



# TRAINING CATALOGUE

2025 - FRANCE

**ADOC TALENT MANAGEMENT**

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**Qualiopi**  
processus certifié

 **RÉPUBLIQUE FRANÇAISE**

La certification qualité a été délivrée au titre de la ou des catégories d'actions suivantes :  
Actions de formation



## Édito

**Adoc Talent Management** is the first organization specialized in career management, that combines a triple focus on HR consultancy and recruitment, training & coaching, and research, innovation & studies, with a particular highlight on PhDs and research staff. Our team is deeply integrated into the innovation ecosystem and driven by a commitment to value doctoral qualifications.

Our three activities work synergistically. Through our HR consultancy and recruitment services for businesses, public sector organizations, and associations, we gain valuable insights into the challenges of a constantly evolving job market. Our Research, Innovation & Studies division conducts research on doctoral-related topics, offers expert services, and develops career guidance tools that are integrated into our training programs.

All our trainers are experts in HR consultancy, recruitment, career coaching, entrepreneurship, and research, ensuring that our training programs offer practical solutions for the daily practices of research personnel, along with personalized advice to meet their specific needs. We invite you to explore these opportunities within our course catalogue.







**Adoc Talent Management** is the first consulting firm specialized in PhD recruitment. Our services combine a triple focus on Recruitment Consulting, Training, and Research and Development.



Advising companies on their HR development and assisting them in recruiting the best talent

**+300** companies supported

Creating and delivering specialized training modules for research personnel, aimed at research organizations and innovative companies

**+ 35 400** PhD candidates and PhD holders supported



Enhancing our expertise on issues related to doctorates (skills, employment, career development) through the development of tools

Creation of the first **Laboratory of Interdisciplinary studies on the Doctorate (LID)**

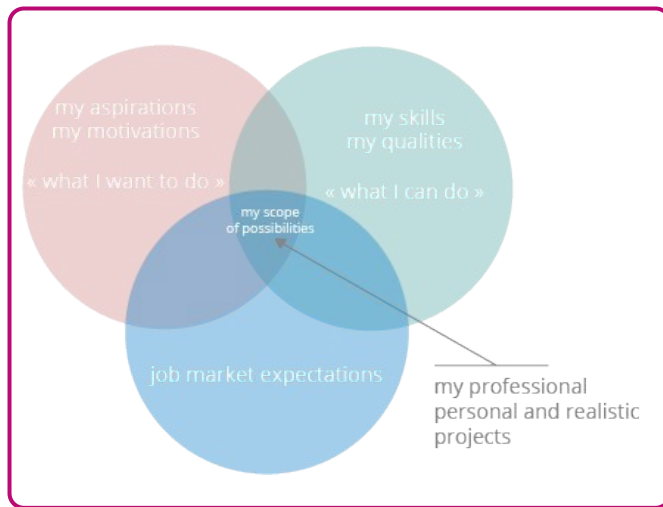


Laboratory of  
Interdisciplinary studies  
on the  
Doctorate

**22** publications

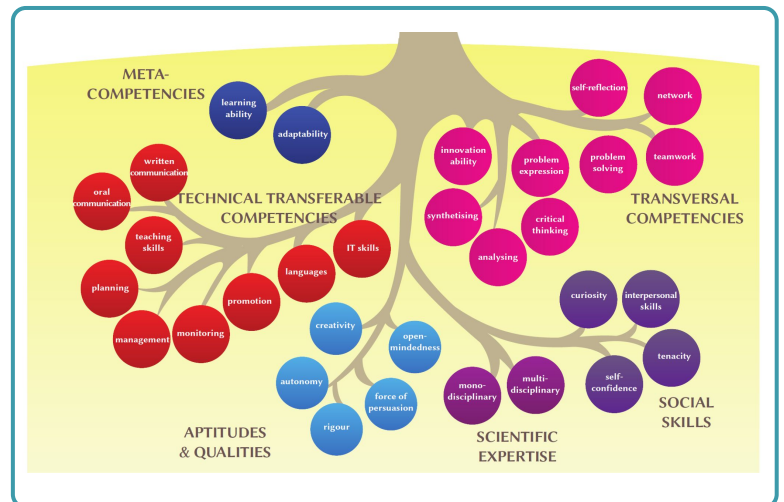


Studies conducted by our Laboratory of Interdisciplinary studies on the Doctorate (LID) allow us to produce data and develop tools used in our training programs, optimizing our ability to support the career paths of researchers and meet the needs of research personnel.



The 3 spheres of the professional plan

The core skills pool tree for PhD holders



Our HR experts and researchers from our laboratory can also support you with your challenges through action research approaches and HR strategy consulting missions. Upon request, you can receive our expertise catalogue structured around key themes: Diversity & Inclusion, Health & Well-being, Doctoral Supervision, Creativity & Innovation, Public Policies and Governance, HR Strategy.



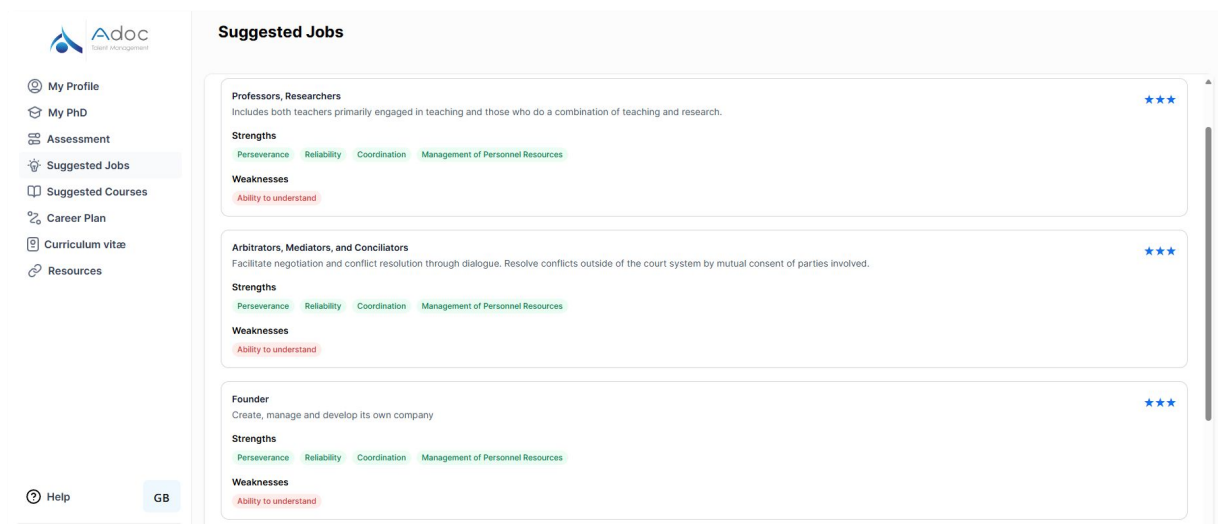
The trainings marked with the symbol shown here are derived from our expertise catalogue.





Digital platform designed and developed by Adoc Talent Management for doctoral candidates and PhD holders based on studies conducted by its research and innovation division.

Available in both English and French, the platform includes a [Module for reflective analysis of skills and preferences](#) (according to the RNCP doctoral framework and the CAREER framework), enabling users to identify and self-assess their skills. It also features a [Module for matching training programs and careers](#), which helps users discover existing training opportunities to acquire missing skills and explore careers pursued by PhD holders.



Example of a skills/occupations match

Our e-portfolio can integrate the catalogue of training programs offered within your doctoral school, allowing you to showcase it effectively and facilitate the career development of doctoral candidates.

Quickly identify the training programs where the portfolio would be a complementary tool by using this symbol displayed on the descriptive sheets.





**Adoc Talent Management**, the first consulting firm specialized in PhD recruitment

**A model duplicated internationally**, with offices in Paris, Brussels, and Montreal.



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# OUR TRAINING & COACHING TEAM

An international and hybrid team:

- Specialists in work psychology, career coaching, human resources, and recruitment,
- PhD holders spanning a wide range of disciplines (cognitive sciences, life sciences, physics, sociology, linguistics, psychology, political science, cinema history),
- An educational engineer,
- A research valorisation officer,
- An office manager and a training assistant.



Amandine Bugnicourt,  
PhD



Matthieu Lafon, PhD



Catherine Roudé, PhD



Caroline Caradeuc



Alexandre Bran, PhD



Nadia Fofana



Yamina Cauvin



Sophie Bouccara, PhD



Eva Soteras, PhD



Eric Bonetto, PhD



Teele Tõnismann, PhD



Jeanne Perrier, PhD



Floriane Grollau, PhD



Elias Badis



Jeanne Boisselier, PhD



Hiba Melhem



Clara Perroux





## Major clients



European  
Innovation  
Council



## Universities and Schools





## EPST, EPIC and Institutes



## European and national programs



The Paris Region Fellowship Programme



COFUND - MSCA COFUND



MATHINPARIS2020



## Corporate and innovation support





"Le Collège Doctoral de l'Université de Lille est très content de pouvoir proposer à ses doctorant.e.s des formations de haute qualité assurées par des formateurs.rices expert.e.s du développement professionnel des docteurs.  
#collaboratif #EnBonneIntelligence #confiance #expertise"

**Adelina STOIAN, Chargée de la formation doctorale, Collège Doctoral de l'Université de Lille**

"Merci encore pour cette formation. Grâce à la formatrice et à Adoc Talent Management, j'ai appris à prendre conscience de mes compétences. Grâce à cette formation, le marché de l'emploi me fait moins peur et je sais désormais que je pourrai m'épanouir dans d'autres secteurs que celui du monde académique. Merci pour la méthodologie, pour les conseils précieux et pour la sympathie qui a fait de ces deux jours de formations des temps d'échange riches et agréables."

**Romane Poisot, doctorante en 1ère année en sciences cognitives à l'Université Paris Cité, à propos de la formation Docteur-es en ALL-SHS : valorisez vos compétences hors du secteur académique**

"La formation m'a permis d'avoir une vision concrète et globale de ce que sera ma soutenance face à un jury. J'ai eu des riches informations concernant la préparation en amont, la construction formelle et la présentation. La simulation de soutenance devant le groupe de participants permet un jeu de rôles doctorant/jury extrêmement formateur. Faisant ma thèse en cotutelle internationale, j'ai eu la chance d'avoir les conseils d'une formatrice qui avait été dans la même situation et qui a su me prévenir sur beaucoup d'aspects qu'on ne connaît pas forcément le moment venu et que je pourrai désormais anticiper. Personnellement, cette formation m'a été très utile."

**Jimena Castañeda, doctorante en 3ème année en études hispaniques à Cergy Paris Université, à propos de la formation Préparer sa soutenance de thèse**





"The training provided by Adoc Talent Management was instrumental in understanding and showcasing my competencies effectively to a recruiter. The structured modules & tools helped to articulate my skills in alignment with industry expectations allowing me to navigate the transition from academia to industry. Thus, making me a more compelling candidate to the employers.."

**Sujith SIDLIPURA RAVI KUMAR, doctorant en 3ème année à en physique des matériaux à l'université de Lille,** à propos de la formation Identifier et valoriser ses compétences

"The training surpassed all my expectations. The sessions were full of valuable insights and practical advice that were directly applicable to my journey from research to entrepreneurship. I particularly learned about the importance of having a clear vision, the concrete steps required to transition smoothly, and how to cultivate the right entrepreneurial mindset. [...] By the end of the training, I realized I had a clear roadmap with actionable steps. I left the training feeling empowered and equipped to kickstart my entrepreneurial project. I highly recommend this training. Thanks a lot!"

**Nicolas Decat, doctorant en 2ème année en neurosciences à l'Université Paris Cité,** à propos de la formation Docteur·es et entrepreneur·euses

"Grâce à [l'accompagnement d'Adoc Talent Management], j'ai pu aborder et avancer sur de multiples aspects cruciaux de mon projet. Votre soutien ne s'est pas limité à la seule réflexion stratégique mais a permis de prendre du recul sur moi-même, mes besoins et ma vision. Cela a été l'opportunité de me questionner sur ma place et mon rôle au sein de mon projet et sur ma motivation profonde."

