

# Comprehensive approach to support services



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### Total duration

Introduction: 1 hour  
Option A: CHOOSE MY UNI! The game: 5 hours, including 25 minute breaks  
Option B: Creating a checklist for the institution: 3 hours, including 15 minute break



### Number of participants

minimum: 15, maximum: 25



### Target group

- Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Higher education managers (leadership and management, coordinators, leaders, etc. at central and faculty levels) involved in the internationalisation of their institution.
- Academic staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Research institutions managers and support staff interested in internationalisation of their institutions.
- Higher education staff members engaged or interested in:
  - internationalisation of higher education institutions,
  - international mobility of PhD students and academics,
  - support services for incoming researchers,
  - support services development and/or improvement,
  - strategic management,
  - strategic planning.
- Newly hired staff members of higher education institutions whose duties include support for international PhD students, academics and researchers.



### Training goals

Understand support services as a process which affects institutional efficiency in hosting international PhD students, academics and researchers.

Learn how to design and improve support services to answer real needs and build a better institutional image.



### Points to be covered

1. Five stages of mobility from the perspective of support services:
  - Stage 1: Pre-arrival services
  - Stage 2: On-arrival services
  - Stage 3: During the stay services
  - Stage 4: Pre-departure services
  - Stage 5: Post-departure services.
2. Examples of good practices provided by existing higher education institutions at each stage.
3. List of services to be considered crucial or needed at each stage.
4. Ways to improve existing support models: research on needs, benchmarking, knowledge sharing, data collection, and case collection.
5. Creation of a tool (checklist) to help manage the process.



### Training materials

1. [PowerPoint presentation](#)
2. Handouts with support services:
  - [Handout 5. \(M3\) Pre-arrival services](#)
  - [Handout 6. \(M3\) On-arrival service](#)
  - [Handout 7. \(M3\) During the stay services](#)
  - [Handout 8. \(M3\) Pre-departure services](#)
  - [Handout 9. \(M3\) Post-departure services](#)
3. CHOOSE MY UNI! Game materials:
  - [game description](#)
  - [game rules](#)
  - [1 service template for each group](#)
  - [12 cards with researchers' profiles](#)
  - [3 action cards](#)

## Suggestions for prospective trainers

The module helps to understand support services as a process and build competence in designing support services for incoming researchers. The training will not include legal issues regarding the mobility of foreigners, since these issues differ across countries. Nevertheless, it is useful to remember that:

1. There are certain important differences concerning the legal issues of European Union and non-European Union incomings in the European Union and Schengen and non-Schengen countries. Therefore, knowledge of the participant's country of residence (European Union / non-European Union countries) may be useful in offering relevant examples.
2. Participants with experience in providing legal support to incoming international academics may ask specific questions concerning the situation of individuals. Although this training is not dedicated to this subject, it may be necessary to direct such enquiries to organisations, offices, websites, etc. where information concerning the mobility of foreigners and legal acts related to the topic is available. In many cases, [EURAXESS](#)<sup>1</sup> should be the right address to share.

The training contains examples of good practices in support services provided by many higher education institutions. These examples are also gathered in the [UniWeliS App](#)<sup>2</sup>. Moreover, all the examples used in the training are listed in the bibliography. Nevertheless, sharing national

examples of good practices will be helpful and desirable for training delivered in one country. The trainer may collect cases or ask participants to share their examples.

For training delivered in the participants' own organisation, it is recommended that the trainer should know the internal rules and the relevant laws on international mobility. Using the exact names of departments and offices engaged in the process is also advisable.

The training can be delivered in two different ways:

- Option A: CHOOSE MY UNI! The game.
- Option B: Creating checklists for the institution.

The game is designed for participants with varying levels of experience in hosting international PhD students, academics and researchers. It helps participants build their own support services portfolio.

The workshop is addressed to advanced groups that wish to manage the area of support services. The tool developed during the workshop should serve as a road map to all staff engaged in support of international PhD students, academics and researchers.

Both options are based on the same training materials: PowerPoint presentation and handouts.

## Expected learning outcomes

With the completion of the training, the participant will:

1. Know which services are required by incoming international PhD students, academics and researchers.
2. Understand the role of the Welcome Centre in supporting international PhD students, academics and researchers.
3. Recognise the needs of international PhD students, academics and researchers.
4. Know how to improve (or launch) the institution's support processes.

1. EURAXESS, <https://euraxess.ec.europa.eu/> [access: 31.01.2023].

2. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].



# Training scenario

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
5'	<p><b>Welcome</b></p> <p>Trainer's introduction, presentation of the UniWeliS project and of the training agenda</p>	PowerPoint presentation	The welcome should be short and clear. It is important to provide information on the trainer's experience in the field and/or the reason why the training is organised.	Providing basic information on the workshop.	<input type="checkbox"/>
5'	<p><b>Contract</b> (optional)</p> <p>The trainer asks participants to set mutually agreed-upon rules concerning the training.</p> <p>It is also possible to present house-keeping rules instead of writing a contract.</p>	<p>Large-sized piece of paper and markers</p> <p>or whiteboard and markers</p>	<p>The trainer asks participants what is essential during training and puts all the information on the list (large piece of paper).</p> <p>In the contract, the following aspects may be included:</p> <ul style="list-style-type: none"> <li>• communication during the training,</li> <li>• breaks,</li> <li>• use of phones,</li> <li>• ways of presenting ideas.</li> </ul>	Setting training rules and building trust.	<input type="checkbox"/>
10'	<p><b>Presentation of the participants</b></p> <p>Participants are asked to say their names and a few words on their experience in international mobility. Participants may also briefly refer to their basic job duties.</p> <p><b>Example:</b></p> <p>My name is Joanna and I've been working at Welcome Centre for 3 years. I support incoming students. I'm here to get to know how to deal with international PhD students, academics and researchers, as this going to be my new task starting from the next year.</p>	Stickers for participants to write their names - may be omitted	<p>If the training is delivered to one team or a group in which the participants know each other well, the official presentation may be skipped, or participants may say their names and one fact the group may not know about them. It will help to build trust and will serve as an icebreaker.</p> <p><b>Example:</b></p> <p>My name is Joanna. You may not know that I can stand on my head.</p> <p>The presentation should be done in clockwise order.</p> <p>Participants who are experienced in dealing with international mobility may contribute to the training by offering examples from their practice.</p> <p>If the training is to include CHOOSE MY UNI!, experienced participants can play the roles of researchers. Details are available here.</p>	Building trust and opening for group work.	<input type="checkbox"/>




Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
5'	<p><b>Definitions</b></p> <p>The trainer presents the following definitions:</p> <ol style="list-style-type: none"> <li>Welcome Centre</li> <li>Support services</li> <li>Academic mobility</li> <li>Long-term mobility</li> <li>International academics</li> <li>Incoming researchers (R1-R4)</li> </ol>	PowerPoint presentation	It is important to set the same starting point and understanding of the topic.	Establishing operational definitions.	<input checked="" type="checkbox"/>
5'	<p><b>Exercise: Services</b></p> <p>Participants are asked to make a list of services for incoming international PhD students, academics and researchers.</p> <p><b>Instruction:</b></p> <p>Which services should be delivered to incoming international PhD students, academics and researchers? Please make a list.</p>	Piece of paper for each participant	<p>The exercise should generate a simple list without categorising or ordering the items. This will be the point of exercise Services in different stages.</p> <p>Participants should write down all the ideas that come to mind.</p>	Introduction to the main topic.	<input type="checkbox"/>
5'	<p><b>Researchers' needs</b></p> <p>Presentation of the results of the UniWeliS Report<sup>1</sup></p>	PowerPoint presentation	<p>This part shows research results and poses the question whether all incoming international PhD students, academics and researchers have the same needs.</p> <p>It naturally leads to the next slide: "The main generalisations to consider", which should be discussed with participants.</p>	Presentation of researchers' perspectives.	<input type="checkbox"/>

1. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/\\_user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf) [access: 31.01.2023].



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10'	<p><b>The main generalisations to consider</b></p> <p>The trainer presents 5 generalisations and invites participants to the plenary discussion.</p>	PowerPoint presentation	<p>The list consists of 5 generalisations that participants do not need to agree with. They serve as an opening to a discussion on the needs of incoming international PhD students, academics and researchers.</p> <p>At the end of the training participants may once again discuss if there are any generalisations to be taken into consideration while designing support services for incoming international PhD students, academics and researchers.</p>	Searching for the rules which can help to plan support services.	<input type="checkbox"/>
5'	<p><b>Exercise: Services in different stages</b></p> <p>Participants are asked to examine the list of services they made in previous exercise and classify them into one of the 5 stages of mobility.</p> <p><b>Instruction:</b></p> <p>Please assign these services to one of the following stages:</p> <p>Stage 1: Pre-arrival services</p> <p>Stage 2: On-arrival services</p> <p>Stage 3: During the stay services</p> <p>Stage 4: Pre-departure services</p> <p>Stage 5: Post-departure services</p>	Participants return to the list compiled in exercise Services	<p>This exercise serves as a springboard to consider support services as a process with at least 5 distinguishable stages.</p> <p>The trainer asks the participants to say how many services were assigned to different stages.</p> <p><b>Possible results:</b></p> <ol style="list-style-type: none"> <li>Some stages are missing. It may mean that participants are not thinking of the services as a process.</li> <li>There is an imbalance in answers. It may mean that some services are considered more important than others.</li> </ol> <p><b>Conclusion:</b></p> <p>During the training 5 stages of mobility will be presented and discussed to give a better overview of the whole process.</p>	Support services relevant for different stages of mobility.	<input type="checkbox"/>

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
5'	<p><b>Mobility process</b></p> <p>The example from the Bordeaux University's Welcome guide for Researchers<sup>2</sup>.</p>	PowerPoint presentation	<p>The example of Bordeaux University serves as an introduction to process design.</p> <p>It shows 5 distinct steps:</p> <ol style="list-style-type: none"> <li>1. Before you leave home</li> <li>2. When you arrive in Bordeaux</li> <li>3. During your stay</li> <li>4. Extending your stay</li> <li>5. Leaving France</li> </ol> <p>This Bordeaux list is compiled from the perspective of the researchers. During the training, the perspective of the institution will be emphasised. Therefore, in the training "Extending stay" will be omitted and "Post-departure" will be added.</p>	Support services are understood as a 5-step process or a road map.	
<p>From this point on, the training may be conducted in one of 2 options:</p> <ul style="list-style-type: none"> <li>• Option A: CHOOSE MY UNI! The game</li> <li>• Option B: Creating a checklist for the institution</li> </ul> <p>The PowerPoint presentation is marked with <b>A</b> <b>B</b> in the right down corner. It helps to choose the slides which correspond to the game, workshop, or both activities. In general, introduction to the stages is the same. The trainer presents examples of desirable support services and asks for other examples or discusses the topic with the group.</p> <p>In option <b>A</b>: after the presentation of each stage, participants (in groups) start to choose services for the relevant stage of mobility and follow the game rules till the end of the round.</p> <p>In option <b>B</b>: after the presentation of each stage, participants (in institution-specific groups or individually) fill in the corresponding handouts.</p>					

2. Bordeaux University, *Welcoming Guide for Researchers*, [https://www.u-bordeaux.fr/application/files/7716/6178/3733/2022\\_Guide\\_Accueil\\_chercheurs\\_internationaux.pdf](https://www.u-bordeaux.fr/application/files/7716/6178/3733/2022_Guide_Accueil_chercheurs_internationaux.pdf) [access: 31.01.2023].

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
10'	<p><b>How to design the process?</b></p> <p>Presentation of the model</p> <p>For option A: CHOOSE MY UNI! The game, this part can be omitted.</p>	PowerPoint presentation	<p>To design the process, the following stages can be distinguished:</p> <ol style="list-style-type: none"> <li>1. Map the process.</li> <li>2. Define the problem: <ul style="list-style-type: none"> <li>• which areas work well,</li> <li>• which work poorly,</li> <li>• which services require improvement,</li> <li>• which elements are missing and should be added.</li> </ul> </li> <li>3. Improve the model: <ul style="list-style-type: none"> <li>• using SMART goals that are possible to measure and implement in your own working area.</li> </ul> </li> <li>4. Test the model: <ul style="list-style-type: none"> <li>• in “real work”.</li> </ul> </li> <li>5. Collect and analyse data: <ul style="list-style-type: none"> <li>• measure costumers’ satisfaction,</li> <li>• share data and case studies</li> <li>• lead to Digital Welcome Centre.</li> </ul> </li> </ol>	Knowledge on how to design the process.	
320'	<p><b>A</b></p> <p><b>Option A: CHOOSE MY UNI! The game</b></p> <p>The game rules are explained below.</p>	<p>PowerPoint presentation (slides marked AB and A)</p> <p><a href="#">Handouts with support services (all steps)</a></p> <p><a href="#">CHOOSE MY UNI! Game materials</a></p>	<p>After the game is played, participants may be asked:</p> <ol style="list-style-type: none"> <li>1. To identify the <b>main obstacles</b> which may appear at each stage and provide relevant solutions.</li> <li>2. To identify which <b>data can be collected</b> at each stage and how to use it to improve the process.</li> <li>3. To design <b>customer satisfaction surveys</b> for each stage.</li> </ol>	<p>Participants will gain a better understanding of services which may be provided by higher education institution at each stage of mobility (knowledge).</p> <p>Selecting specific services provides an opportunity to discuss the usefulness of, or demand for, different forms of support (sharing opinions). It also highlights the institution’s limitations.</p> <p>Interviews with Researchers help bring focus to the needs of the recipients of the services.</p>	



Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
160'	<p><b>B</b></p> <p><b>Option B: Creating a checklist for the institution</b></p> <p>This part includes 5 rounds of 30 minutes each:</p> <ul style="list-style-type: none"> <li>• trainer presentation</li> <li>• group work - filling in the data for each stage</li> <li>• discussion</li> </ul>	<p>PowerPoint presentation (slides marked AB and B)</p> <p>Handouts with support services:</p> <p><a href="#">Handout 5. (M3) Pre-arrival services</a></p> <p><a href="#">Handout 6. (M3) On-arrival service</a></p> <p><a href="#">Handout 7. (M3) During the stay services</a></p> <p><a href="#">Handout 8. (M3) Pre-departure services</a></p> <p><a href="#">Handout 9. (M3) Post-departure services</a></p>	<p>The aim of this exercise is to develop a document - a road map - for staff members engaged in providing support services to international PhD students, academics and researchers.</p> <p>After each presentation, participants work on the different steps of mobility by adding:</p> <ul style="list-style-type: none"> <li>• deadlines,</li> <li>• indications of persons in charge,</li> <li>• links to existing web pages.</li> </ul> <p>When working on the checklist, some services will have to be split (e.g. the section: "Daily life"), and others may need to be removed to reflect the actual structure, workload, and conditions at the higher education institution.</p> <p>When each step is finished, the trainer asks the participants to:</p> <ol style="list-style-type: none"> <li>1. Share their best practice examples in the area they are working on.</li> <li>2. Discuss the biggest difficulties which may arise and find possible solution.</li> <li>3. Define areas for improvement.</li> </ol> <p>After finishing all 5 steps, participants may also identify:</p> <ol style="list-style-type: none"> <li>1. The strongest stage at their institution, and they may consider how it can influence the higher education institution employer's brand.</li> <li>2. The weakest stage at their institution, and they may provide three possible actions to improve it in the next 6 months (using SMART goals).</li> <li>3. Actions/stages that are missing, and they may provide three possible options to rectify this issue.</li> <li>4. Data collected at each stage, and they may discuss ideas on how to use it in their everyday work.</li> </ol> <p>Moreover, participants may:</p> <ol style="list-style-type: none"> <li>5. Design a satisfaction survey for one stage or several stages of the process.</li> <li>6. Share ideas to add to a case study collection at their institution.</li> </ol>	<p>Participants will learn services which may be provided by a higher education institution at each stage of mobility (knowledge).</p> <p>Work with handouts will help to diagnose:</p> <ul style="list-style-type: none"> <li>• the level of participants' relevant knowledge,</li> <li>• higher education institution's status quo,</li> <li>• areas in which services may be rebuild, developed, or implemented.</li> </ul>	

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
20'	<b>Conclusion &amp; summary</b>	PowerPoint presentation	<p>The trainer should point out at least the following points:</p> <ol style="list-style-type: none"> <li>1. Supporting international mobility is a process.</li> <li>2. Each process can be updated, developed or rebuilt.</li> <li>3. Changes should be made in response to real needs.</li> <li>4. Considering the process from different perspectives (support staff and researchers) provides better-matched services.</li> <li>5. Institutions are limited in their resources.</li> </ol> <p>Comprehensive approach to the process:</p> <ol style="list-style-type: none"> <li>1. Make internal work easier.</li> <li>2. Raise satisfaction of recipients of the services.</li> <li>3. Strengthen the higher education institution's employer brand.</li> </ol>	Wrap-up of the training.	<input type="checkbox"/>

# References

1. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, [https://uniwelis.saia.sk/user/Uniwelis/Outcomes/UniWeliS-Report\\_Final.pdf](https://uniwelis.saia.sk/user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf).
2. European Commission's communication, *Towards a European Framework for Research Careers*, [https://cdn5.euraxess.org/sites/default/files/policy\\_library/towards\\_a\\_european\\_framework\\_for\\_research\\_careers\\_final.pdf](https://cdn5.euraxess.org/sites/default/files/policy_library/towards_a_european_framework_for_research_careers_final.pdf).
3. Bordeaux University, *Welcoming Guide for Researchers*, <https://www.u-bordeaux.com/content/download/65291/499267/version/5/file/Guide%20d%27accueil%20Chercheurs%20-%20Welcome%20guide%20Researchers.pdf>.
4. EURAXESS, <https://euraxess.ec.europa.eu/>.
5. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/>.
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9. UniWeliS Explorer App, *Academic mentoring programme for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/51>.
10. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – PRE Arrival*, <https://app.uniwelis.saia.sk/practice/view/83>.
11. UniWeliS Explorer App, *Checklists/How to do lists for international PhD students/hired academics/academics on mobility – AFTER Arrival*, <https://app.uniwelis.saia.sk/practice/view/84>.
12. UniWeliS Explorer App, *Customised assistance: funding offers, application preparation*, <https://app.uniwelis.saia.sk/practice/view/100>.
13. UniWeliS Explorer App, *Customised assistance: visa & residence permit*, <https://app.uniwelis.saia.sk/practice/view/95>.
14. UniWeliS Explorer App, *Labour market preparation for spouse*, <https://app.uniwelis.saia.sk/practice/view/104>.
15. UniWeliS Explorer App, *Welcome buddies/guides for international doctoral students and academics*, <https://app.uniwelis.saia.sk/practice/view/82>.
16. UniWeliS Explorer App, *Welcome event for new international PhDs/academics*, <https://app.uniwelis.saia.sk/practice/view/101>.
17. UniWeliS Explorer App, *Workshop on career planning for international PhD students*, <https://app.uniwelis.saia.sk/practice/view/133>.

## Good practices examples as presented in the PowerPoint presentation

1. Bordeaux University, *Welcoming Guide for Researchers*, [https://www.u-bordeaux.fr/application/files/7716/6178/3733/2022\\_Guide\\_Accueil\\_chercheurs\\_internationaux.pdf](https://www.u-bordeaux.fr/application/files/7716/6178/3733/2022_Guide_Accueil_chercheurs_internationaux.pdf).
2. UniWeliS Explorer, *Mobility & data collection*, <https://app.uniwelis.saia.sk/practice/view/50>.
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15. Welcome Center - Geneva, <https://www.welc.ch/en/>.
16. University of Oslo, *On Arrival*, <https://www.uio.no/english/about/vacancies/ismo/on-arrival/>.
17. University of Turku, *For International Staff and Researchers - For Family Members*, <https://www.utu.fi/en/university/for-international-staff/for-family-members>.
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31. Friedrich-Alexander-Universität Erlangen-Nürnberg, *Interviews with research alumni*, <https://www.fau.eu/alumni/the-fau-network/research-alumni/research-alumni-interviews/>.
32. University of Silesia in Katowice, *Connect UŚ*, <https://us.edu.pl/absolwent/en/connect-us/>.

