break, which is too much for employers to support. In Croatia, the pregnancy breaks change with the government, and only interested women know for sure. The solutions regarding pregnancy start with women's responsibility. If one intends to have a baby in the coming years, one should not apply for a hard and stressful job. It is possible to change job when the baby doesn't need that much support anymore. On the other hand, if it is impossible to replace one's job, the woman can work from home and slip responsibility of the baby with the rest of the family. If the break is provided both to father and mother of the baby, it is not discriminatory, but motivating for everyone to have a career and a family. The company can help as well. If a flexible schedule is provided (although this is not always possible), both mother and father can organize their time to spend the most time with their baby, while still fulfilling their job's requirements. Some companies provide a kindergarden in the office or close, saving time to the parents.

4.3.2 Attitudes

Women are considered more emotional, emphatic, with better communication skills than men (better in soft skills, men are better in hard skills, and care more about social interactions and personal needs of Employees) but less stress resistance and weak (incapable to take crucial decisions). The most common stereotype is that women are not good at math, that's why "they will never be good engineers". And even that men are smarter than women.

In "service" jobs (dining room and cafeteria attendants, bartender helpers etc.), men receive greater confidence. But still women are considered more responsible and Companies prefer them.

Common thought is that women have longer coffee breaks. Also women can get successful because of their attractiveness. All these stereotypes are not common in every nation but, however, are widespread.

Non-approved skills for women are: intelligence, hard skills (working efficiency), willingness to work, ability to take decisions, rationality, working loyalty, focus on topics.

Examples. In Hungary the rate of women in IT is the lowest-5%. In France, there are not many women studying engineering, 15% girls that are stereotyped. There is so willingness to improve the possibility for women to become engineers. In Supelec university there is an organization dealing with this - Supelecau feninin - which means the women side-they want to promote engineering jobs to women in high schools, so they make conferences.

4.3.3 Career

Even if they are busy because of work in most of the nations women have a job. But management position are out for women. The higher positiond are deserved to the men.

Employers think that women can't do good job in engineering fields. Also a big problem is that after hiring girl to work, she could become pregnant and they again will need to search for new person. Participants suggested solution to work from home.If a woman cannot walk, she can work from home and pay for maternity insurance. It is also possible for a woman to try to have some schedule of herself, so that she do not have a gap in work. There is Internet, computer, video conferences that can give the chance to work from home. Even salaries are completely different because of gender.

Discrimination over working positions. There is no balance in the gender. There are people that adapt, if there are no women there is a bad effect on men. In a group there should be an equality between women and men. The reason of the problem is seen by everybody, girls do not look strong enough, for example in mechanical engineering. Girls are usually studying medicinal or science and boys engineering stuff. 80% of boys are studying engineering in universities. But in work, girls get a job more difficult. Some men, particularly older men, don't want to work with women. They don't find both genders equal and tend to create conflicts that lower general productivity.

But the number of women studying engineering is growing, especially in civil and chemical ones, but also (although less) in informatics and electronics. Nevertheless, women are still victim of not-so-right stereotypes that withhold them from working in their full potential.

Exceptions. And there are exceptions, like in Bulgaria where after Communist there are same salaries and the positions are not restricted by gender. In Nord European countries social politics take care about the family assistance, giving advantages also to the male part of family.

One issue that is often forgotten is the positive discrimination regarding women. It is common to see bosses being harsher on men than on women that committed the same mistake.

In many countries was created the so called pink quantities – a percentage of hired people that have to be women. The main problem of this “solution” is that some women not skilled are hired, just to keep the imposed ratio. This is not good, these women, in the end, just leave a bad image of the entire gender to those that are already prejudiced.

Another abuse of women rights happens in Italy, where in some companies, women have one free day per month for period break.

5. Insights

The insights that will follow were proposed by all the participants in the last day. After introducing what is Open Space Technology technique participants had time to think about what could be the arguments that they were interested in and they proposed and present it.

5.1 Immigrant Engineer

Topic owner B. Sollner

Motivation to go abroad

- Better payment
- The average salary or living conditions may be better than in your home country. If you work in an international company, it might also be, that the company pays you more, if you decide to work abroad for a certain period of time.
- Personal growth (language, soft skills, cultural knowledge).
- Fresh restart: escape from environment, find freedom from family or culture; explore a different way to work.
- Lack of jobs/challenge in home country.