**Dr. Philippe Saudemont, Président de Celeos SAS et lauréat i-PhD**



About the training programs featured in this catalogue:

- Our training programs can be customised on request.
- All our sessions begin with an introduction by the trainer, a round table discussion, and an overview of participants' expectations. They end with a final round table to summarise the key points covered during the training and answer any remaining questions.
- We offer both group workshops and individual coaching sessions.
- Our training programmes can be conducted remotely or in person.
- Sessions are available in English and French.
- Members of our team can also be mobilised to organise and participate in conferences and events on topics related to our areas of activity.

**For any inquiries, please contact us at:**

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# TRAINING COURSES - TABLE OF CONTENTS

## FIND YOUR FUTURE JOB IN LINE WITH YOUR CAREER PLAN



- ➔ Techniques to assess and promote your skills
- ➔ Keeping track of your skill development throughout your PhD with a portfolio
- ➔ Assess and promote your skills
- ➔ PhDs in human sciences: promote your skills outside of academia
- ➔ Defining your career path
- ➔ Redefining your professional development plan during your career
- ➔ Conducting a mid-career professional assessment - one-on-one coaching
- ➔ Pursuing a doctorate: a personal choice to anticipate during master's degree studies
- ➔ Defining your personal strategy for entering higher education or academic research
- ➔ Preparing for international mobility and/or career
- ➔ Apply for international
- ➔ Building your linkedin profile
- ➔ Boost your personal branding and digital identity
- ➔ Build and activate your network
- ➔ Understanding the recruitment process from a recruiter's perspective
- ➔ Towards an effective job search
- ➔ Preparing a compelling application
- ➔ Building and optimizing your CV

- ➔ Preparing your job interview as a candidate
- ➔ Succeed and negotiate your integration into a company

## KNOW PROFESSIONS AND OCCUPATIONAL ENVIRONMENTS



- ➔ Discover emerging trends in the job market for PhDs
- ➔ Know the job market for PhD holders
- ➔ PhDs: which competencies for which jobs?
- ➔ Know the companies and professions
- ➔ Analyzing business needs
- ➔ Experience collective performance and corporate culture
- ➔ Discover and access the R&D department of a company in France
- ➔ Discover and access positions outside of R&D
- ➔ Discover and access career opportunities in strategy consulting
- ➔ Discover and access career opportunities in academic research in France



# TRAINING COURSES - TABLE OF CONTENTS

## DEVELOP YOUR COMPETENCIES



- ➞ Management of the doctoral project
- ➞ Communicating clearly and impactfully about your doctorate to a non-expert audience and preparing for MT180
- ➞ Prepare your thesis defense
- ➞ Preparing for academic competition oral exams
- ➞ Optimizing scientific research with artificial intelligence: tools, methods, and limits
- ➞ Increase your daily productivity with ChatGPT
- ➞ Discover the fundamentals of management
- ➞ Managing a scientific team
- ➞ Managing your scientific project
- ➞ Hiring your scientific team
- ➞ Succeeding in recruitment interviews as a recruiter
- ➞ Innovation challenge: lead a team project to serve an innovative start-up
- ➞ Entrepreneurial challenge: transforming an idea into a start-up project
- ➞ Boost your business creation project
- ➞ Entrepreneurship: "From individual to collective: what skills are needed to succeed in your entrepreneurial project?"
- ➞ Entrepreneurship: one-on-one coaching
- ➞ Coping with failure in doctoral research
- ➞ Coping with stress during the doctorate

- ➞ Living well with your doctorate - one-on-one coaching
- ➞ Balancing academic research and health
- ➞ Developing creativity in academic research
- ➞ Understanding diversity, equity, and inclusion (DEI) and how to embrace them
- ➞ Understanding and managing impostor syndrome
- ➞ Supporting doctoral candidates in the "skills" approach - Training for trainers
- ➞ Supporting career mobility: interview techniques
- ➞ Supporting professional mobility: tools for building a career plan

# FIND YOUR FUTURE JOB IN LINE WITH YOUR CAREER PLAN





# TECHNIQUES TO ASSESS AND PROMOTE YOUR SKILLS



# skills, valorization, recruitment process, career

Portfolio 

## Context

To enable individuals preparing for or holding a doctorate to thrive professionally after their defense, it is important to help them understand their aspirations and skills in order to determine which job(s) they wish to pursue.

## Objectives

- Reflect on your skills, interests, and market expectations
- Track your skill development
- Showcase your skills and doctorate
- Define an action plan for your career advancement

## Tools and pedagogical methodology

- Job/skills reference framework
- Portfolio
- Job description analysis
- Practical and personalized advice from recruitment specialists
- Experience analysis grid
- Introspection tools
- Motivation assessment framework
- Comfort environment analysis
- Values tests

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

3h30 + optional: 2 individual sessions of 1h30 each

## Program

### GROUP SESSION: Identification and Promotion of Skills

#### Module 1: Understanding the notion of competencies

- Break down competencies into knowledge, know-how, and social skills
- Singling out competencies used in your sector
- Importance of a career plan as a facilitator for successful career advancement and factors to consider in defining one's plan

#### Module 2: Identifying your competencies & valorize your doctorate

- Analyzing your experience from a competencies perspective.
- Identify and formalize skills using a common language with recruiters (cost evaluation of a doctorate, project management, transferable skills, etc.).
- Define positions and professional environments that align with career goals.
- Portfolio exercises for personal work completion.

#### Individual session #1: Doctoral assessment – 1h30

- Assessment of the various stages of the doctorate, identification, and formalization of skills using the portfolio: evaluation of associated resources (material, human, etc.) and the associated budget, review of achieved results and their valorization (publications, conferences, patents, etc.), and the methods used to execute the research project.
- Preparation for the second individual interview.

#### Individual session #2: Career advancement action plan - 1h30

- Reflection and definition of an action plan for career advancement (considering aspirations, achievements, and skills to use in future projects).
- Guidance on steps to achieve goals and necessary milestones.



# KEEPING TRACK OF YOUR SKILL DEVELOPMENT THROUGHOUT YOUR PHD WITH A PORTFOLIO



# skills, valorization, career plan, career

Portfolio

## Context

Since the 2016 decree on doctoral training, individuals pursuing a PhD are required to create a portfolio for their defense. This training provides them with a program that guides them from the beginning of their doctoral studies to their defense, allowing them to apprehend their skill development and the evolution and ripening of their career plan thanks to the construction of their learning and competencies portfolio during your doctorate.

## Objectives

- Identifying and developing skills (knowledge, know-how, soft skills, transferable and cross-functional skills) throughout the doctoral journey
- Building on the learning and skills portfolio

## Tools and pedagogical methodology

- Presentation of the portfolio tool (paper/digital format)
- Theoretical and methodological contributions on skills
- Experience analysis grid
- Introspection tools
- Skills reference framework

## Audience

Up to 12 PhD candidates in their first year of doctoral studies, regardless of the discipline

## Duration

1 day (7h)

## Program

### Module 1: Presentation of the learning and skills portfolio

- Presentation and user guide for the portfolio
- Introduction to the skills and career framework (CAREER Project) and other available tools
- How to analyze past and future experiences to identify developed skills (knowledge, know-how, interpersonal skills)

### Module 2: Shift to a role of actively building one's educational journey during the doctoral program

- Defining priorities in terms of skills, aspirations and motivations
- Planning in relation to "What I am", "What I can do" and "What I want to do"
- The different types of skills and how to acquire them during the PhD through research activities and complementary training
- Presentation of typical training paths according to the type of career plan

### Module 3: Moving forward after completing a PhD

- Steps to take at the end of the 1st, 2nd and 3rd year and presentation of the associated parts of the portfolio to be filled-in
- Program to fine-tune a career plan, make a self-assessment before the last year of the doctorate, and prepare for post-PhD career

**Option: Individual follow-up post-training. Based on our experience, once participants are equipped, revisiting them remotely helps overcome barriers to taking action.**

# ASSESS AND PROMOTE YOUR SKILLS



# skills, highlighting, recruitment process, career

Portfolio

## Context

The concept of skills is central to recruitment processes. To establish a common language with recruitment specialists, it is essential to work on your own skills.

## Objectives

- Understand the concept of skills
- Identify the skills acquired during various experiences
- Highlight your skills

## Tools and pedagogical methodology

- Job/skills reference framework
- Adoc Talent Management skills and jobs tree
- Job description analysis
- Practical and personalized advice from recruitment specialists
- Experience analysis grid
- Elevator pitch exercise in front of the group and debriefing

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1 day (7h)

## Program

### Module 1: Understanding the the notion of competencies

- Break down skills into knowledge, know-how, and interpersonal skills
- Understand the importance of the concept of skills in human resource management in companies
- Discover the importance of highlighting your own skills when interacting with a recruitment specialist

### Module 2: Identifying Your Own Skills

- Analyze your various experiences
- List the skills developed during different experiences
- Discover the transferability of skills and imagine other environments in which to apply them

### Module 3: Expressing and Highlighting Your Skills

- Translate your skills into the vocabulary of recruitment specialists
- Summarize and illustrate all identified skills with concrete examples
- Identify the skills to highlight based on the context
- Market your skills and work on your differentiation factors
- Express your skills in relation to your project to a recruitment specialist

**Option: Individual Follow-up Post-training. Based on our experience, once participants are equipped, remote follow-ups help to remove barriers to taking action**

# PHDS IN HUMAN SCIENCES: PROMOTE YOUR SKILLS OUTSIDE OF ACADEMIA



# AHSS, skills, highlighting, career, recruitment

Portfolio

## Context

Those preparing for or holding a PhD in Arts, Humanities, and Social Sciences (AHSS) may sometimes feel distanced from institutions outside higher education and research, as well as from businesses, and even feel unequipped to approach them. However, data from our recruitment and HR consulting activities, along with studies conducted by our R&D department, show that these profiles, if proactive and prepared, possess skills sought after by a wide variety of organizations.

## Objectives

- Understand the challenges faced by companies recruiting PhD holders in AHSS
- Learn to present yourself better
- Envision positions where PhD holders in AHSS can add value
- Develop a communication strategy

## Tools and pedagogical methodology

- Hands-on exercise
- Theoretical and methodological contributions
- Practical exercises
- Case studies
- Individual and group exercises

## Audience

Up to 12 PhD candidates or PhD holders in AHSS

## Duration

2 days (14h)

## Program

### Module 1: Identifying the variety of careers and professional environments to better projecting

- Understand the variety of activity sectors and their evolution in a knowledge-based society
- Understand the challenges, codes, and entrepreneurial culture
- Understand the organization, services, and professions within a company
- Gain a broader visibility of the job market for PhDs (types of positions, sectors, career paths by discipline)
- Learn to explore opportunities through job descriptions specific to PhD holders in AHSS

### Module 2: Solving entrepreneurial issues and translating them into implemented skills

- Solve a real business problem as a group, leveraging skills developed during the PhD
- Present the solution to the group and highlight the skills used
- Translate required actions and mobilized skills into a job description

### Module 3: Reaching out your skills with a Portfolio

- Identify your skills
- Identify your aptitudes & motivations

### Module 4: Building and presenting your offer of services/competencies

- How to communicate with a recruiter?
- Valuing one's PhD with a recruiter
- Pitching your value proposal to a recruiter
- Review and follow-up

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped, remote follow-ups help remove barriers to taking action.**



# DEFINING YOUR CAREER PATH



# job market, skills, introspection, career plan, careers

Portfolio



## Context

A personal and realistic career plan is based on three spheres and requires work in three stages: analyzing your skills, corresponding to the sphere of "what you can do," identifying your aspirations, corresponding to the sphere of "what you want to do," and understanding the job market expectations, corresponding to the sphere of "what the market demands."