# CHOOSE MY UNI! The game

## General information

This group game is intended to help design support services for incoming international PhD students, academics and researchers. During the game, participants will act as staff members of new higher education institutions aiming at attracting international researchers.

Considering the provided information (services, researchers' needs, benchmarking) and their own previous experience in the field, the participants will have to select services their institution will deliver at five game stages:

Stage 1: Pre-arrival services

Stage 2: On-arrival services

Stage 3: During the stay services

Stage 4: Pre-departure services

Stage 5: Post-departure services

In the last round (round 6), called Researchers' Fair, each institution will present its support offer for incoming international PhD students, academics and researchers.

The winning team is the one which will attract the greatest number of researchers (will respond to the needs of the greatest number of researchers).

## Game includes:

1. 1 service template for each group
2. 12 cards with researchers' profiles
3. 3 action cards
4. 5 handouts with support services assigned to each stage
5. PowerPoint presentation with examples of support services

## The number of participants

**Active players:** up to 25 (up to 5 groups)

**Game coordinator:** 1 (or more)

**Game observers:** 3-12 people

1. To maintain efficient communication and game time, no more than 5 groups are recommended to participate in the game. It is most effective for 20 participants divided into 4 groups.
2. One or two persons (trainers) should lead the game. When there is more than one trainer, tasks should be divided: one trainer delivers the information on support services, and the other one keeps time and makes sure the game stays on track.
3. To make the game more interactive, it is also possible to engage observers who play the roles of researchers (according to the given research profiles). When it is impossible, researchers can be played by participants or a trainer.

## Game duration

The total duration of the game is **5 hours**, including two breaks.

When possible, the game is recommended to last the whole training day. It will allow for longer breaks and time for discussion after each step is finished.

To maintain a level playing field, the game should be timed using a stopwatch.

## Game schedule

Action	Name of the part	Details	Time
Before the game	Presentation of the game rules	Information about the rules, the main aim of the game, time for individual actions, available aids (presentation, handouts) and action cards.	5'
	Division into groups	Group integration Naming the group Assigning numbers to groups	15'
	Designate the researchers	Delivering researchers' profiles cards to individuals	5'
Round 1	Pre-arrival services	Trainer presentation Group work - choosing services Strategic decision - using action cards and implementing new ideas	15' 15' 15' <b>Total: 45'</b>
Round 2	On-arrival services	Trainer presentation Group work - choosing services Strategic decision - using action cards and implementing new ideas	15' 15' 15' <b>Total: 45'</b>
Break			15'
Round 3	During the stay services	Trainer presentation Group work - choosing services Strategic decision - using action cards and implementing new ideas	15' 10' 10' <b>Total: 35'</b>
Round 4	Pre-departure services	Trainer presentation Group work - choosing services Strategic decision - using action cards and implementing new ideas	15' 10' 10' <b>Total: 35'</b>
Round 5	Post-departure services	Trainer presentation Group work - choosing services Strategic decision - using action cards and implementing new ideas	15' 10' 10' <b>Total: 35'</b>
Break			10'
Round 6	Researchers' Fair	Profile presentations Researchers' decisions Counting collected cards (the number of attracted academics).	5' /group 10' <b>Total: 35'</b>
After the game	Summary and conclusions		20'

## Game rules

### 1. Division into groups

Before the game, the trainer divides participants into groups (max 5 participants in each group) and explains the game rules. Each group creates a new higher education institution.

The first task is to name the institution. This part serves as an integration exercise for the group. Therefore, it is recommended that the institution's name should refer to a common feature of the group members (e.g. everyone likes chocolate = Chocolate University). The title will be used to communicate the group's work.

The second task is to assign numbers to the groups. Number one goes to the group whose name is first alphabetically. The remaining groups are numbered in a clockwise order.

### 2. Designate the researchers

Before the game starts, it must be decided who will play the roles of researchers described in the 12 included cards.

There are several options which depend on the number of participants and trainers involved:

1. Game observers (3-12) who will receive (1-4) dedicated roles.
2. Game participants who are already experienced in creating or delivering support services and wish to focus on researchers' expectations (4 x 3 roles each).
3. Trainer and co-trainer (x 6 each).
4. Trainer (x 12).

Depending on the decision, a person receives one or more profile cards. People playing the researchers must read the descriptions included on the cards. Researchers' profiles are named by subsequent letters. Those who play the role should name their character(s).

When the trainer plays 12 roles, profile cards should be shuffled, placed in a pile and drawn in subsequent moves.

### 3. Researchers' role in the game

Researchers' profiles cards include two parts:

1. Top of the card: information to be presented during the interview.
2. Bottom of the card: information on desirable services to be used in round 6: Researchers' Fair.

**In rounds 1-5**, Researchers deliver information on their work and life situation (according to the profile cards), which should help the participants to understand their needs and - consequently - design support services. They can be interviewed after each round by different groups.

**In round 6** (Researchers' Fair), Researchers check the support offer of each institution and choose the one which suits them the best.

Researchers are not allowed to show their profile cards to groups/ participants.

### 4. Information on support services at each stage (rounds 1-5)

The trainer announces each round of the game and keeps time. Each round starts with delivering information on support services (PowerPoint & handouts).

The trainer may use PowerPoint presentation to deliver examples of the services provided by existing higher education institutions. When possible, the trainer may also present good practices provided by national institutions.

Moreover, before each round, participants receive handouts with activities desirable at each stage. All handouts can be distributed in advance. However, the group should consult them after the trainer finishes the presentation. This allows focusing better on the task at hand.

Activities (services) presented in handouts are sometimes grouped and may not include all possible options.



## 5. Choosing services for each stage (rounds 1-5)

After each presentation, groups are asked to choose a specific number of services to include in their own project. Each group chooses those services that, in their opinion, are the most crucial to attracting international PhD students, academics and researchers. To keep the game short and effective, it is recommended to choose 3-5 services at each stage. For the group of 20 participants divided into 4 groups, the following number of services are recommended:

Round 1	Pre-arrival services	4 services
Round 2	On-arrival services	3 services
Round 3	During the stay services	4 services
Round 4	Pre-departure services	4 services
Round 5	Post-departure services	4 services

It is important to stress that a service is a single action. For example, participants cannot use “inclusion activities”, which is too broad as a concept. More specific services, such as networking meetings or intercultural communication trainings, should be used.

