



DOC

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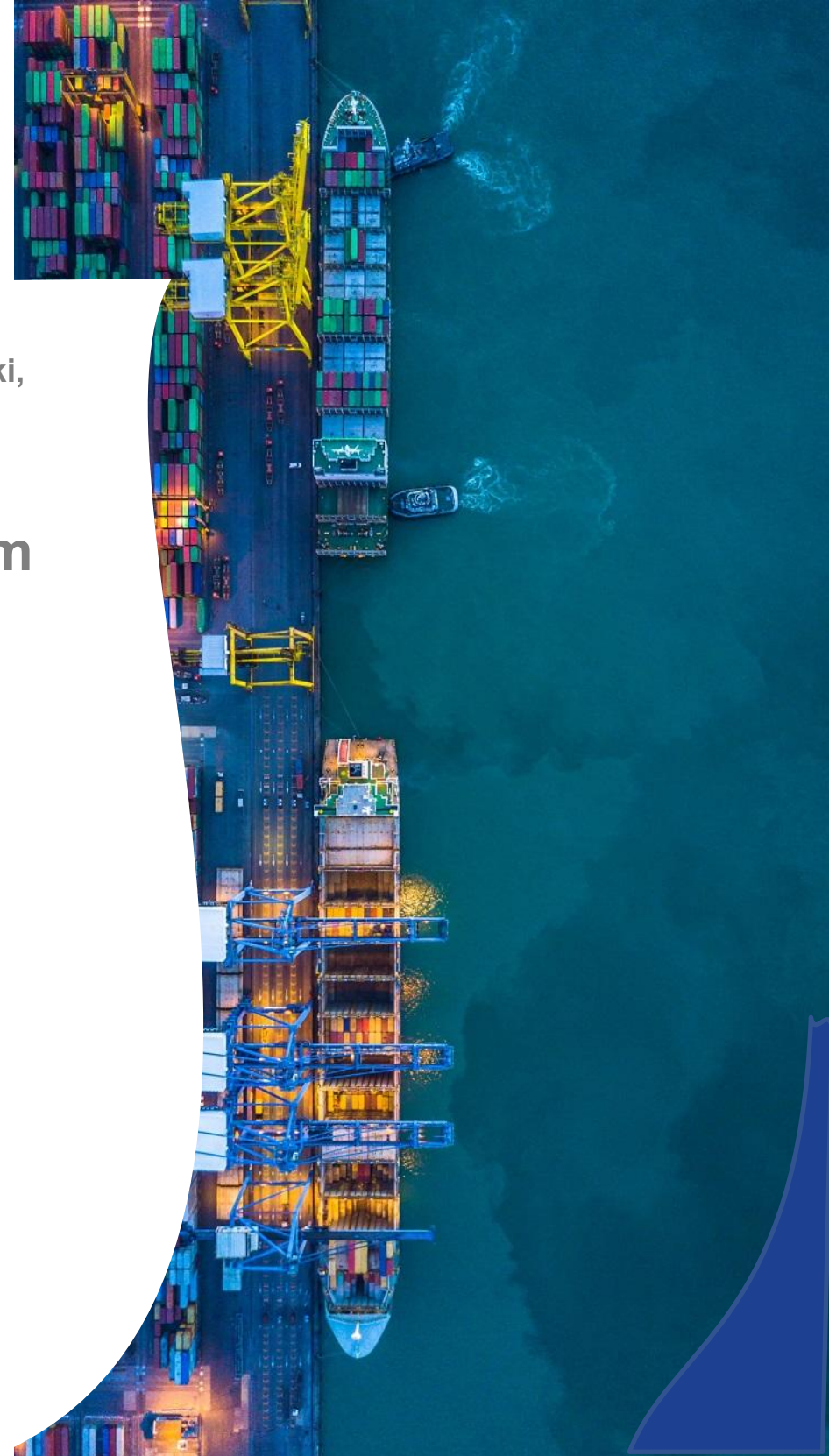
Doctorate of tomorrow: perspectives from the SEA-EU DOC Erasmus+ project on career success beyond academia in the blue economy sectors

Presenter

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Task leader

Prof. Dr. Barbara Pawłowska (UG)
with input from all the SEA-EU DOC partners



- ❖ The Future of Job market
- ❖ Objectives of IO1 of SEA-EU DOC project
- ❖ Outputs
- ❖ The interviewees' profile in the booklet and video
- ❖ Interviews' thematic scope
- ❖ Conclusions



Sustainability specialist



Solar energy installation and system engineers, and



Renewable energy engineers.