## Objectives

- Have basic knowledge about the job market
- Define one or more professional plans

## Tools and pedagogical methodology

- Theoretical and methodological contributions on the job market and skills
- Recruiter advice
- Experience analysis grid
- Introspection tools
- Motivation analysis grid
- Comfort environment analysis
- Value tests
- Brainstorming on job avenues

## Audience

Up to 10 PhD candidates or individuals working in higher education, public or private research (research or administrative staff)

## Duration

2 days (14h)

## Program

### Module 1: Identify the diversity of careers

- Understand the current socio-economic structure
- Understand the labour market for PhD holders and research personnel
- Become aware of the variety of professional opportunities

### Module 2: Become aware of and define your skills

- Analyze your experiences to identify developed skills (knowledge, know-how, interpersonal skills)
- Express and highlight your skills with a "corporate vocabulary"
- Imagine other jobs in which these resources could be useful to understand skill transferability

### Module 3: Define your preferences

- Know yourself to decipher your sources of motivation, operational mode, and your natural role
- Reflect on your values and professional environment

### Module 4: Define your professional options

- Define your priorities in terms of skills, preferences, and motivations, and deduce your professional profile
- Identify professional tracks including your priorities and constraints

### Module 5: Finalize the definition of your professional plan

- Tools dedicated to increase your knowledge about organizations, professions and sectors
- Discover methodology of professional survey and build your network in order to discover professional environments
- Define your action plan to finalize your career plan and launch your job search

**Option: Individual post-Training follow-up. Based on our experience, once participants are equipped, remote follow-ups help remove barriers to taking action.**

# REDEFINING YOUR PROFESSIONAL DEVELOPMENT PLAN DURING YOUR CAREER



# skills, introspection, career plan, career change

Portfolio



## Context

When most of one's career has been spent in the same sector, it's common to reassess one's professional path: some wish to explore new avenues for growth, while others seek a complete career change. Acquiring a methodology for building a professional plan allows for autonomy in future career mobility.

## Objectives

- Analyzing one's career trajectory (initial and continuing education, experience and professional activities)
- Assess general and technical skills (know-how and interpersonal skills), gain better self-awareness
- Learn more about the economic environment with regard to the evolution of employment (Public Sector and/or Private Sector)
- Identify your potential to adapt and evolve in accordance with your career goals
- Propose realistic paths for a new professional plan respecting the skills, resources, and constraints for each individual
- Define and implement an action plan

## Tools and pedagogical methodology

- Theoretical and methodological contributions
- Ample space for experience sharing and questions
- Practical exercises and role-playing after each theoretical input

## Audience

Up to 10 participants, research staff (researchers or administrative personnel)

## Duration

4 days (28h)

## Program

### Module 1: Assessing your skills

- Identify your main areas of activity and expertise
- Recognize the transferability of your skills

### Module 2: Become aware of and define your skills

- Reflecting on your values, your preferred working environments, your sources of motivation
- Broaden your reflection by exploring new professional paths

### Module 3: Discover possible career options

- Work to define your career plan(s)

### Module 4: Towards a change of occupation or a change of professional environment?

- Identify the activities and skills that each participant would like to mobilise in her/his new professional activity
- Test your career plan against reality by conducting a job inquiry

### Module 4: Implement your professional plan

- Understanding and adopting the network approach
- Adapt your job search tools to your new career plan

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped, remote follow-ups help remove barriers to taking action.**

# CONDUCTING A MID-CAREER PROFESSIONAL ASSESSMENT - ONE-ON-ONE COACHING



# job market, skills, introspection, career plan, careers

## Context

Many professionals feel the need to review their career at some point, due to fatigue, dissatisfaction in their job, lack of advancement opportunities, or loss of meaning. It's necessary to reassess their missions and work environment to regain footing or consider internal or external mobility within the organization.

## Objectives

- Reflectively assess one's past using various tools supported by a maieutic approach
- Brainstorming future paths

## Tools and pedagogical methodology

- Insights into professional assessment methodologies stemming from ADVP (Activation of Vocational and Personal Development) and the concept of "3 spheres" from Adoc Talent Management, as well as the job market and skills
- Recruiter's advice
- Experience analysis grid, Motivation reading grid
- Introspection tools, comfort environment analysis, values tests
- Brainstorming on career paths

## Audience

1 individual regardless of professional background

## Duration

20 hours (1-2 hour interviews) over a maximum duration of 3 months with personal work between sessions

## Program

### Diagnostic Interview

- Understand motivations for starting the process
- Analyze needs and agree on goals and the associated action plan

**The following topics may be discussed during subsequent interviews, depending on the needs identified:**

### Become aware of and express your skills

- Analyze your background and experience to identify the skills you have developed (knowledge, know-how, interpersonal skills)
- Express and enhance your skills
- Imagine other professions in which these resources could prove useful, in order to become aware of the transferability of skills

### Identify your aspirations

- Get to know oneself better, in order to decipher one's sources of motivation, one's *modus operandi* and one's natural role
- Reflect on values and suitable work environments

### Define possible professional futures

- Define priorities in terms of skills, aspirations and motivations, and deduce *ad hoc* "job components"
- Identify career paths, including priorities and constraints
- Position yourself in relation to "what I am", "what I can do" and "what I want to do"

### Finalize the definition of your career plan

- Know the tools to further your knowledge of organizations, professions and sectors
- Discover the methodology of career research and build your network to find out about professional environments
- Define an action plan to finalize the construction of your career plan and launch a job search or internal mobility in order to make it a reality



# PURSuing A DOCTORATE: A PERSONAL CHOICE TO ANTICIPATE DURING MASTER'S DEGREE STUDIES



# introspection, doctorate, professional plan, career

## Context

The doctorate is a professional experience based on research training. Understanding its specifics and added value in terms of competences makes it a successful step in a career plan.

## Objectives

- Discover what a doctorate entails (doctoral contract, funding, developed competences)
- Explore professional opportunities after a doctorate
- Analyze your professional plan to decide whether to undertake a doctorate

## Tools and pedagogical methodology

- Participatory workshop
- Concrete examples and testimonials
- Practical exercises
- Teaching aids (job sheets, practical sheets, resources for further study, skills and aptitudes analysis grid for research practice)
- Data from Adoc Talent Management's R&D department

## Audience

Up to 12 people in Master's 2, engineering or other courses

## Duration

2 days (14h)

## Program

### Module 1: The PhD and its characteristics as training and as an innovative project

- Overview of differences between the doctorate and other levels
- Know how to finance your doctorate (doctoral contract, CIFRE, regional funding, etc.)
- Understand the doctoral contract framework: conditions for doctoral candidate research practice (rights, duties, missions)
- Learn about the specificities of the doctoral project (temporality, open question at the frontier of knowledge, need to produce an innovative result, etc.) and the major stages
- Discover useful resources and sites to find out more

### Module 2: What to do after a PhD?

- Competencies acquired through research experience
- Gain an insight into the career paths taken by PhD graduates in higher education and research, in private R&D, in the public sector outside higher education and research, and in the private sector outside R&D
- Discover statistics on career paths after a PhD in France and abroad (recruiting sectors, salaries, etc.)
- Positions available with or without a doctorate: from positions held just after the doctorate to career development over time

### Module 3: Defining your career plan

- Anticipate the doctorate as a valuable step that in relation to your longer-term career goals
- Why enrol - or not - in a doctoral program, in relation to your own career wishes (choice of doctorate in relation to your career aspirations, added value for your career path, etc.)?
- Analyze your motivation and skills for starting and completing a doctorate
- Choosing your subject and laboratory
- Adapt your job search tools to your new professional plan

# DEFINING YOUR PERSONAL STRATEGY FOR ENTERING HIGHER EDUCATION OR ACADEMIC RESEARCH



# higher education, academic research, competitions, strategy, career, professional plan

## Context

Many individuals beginning a PhD express a desire to enter the field of academic research and higher education after graduation. However, few actually work in this sector after navigating a complex career path. It is essential to understand this ecosystem to prepare a convincing application.

## Objectives

- Develop critical thinking and anticipate career stages to succeed in higher education and research competitions

## Tools and pedagogical methodology

- Methodological inputs
- Reflective analysis using grids
- Individual work enriched by group exchanges

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

0,5 day (3h30)

## Program

### Module 1 : Overview of careers open to PhD holders in Higher Education and Research (HER) and recruitment methods

- Discover various careers open to PhD holders in HER and the competitive recruitment processes associated with each, particularly the criteria used by the selection committee

### Module 2 : Defining a personal strategy

- Reflect on current strengths and gaps relative to the competitions targeted by the participants
- Using a grid and questions, define a strategy to enhance their profile through complementary research and/or teaching experiences (ATER/post-doc; choice of laboratory and country; maturity of the topic; additional responsibilities; target number of publications, etc.)

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped, remote follow-ups help remove barriers to taking action.**



# PREPARING FOR INTERNATIONAL MOBILITY AND/OR CAREER



# international career, geographical mobility, professional plan

## Context

Many PhD holders have international mobility experience. It's essential to prepare for departure as well as return. If this mobility is integrated into a coherent career plan, it is a real asset for recruiters.

## Objectives

- Understand the international job market
- Prepare for geographical mobility

## Tools and pedagogical methodology

- Practical and personalized advice from recruiters
- Group exchanges on each participant's profile and career path

## Audience

Up to 12 PhD candidates or holders from any discipline

## Duration

1 day (7h)

## Program

### Module 1: Discovering the international job market for PhD holders

- Identify geographical areas or countries that employ the most PhDs
- Identify sectors employing the most PhD holders worldwide
- Discover career paths of PhD holders who opted for an international career
- Understand salary and living standards in different geographical areas

### Module 2: Preparing for departure

- Discover structures that recruit
- Discover different recruitment approaches by geographical areas
- Understand specificities of applications (CVs, cover letters, job boards)
- Understand different interview approaches by geographical areas
- Identify resources to further understand the area

### Module 3: Preparing for return

- Anchor your international mobility into a long-term professional plan and define the individual strategy for each participant
- Prepare your return: maintain your networks, know about return helps for job seekers, etc.

**Optional: Individual post-training follow-up. Based on our experience, once participants are equipped, meeting them again remotely helps to remove barriers to action.**



# APPLY FOR INTERNATIONAL



# application, geographic mobility, professional plan

## Context

No matter the country, the CV and cover letter are the first communication tools with a recruiter. To apply effectively, it is essential to understand their expectations and the specifics of an international application.

## Objectives

- Understand the international recruitment process
- Prepare an international application
- Know how to present yourself at a conference

## Tools and pedagogical methodology

- Testimonials about the specifics of the international recruitment process
- Exercises on the specifics of the recruitment process in a given geographical area
- CV evaluation exercises
- Elevator Pitch technique

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1 day (7h)

## Program

### Module 1: Understanding the international recruitment process

- Discover the recruitment process from the recruiter's perspective
- Learn the specifics of the international recruitment process
- Know the resources to further understand the recruitment process in a given geographical area

### Module 2: Preparing your application

- Understand the concept of skills as the basis of communication with recruiters
- Analyze a job offer
- Learn to adapt your CV according to your professional plan and the geographical area

### Module 3: Presenting Yourself at a Conference

- Know how to initiate contact and build a connection
- Practice an Elevator Pitch

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped, remote follow-ups help remove barriers to taking action.**

# BUILDING YOUR LINKEDIN PROFILE



# LinkedIn, networking, recruitment, social media

## Context

LinkedIn is an essential tool for recruiters. Eight people are hired through LinkedIn every minute (2023). Building a convincing LinkedIn profile allows you to be visible and develop your network.

## Objectives

- Understand how to use social media according to your professional goals to be visible and clear to potential recruiters and to develop your network.

## Tools and pedagogical methodology

- Theoretical and methodological inputs
- Practical exercises in sub-groups
- Collective debriefing

## Audience

Up to 12 PhD candidates or individuals working in higher education, public or private research (research or administrative staff)

## Duration

3 hours

## Program

### Module 1: Understanding LinkedIn from a recruiter's perspective

- Grasp the concept of networking
- Some LinkedIn statistics
- Understand the dynamics between recruitment and social media

### Module 2: Creating a compelling LinkedIn profile

- Define your objectives
- Build and optimize your profile

### Module 3: Using your profile to grow your network

- Define your strategy to develop your network: tips and pitfalls to avoid

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped, remote follow-ups help remove barriers to taking action.**



# BOOST YOUR PERSONAL BRANDING AND DIGITAL IDENTITY



# digital identity, social media, recruitment, networking

## Context

One out of two companies uses professional social networks for recruitment. Therefore, it is crucial to maintain and monitor your digital identity.