Depending on the round, group work last 10-15 minutes. Time should be counted down with a stopwatch.

## 6. Strategic decisions (rounds 1-5)

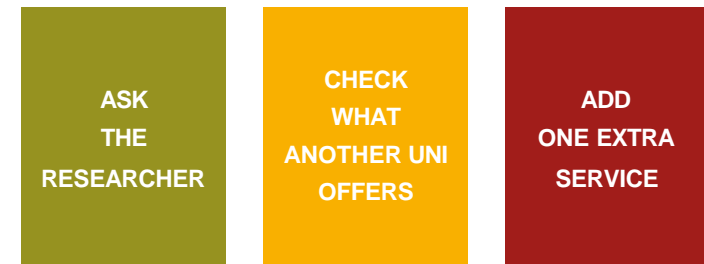
After designing each stage, participants make a strategic decision using Action Cards.

There are 3 action cards:

- Green: Ask the researcher
- Yellow: Check what another university offers
- Red: Add one extra service

Each group should have 3 cards at their disposal. Cards can be used more than once.

On the trainer’s command, each group pick up one of the three cards (green, yellow, red), which illustrates the desirable action:



After choosing an action, a group has to:

**Green:** carry out a short interview with the selected researcher and make one change to the existing project.

**Yellow:** visit another university working area to examine that group’s project, discuss it and make one change to the group’s own project.

The trainer may decide whether this “job shadowing” is done by a whole group or just one designated person.

**Red:** discuss which service needs to be added and add one extra service at any stage of the process.

It is not allowed to:

- Show researchers’ profile cards to the groups.
- Take pictures of other group’s work.
- Making more than one change in one round.

Actions are executed clockwise. Starting from Group 1 in the first round, Group 2 - in the second round, etc.

Participants have a total of 15 minutes to complete this step. This time includes card selection, action (researchers’ interview, job shadowing, decision at which stage the service needs to be added) and its implementation (introducing changes to the prepared scheme).

Time should be counted down with a stopwatch. The alarm sound means the round is over.

## 7. Researchers' Fair (round 6)

After 5 rounds (5 stages of mobility), groups participate in the Researchers' Fair. Each group has 8 minutes to present its profile: name & support services available for international PhD students, academics and researchers.

After the presentation, researchers (played by trainers, participants, or observers) choose the university which answers their needs. The duration of this part of the game is up to 10 minutes.

Choosing an institution means leaving the researcher's profile card in their working area.

The group that attracts the most international researchers (cards) is the winner.

## 8. Summary and conclusions

### The educational role of the game

The point of the game is to present all stages of mobility and stress that its implementation may strengthen the higher education institution's standing among international PhD students, academics and researchers.

The game shows that support services are a broad concept and concern all actions starting from those undertaken before the arrival of the individual and finishing with those that take place after the international PhD students, academics and researchers end they stay at the institution. Moreover, support services should be considered a cyclical, step-by-step, often repeated process.

Each institution is different, and implementing all stages requires time and resources. Therefore, the 5 stages of mobility should be treated as a model, not as a solution for each institution.

While the game is based on a simplification and omits specific cases, it shows that researchers' needs may differ, and institutions cannot answer all of them, especially if no research on needs has been conducted.

Therefore, participants may come to the following conclusions:

- International PhD students, academics and researchers should be supported at all stages of mobility.

- Services provided by institutions should respond to the needs of incoming researchers.
- It is impossible to respond to all researchers' needs at once. Therefore, it is better to focus or specialise in selected aspects.
- It is worth focusing on each stage of mobility separately.
- Some services are more important to incoming academics (pre-arrival services, on-arrival services), and some can be underestimated by them (post-departure services).
- New circumstances and new knowledge influence the process. It is useful to be open to changes.
- Benchmarking is beneficial and may help in building up an institution/structure.
- Experience obtained in support services for students may be helpful in designing services for researchers up to a point.

### Topics for discussion

1. Some stages are easier to design, while others are more difficult. Why?
2. Is it necessary to design all 5 stages at each institution?
3. How do researchers' needs vary according to their scientific career stage, personal situation, country of origin, etc.?
4. Is that true that some higher education institutions specialise in attracting a specific group of researchers? If so, why?
5. Are there any generalisations concerning the needs of incoming researchers that we should keep in mind while designing the process?
6. Are there any services which cannot be limited to one stage only?

### Additional task for a group work

1. To identify the main obstacles which may appear at each stage and provide relevant solutions.
2. To identify which data can be collected at each stage and how to use it to improve the process.
3. To design customer satisfaction surveys for each stage.

## Game materials

### CHOOSE MY UNI! – Service template

Each group should have a large piece of paper and colourful markers for the 6 areas presented in the template:

NAME OF THE INSTITUTION		NO.
<b>Pre-arrival services</b>  1.  2.  3.  4.	<b>On-arrival services</b>  1.  2.  3.	<b>During the stay services</b>  1.  2.  3.  4.
<b>Pre-departure services</b>  1.  2.  3.  4.	<b>Post-departure services</b>  1.  2.  3.  4.	<b>Researchers' Fair</b>

## CHOOSE MY UNI! – Researchers’ Profiles Cards

There are 12 cards with researcher profiles corresponding to four scientific career stages:

- first-stage researcher,
- recognised researcher,
- advanced researcher,
- leading researcher.

All cards should be printed out and shared among participants who will play the roles.

Participants who will play the role of researchers should name the persons they play.

! Check “Designate the researchers” for card distribution.

### Person A

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person A is a first-stage researcher - a PhD student from a European Union country with experience in Erasmus mobility. A is a single person who does not need extra support in translocation, accommodation and administrative issues.

Person A is looking for the possibility of joining the research team. Person A is oriented towards designing their own scientific career path. Therefore, A seeks a mentor, tutor or supervisor.

Length of stay in host institution: 12-18 months

Type of contact: PhD student exchange in the framework of the bilateral agreement between institutions

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*This part is top secret and can be used only in round 6: Researchers' Fair*

Services which suit A's needs:

- Career advisory services
- Mentoring possibilities
- Basic help before arrival

### Person B

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person B is a first-stage researcher - a PhD student from a non-European Union country. B has no experience in international mobility. At the home institution, person B collaborated mainly with people with the same origins.

Person B is interested in obtaining international experience. B would like to start collaborating with first-stage researchers from other countries during a post-doc stay.

Length of stay in host institution: 12 months

Type of contact: scholarship

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*This part is top secret and can be used only in round 6: Researchers' Fair*

Services which suit B's needs:

- Before arrival assistance, especially concerning entry conditions
- Inclusion activities during the stay, such as intercultural communication workshops, language classes
- Buddy / Tutor

## CHOOSE MY UNI! – Researchers' Profiles Cards

**Person C**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person C is a first-stage researcher - a PhD student from a non-European Union country. Person C graduated from joint master's degree studies conducted by two European Union countries. Therefore, C has an extensive experience in international mobility. Person C wants to travel with their spouse.