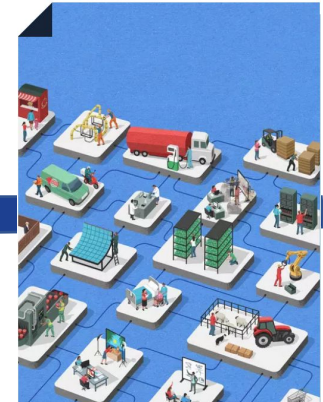
AI and machine learning specialists.



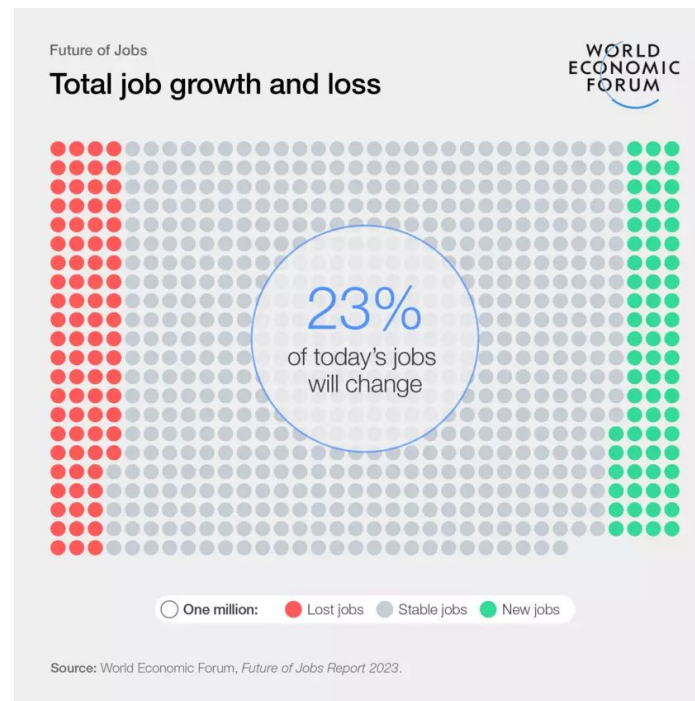
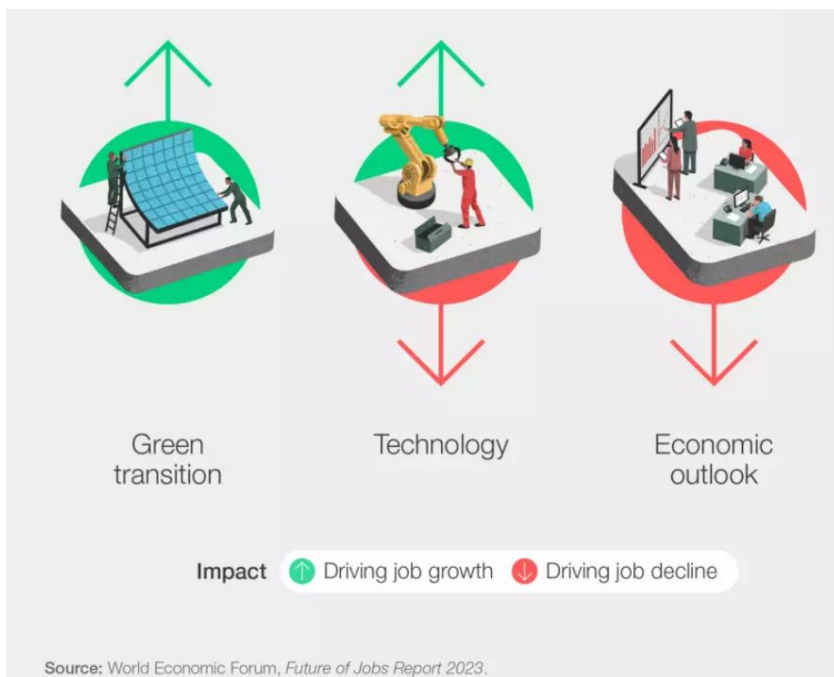
Data analysts and scientists, and



Big data specialists.