## Objectives

- Develop your digital identity and improve your visibility on the internet
- Know how to use all the potential of social networks to boost your career
- Get noticed by recruiters
- Develop your network

## Tools and pedagogical methodology

- Practical and personalized advice from recruiters
- Practical exercise designing your profile on a social-professional network
- Exercise to become aware of your visibility on the internet

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1 day (7h)

## Program

### Module 1: Understand the notion of digital identity

- Define digital identity with some examples
- Put forward your personal brand depending on your career plan to be visible and readable
- Monitor your digital footprint

### Module 2: Discover new recruitment methods

- Learn about global social networks and those related to research and science
- Know how to use it for your job searches and professional career, differences, and similarities between the academic and private sectors in terms of practices
- Understand 2.0 recruiting practices: identify emerging trends and seize opportunities to be better noticed
- Understand the advantages/risks of using different means of communication on your profile (writing, video, audio, etc.)

### Module 3: Improve your digital visibility and readability: Practical Exercise (requires a computer and internet connection)

- Become aware of your current visibility on the internet to improve it
- Create alerts to monitor your personal brand on the internet
- X, LinkedIn, Facebook, Research Gate, Academia... avoid getting lost and identify the media to prioritize according to the messages to be conveyed and the targeted recruiters
- Identify the information to share to attract the interest of recruiters for positions and sectors of interest
- Create or update profiles on the selected social and professional networks (practical exercise implementing the advice from other participants and the trainer)

### Module 4: Expanding your professional network, identifying, and seizing opportunities through social media

- Stay informed for professional practice through digital tools
- Be proactive in your professional development, know job market trends, careers, and organizations, identify more job offers through digital tools
- Build your professional network using social media: How to make contact? How to identify interest groups and who to contact between network leaders and peers at a similar level? How to turn each contact into three new contacts?

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped, remote follow-ups help remove barriers to taking action.**



# BUILD AND ACTIVATE YOUR NETWORK



# LinkedIn, networking, recruitment, social media

## Context

Many French executives find employment through networking. Activating your network significantly increases your chances of finding the right job and accessing the hidden job market!

## Objectives

- Understand the role and use of networking in a professional context
- Know how to use your network for your job search

## Tools and pedagogical methodology

- Practical and personalized advice from a recruitment specialist
- Networking techniques
- Networker's toolkit
- Elevator pitch technique
- Exercise to identify network contacts and segment them by objective

## Audience

Up to 12 PhD candidates or individuals working in higher education, public or private research (research or administrative staff)

## Duration

1 day (7h)

## Program

### Module 1: Discover the networking approach

- Defining the network approach
- Identify the different types of networks (real and virtual)
- Discover networks related to science and research
- Learn about the tools, do's and don'ts in the use of the network, the specificities of socio-professional networks, and the importance of e-reputation
- Identify and develop your existing network
- Developing a contact base

### Module 2: Understand the importance of your network at each stage of your job search

- Recognize the facilitating power of the network
- Using the network in the construction of career plan (job inquiry)
- Mobilize your network to understand the job market (networking interview)
- Identify professional opportunities and access the hidden job market
- Getting recommended to an employer
- Practice introducing yourself to a new contact

# UNDERSTANDING THE RECRUITMENT PROCESS FROM A RECRUITER'S PERSPECTIVE



# recruitment process, skills, valorization, careers

## Context

A PhD involves conducting a research project. To best leverage this professional experience in advancing one's career, it is essential to understand the recruitment process from the perspective of those responsible for hiring.

## Objectives

- Understand the challenges, methodologies, and expectations of a recruiter to optimize one's stance during the application process.

## Tools and pedagogical methodology

- Methodological insights
- "Mirror effect" role-playing
- Analysis grid and debriefing

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

3 hours

## Program

### Discovery of recruitment process steps

- Methodological insights into the recruitment process
- Role-playing where participants become recruiters, learning to define competency needs and prepare an interview framework
- Analysis grid and debriefing allowing participants, whose profiles may be unfamiliar to HR, to adopt a convincing stance

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped, remote follow-ups help remove barriers to taking action.**



# TOWARDS AN EFFECTIVE JOB SEARCH



# recruitment process, CV, skills, professional plan, recruitment

## Context

Once the professional plan is defined, it's essential to equip oneself with methods and tools to better persuade recruiters and maximize the chances of realizing the project.

## Objectives

- Master the tools of job searching
- Optimize communication with recruiters through CVs, cover letters, and interviews

## Tools and pedagogical methodology

- Theoretical and methodological insights
- Practical and personalized advice from recruiters
- Elevator pitch technique
- CV evaluation exercise
- Recruitment interview simulation through role-playing in pairs
- Group debriefing

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

2 days (14h)

## Program

### Module 1: Understand the recruitment process

- Identify the needs of companies and institutions in terms of skills
- Understand the recruitment processes of different organizations
- Know the employer's approach in the search and selection of candidates
- Understand the expectations of employers

### Module 2: Master job search tools

- Know where to find job offers
- Decipher a job advertisement
- Make attractive communication tools (CV, cover letter)
- Correct CVs and cover letters prepared before the training

### Module 3: Practice job interviews

- Express your motivations, aspirations and assets
- Practice interviewing in the posture of recruiter and candidate
- Discover a professional interview situation

### Module 4: Meeting employers at job fairs

- Meet professionals at a forum or networking event
- Introduce yourself briefly and grab the employer's attention using Elevator pitch criteria

**Option: individual post-training follow-up. In our experience, once participants have acquired the tools they need, reviewing them remotely helps to remove obstacles to taking action.**



# PREPARING A COMPELLING APPLICATION



# job search, CV, cover letter, application, recruitment, professional plan

## Context

The CV and cover letter are the primary communication tools in the context of recruitment. It is essential to understand the expectations of recruiters and know the basic rules for designing a CV and a cover letter to prepare a compelling application.

## Objectives

- Design applications (CV and cover letter) tailored to each job offer to which you apply to increase the chances of obtaining more interviews

## Tools and pedagogical methodology

- Theoretical and methodological contributions
- CV evaluation exercise
- Case studies
- Practical exercises in sub-groups
- Collective debriefing

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1 day (7h)

## Program

### Module 1: Understanding the role of the CV in the recruitment process

- The stages of the recruitment process
- Understanding how candidates are searched for and CVs are selected
- Knowing how to search and interpret job offers to prepare your CV

### Module 2: Tips for building a convincing CV

- Knowing the basic rules and improving your CV section by section
- Highlighting your skills and doctorate
- Adapting the CV for each professional plan and job offer (case study)
- Peer review of participants' CVs and optimization

### Module 3: Tips for writing a cover letter

- Understanding what is sought in the cover letter in addition to the CV
- Speaking about your understanding of the position, context, and related challenges to reassure your ability to project yourself into the role
- Illustrating your motivations and how the position will meet them
- Case study: Writing two sections of the cover letter; peer review and exchange of tips

**Optional: Post-training Individual Follow-up Based on our experience, once participants are equipped, meeting them again remotely helps to remove barriers and take action.**

# BUILDING AND OPTIMIZING YOUR CV



# recruitment process, CV, skills, professional plan, recruitment

Portfolio



## Context

The CV is the first communication tool in the context of recruitment. Understanding how recruiters read it and the basic rules for designing a CV are essential for building a convincing CV to realize one's professional plan.

## Objectives

This training aims to enable participants to design CVs tailored to each job offer they apply for, increasing the chances of getting more interviews.

## Tools and pedagogical methodology

- Theoretical and methodological inputs
- Practical exercises in sub-groups
- Collective debriefing

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

3 hours

## Program

### Module 1 : Understanding the role of the CV in the recruitment process

- Discover the stages of the recruitment process
- Understand how recruiters search for profiles and select CVs
- Learn how to search and interpret job offers to prepare your CV

### Module 2 : Tips for building a convincing CV

- Know the basic rules and improve your CV section by section
- Know how to promote your skills and your doctorate
- Know how to adapt your CV to each professional plan and each job offer.

**Option: individual post-training follow-up.** In our experience, once participants have acquired the tools they need, reviewing them remotely helps them overcome the obstacles to taking action.



# PREPARING YOUR JOB INTERVIEW AS A CANDIDATE



# job interview, CV, candidate, professional plan, recruitment, career

## Context

Once a career plan has been defined, it is essential to equip yourself with the right methods and tools to help you convince the recruiter and optimise your chances of achieving your goals.

## Objectives

- Understand and decipher the expectations of recruiters in the recruitment process
- Acquire the theoretical knowledge and skills necessary to design convincing applications tailored to each job offer (CV and cover letters)
- Learn how to present yourself and be convincing in your CV and during a job interview

## Tools and pedagogical methodology

- Exercises on recruitment stages (CV, cover letters)
- Mock interviews (in pairs, with the trainer, in groups)

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1 day (7h)

## Program

### Module 1: our communication tools for the recruiter

- The CV
- The cover letter
- Spontaneous applications
- Job boards and professional social networks

### Module 2: Tips for job interviews

- Evaluation process
- Typical interview format
- Preparing for the job interview

### Module 3: Training to convince the recruiter in an interview

- Choosing the position suited to your motivations and skills
- Practical exercises in role-playing

**Optional: Post-training Individual Follow-up Based on our experience, once participants are equipped, meeting them remotely helps remove barriers to action.**



# SUCCEED AND NEGOTIATE YOUR INTEGRATION INTO A COMPANY

# negotiation, communication, professional plan, recruitment

## Context

This training aims first to explain how companies operate and the legislative framework governing the employee/recruiter relationship. Secondly, it offers training in negotiating an employment contract, focusing on career progression within the company.

## Objectives

- Understand the entrepreneurial context and how to integrate as a new PhD holder
- Comprehend what an employment contract is and its implications for the employee-recruiter relationship
- Learn how to negotiate your contract and career advancements

## Tools and pedagogical methodology

- Theoretical and methodological insights
- Practical exercises in small groups
- Group debriefing

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1 day (7h)

## Program

### Module 1: Understand the functioning and the contacts in the company

- Company: definition, culture and vocabulary
- Company departments
- Roles of PhD holders in a company
- Key contacts for integration and internal career development

### Module 2: The legislative framework: rules governing the employee/employer Relationship

- Basics of labor law
- Collective agreements, professional organizations and branches, etc.
- The different types of contracts and their main characteristics, including contract clauses

### Module 3: What and how to negotiate?

- Remuneration (fixed salary, variable components, and benefits), concept of salary scale
- The basic principles of negotiation
- Negotiating for an employment contract, a promotion/professional advancement, or career mobility
- Practical scenarios: practice negotiating the terms of your employment contract during an interview with a recruiter

# KNOW PROFESSIONS AND OCCUPATIONAL ENVIRONMENTS





# DISCOVER EMERGING TRENDS IN THE JOB MARKET FOR PHDs



# job market, career investigation, professional opportunities, career project

## Context

To choose a career path after completing a PhD, it is essential to gather information about professions and identify emerging trends in the job market for PhD holders.

## Objectives

- Understand your future job market
- Acquire a methodology to research according to their profile and career project to better seize opportunities

## Tools and pedagogical methodology

- Theoretical and methodological insights
- Practical exercises in small groups
- Group debriefing

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

3 hours

## Program

### Module 1: Key data on the PhD job market

- Key figures, trends, and important statistics on the job market for PhDs in France
- Focus on rapidly growing professions and emerging sectors
- Impact of digital transformation on employment for PhD holders

### Module 2: Researching professions and identifying professional opportunities

- Discover the most effective job investigation techniques
- Tips for identifying suitable professional opportunities
- Case studies and group debriefing



# KNOW THE JOB MARKET FOR PHD HOLDERS



# job market, career project, job search, career

## Context

Knowing the various professional opportunities available after a PhD is a valuable aid in career decisions. This training aims to cover the broad spectrum of positions available to PhD holders and the skills expected by recruiters.

