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Interview Report

Prepared by IDEA

Recommended Handbook Content Based on Interviews with Sector
Representatives



1. Overview

The interviews with professionals Matylida Szyrle (Founder of Leafy Miracle) and Mirosław Angielczyk (Herbal Entrepreneur) in the agrobiotechnology and agricultural sectors offered practical insights into career development, skill-building, and entrepreneurship. Their stories provide real-world examples that align with the educational goals of the AGROBIOTECH+ handbook. These experiences illustrated essential soft skills, career transition strategies, networking, and resilience, making them valuable pedagogical tools for project-based and career-oriented learning.

2. Integration within the Handbook

2.1. Project-Based Course Delivery Methodology

The interviews reinforced the idea that project-based learning should focus on real-life problem-solving, career-oriented goals, and industry engagement.

Key insights to include:

- Encourage students to initiate contact with professionals and companies, similar to how Matylida used targeted outreach and LinkedIn networking.
- Emphasize that practical application and reflection on personal experience are central to effective learning outcomes.
- Highlight that self-directed projects can mimic real entrepreneurial journeys—students defining a need, identifying market gaps, and creating solutions as in Mirosław’s herbal business story.

Suggested sub-section addition:

“Real-World Project Integration: Learning from Professional Experiences”
Include examples of how students can identify real industry challenges and design projects inspired by actual business models or success stories.

2.2. Introduction to Agrobiotechnology Careers

Both interviews provided vivid examples of non-linear career paths in agrobiotechnology. They demonstrated how diverse backgrounds—from consulting to entrepreneurship or from traditional agriculture to herbal innovation—could lead to fulfilling careers.

Recommended content:

- Case summaries showing career mobility and the evolving nature of agrobiotech professions.

- A short reflective activity prompting students to analyze how personal interests can intersect with market trends (e.g., vertical farming, sustainable food systems, herbal product innovation).
- A focus on networking and proactive job searching as crucial career competencies.

Suggested sub-section addition:

“Career Pathways: Insights from Industry Professionals”

Brief narrative extracts from the interviews can illustrate varied trajectories and motivate students to think beyond conventional job roles.

2.3. Skills for Career Development

This was the most relevant section for the interview content.

Key concepts to include:

- Self-assessment & goal setting: Reflect on how both experts defined clear goals—Matylda’s transition from consulting to entrepreneurship and Mirosław’s decision to create his own niche.
- Skill building: Highlight persistence, problem-solving, and networking as critical transferable skills.
- Career advancement: Include strategies like proactive communication, maintaining professional relationships, and continuous learning.
- Resilience: Both professionals emphasized learning from failure and adapting—an essential message for students preparing for uncertain job markets.

Suggested sub-section additions:

Short profile boxes: *“Lessons from the Field: Building a Career through Networking and Adaptability”*

Reflective prompts: “List three ways you could strengthen your personal brand and build authentic professional relationships.”

2.4. Success Stories (Section 5)

These interviews had to form the core examples of this section. They demonstrated real-life success, persistence, and innovation in agrobiotechnology-related sectors.

Recommended integration:

- Present full or summarized versions of the interviews under thematic subheadings such as:

“From Consulting to Entrepreneurship” (Matylda Szyrle)

“The Power of Skill Building and Persistence” (Mirosław Angielczyk)

Include a “Key Takeaways” box after each story summarizing lessons in 3–4 bullet points (e.g., “Start with what you have,” “Build genuine relationships,” “Turn challenges into learning opportunities”).

Link these stories to the “Entrepreneurship in Agro-Biotechnology” and “Continuous Training and Perseverance” subsections.

3. Pedagogical Value and Learning Applications

The inclusion of these real-world stories in the handbook would:

- Strengthen the practical and motivational dimension of the AGROBIOTECH+ curriculum.
- Provide role models illustrating how theory and personal initiative combine in professional success.
- Support reflective and experiential learning through discussion prompts, self-assessment exercises, and classroom dialogue.
- Connect project-based tasks to authentic career challenges in the agrobiotechnology sector.

4. Summary of Proposed Integration Points

Handbook Section	Recommended Additions	Source	Pedagogical Focus
2.2. Course Outline & Project Structure	Real-life project inspiration, student-led problem-solving	Both interviews	Connecting PBL to authentic industry cases
3.1–3.3. Agrobiotechnology Careers	Career transitions, networking, adaptability	Szyrle, Angielczyk	Showing diversity of career pathways
4.1–4.4. Career Development Skills	Goal-setting, resilience, personal branding	Both interviews	Building employability and soft skills
5.1–5.12. Success Stories	Case study boxes, key takeaways	Both interviews	Motivation and experiential learning