Person C is already a member of the international research team and works on a joint project remotely. For person C, living conditions are crucial.

Length of stay in host institution: 9 months

Type of contact: scholarship

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit C's needs:

- Help with accommodation (e.g. renting a flat)
- Support for family members
- Professional networking

**Person D**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person D is a recognised researcher with a Doctoral Diploma obtained outside of the European Union. D is a single person who needs a visa to enter your country.

Person D is interested in career development. D is searching for grants and the possibility of publishing the results of their research. Person D is also very much interested in the popularisation of research work.

Length of stay in host institution: 18 months

Type of contact: scholarship

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit D's needs:

- Legal advisory services before arrival (legalisation of documents, entry conditions)
- Engagement in activities aimed at popularising science
- Publishing house / Support in the dissemination of research result

## CHOOSE MY UNI! – Researchers' Profiles Cards

**Person E**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person E is a recognised researcher with a Doctoral Diploma and experience in team leading. Person E is a European Union citizen married to a non-EU citizen. They travel together and need support with legal issues.

Person E is very focused on research development. E is looking for the possibility of joining an interdisciplinary research team and collaborating with other researchers.

Length of stay in host institution: 7 months

Type of contact: scholarship

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit B's needs:

- Advanced assistance in legal issues before arrival
- Support for family members
- Scientific networking

**Person F**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person F is a recognised researcher with a Doctoral Diploma. Although person F is experienced in international mobility, F prefers to have assistance with legal issues.

Person F is known as an expert in their area. F is keen to serve as an expert and provide expertise and press comments.

Length of stay in host institution: 24 months

Type of contact: job position with a regular work contract

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit F's needs:

- Engagement in the academic community (e.g. expert base, collaboration with the press office or spokesperson)
- Support in legal issues before and throughout the stay
- Engagement in activities aimed at popularising science

## CHOOSE MY UNI! – Researchers' Profiles Cards

**Person G**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person G is an established researcher who has published numerous articles in international scientific magazines. However, G has experience in short-term mobility only. Person G will come with their spouse and children.

Person's G research is focused on resolving national problems. Therefore, G wishes to collaborate closely with national experts from your institution during their stay.

Length of stay in host institution: 18 months

Type of contact: scholarship

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit G's needs:

- Support in relocation
- Networking events
- Support for family issues

**Person H**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person H is an established researcher from a non-European Union country. Person H has a relatively little experience in international mobility.

Person H obtained a national grant to conduct research at your institution. H wishes to engage both first-stage researchers (PhD students) and recognised researchers in this project.

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*This part is top secret and can be used only in round 6: Researchers'Fair.*

Services which suit H's needs:

- Support before arrival (including support with legal issues)
- Networking events
- Support for research teams

## CHOOSE MY UNI! – Researchers' Profiles Cards

**Person I**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person I is an established researcher from a European Union country. Person I is travelling with spouse, children and pet.

Person I, who has an established reputation as a researcher, will join an existing research group at your institution. Person I is concerned about family issues. Their spouse wishes to work, and their children need to go to kindergarten. Moreover, they will need a pet sitter.

Length of stay in host institution: 3 years

Type of contact: job position with a regular work contract

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit I's needs:

- Support with family issues at all stages of mobility
- Support in traveling with animals
- Support in pet care after arrival

**Person J**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person J is a leading researcher from a non-European Union country. Person J is travelling alone. However, J wants to be able to visit family as often as possible.

Person J will come for one year and will have the possibility to prolong their stay. If yes - J's family will come.

Length of stay in host institution: 1 year with an option for prolongation to 2 years

Type of contact: research grant

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit J's needs:

- Before arrival support (entry requirement, legal issues, etc.)
- Relocation of family members
- Support for family members



## CHOOSE MY UNI! – Researchers' Profiles Cards

**Person K**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person K is a leading researcher from a non-European Union country who travels with a spouse. They spent many years in the United States. They are not familiar with entry requirements to your country.

Person K is a member of several research groups, does their own research, writes articles and publishes in highly scored scientific journals. K is willing to work with less experienced researchers in the field.

Length of stay in host institution: 24 months

Type of contact: job position with a regular work contract

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit K's needs:

- Before arrival support (entry requirement, legal issues, etc.).
- Mentoring programme
- Support for a family member

**Person L**

*This part can be presented during the interview. If you received questions which are not covered by the information provided below the answer is: I don't know yet.*

Person L is a leading researcher from a European Union country. L has spent 2 years at your institution and was very satisfied. L's links with your higher education institution are solid and significant.

L has broad experience in mobility and wishes to settle down. L wishes to obtain a new research infrastructure grant and focus on supporting PhD students.

Length of stay in host institution: 6 months

Type of contact: scholarship

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*This part is top secret and can be used only in round 6: Researchers'Fair*

Services which suit L's needs:

- Alumni organisation
- Newsletters
- Support in grant applications

## CHOOSE MY UNI! – Action cards

Cards should be printed out and distributed to participants.

Each group should have 3 cards at their disposal.



**ASK  
THE  
RESEARCHER**



**CHECK  
WHAT  
ANOTHER UNI  
OFFERS**



**ADD  
ONE EXTRA  
SERVICE**

## CHOOSE MY UNI! – Handouts with support services

5 handouts with support services should be printed out and delivered to each group or each participant. Handouts can also be used in electronic form.

Handout names correspond to the 5 mobility stages presented in the training:

- Handout 5. (M3) Pre-arrival services
- Handout 6. (M3) On-arrival services
- Handout 7. (M3) During the stay services
- Handout 8. (M3) Pre-departure services
- Handout 9. (M3) Post-departure services

## Handout 5. Pre-arrival services

STAFF				RESEARCHER	
✓	Task	Data	Who	When	Task
<input type="radio"/>	<p><b>Basic info</b></p> <p>Collect basic information about incoming researcher.</p>	<ul style="list-style-type: none"> <li>• scientific status</li> <li>• grant/scholarship name</li> <li>• planned date of arrival</li> <li>• length of stay</li> <li>• nationality</li> <li>• family status</li> </ul>			<p>Contact host institution.</p> <p>Deliver basic information concerning your arrival.</p> <p>If you travel with your family, provide basic information concerning your family members.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Higher education institution's website</li> </ul>
<input type="radio"/>	<p><b>Visa or related</b></p> <p>Provide information about national rules concerning legal entry and stay in the county.</p> <p>If necessary, prepare the required documents: confirmation letter, invitation letter, hosting agreement, etc.</p>	<ul style="list-style-type: none"> <li>• recommended visa types</li> </ul>			<p>Check entry requirements of the country, choose your migration profile and (if necessary) apply for a visa.</p> <p>If you travel with your family and it is applicable, apply for visas for family members.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• European EURAXESS network</li> <li>• Embassy of the host country</li> </ul>
<input type="radio"/>	<p><b>Accommodation</b></p> <p>Provide information on accommodation</p> <p>If HEI provides accommodation in its own facilities, provide information about this.</p>	<ul style="list-style-type: none"> <li>• booking rules</li> <li>• costs</li> <li>• payment methods</li> <li>• housing providers</li> </ul>			<p>Book accommodation.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Higher education institution's website</li> <li>• Housing providers</li> </ul>