## Objectives

- Identify the skills developed during the PhD
- Gain a better understanding of the market and socio-economic context
- Identify the skills sought by the job market
- Recognize career opportunities available to PhD holders (in France and internationally), in both academic and private sectors, suited to their profile

## Tools and pedagogical methodology

- Theoretical and methodological insights
- Testimonies from PhD holders currently in positions
- Sectoral data provided by Adoc Talent Management's R&D department
- Analysis of job descriptions
- Documentary resources and links for further exploration

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1 day (7h)

## Program

### Module 1: Characteristics of the PhD job market

- Professional opportunities for PhD holders in the early years following their defense: key statistics on the PhD job market in France (statistical studies on career progressions, CAREER study, employment surveys, etc.), sectors of activity, job types, salaries
- Comparison between disciplines
- The international job market for PhD holders: comparison between major geographic areas

### Module 2: Career progressions for PhD holders over time

- Understanding possible career evolutions in terms of sectors and professions throughout one's career
- Illustrations through examples of career paths and arguments for professional transitions

### Module 3: Researching professions

- Techniques for identifying types of positions and sectors hiring PhDs
- Understanding job descriptions: missions, work environment, and required skills

# PHDs: WHICH COMPETENCIES FOR WHICH JOBS?



# skills, professions, career plan, career

Portfolio



## Context

Building a personal and realistic career plan requires analyzing the tasks and skills associated with a profession, as well as a phase of introspection to better understand one's own preferences.

## Objectives

- Learn to analyze a profession from the perspective of the skills required and position yourself according to your preferences

## Tools and pedagogical methodology

- Methodological insights
- Job descriptions developed by Adoc Talent Management
- Group work
- Collective debriefing

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

3 hours

## Program

### Module 1: PhD: Which competencies?

- Identifying the skills used in one's profession
- PhDs: Diverse competencies for various professions

### Module 2 : PhD: Which jobs?

- Key data on the job market for PhDs
- A rapidly evolving employment context
- Learning to analyze a profession from the perspective of the skills involved

### Module 3: Your skills and career development towards a variety of professions

- Analyzing experiences from the perspective of skills
- Defining your career project

# KNOW THE COMPANIES AND PROFESSIONS



# private sector, company, career project

## Context

Over 50% of PhDs, as well as many individuals who began their careers in academic research, continue their careers in the private sector. However, some recruiters still note a lack of knowledge about the entrepreneurial world, which can be a barrier to employability.

## Objectives

- Understand the functioning and organization of a company and the entrepreneurial world
- Know the associated professions you can aspire to
- Consider ways to collaborate
- Learn how to research and connect with companies

## Tools and pedagogical methodology

- Company and career discovery game
- Quiz and glossary on corporate vocabulary
- Practical sheets on companies and resources for further exploration

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline, and research personnel

## Duration

1 day (7h)

## Program

### Module 1: Key features of companies and organizations

- What is a company
- Important notions
- Company culture
- Organization of a company & role of the different divisions
- Business innovation and start-up creation
- Trends in our knowledge-based societies

### Module 2: The role of PhDs in companies

- Phds' competencies
- From career plan to employment
- Early career positions and career development

### Module 3: Expectations of potential employers

- Understand the recruitment process
- Decoding job offers
- Know about competencies
- Prepare for the interview



# ANALYZING BUSINESS NEEDS



# recruitment process, business, problem-solving

## Context

This workshop aims to confront PhD candidates and recent graduates with real-world issues outside the academic sector, which they must analyze from various perspectives in order to propose a solution-oriented approach. This process helps them recognize their ability to solve entrepreneurial problems using the skills developed during their doctoral training.

## Objectives

- Demonstrate transferable skills in a different professional environment
- Illustrate situations where they provide solutions

## Tools and pedagogical methodology

- Methodological contributions
- Group work on a specific problem
- Collective debriefing

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

3 hours

## Program

### Module 1: What changes in business needs are required?

- Understand the products or solutions developed by the company
- Illuminate phenomena, understand behaviors, and anticipate them

### Module 2: Solving entrepreneurial issues and translating them into implemented skills

- Comprehend complex, evolving, and unfamiliar issues
- How to transfer knowledge and technology from the lab to the company
- Manage the fundamental research process
- Foster a culture of innovation

### Module 3: Practical exercise in small groups

- Practice understanding business needs to better highlight your profile

# EXPERIENCE COLLECTIVE PERFORMANCE AND CORPORATE CULTURE



# company culture, teamwork, integration, career

## Context

To integrate successfully and perform well in your new position, you need to appreciate the importance of the corporate culture, realize the effectiveness of teamwork, and put yourself in the best possible conditions for integrating a team into a new structure.

## Objectives

- Understand the culture of a company
- Measure the effectiveness of teamwork
- Getting into the right frame of mind to join a team

## Tools and pedagogical methodology

- Theoretical and methodological contributions
- Group work on a specific issue
- Collective debriefing

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1 day (7h)

## Program

### Module 1: Measuring the importance of company Culture

- Define the concepts of values and company culture, from SMEs to large enterprises
- Understand the importance of uniting around common values
- Recognize the need for agility in company operations

### Module 2: Discover collective performance

- Through a team game
- Discover the importance of working together to achieve a common goal
- Gain awareness of the role of each member of a project team
- Measure the effectiveness of teamwork and understand its limits
- Define the framework and operating rules of a team

### Module 3: Preparing to join a corporate team

- Understand the organization and modes of collaboration in hierarchical and cross-functional companies
- Understand the organization of a team & the role of each person - manager and collaborators
- Tools for adapting to a new professional environment

# DISCOVER AND ACCESS THE R&D DEPARTMENT OF A COMPANY IN FRANCE



# business, R&D, recruitment, job search, career

## Context

In 2020, companies accounted for 61% of the total employment in R&D in France (Report on the State of Scientific Employment in France, 2023). However, most early stage researchers are unaware of the diversity of R&D professions and their titles.

## Objectives

- Understand career opportunities in R&D
- Distinguish between public and private R&D
- Initiate a thinking to develop a career plan

## Tools and pedagogical methodology

- Practical and personalized advice from recruiters
- Sectorial data provided by the R&D division of Adoc Talent Management
- Analysis of job descriptions
- Group work and collective debriefing
- Testimonials from PhD holders in different R&D roles

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1 day (7h)

## Program

### Module 1: Identifying the research scheme in France

- Understand the major types of innovation stakeholders and their weight in employment
- Discover France's position on the international stage

### Module 2: Focus on the R&D in the private sector

- Comprehend the similarities and differences between Academic Research and Private Research
- Identify the variety of roles (R&D Engineer, Research Analyst, Intellectual Property Manager, Method Engineer, etc.)
- Identify the steps of a new product development

### Module 3: Identify and understand R&D jobs in companies

- Understand different job titles and their associated tasks
- Identify positions accessible to PhD holders and possible career advancements
- Recognize the skills to highlight for these roles
- Understand the recruitment process
- Understand the role and structure of job advertisements

### Module 4: Round table

- PhD holders from various disciplines currently working in R&D
- Topics covered: career paths, access to current roles, current position, tasks, contributions of the PhD, advice



# DISCOVER AND ACCESS POSITIONS OUTSIDE OF R&D



# business, non-R&D careers, recruitment, job search, career

## Context

A demand for high-potential creative executives is emerging in our knowledge-based economy, offering numerous opportunities for PhD holders across various types of organizations.

## Objectives

- Discover new career opportunities
- Explore career options

## Tools and pedagogical methodology

- Recent statistical data from the R&D division of Adoc Talent Management
- Testimonials from PhD holders working in non-R&D positions
- Exercise on presenting and enhancing one's profile for a non-R&D position (Work in subgroups and collective debriefing)

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1 day (7h)

## Program

### Module 1: Identify opportunities for PhDs

- Understanding the current socio-economic context
- The job market for PhD holders and its evolutions
- Understanding the characteristics of our knowledge-based economy
- Understanding its impact on recruiter expectations
- Identifying "classic" non-R&D careers for doctoral holders in various departments of a company
- Identifying emerging roles and interface jobs open to PhDs due to expertise needs

### Module 2: Discover new jobs and promote your assets

- Imagining new roles to address societal and economic needs, facilitate knowledge transfer, or promote innovation
- Discussing initial career paths considered by participants
- Practicing presenting strengths as doctoral holders for non-R&D opportunities

# DISCOVER AND ACCESS CAREER OPPORTUNITIES IN STRATEGY CONSULTING



# strategic consulting, recruitment, job search, career

## Context

PhD holders are increasingly sought after by consulting firms, particularly in strategy, due to their analytical skills and autonomy. These careers are highly stimulating and rewarding for PhD holders and their universities. However, more than 90% of candidates fail due to a lack of preparation for the very specific recruitment processes of consulting firms.

## Objectives

- Understand the role of strategic consulting
- Prepare for interviews

## Tools and pedagogical methodology

- Testimonial from a PhD holder working in consulting
- Guided case studies
- Competitive and strategic analysis models (group work and collective debriefing)

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1 day (7h)

## Program

### Module 1: Understanding the framework of the world of strategy consulting

- Understand the market of strategy consulting
- Discover the profile and role of a strategy consultant
- Identify career advancement opportunities and associated compensation

### Module 2: Understanding the specific recruitment process

- Understand the specifics of consulting firm recruitment
- Anticipate the preparation for the application and recruitment process

### Module 3: Preparing for case studies

- Understanding the different types of case studies and exercises (brain teasing, sizing, etc.)
- Preparing through guided case studies

### Module 4: Understanding Analysis Methods

- Learn about competitive analysis models (SWOT, BCG, McKinsey, Porter)
- Understand strategic behavior analyses (Porter, Foster)

### Module 5: Testimonial from a PhD-holding consultant

# DISCOVER AND ACCESS CAREER OPPORTUNITIES IN ACADEMIC RESEARCH IN FRANCE



# academic research, recruitment, career

## Context

Nearly 70% of PhD candidates at the beginning of their doctorate declare a desire to enter the academic research and higher education sector after graduation, and almost 40% actually work in this sector after a often complex journey. It is essential to understand this ecosystem to prepare a convincing application.

## Objectives

- Understand the landscape of academic research
- Prepare your application

## Tools and pedagogical methodology

- Data on the higher education and research sector
- Discussions on each participant's profile
- Oral presentation exercise before the group and debriefing
- Advice and common mistakes to avoid in application preparation

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1,5 days (10h)

## Program

### Module 1: The context of academic research in France

- Funding of R&D in France
- Scientific employment in France

### Module 2: Governance of higher education and research in France

- Institutional context of research
- Science policy
- Evaluation
- Construction of research

### Module 3: Academic career and hiring process

- About PhDs career
- Organizations
- Research staff
- Researchers vs. research engineers

### Module 4: Hiring process

- Hiring process in academic research
- Hiring in the EPCSCP
- Hiring in the EPST
- Hiring in the EPIC
- Success rate in competitions

### Module 5: Preparing your job search strategy

- Self-assessment and strategy
- Presenting strategy to the group
- Presenting profile to the group
- Collective debriefing and personalized advice



# DEVELOP YOUR COMPETENCIES



# MANAGEMENT OF THE DOCTORAL PROJECT



# doctoral framework in France, project management methods and tools, scientific monitoring tools, publication rules, skills development and valorization

## Context

A doctorate is a research project that has to be carried out within a limited timeframe, and having the tools to act as a young project manager will make it easier to succeed.