Three key drivers of job change



In today's job market, these skills are prioritized:

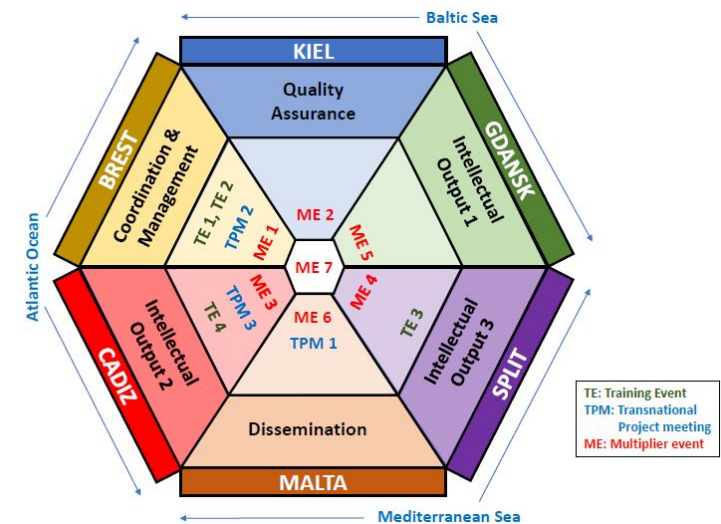


- 1 Analytical thinking
- 2 Creative thinking
- 3 Resilience, flexibility and agility
- 4 Motivation and self-awareness
- 5 Curiosity and lifelong learning
- 6 Technological literacy
- 7 Dependability and attention to detail
- 8 Empathy and active listening
- 9 Leadership and social influence
- 10 Quality control

- To raise awareness about the variety of career paths in non-academic employment for doctorate holders
- To present the added value of a doctorate in the job market of the Blue economy
- To strengthen the recognition of a doctorate in the non-academic sector
- To improve the exchange of experiences and good practices in order to adapt doctoral training programmes accordingly.

Target groups and expected impacts

<p>Doctoral students</p> <p>To receive information that will broaden their career perspective and orient themselves on the future.</p>	<p>Executives and recruiters</p> <p>To be aware of the wide range of non-academic tasks and responsibilities that doctorate holders are able to take on.</p>
<p>Academic Staff and Supervisors</p> <p>To be informed of the diversity of career paths and be in much better position to advise doctoral students.</p>	<p>First / Second Cycle Students</p> <p>To be provided with useful information that can help them evaluate and determine whether to pursue their studies.</p>



- Two forms of interviews are predicted:
 - 12 Video Testimonials
 - 60 Inspiring Alumni Success Stories produced the booklet
- Dissemination of video and written interviews as open access: on the SEA-EU dedicated portal and official websites of each SEA-EU university



Mandatory criteria

Gender

The field of study

Length of employment

Working in home country or abroad

The blue economy sector

- **Gender:** balance of the recruited interviewees

The perfect selection should include a female/male or male/female ratio of 60:40 for the entire consortium.