Obstacles when working abroad

- Language (difficulties to express innermost feelings). The coffee icon stands for “coffee breaks”. It means, that it’s quite difficult to follow informal conversations at the work place: even if the corporate language is English, coffee break conversations might still be in the native language. That way it is difficult to get integrated socially.
- Family (close family with you? Relation with family suffers) If you are sent abroad by an international company, the company might pay for the expenses to take your close family (spouse, kids) with you. But in some cultures, the ties to the broader family are much stronger. Those relations will most probably suffer, since you wont see your family that often anymore.
- More closed (cultural problem?), people are older. Comparing to international student life, where most students are still young, hippy and open to get to know new people, in working life people are older and have already established family and friend circles. Co-worker relationships are more created out of the “need to get the job done” and not because of “social enthusiasm”. If you as an outsider join a new environment, you might, however, want to “get in”, since you are quite alone otherwise.
- Different working culture. Concerning: time/punctuality, hierarchy (either flat and informal - your boss is your friend - or strongly hierarchical - your boss is your king) and co-worker-relationship (informal or professional)
- less opportunity to grow (limited diversity) in local/small companies: prejudices of closed-minded people. If you join a small company as a foreigner, which does not have international experience, you might become an outsider very fast. It is good, if you are not the only international in the company amongst locals. In fact, it is good to be in a team, where very different people from different nations all contribute to a diverse, colorful working environment.

Solutions to overcome the obstacles

- Language&soft skills courses
- Enforce English as working language. As example, English is official working language but still everybody speaks German.
- Mentor/help to go settled/integrated: mentor chosen carefully (goal: diversity).
- Probation periods before going abroad permanently. I.e., possibility to go to the target country for a house hunting trip or so.

5.2 Examination system

Topic owner L. Scalet

Choosing the right path, how students are flexible in choosing their own exams?

Few examples:

- Italy : Master of science (Polytechnic of Milan). In this University during the Msc I have to choose a defined number of credits (120), but students have the possibility to choose what exams they would like to attend. Exams are divided in some areas, and within each area there is the chance to select the ones that students prefer (i.e: in Management area, must choose 4 exams out of 6 possible, in Logistic area 1 out of 4, in economic area 1 out of 5 etc..). Exams are provided by the faculty (management engineering), so they are the same for all the students of the Msc in management engineering, but depending on the specialization areas change. For instance, a student who chose the Msc in business economics (another possible specialization of management engineering) will have to choose 1 out of 5 from management area, 1 out of 4 in logistic, 4 out of 5 in economic area.

- France : “fixed path” so less flexibility, just soft skills (depends on universities). Usually university has a determined exams path, with no possibility to choose them. freedom is given just to some “soft skill courses” (languages, communication..etc..).

Despite the comments given, it is due to mention how every university has its own kind of structure. in Italy there are also “fixed path” (exams structure pre-determined) as in France in some universities the student can choose the exams he wants. Whatever the exams structure is the Goal is to be aligned with Company needs.

Good practices: flexible. Student can choose their exams, so as to shape their CV structured but “shaped” before: university offers a standard path, but this path has been selected as it forms the right skills companies require.

Bad practices: structured path but not aligned with market and companies needs.

Consequences: Lack of motivation & wasted time : attending some course could not be interesting and efforts could be dedicated to focus on subject you need.

5.3 Research in the University or Company

Topic owner D. Rodrigues

- supported by company: risks like reliability of results and loss of generality of freedom
 - supported by the state: necessarily constrained by budget and not necessarily leading to useful results
 - working for a company could be more stressful (e.g. deadlines)
 - working in the Universities become more attractive
- In a long term: company gives a bigger salary, university gives a better status (prestige).
Company can take the credits of your work. In general, have more up-to-date facilities and bigger funds. Useful research results are applied in a more direct and quick way (motivation).

5.4 Job Interview

Topic owner S. Orlova.

To be prepared for the first job interview good practices could be make a research about the company you want to work for, do not lie (too much) and find on web the FAQ for interviews.