## Objectives

- Equip yourself with tools to manage your research project as a young project manager - PhD candidate
- Understand the doctorate as a global project and develop a strategic approach to its implementation
- Consider the training part of your doctorate to serve your career plan

## Tools and pedagogical methodology

- Participatory workshop including an introduction to various tools
- Exercises such as defining a back-plan based on each person's research project and identifying the best strategy for a successful 'post-doctorate' career

## Audience

Up to 12 PhD candidates, regardless of discipline

## Duration

2 days (14h)

## Program

### Module 1: The doctoral framework

- Understand the conditions of research practice for PhD candidates: rights, duties, missions
- Learn about different types of contracts

### Module 2: The fundamentals of project management

- Project management philosophy
- 9 steps of the project management
- Basics of project management (time, human resources, material resources, financial resources)
- Train with monitoring, planning, and follow-up tools

### Module 3 : Application to the doctoral project

- Identify the stages of a scientific approach
- Retroplanning of the doctorate
- Determine the skills mobilized and those that need to be developed
- Anticipate the valorization of results
- Interact with the environment: the role of the supervisor, teamwork, negotiation, stress, and conflict management
- Use monitoring tools
- Understand the bibliographic rules by discipline
- Manage your publications according to the participants' professional plans
- Understand the bibliographic rules by discipline

### Module 4: Manage your career

- Identify skills acquired during the PhD
- Employment market and the skills perspective
- Prepare your career plan

**Option: individual post-training follow-up. In our experience, once participants have been equipped with the tools they need, reviewing them from a distance helps to remove obstacles to taking action.**



# COMMUNICATING CLEARLY AND IMPACTFULLY ABOUT YOUR DOCTORATE TO A NON-EXPERT AUDIENCE AND PREPARING FOR MT180



# communication, oral, scientific mediation, MT180, valorization

## Context

PhD candidates have numerous opportunities to showcase their work, which can be crucial for future opportunities (such as securing a job post-thesis or establishing interdisciplinary collaborations). However, due to a lack of preparation, some early stage researchers may forgo these chances or fail to communicate clearly and impactfully.

## Objectives

- Understand the basics of scientific mediation
- Simplify without misrepresenting.
- Learn to communicate impactfully to a non-expert audience
- Practice presenting your work from the perspectives of scientific, social, societal, economic, and cultural stakes to various audiences
- Optional: prepare for "My Thesis in 180 Seconds" (MT180)

## Tools and pedagogical methodology

- Participatory workshop: participants will directly apply the teachings to their doctoral project through various individual and group exercises, followed by presentations and group debriefing
- Phases of exchange and feedback

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

2 days (14h) with an intersession of about 2 weeks + 1 optional day (7h) for MT180 participants

## Program

### Day 1: Discovering the basics of scientific mediation

- Initial inclusion/warm-up exercise: each participant draws a constraint from a hat and must present their thesis to the group respecting this constraint (e.g., using four words, without speaking, by drawing, without eye contact, etc.).
- Debrief on the impact of constraints on communication styles, comfort zones, and usual practices
- Basic concepts of scientific communication
- Preparation exercise "substance" following a framework: presenting the thesis in terms of stakes, questions, methodologies, responses, and sharing with the group
- Basic concepts of constructing a synthetic message and the importance of simplifying without misrepresentation
- Exercise in conveying a scientific message as a pitch about doctoral work to various profiles (politician, journalist, recruiter, child, etc.) who then relay it to the group based on their concerns
- Debrief and discussion on the role of the citizen-researcher as a mediator of knowledge and scientific integrity, focusing on what the audience retains
- Instructions for the intersession: development of content in the MT180 format

### Day 2: Discovering techniques to engage your audience

- Review of intersession work
- Basic concepts of storytelling: from the hook to the conclusion, alternating emotions and facts
- Group exercise to build the story around each doctoral project
- Basic concepts on how to communicate using body, voice, and gaze
- Role-playing and improvisation in a playful and unconventional format
- Basic concepts of communication channels and the contribution of images to speech
- Brainstorming on elements to include for each participant in the supporting slide
- Instructions for the intersession: finalization of the MT180 presentation (content and form) and preparation of the illustration slide

### Day 3 (Optional): Preparing for MT180

- Training through various role-playing games and filmed exercises
- Debriefing phases on stress management using breathing and grounding techniques, body communication, communication disruptors, and conveying passion without overacting
- Simulations under MT180 conditions (visible timing, etc.) to build confidence and anticipate remaining areas for improvement
- Individual roadmaps to finalize preparation until the big day

**Option: Post-training individual follow-up. Based on our experience, once participants are equipped with the necessary tools, reviewing them from a distance helps remove obstacles to action.**



# PREPARE YOUR THESIS DEFENSE



# defense, oral communication, written communication, valorization, emotion regulation

## Context

The thesis defense, the culmination of at least three years of significant work, is a structured exercise to be completed within a short timeframe. Doctoral candidates must prepare by refining both the content and the delivery of their message. This training provides participants with comprehensive preparation to approach the oral defense more confidently in front of a jury. The skills developed can also be used to optimize the impact of other research work.

## Objectives

- Structuring your defense
- Mastering oral communication
- Training to present a clear and impactful message

## Tools and pedagogical methodology

- Theoretical and methodological inputs on skills
- Experience analysis grid
- Introspection tools
- Defense simulation exercises

## Audience

Up to 12 participants in the final year of their doctorate, regardless of discipline

## Duration

2 days (14h) with an intersession

## Program

### Module 1: The basics of thesis defense

- Legal framework of the defense
- Different stakeholders and their roles in candidate evaluation
- Exercise in deciphering evaluation criteria for the defense
- Reflective analysis of each participant's strengths and weaknesses regarding each criterion

### Module 2: Building your defense

- Typical defense plan: from the manuscript to the defense plan
- Structuring your presentation to bring out important ideas, concepts, and keywords
- Presentation material (PowerPoint style): why and how to use it, content, organization of information, and number of slides
- Exercise: Individual preparation of the plan, structure of the presentation, and key messages
- Advice for the intersession

### Intersession: Preparing your presentation

### Module 3: Mastering oral communication in front of a group

- Basic rules for projecting your voice, mastering enunciation, breathing, volume, understanding the non-verbal aspects of communication, managing stress
- Anticipating information loss during message transmission, understanding the importance of keywords and multi-channel communication
- Tips for conveying conviction and personal experience in your speech, showing motivation, enthusiasm, and conviction to inspire the jury
- Why, how, and with whom to rehearse

### Module 4: Handling questions

- Different types of questions from jury members based on their roles
- Managing responses and exchanges with a jury, developing listening and interaction skills, addressing questions, showing understanding, rephrasing, elaborating, explaining
- Tips for taking time to reflect, reasoning through questions you don't immediately know the answer to, constructing an argument

### Module 5: Defense simulations

- Exercise: Defense simulations in front of a jury comprising the trainer and all participants: presentation of the first 10 minutes of the speech (introduction) + various types of questions/answers
- Each exercise will be followed by a group debriefing, sharing advice among participants and the trainer, and defining an individual action plan to finalize defense preparation

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped with the necessary tools, reviewing them from a distance helps to remove barriers to taking action.**

# PREPARING FOR ACADEMIC COMPETITION ORAL EXAMS



# career, academic recruitment, professional plan

Portfolio

## Context

The oral exams for academic competitions are very specific and timed exercises that assess not only publications but also a long-term project and integration into a community. The interview should allow the jury to evaluate the candidate's skills and motivations beyond the application file. Doctoral candidates must prepare for this during their thesis to optimize their chances of success in their academic career project.

## Objectives

- Understand the jury's expectations
- Practice for the oral exam
- Approach this test more confidently

## Tools and pedagogical methodology

- Theoretical and methodological foundations tested directly through practical exercises: criteria matrices, presentation structuring grid, oral conditioning exercises
- Access to a digital portfolio to continue working independently after the training

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline

## Duration

1,5 days (10h30) with an intersession

## Program

### Day 1

#### Introduction

- Brief overview of academic competitions

#### Module 1: Understanding the selection process in academic auditions

- Discovering the conditions of the oral interview
- Understanding the rules of selection, the jury's expectations and objectives, deciphering common and specific selection criteria for each position
- Deciphering these criteria and their evaluation followed by self-assessment by participants

#### Module 2 : Constructing your presentation

- Discovering the classic two-part plan
- Structuring your presentation
- Tracing the logic and richness of your career path
- Positioning yourself as a potential collaborator
- Using visual aids
- Exercise: Individual preparation to be continued during the intersession

#### Module 3: Mastering oral communication in front of a group

- Basic rules
- The importance of keywords and multi-channel communication
- Conveying conviction in your speech

#### Module 4: Handling questions

- Anticipating questions
- Generating constructive exchange
- Building an argument

### Day 2

#### Module 5 :

- Audition simulations
- Exercise in questions/answers

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped with the necessary tools, reviewing them from a distance helps to remove barriers to taking action.**

# OPTIMIZING SCIENTIFIC RESEARCH WITH ARTIFICIAL INTELLIGENCE: TOOLS, METHODS, AND LIMITS



# AI, skills, tools, ethics

## Context

The rapid popularization of Artificial Intelligence (AI) tools in recent years has generated new uses in both our daily lives and our work methods. Early stage researchers are also adopting these tools to successfully carry out their research projects. To optimize the use of these tools by doctoral candidates, it is important to understand how they work and to be familiar with them. It is also crucial to be aware of their limitations and the ethical questions their use raises in an academic context.

## Objectives

- Optimize research methods and develop new skills using Artificial Intelligence
- Discover best practices and effective uses of AI depending on the tasks to be performed
- Understand the advantages, risks, and limitations of using Artificial Intelligence in academic research

## Tools and pedagogical methodology

- Participatory workshop with theoretical and practical contributions
- Presentation and application of various AI tools
- Group exercises and collective discussions

## Audience

Up to 12 PhD candidates from any discipline

## Duration

3 hours

## Program

### Module 1: Optimizing research methods with artificial intelligence

- Collective Discussion: Uses of Artificial Intelligence by participants
- Collective Discussion: What existing tools are available and which are relevant for academic research
- Practical Cases: Effective use of AI tools in research (prompts, literature review, scientific popularization...)

### Module 2: Artificial intelligence and academic research: limits and points of caution

- How does Artificial Intelligence work?
- Practical Cases: Limitations of AI tools
- Developing an ethical and vigilant approach





# INCREASE YOUR DAILY PRODUCTIVITY WITH CHATGPT



# skills, AI

## Context

In an increasingly dynamic professional world, generative artificial intelligence (AI), particularly ChatGPT, is proving to be an indispensable asset. Generative AI like ChatGPT opens unprecedented horizons for improving productivity, creativity, and efficiency. However, along with these opportunities come challenges, including data security, managing inherent biases in AI systems, and understanding the limitations of these technologies.

## Objectives

- Reduction of psychosocial risks: stress, burnout, etc.
- Improvement in skills and employability of individuals, researchers, and PhD candidates

## Tools and pedagogical methodology

- Active pedagogy
- Practical exercises

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline, research staff (researchers and administrative staff)

## Duration

0,5 day (3h30)

## Program

### Module 1: What is ChatGPT and Generative AI?

- Introduction to large language models technology

### Module 2: Using ChatGPT - practical exercises

- Text generation
- Text rephrasing and adaptation
- Text modification
- Correction and translation
- Structuring

### Module 3: Brainstorming and creativity

- Stimulating creativity
- Practical examples

### Module 4: Risks related to ChatGPT

- Data security
- Bias and discrimination
- Hallucinations: minimizing factual errors

### Module 5: Beyond ChatGPT: texts, images, video



# DISCOVER THE FUNDAMENTALS OF MANAGEMENT



# management, skills, oral communication, scientific team, project management

## Context

Often, researchers find themselves in management situations without knowing the principles. To integrate well into their structure, it is important for them to learn about applicable methods.