- **The field of study** in which the interviewee obtained his/her degree

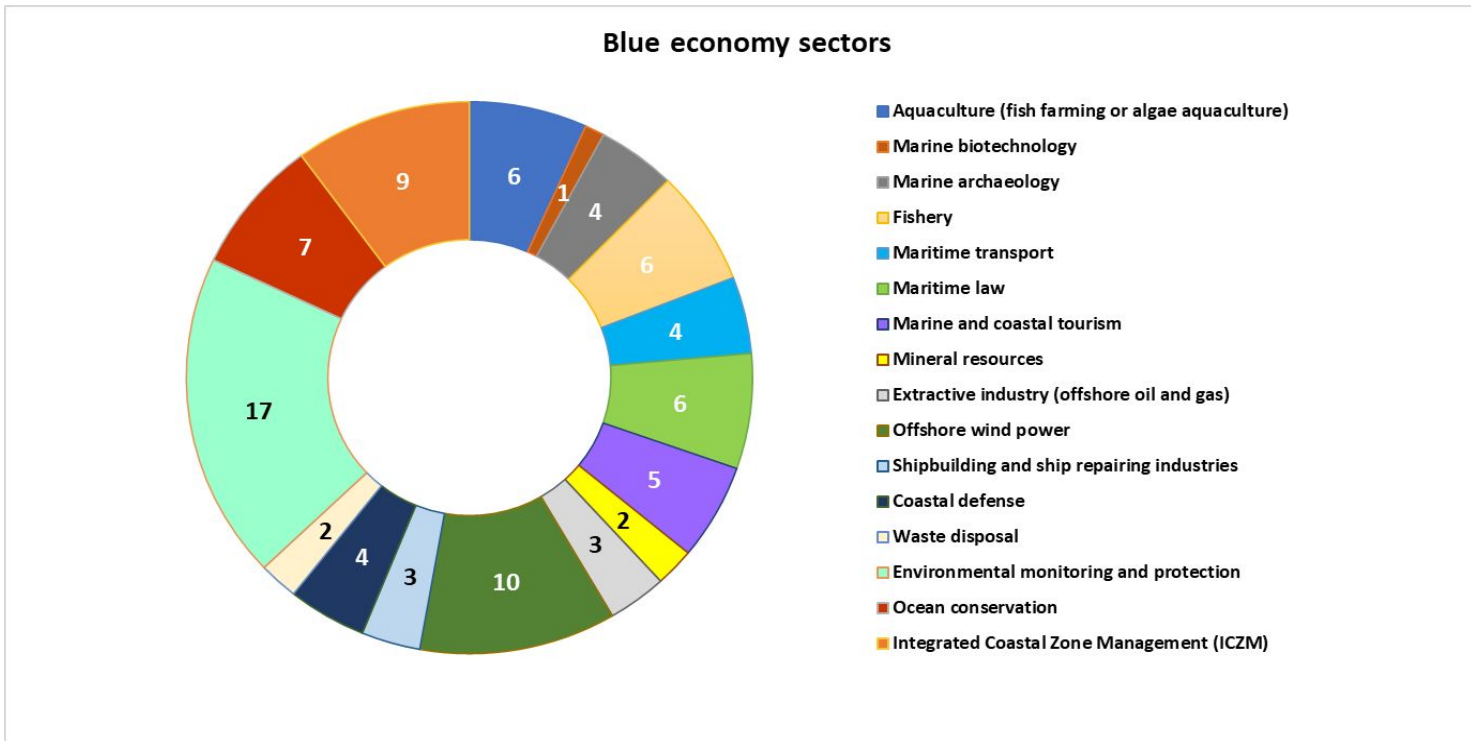
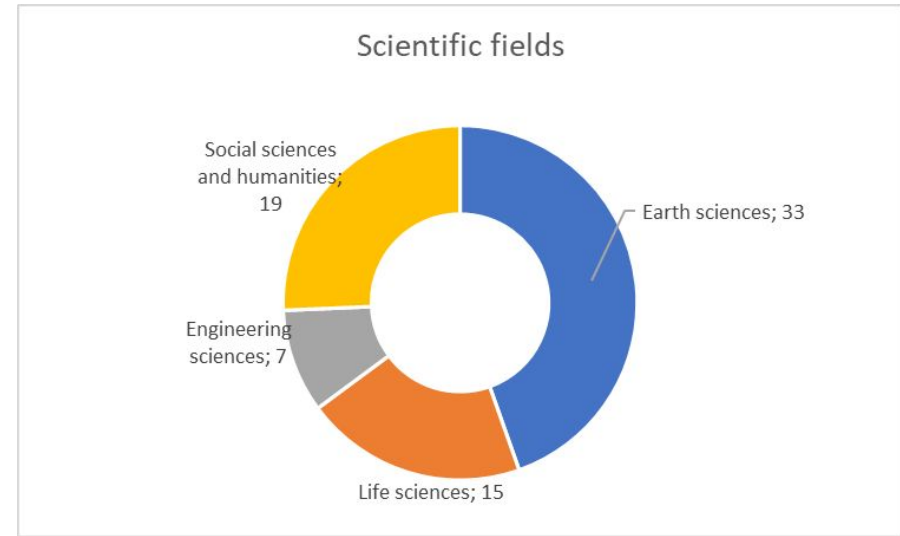
Earth sciences; Life sciences; Engineering sciences; Social sciences and humanities; Other