## Handout 5. Pre-arrival services

STAFF				RESEARCHER	
<input checked="" type="checkbox"/>	Task	Data	Who	When	Task
<input type="checkbox"/>	<p><b>Family issues</b></p> <p>Deliver information for family members, if applicable.</p>	<ul style="list-style-type: none"> <li>• childcare</li> <li>• primary/secondary education</li> <li>• language courses</li> <li>• health care</li> <li>• work, etc.</li> </ul>			<p>List your family members' needs and share it with host institution.</p> <p>Contact host institution to arrange family issues.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• External institutions</li> </ul>
<input type="checkbox"/>	<p><b>Daily life</b></p> <p>Provide information on daily life.</p>	<ul style="list-style-type: none"> <li>• money exchange</li> <li>• banking</li> <li>• taxes</li> <li>• driving</li> <li>• health care</li> <li>• safety</li> </ul>			<p>Check information on daily life.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• European EURAXESS network</li> <li>• Higher education institution's website</li> </ul>
<input type="checkbox"/>	<p><b>Documents</b></p> <p>Remind the researcher to bring documents that may be necessary during their stay in the country.</p> <p>Provide the list of required documents in different areas:</p> <ul style="list-style-type: none"> <li>• legalization of stay,</li> <li>• work history,</li> <li>• family issues,</li> <li>• diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• birth certificate</li> <li>• marriage certificate</li> <li>• name change confirmation</li> <li>• diplomas</li> </ul> <p>Some certificates may need to be:</p> <ul style="list-style-type: none"> <li>• legalised or apostilled,</li> <li>• translated by a sworn translator.</li> </ul>			<p>Collect all documents that may be necessary during your stay in the host country.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• European EURAXESS network</li> <li>• Higher education institution's website</li> <li>• List of required documents</li> <li>• List of sworn translators</li> <li>• The institution to carry out legalization of the documents (e.g. the Ministry of Justice or Foreign Affairs in your country of origin), if possible.</li> </ul>
<input type="checkbox"/>	<p><b>Welcome</b></p> <p>Arrange the method of contact during the trip.</p> <p>Arrange 1<sup>st</sup> meeting in person.</p>				<p>Links:</p> <ul style="list-style-type: none"> <li>• Contact details</li> <li>• Addresses</li> </ul>

## Handout 6. On-arrival services

STAFF				RESEARCHER
Task	Data	Who	When	Task
<p><input checked="" type="checkbox"/> <b>Welcome</b></p> <p>Organise:</p> <ul style="list-style-type: none"> <li>• welcome meeting</li> <li>• buddy / tutor / host team meeting</li> <li>• campus tour</li> <li>• welcome meeting for family members</li> </ul> <p>Provide information on further steps.</p>	<ul style="list-style-type: none"> <li>• time &amp; venue</li> <li>• contact details</li> <li>• necessary documents</li> <li>• check-list</li> </ul>			<p>Take part in welcome activities.</p> <p>Get familiar with the higher education institution's obligations.</p> <p>If you travel with your family, use the support provided by the institution.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Higher education institution's website</li> <li>• City guides and transportation app</li> </ul>
<p><input type="checkbox"/> <b>Legalisation of stay</b></p> <p>Provide information about national rules concerning legal stay in the county.</p> <p>Arrange meeting in the relevant institutions (if applicable).</p> <p>If necessary, prepare the required documents (confirmation letter or related).</p>	<ul style="list-style-type: none"> <li>• responsible institutions</li> <li>• deadlines</li> <li>• required documents</li> <li>• contact details</li> </ul>			<p>Register in the host country.</p> <p>Apply for a resident permit.</p> <p>Apply for the registration number.</p> <p>If you travel with your family, consult their obligations.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Immigration office</li> <li>• Responsible institutions</li> </ul>
<p><input type="checkbox"/> <b>Daily life</b></p> <p>Provide information on daily life issues, such as:</p> <ul style="list-style-type: none"> <li>• Banking</li> <li>• Tax system</li> <li>• Health care</li> <li>• Accommodation</li> <li>• Phone</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• relevant institutions</li> <li>• deadlines</li> <li>• documents</li> <li>• costs</li> <li>• contact details</li> </ul>			<p>Open bank account.</p> <p>Get familiar with the country's tax system.</p> <p>Apply for tax identification number (if other than country registration number).</p> <p>Arrange health care contract (if not provided by employer).</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• All relevant institutions (banks, offices, housing providers, etc.)</li> <li>• Higher education institution's website</li> </ul>

## Handout 6. On-arrival services

	STAFF				RESEARCHER
<input checked="" type="checkbox"/>	Task	Data	Who	When	Task
<input type="checkbox"/>	<p><b>Settling into the higher education institution</b></p> <p>Arrange meetings with:</p> <ul style="list-style-type: none"> <li>• HR</li> <li>• Financial department</li> <li>• Faculty</li> </ul> <p>Grant access to:</p> <ul style="list-style-type: none"> <li>• higher education institution facilities (keys / access cards)</li> <li>• teaching resources (laboratory, library)</li> <li>• IT services (WiFi, e-mail, internal systems, newsletter)</li> </ul> <p>Provide information on introductory courses:</p> <ul style="list-style-type: none"> <li>• Occupational health and safety</li> <li>• Intellectual property rights</li> <li>• Security of personal data</li> <li>• Diversity / antiharassment</li> </ul>	<ul style="list-style-type: none"> <li>• responsible units</li> <li>• deadlines</li> <li>• time &amp; venue</li> <li>• contact details</li> </ul> <ul style="list-style-type: none"> <li>• time &amp; venue</li> <li>• contact details</li> </ul> <ul style="list-style-type: none"> <li>• course list</li> <li>• registration forms</li> <li>• time &amp; venue</li> </ul>			<p>Sign the contract of employment.</p> <p>Fill in financial documents.</p> <p>Get access to necessary facilities.</p> <p>Register in internal IT systems.</p> <p>Take part in introductory courses.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Intranet</li> <li>• Responsible staff/departments</li> </ul>
<input type="checkbox"/>	<p><b>Family issues</b></p> <p>Provide information for family members concerning:</p> <ul style="list-style-type: none"> <li>• Childcare and education</li> <li>• Employment of spouses</li> <li>• Family benefits</li> <li>• Health care</li> </ul>	<ul style="list-style-type: none"> <li>• relevant institutions</li> <li>• deadlines</li> <li>• documents</li> <li>• costs</li> <li>• contact details</li> </ul>			<p>Sign children in the nursery (or related).</p> <p>Apply for family benefits (if applicable).</p> <p>Arrange health care for family members (if not covered by employer).</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• All relevant institutions</li> <li>• Higher education institution's website</li> </ul>