## Objectives

- Understand key principles and concepts related to management
- Learn how to apply them in daily practice

## Tools and pedagogical methodology

- Evaluation test of personal management style
- Analysis grid of expectations as a manager or team member
- Exercises defining the different aspects of managerial activities
- Skills analysis grid and areas for improvement in management

## Audience

Up to 12 first-year doctoral candidates from any discipline

## Duration

1 day (7h)

## Program

### Module 1: Analyze your own management experiences

- Identify and present personal experiences as a manager  
Identify and present experiences as a team member
- Highlight the various aspects of managerial activities and points of caution

### Module 2: Definition of the main concepts related to management

- The organization as a system
- Role and tasks of the manager
- The main tasks of the manager
- Understand the notion of leadership

### Module 3: Identify the management styles

- Recognize various management styles, their challenges, and their applications in a research environment
- Consider situational management and identify approaches suited to specific situations
- Know your natural management style (delegative, participative, directive, persuasive)

### Module 4: Your management skills and style

- Learn about the 8 key areas of managerial activity and the associated skills
- Identify managerial skills developed through research and other experiences, and assess the skills yet to be acquired

# MANAGING A SCIENTIFIC TEAM



# team management, management tools, scientific team, project management

## Context

Transitioning into a managerial role requires training and exposure to typical group dynamics. Equipping oneself with tools enables a more confident assumption of responsibilities and helps prevent common difficulties encountered with new tasks.

## Objectives

- Acquire tools for daily team management
- Ensure good team cohesion

## Tools and pedagogical methodology

- Motivation analysis grid
- Conflict resolution role-plays
- Introduction to monitoring tools

## Audience

Up to 12 PhD candidates, or research staff (researchers and administrative personnel)

## Duration

1 day (7h)

## Program

### Module 1 : Leading a team

- Position oneself as a leader
- Understand the objectives of team leadership
- Set goals and monitor their achievement
- Delegate effectively, providing the means for success
- Control results by establishing mutual trust
- Inform, train, and facilitate development

### Module 2 : Managing relationships within a team

- Understand the balance between individual and collective goals
- Identify each member's sources of motivation and associated drivers
- Communicate effectively within the team and manage information flow
- Negotiate efficiently
- Identify and manage tensions and conflicts

**Optional: Post-training individual follow-up. Based on our experience, reviewing participants remotely after the training helps address obstacles and facilitates taking action.**





# MANAGING YOUR SCIENTIFIC PROJECT



# management, scientific team, project management

## Context

Research activities require knowing how to manage a project. While most research personnel manage their projects, they often do so empirically without theoretical input or appropriate tools.

## Objectives

- Understand the different phases of a project
- Set up and lead a project

## Tools and pedagogical methodology

- Theoretical and methodological contributions
- Experience analysis grid for "manager" and "managed"
- Evaluation test of one's management style
- Pitch exercise
- Simulation workshop

## Audience

Up to 12 PhD candidates or research personnel (researchers and administrative staff)

## Duration

1,5 days (10h30)

## Program

### Module 1: The project: definition and associated concepts

- Definition and characteristics of project management
- Understanding the role of the project manager
- Discovering project management methods and tools (design, task allocation, time management, monitoring & control, project completion)

### Module 2: Resource management

- Understanding financial resource management (cost plan management)
- Understanding human resource management (management style, teamwork, conflict management)

### Module 3: Risk management

- Understanding the impact of Murphy's Law and wishful thinking on project management
- Knowing how to establish a risk management plan
- Decision making

### Module 4: Communication

- Understanding the importance of communication in project management
- Knowing how to lead a meeting
- Discovering techniques to optimize oral communication (storytelling, non-verbal communication)
- Pitch exercise

### Module 5: Workshop

- Group simulation with two project choices
- Understanding how project teams work
- Defining objectives, tasks, and roles for each member
- Preparing deliverables for project launch

**Option: Individual follow-up post-training. Based on our experience, once participants are equipped, remote follow-up allows removing obstacles to take action.**

# HIRING YOUR SCIENTIFIC TEAM



# recruitment, scientific team, project management

## Context

PhD holders and PhD candidates may be called upon to participate in recruiting contract scientific staff for their teams. The success of these projects requires careful attention during recruitment to evaluate candidates' skills as well as their motivation and ability to integrate into the team.

## Objectives

- Recruit effectively based on defined criteria
- Surround oneself with competent and motivated individuals for better collective efficiency

## Tools and pedagogical methodology

- Exercises on the recruitment stages based on participants' real needs
- Exercise on job description and advertisement
- Analysis grid (CV and interview)
- Motivation evaluation grid
- Interview preparation grid
- Interview simulation (in pairs, with the trainer, in groups)

## Audience

Up to 12 individuals preparing for a doctorate and research personnel (researchers and administrative staff)

## Duration

2 days (14h)

## Program

### Module 1: Integrating the recruitment process in its entirety

- Analyze recruitment experiences (successes, difficulties)
- Understand the specific context of scientific employment
- Understand the stakes of recruitment
- Identify reasons for recruitment (replacements, new positions, etc.)
- Know the stages of competency-based recruitment

### Module 2: Preparing for recruitment

- Define the needs
- Determine the characteristics of the sought scientific profiles
- Prepare a comprehensive and specific job description for scientific roles
- Write an informative and attractive job advertisement, incorporating motivational factors for each target group

### Module 3: Searching and selecting candidates via CVs and publications

- Know where to post the job advertisement
- Search for candidates
- Analyze applications via CVs, cover letters, and publications using an evaluation grid
- Prepare for the phone interview

### Module 4: Preparing and conducting the interview

- Prepare for the recruitment interview for scientific profiles
- Know how to ask pertinent questions to obtain factual information
- Evaluate "knowledge," "know-how," and "soft skills"
- Detect motivation and the ability to integrate into the current team
- Analyze the overall fit between candidates, the position, and its context
- Utilize complementary methods (reference checks, tests, etc.)
- Make a decision based on defined criteria

### Module 5: Integrating the selected candidate

- Prepare for the arrival and facilitate integration
- Inform and train the new collaborator
- Foster enthusiasm and motivation

**Option: Individual follow-up post-training. Based on our experience, once participants are equipped, remote follow-up helps remove barriers to action.**

# SUCCESSING IN RECRUITMENT INTERVIEWS AS A RECRUITER



# job interview, CV, recruiter, recruitment, career

## Context

The development of national and European projects leads to an increase in the recruitment of contract scientific staff by teams that are not always trained in recruitment practices. The overall objective of this training is to enable researchers to acquire basic knowledge for conducting effective recruitment interviews.

## Objectives

- Understand the role of the interview in the various phases of recruitment
- Find the right approach and know how to conduct an interview focused on the fit for the need
- Define evaluation criteria and acquire methodologies to identify candidates' motivations and skills
- Practice good questioning techniques in job interviews and know how to analyze responses
- Acquire a methodology for decision-making and selecting the most suitable candidate for the need

## Tools and pedagogical methodology

- Exercises on the stages of recruitment based on participants' real needs
- Analysis grid (CV and interview)
- Motivation evaluation grid
- Interview preparation grid
- Interview simulation (in pairs, with the trainer, in groups)

## Audience

Up to 12 individuals, including researchers, team leaders or not, and engineers

## Duration

1 day (7h)

## Program

### Module 1: Integrating the recruitment process in its entirety

- Analyze recruitment experiences (successes, difficulties)
- Understand the stakes of recruitment
- Know the stages of competency-based recruitment

### Module 2: Preparing for recruitment

- Define the needs and characteristics of the desired profile
- Prepare a comprehensive and specific job description
- Write an informative and attractive job advertisement, incorporating motivational factors

### Module 3: Searching and selecting candidates via CVs and publications

- Know where to post the job advertisement
- Search for candidates in France and abroad
- Analyze applications via CVs, cover letters, and publications using an evaluation grid
- Prepare for the phone interview

### Module 4: Preparing and conducting the interview

- Prepare for the recruitment interview
- Know how to ask pertinent questions to obtain factual information
- Evaluate "knowledge," "skills," and "soft skills"
- Detect motivation and the ability to integrate into the current team
- Analyze the overall fit between candidates, the position, and its context
- Utilize complementary methods (reference checks, tests, etc.)
- Make a decision based on defined criteria

### Module 5: Integrating the selected candidate

- Prepare for the arrival and facilitate integration
- Inform and train the new collaborator
- Foster enthusiasm and motivation

**Option: Individual follow-up post-training. Based on our experience, once participants are equipped, remote follow-up helps remove barriers to action.**



# INNOVATION CHALLENGE: LEAD A TEAM PROJECT TO SERVE AN INNOVATIVE START-UP



# start-up, innovation, creativity, team, project management

## Context

As recruiters, we are convinced that understanding the challenges of an innovative company will boost your employability regardless of your career choice: R&D project manager, team leader, technical sales, business unit manager, patent engineer, or researcher with work to promote.

## Objectives

- Experiment with techniques useful for daily project management, structuring, working within a project team, managing time, and leading a meeting
- Showcase and communicate project results
- Develop and become aware of one's ability to persuade, analyze needs, consider constraints, adapt, and learn quickly in new fields

## Tools and pedagogical methodology

- Learning by doing: demonstrating the ability to complete and lead a team project that solves a business problem with which participants will have direct interaction
- Expert support on various topics
- Using a portfolio to become aware of developed skills

## Audience

Up to 50 first-year PhD candidates from any discipline

## Duration

5 intensive days (equivalent to 7 days)

## Program

### Overall format

Teams of 6 consultants (doctoral candidates from all disciplines) support start-ups over 7 days spread across 2 weeks. They work in project mode with milestones, a deadline, and deliverables to submit to their start-up sponsor. They study an issue faced by the entrepreneurs (developing a strategy for a new market; developing a new service/product using the company's technology) and propose a solution.

### Course

On the first day, the doctoral candidates will meet their client start-up. They must analyze and understand the problem and formulate a plan to provide solutions. Autonomously, they organize in project mode. Throughout the 7 days, the doctoral candidates work with the support of experts (often PhD holders) who give short lectures and answer their questions to help them progress in their project. These will cover:

- Project management
- Competitive intelligence
- Market research
- Business model
- Financial & budgetary aspects
- Communication

Additionally, a career coach will individually assist the doctoral candidates to help them showcase their developed skills and identify suitable careers.

Various testimonies from PhD holders, project managers in different sectors and professional environments will also punctuate the seven days, inspiring and expanding the doctoral candidates' networks.

On the 7th day, the teams submit a comprehensive report and present their results to the start-up and before a panel of experts.

### Benefits

This training offers multiple benefits for doctoral candidates: understanding the culture, operations, and challenges of innovative companies, acquiring project management skills, and working in a multidisciplinary team, as well as developing a network in the entrepreneurial ecosystem.

We also aim to help young start-ups better understand the skills and potential of doctoral candidates through a concrete project: outsourcing a development project that cannot be carried out with internal resources and thus benefiting from innovative proposals on their development project.

# ENTREPRENEURIAL CHALLENGE: TRANSFORMING AN IDEA INTO A START-UP PROJECT



# entrepreneurship, project management, teamwork, creativity

## Context

One of the barriers preventing more early stage researchers from embarking on the entrepreneurial adventure is the fear of "navigating into the unknown." This training will allow doctoral candidates to experiment as a team with the initial stages of the entrepreneurial and/or intrapreneurial process to test their appetites and abilities to shift from a research mindset to an entrepreneurial one.

## Objectives

- Experiment with project management techniques, structuring, working within a project team, and communicating results
- Develop an "entrepreneurial" mindset, creativity, the ability to solve new problems, and quickly learn new fields.
- Analyze career choices in the context of entrepreneurship or other options

## Tools and pedagogical methodology

- Learning by doing: participants will demonstrate their ability to successfully lead a start-up project as a team with expert support. They will become aware of the skills developed through a portfolio and a career coach.

## Audience

30 PhD candidates or PhD holders, regardless of discipline, aiming to become R&D project managers in innovative companies or start-up creators

## Duration

5 intensive days (equivalent to 7 days)

## Program

After a phase of ideation and gathering around 5 ideas, teams of 6 doctoral candidates from various disciplines will collaborate to transform the idea into a start-up project over 5 intensive days. They will work in project mode, with milestones, a deadline, and deliverables to submit.

The course is structured with an alternating mix of expert theoretical contributions, active and experiential practices, collaboration with diverse stakeholders, and field confrontations.

Supported by coaches and experts, the doctoral candidates will report on the progress of their project throughout the course (pitch, prototype, business model canvas, SWOT analysis, market study, etc.).