- **Length of employment**

up to 3 years (short period of employment); between 3 to 7 years (average period); over 7 years (long period of employment)

- **Place of employment – two conditions:**
 1. outside the university
 2. work related to the maritime economy – in a broad sense.
- **All blue economy sectors**

- Gender: 33 male and 27 female
- Length of employment:
 - up to 3 years (16);
 - between 3 to 7 years(16)
 - over 7 years (26)
- Workplace: (53 – home country, 15 - abroad).



1. **Part one: information about an interviewee** (university and the period of obtaining the doctoral degree, research domain, motivation to undertake doctoral studies, as well as doctoral dissertation title – optional)
2. **Part two: professional situation** – includes non-academic job opportunities in the marine industry after obtaining a doctoral degree: professional post-PhD career path, current place of employment and scope of duties, impact of skills, knowledge and competencies developed during PhD studies on the current job, satisfaction from the currently held position
3. **Part three: Correlation of doctorate vs career** – includes the skills and competencies developed during studies and their assessment (eg. impact of a completed doctorate on the current career, assessment of the suitability of key elements in doctorate education for work, elements in the training program not relevant to the carried-out work and suggested recommendations).
4. **Summary: key message** for current doctoral students



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	79	Kiel University
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	143	University of Split
	169	University of Malta



Analysis direction to improve a communication among PhD students and PhD holders

1. Preparing the map of participants from the information on the interviewees according the following criteria: gender, a PhD field of science, marine industry area, in which the interviewee is employed, period of employment.
2. Performing a qualitative analysis on the basis of a professional situation, which included the fate of graduates after completing the doctoral studies.
3. Collecting opinions regarding the value of PhD studies and the doctoral degree in the context of securing a satisfactory job.
4. Evaluating the knowledge, skills and competencies obtained during the doctoral studies and its usefulness at work in the non-academic maritime sector.
5. The summary opens up a possibility of sharing the most important experience resulting from completing the PhD studies.



Effects:

Present the non-academic job opportunities in a widely-understood marine industry,

Demonstrate the value of a doctorate in the job market of the blue economy,

Strengthen the arguments for the doctorate recognisability in the non-academic sector.

Transition to Career: Positives & Challenges

- Recognition of the doctoral research as relevant to society
- Fresh insights of other realities brought by temporary non-academic employment
- Network ventures
- Financial support for start-up ventures
- Doctoral students are stereotyped by employers
- Adjustment to new work expectations
- Weak support structures in employment agencies

*“Completing PhD studies allowed me to change jobs, increase my salary, and improve my professional position..”
(Szerle M., UG)*

*“My profession allows me the chance to apply that knowledge in practical terms.”
(Attard A., UM)*

*“Therefore, the sea is in my blood. I was not sure right away who I wanted to be, but I have always loved the sea, and I was fascinated with the maritime law.”
(Lost-Siemińska D., UG)*

“I can combine my two passions: family and science. This job allows me to feed my needs as a professional and as a mother.” (Borero A., UCA)

Conclusions: Recommendations from Alumni to Students

*Be smart but also wise!
“..it is important to treat colleagues,
partners and friends respectfully, even
if they do not have such a high
level of education.”
(Sumpor M., UNIST)*

*Think early and have a Plan B...
“I would just advise people to inform
themselves of the academic system,
especially possibilities after the doctorate
which can be precarious and uncertain.
Specifically , to think early on about what
they may want to do outside
of academia, to have a plan B.” (Gingold
R., CAU)*

*It is Brain Gain not Brain Drain
“I also encourage doctorate holders
(and doctoral students) to go abroad,
doors are opening, international
mobility is really important!” (Beudin A.,
UBO)*

Video testimonials (12)



<https://stories.seaeudoc.org/>



<https://youtu.be/1iW-LYzPsvI>

Thank you for your attention!

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