But to be ready to answer following questions:

1. Your greatest achievement (the achievement should be related to your professional career).
2. Questions about how to work in team (it's better to make them sure that you are good in teamwork but at the same time when it's necessary to do something by yourself you can do it).
3. Expectations about your paycheck (find out what is average salary for this position and ask for 80(if you are just beginner)-100% . If you have many job proposals (Balazs experience) you may ask even for 110-150%).
4. Questions about your weaknesses (anyway, your weaknesses shouldn't effect negatively on your job. But don't say that you are too hard-working if in fact you are too lazy).

But the best to do is be yourself.

5.5 An ideal job

Topic owner T. Vahtra.

To discover what could be the ideal job, there was a brainstorming about it. The main points are:

- working places and travel. The enviroment that surround the worker is important and seems important even to travel (also vacations, for studying or as a opportunity to collect or choose time). Also work near the family. Having the possibility for a siesta during the work time can improve the quality.
- colleagues and boss. Team building could be a good solution to improve good relationships.
- Payment and contribution have to be appropriate. Also the possibility of promotion and career.
- working time. Flexibility seems a key, that permits also to work at home. Tasks has to be not repetitive and have to give some space for creativity

- life long learning. Trainings are required but even leisure sessions. Even a sabbatical year allows this chance (3 years 75% work, 1 year 75% no work).
- tasks. Realistic deadlines are required to not have a stressful position.
- Benefits: car, mobile, computer, air condition, insurance, for family, others. Some personal space, managed by the worker, seems to be a benefit. A kindergarden inside the office can help the worker to plan for a family.

5.6 Co-worker relationship and intercourse

Topic owner P. Grenier

Pros	Cons
Team building	Getting disturbed (sometimes)
Subject (sb??) to take your back	Harder to give unpleasant orders
motivated/efficiency	If promoted friendship can be affected in a bad way
Better cooperation working on a project, can understand one another	Being overwhelmed to cover his back
Network	Had to refuse something to a friend
Prevent social isolation	Privacy problems (maybe unintentional)
Good for the morale	
Sharing stuffs (like secretary)	
Being inspired by his friends	
Improving the working atmosphere	
More benefices if the boss is your friend	
Mutual growth (better career opportunities)	
Casual	Extras
Friends (better meeting, swinger party)	Igor
	Copy machine
	Balcony
	Boss
Secretary	
Toilets	

5.7 PhD

Topic owner V. Pavlikova

Portugal

Requirements: very good study results, tuition high (possibility of scholarship), 3 years.

Salary: 1000 euro

Duties: Thesis; working 50h/week; Penalty if miss the work (sickness is not considered); lead a laboratory classes; participation on the projects.

Travelling: no travel abroad.

Fee: no fee requested.

France

Requirements: 3 years.

Salary: depends on who pays (company or state).

Duties: scientific articles, thesis; teach 60 h/week.

Travelling: no travel abroad.

Fee: free for French, not free for other (many international PhD students).

Italy

Requirements: study results, CV, PhD can also be offered.

Salary: 1300 euro (paid by Universities).

Duties: 1st year some subject, courses, international publications.

Travelling: attendance to some congress and seminars to earn credits.

Fee: no fee.

Appriciated in some fields (laboratory), Best field for PhD (biology, physics); Problems for PhD in human science (no money from State, Uni has no money enough). Ex. of no classical PhD are researches into enterprises (outside), paid by University.

Russia

Requirements: excellent student, interview, exam.

Salary: 50 euro

Duties: thesis, assist in practical classes (also in master), research, publications.

Travelling: no travel abroad.

Fee: no fee.

Spain

Requirements: good marks; extra subjects, projects; application on internet (no interview); CV, publications; 3 years, possibility of longer study.

Salary: zero euro; grants 1200 euro (Universities, Companies)

Duties: researches; no exams; no courses, lectures leading; continue in master thesis;

Travelling: compulsory to spend some time abroad

Fee: 100 euro (term ?).

Austria

Requirements: excellent student, interview.

Salary: 1400 euro/month.

Duties: participate into conferences, teaching (not compulsory), lecture, exams.

Travelling: possibility to spend abroad.

Fee: 700 euro/semester (international student), 350 euro/semester (domestics ?).

5.8 The cricket and the ant in the 21th Century

Topic owner B. Slekaz

Basic question: how should a young person find the balance between enjoying life (living for the moment) and working for the future, doing activities that will or might pay off later.