## Handout 7. During the stay services

STAFF				RESEARCHER
Task	Data	Who	When	Task
<p><input checked="" type="checkbox"/> <b>Inclusion activities</b></p> <p>Provide information about possibilities for the researcher and family members:</p> <ul style="list-style-type: none"> <li>• Language course</li> <li>• Cultural integration</li> <li>• Integration meetings</li> <li>• Networking meetings</li> </ul>	<ul style="list-style-type: none"> <li>• responsible units</li> <li>• external institutions</li> <li>• registration forms</li> <li>• deadlines</li> <li>• time &amp; venue</li> <li>• contact details</li> </ul>			<p>Take part in the courses provided.</p> <p>If you travel with your family, use the support provided.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Intranet</li> <li>• Responsible institutions</li> </ul>
<p><input type="checkbox"/> <b>Career development</b></p> <p>Provide information on:</p> <ul style="list-style-type: none"> <li>• Founding opportunities</li> <li>• New and ongoing projects</li> <li>• Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• call for proposals</li> <li>• time &amp; venue</li> <li>• responsible higher education institution unit</li> <li>• external institution</li> <li>• contact details</li> </ul>			<p>Get familiar with career opportunities.</p> <p>Apply for external funding if possible.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• External institutions</li> <li>• Intranet</li> <li>• Higher education institution's website</li> </ul>
<p><input type="checkbox"/> <b>Dissemination of research results</b></p> <p>Arrange a meeting with:</p> <ul style="list-style-type: none"> <li>• Science Department</li> <li>• Marketing Department</li> <li>• Education Department</li> </ul> <p>Provide information on the higher education institution's marketing strategy and visibility (staff, research results, etc.).</p>	<ul style="list-style-type: none"> <li>• higher education institution communication channels</li> <li>• higher education institution events</li> <li>• responsible units</li> <li>• time &amp; venue</li> <li>• contact details</li> </ul>			<p>Take part in science popularisation events.</p> <p>Provide masterclasses.</p> <p>Engage in higher education institution promotion events.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• External institutions</li> <li>• Intranet</li> <li>• Higher education institution's website</li> </ul>



## Handout 8. Pre-departure services

STAFF				RESEARCHER
Task	Data	Who	When	Task
<input checked="" type="checkbox"/> <p><b>Closing higher education institution matters</b></p> <p>Organise meetings with:</p> <ul style="list-style-type: none"> <li>• HR</li> <li>• Financial department</li> </ul> <p>Provide documents confirming stay.</p>	<ul style="list-style-type: none"> <li>• deadlines</li> <li>• time &amp; venue</li> <li>• contact details</li> <li>• check-list</li> </ul>			<p>Terminate higher education institution contracts. Give back the keys, access cards, equipment, etc. Collect documents confirming your stay.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Intranet</li> </ul>
<input type="checkbox"/> <p><b>Closing life matters</b></p> <p>Terminate contracts concerning:</p> <ul style="list-style-type: none"> <li>• Accommodation</li> <li>• Banking</li> <li>• Health Care</li> <li>• Phone</li> <li>• Internet</li> <li>• Employment contract (spouses)</li> <li>• Completion of education (children), etc.</li> </ul>	<ul style="list-style-type: none"> <li>• deadlines</li> <li>• contact details</li> <li>• check-list</li> </ul>			<p>Notify the Immigration Office about the termination of your stay.</p> <p>Notify Tax Office - if applicable.</p> <p>Terminate contracts.</p> <p>If you travel with your family, collect documents confirming your stay and completion of education.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• All relevant institutions</li> </ul>
<input type="checkbox"/> <p><b>Feedback</b></p> <p>Collect data and impressions.</p>	<ul style="list-style-type: none"> <li>• customer satisfaction survey</li> <li>• testimonial</li> <li>• contact details</li> </ul>			<p>Fill in a customer satisfaction survey.</p> <p>Share your testimonial.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Intranet</li> </ul>
<input type="checkbox"/> <p><b>Further contact</b></p> <p>Inform on possible options:</p> <ul style="list-style-type: none"> <li>• Alumni Organisation</li> <li>• Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• responsible units</li> <li>• registration forms</li> <li>• contact details</li> </ul>			<p>Sign up for Alumni Organisation.</p> <p>Subscribe to the higher education institution's newsletter.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Alumni Organisation</li> </ul>

## Handout 9. Post-departure services

STAFF				RESEARCHER	
Task	Data	Who	When	Task	
<input checked="" type="checkbox"/> <p><b>Maintaining contact</b></p> <p>Keep regular contact:</p> <ul style="list-style-type: none"> <li>• Alumni Organisation</li> <li>• Newsletters</li> <li>• Seasonal greetings</li> <li>• Annual meetings</li> </ul>	<ul style="list-style-type: none"> <li>• meeting details</li> <li>• contact details</li> </ul>			<p>Take part in Alumni meetings.</p> <p>Take part in higher education institution events.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Alumni Organisation</li> <li>• Communication Department</li> <li>• Higher education institution's website</li> </ul>	
<input type="checkbox"/> <p><b>Strengthen links</b></p> <p>Provide information on possible (job) options:</p> <ul style="list-style-type: none"> <li>• Expert</li> <li>• Board member</li> <li>• Counsellor</li> <li>• Mentor</li> <li>• Tutor</li> <li>• Evaluator (contest, project)</li> <li>• Ambassador</li> </ul>	<ul style="list-style-type: none"> <li>• registration forms</li> <li>• contact details</li> </ul>			<p>Engage in higher education institution activities.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Alumni Organisation</li> <li>• Higher education institution's website</li> </ul>	
<input type="checkbox"/> <p><b>Expose relation</b></p> <p>Be up to date with individual achievements:</p> <ul style="list-style-type: none"> <li>• Track career</li> <li>• Share information on successes</li> </ul>	<ul style="list-style-type: none"> <li>• news</li> <li>• communication channels</li> <li>• contact details</li> </ul>			<p>Share information on your scientific achievements.</p> <p>Links:</p> <ul style="list-style-type: none"> <li>• Marketing Department</li> </ul>	