Maslow pyramid indicates basic hierarchy of needs, first the levels below have to be fulfilled (http://www.imteachingfrench.com/?page_id=51): everybody must go from bottom to top to be satisfied and happy; large majority of people have the 2 bottom layers fulfilled, and very low percentage can reach and stay in the upmost level; some people try to skip e.g. the social layer and try to compensate with the esteem layer. These attempts always fail in the long run. It just doesn't work that way.

Some tips to achieve more in life while having time to enjoy it: Pareto Principle (80-20 rule); hide some potential ; find one thing that you can focus and like doing. There are some things you could do but only one thing you're talented for (find out, what is it and do it – you'll see, you'll enjoy doing it); focus on strenghts; find job where weaknesses don't matter or are used as strenghts.

5.9 General philosophies, a few stories

Island. It means that you should create islands in your life where you lock out your job consequently. Examples how you can shape your island: turno off your (work) phone and email after work only on week end or on holiday; don't work from home (exception, if you can work at your workplace i.e. because of family reasons).

One million dollar in a bank or 1 million dollar worth in experiences? Bank account of 86400 seconds/dollar: Imagine there is a bank that credits your account each morning with \$86,400. It carries over no balance from day to day. And every evening it deletes whatever part of the balance you fail to use during that day. What would you do? Draw out every cent. Each one of us has such a bank. It's called TIME. Every morning it credits you with 86,400 seconds. And every night it writes off as lost whatever you have failed to invest wisely. It carries no balance. It allows no overdraft. Each day it opens a new account for you. If you fail to use the day's deposit, the loss is yours. There is no going back. There is no drawing against the tomorrow. You must live in the present. On today's deposit. Invest it in every opportunity. The clock is running. You've got to make the most of today. Right Here. Right Now.

Story of the fisherman. A management consultant, on holiday in a African fishing village, watched a little fishing boat dock at the quayside. Noting the quality of the fish, the consultant asked the fisherman how long it had taken to catch them. Not very long.- answered the fisherman. Then, why didn't you stay out longer and catch more? asked the consultant. The fisherman explained that his small catch was sufficient to meet his needs and those of his family. The consultant asked,-But what do you do with the rest of your time?. I sleep late, fish a little, play with my children, have an afternoon's rest under a coconut tree. In the evenings, I go into the community hall to see my friends, have a few beers, play the drums, and sing a few songs..... I have a full and happy life.- replied the fisherman.

The consultant ventured, I have an MBA from Harvard and I can help you..... You should start by fishing longer every day. You can then sell the extra fish you catch. With the extra revenue, you can buy a bigger boat. With the extra money the larger boat will bring, you can buy a second one and a third one and so on until you have a large fleet. Instead of selling your fish to a middleman, you can negotiate directly with the processing plants and maybe even open your own plant. You can then leave this little village and move to a city here or maybe even in the United Kingdom, from where you can direct your huge enterprise. How long would that take?- asked the fisherman. Oh, ten, maybe twenty years.- replied the consultant. And after that? asked the fisherman. After that? That's when it gets really interesting, answered the consultant, laughing, When your business gets really big, you can start selling shares in your company and make millions! Millions? Really? And after that? pressed the fisherman. After that you'll be able to retire, move out to a small village by the sea, sleep in late every day, spend time with your family, go fishing, take afternoon naps under a coconut tree, and spend relaxing evenings having drinks with friends.... That's what I'm doing right now, said the fisherman and went his way.

Our general philosophies point in the direction, that we should enjoy life and live for the moment, but there is a huge danger if you do this without thinking. You get stuck on the social level of the pyramid, and will not be able to go upwards, if you “waste” all your young years on having fun, and this can result in disappointment and feeling of unworthiness later (like, you could not achieve anything in your life... not a good feeling if you are like, 40 years old). So, there is no general solution or formula, everybody has to find their own way. But you need to find a balance, you must not go too far in either direction.



6. Conclusions

The purpose of this event and this report is to be able to bring the voice of students within everyone's reach. The daily comparison, previous experiences and arguments have been for the entire event a match field. The greatest satisfaction, in addition to having a report full of information, was to see at a distance of time, a group of students who grew up together in a single week.



Credits

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