The proposed course will follow these stages:

### From creativity process to project definition (Day 1)

- Creativity session experimenting with different techniques
- Pitching the idea
- Voting and selecting the 5 ideas and associated groups
- Defining the project team organization

### Prototyping a product or service development project (Days 2, 3, and morning of day 4)

- Understanding and implementing business model concepts and market study
- Understanding and experimenting with design thinking
- Positioning the value proposition and business model
- Choosing protection modes for inventions
- Forecasting necessary human and financial resources
- Integrating into the entrepreneurial ecosystem: understanding the actors and possible aids

### Presenting and defending the innovative project (Afternoon of day 4 and day 5)

- Pitching the project to a collaborator, investor, or client
- Presenting and defending the project before experts in innovative business creation
- Reflecting on what worked or didn't within the project team and putting the learnings (skills and inclinations) in perspective for the "post-PhD" phase
- Keynotes sessions will include:
  - Fundamentals of value creation through entrepreneurship and innovative intrapreneurship
  - Business model
  - Market studies
  - Intellectual and industrial property
  - Human and financial resources
  - Pitching
  - Understanding the entrepreneurial ecosystem in France, both in deeptech and outside deeptech
- Various testimonials from entrepreneurs and PhDs from the entrepreneurial and deeptech ecosystem will also punctuate the week, to inspire and expand the doctoral candidates' network.
- On the last day, the teams will submit a comprehensive report and present their start-up project to a panel of experts.

# BOOST YOUR BUSINESS CREATION PROJECT



# entrepreneurship, business, project management, creativity

## Context

More and more PhD holders are starting their own businesses right after their defense. In addition to having skills useful for the entrepreneurial journey, they have the opportunity to leverage the innovative results of their research to create their own businesses.

## Objectives

- Understand business creation methods
- Validate the feasibility of the project
- Prepare to create, develop, and sustain your business

## Tools and pedagogical methodology

- Participants work on their own project
- Tools such as SWOT analysis, business model canvas, etc.
- Project evaluation exercises
- "Creator" profile evaluation grid
- Analysis of skills and motivations for entrepreneurship
- Business creation games
- Entrepreneur's dashboard

## Audience

Up to 8 participants, including PhD candidates and researchers, contract staff, permanent researchers, research staff (ITA/BIATSS), or administrative staff (ITA/BIATSS)

## Duration

2 days (14h)

## Program

### Module 1: Journey from idea to project

- Identify an opportunity
- Complete the steps to transform an idea into a viable project
- Protect your idea
- Know the actors who assist in business creation

### Module 2: Conduct a market study

- List the essential steps to conduct a market study
- Define a strategy that meets market expectations

### Module 3: Finance your project

- Understand the main concepts related to financing
- Make financial forecasts
- Find available funding and support

### Module 4: Define legal status and administrative formalities

- Choose the legal status of the company
- Distribute shares and social capital
- Draft the company statutes and shareholders' agreement
- Complete the creation formalities

### Module 5: Set up your business and launch activities

- Find a location
- Ensure commercialization
- Manage cash flow
- Handle accounting and invoicing
- Prepare for first recruitments

### Module 6: Present Your Project to a Partner or Financier

- Prepare a pitch based on the business model canvas
- Present your project to the group and argue your choices

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped, following up remotely helps remove barriers to taking action.**



# ENTREPRENEURSHIP: "FROM INDIVIDUAL TO COLLECTIVE: WHAT SKILLS ARE NEEDED TO SUCCEED IN YOUR ENTREPRENEURIAL PROJECT?"



# team, skills, entrepreneurial mindset, human resources, creativity

## Context

Early stage researchers who choose the entrepreneurial path often feel like they are starting from scratch and are destabilized by the shift from researcher to entrepreneur. However, they possess strong advantages in an entrepreneurial context (creativity, resilience, monitoring, funding applications, communication and persuasion, autonomy, etc.).

## Objectives

- Reassure participants of their entrepreneurial skills
- Leverage strengths and preferences in choosing their role in the project (key success factor)
- Assess the roles and skills needed to successfully complete the project and address human issues
- Anticipate future project stages from a human resources perspective

## Tools and pedagogical methodology

- Active learning, analysis matrices directly used by participants (to be used after the workshop for discussions with various project stakeholders and for support from SATT, OTT, etc.), feedback from experiences

## Audience

Up to 8 PhD candidates or PhD holders, regardless of discipline and carrying an entrepreneurial project

## Duration

2 days (14h)

## Program

### Introduction

- Roundtable and inspiring introduction on the mindset and skills of deeptech (or non-deeptech) project leaders and the importance of the team

### Module 1: Self-insight

- Analysis matrix of past experiences from the perspective of skills and preferences
- IKIGAI matrix
- Reflective analysis of skills (strengths & weaknesses) and preferences (drivers and barriers) for entrepreneurship in general

### Module 2: Aligning with your project

- Your deepest "why" behind the project
- Your strengths a
- Your role within the team
- Present your "entrepreneurial self" and pitch your project to the rest of the group (using insights from the various tools)

### Module 3: How to surround yourself?

- Anticipate the team to build
- Analyze the roles and skills needed to successfully complete the project
- Concept of a target organizational chart at different timelines
- Establish a vision, mission, organizational model, and values to unite the team

### Module 4: Skillset for success

- Understand the different modalities for surrounding yourself (co-founder, advisory board, employee, etc.)
- Impact analysis matrix of different modalities
- Choose the right modality for each aspect based on criticality, strategic vs. operational role, etc.
- Focus on first recruitments and associated best practices

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped, following up remotely helps remove barriers to taking action.**

# ENTREPRENEURSHIP: ONE-ON-ONE COACHING



# principles of innovative business creation, innovation ecosystem, innovation funding, individual sessions, creativity

## Context

In 2022, nearly 50% of early stage researchers considered starting a startup as an option for their career path (National Barometer of Early Stage Researchers and Entrepreneurship - 2022 Bpifrance & PhD Talent). PhD holders, in addition to possessing useful skills for the entrepreneurial journey, have the opportunity to leverage the innovative results of their research and rely on a robust ecosystem to create their own businesses.

## Objectives

- Apply entrepreneurial methodologies to advance their own project

## Tools and pedagogical methodology

- Refer to the "Program" section

## Audience

1 PhD candidate or PhD holder, regardless of discipline, who already has a project and seeks support or is considering a career in entrepreneurship

## Duration

Two 1h30 video conference sessions spread over a maximum of 3 months.

## Program

**During individual follow-ups, our coaches and mentors adapt to the needs of each founder (based on their profile, project, and maturity level).**

### Commonly addressed topics include:

- Defining the "creator" profile, reassuring skills, and identifying preferences for role selection
- Defining the mission statement, vision, and values
- Defining and optimizing collaboration methods within the project team, aligning co-founders
- Choosing a business model
- Selecting target markets
- Defining the value proposition
- Creating a project roadmap
- Defining the team (co-founders, employees, advisors, partners, etc.)
- Establishing the organizational model, KPIs, and attraction and retention factors for the team
- Identifying funding strategies
- Identifying the best support pathway based on the project and needs

# COPING WITH FAILURE IN DOCTORAL RESEARCH



# failure, difficulty, research, emotional regulation, prevention, risks

Portfolio

## Context

Whereas failure has always been an inherent part of the doctoral research process, it appears that since the lockdown due to the Covid-19 pandemic, a growing number of early stage researchers are facing significant difficulties in managing the failures associated with conducting their research project. When faced with major difficulties, the induced stress may result in procrastination, medical leaves, or even thesis dropouts.

## Objectives

- Helping Ph.D. candidates to recognize that failure is an inherent component of the research process
- Assisting them in analyzing their approach to experiencing failure, be it in research or other aspects of life
- Providing them with tools to develop their own method for handling failure
- Navigate through the crisis and gain perspective on the acquired skills
- Getting prepared for the next challenge

## Tools and pedagogical methodology

- A participatory workshop including group work sessions, reflective and self-analysis exercises
- tools to learn how to better anticipate failures and regulate associated emotions

## Audience

Up to 12 PhD candidates, regardless of discipline

## Duration

1,5 day (10h30)

## Program

### Module 1: Sharing experiences about failure

- Group Work : your personal failure experience
- The failure process : different stages
- Failure as a part of any professional life

### Module 2: Failure: an intrinsic characteristic of research

- The value of failure in science: some examples of big successes made possible by major failures
- Discussion: What is an acceptable academic failure?
- The research process: a definition
- Scientific research as failure management

### Module 3: How to deal with failure?

- Competition and social comparison in academia & Impostor syndrome
- Some investigation methods/ questions to ask yourself
- How to talk about failure and with whom? (sharing emotions)
- Actions to be taken at an individual level
- Coping strategies: mental health, emotion regulation, stress management

### Module 4: From failure to success

- Group work: discuss about a failure you experienced and what came next
- Collective debriefing : the skills needed to overcome a failure
- Change perspective and consider failure with optimism

### Module 5: Practical tools for managing your project

- Interact with your environment: the role of the supervisor, teamwork
- Managing stress and conflicts
- Time management, materials and financial management
- Piloting, planning and monitoring tools

**Option: individual post-training follow-up. In our experience, once participants have been equipped with the tools, reviewing them remotely helps to remove barriers to taking action.**



# COPING WITH STRESS DURING THE DOCTORATE



# health, prevention, emotion regulation, stress, risks

## Context

Many studies show that PhD candidates are at increased risk of developing high levels of stress, as well as various disorders. These major health issues have significant consequences on the work of doctoral candidates and their professional trajectories. Their well-being during the PhD journey has become a central concern for universities.

## Objectives

- Better understand stress, its causes, and its consequences
- Understand its links with other health issues among doctoral candidates
- Learn to identify these problems in oneself and others
- Learn to respond appropriately to these problems

## Tools and pedagogical methodology

- Exploration tools (motivational grid, goal management grid, etc.)
- Psycho-educational tools (inventories of emotions and strategies, etc.)
- Participative training with time for discussion, group work and individual introspection

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline, and research personnel

## Duration

1 day (7h)

## Program

### Introduction: What is stress?

#### Module 1: Understanding situation causing distress within the context of the doctoral journey

- Your experience of stressful situations
- Psychosocial risks

#### Module 2: Understanding distress during the doctorate

- Some basic concepts about stress
- Anxiety, depression, burnout...
- Causes and prevalence of stress among research staff
- The consequences of stress in the academic research sector
- Tools and methods of regulation
- Stress regulation strategies

#### Module 3: Workshop

- Identify the signs of stress in oneself and others
- Regulating stress in your environment
- Your personal stress regulation strategy

### Conclusion

- For effective and sustainable stress regulation

**Option: individual post-training follow-up.** In our experience, once participants have been equipped with the tools, reviewing them remotely helps to remove barriers to taking action.



# LIVING WELL WITH YOUR DOCTORATE

## - ONE-ON-ONE COACHING



# stress management strategies, individual sessions, health, prevention, emotion regulation

Portfolio

### Context

The challenges faced during a PhD are numerous (e.g., building and developing a relationship with supervisors, deciding on a career path, producing content and communicating it), and the problems that PhD candidates may encounter are just as many (e.g., relational, motivational, psychological issues). Individual sessions help better manage stressful and distressing situations in the specific context of academic research and acquire simple working methods and tools to approach the PhD journey more calmly.

### Objectives

- Defuse and learn to defuse stressful and distressing situations during the PhD
- Acquire methods to calmly navigate the development of the doctoral project

### Tools and pedagogical methodology

- A log book will be provided before the first session. Participants will be encouraged to use it between sessions and after completing all sessions.

### Audience

1 PhD candidate or PhD holder, regardless of discipline

### Duration

2 sessions of 1 hour each, spread over a maximum period of 6 months

### Program

#### Assessment of problems encountered

- Relational/interpersonal, motivational, psychological issues

**Strategies and abilities** to regulate emotions and stress

#### Advice on suitable regulation strategies and their practical implementation in daily life

Beyond emotion and stress regulation: **guidance for a serene PhD experience**

- Problem-solving methods and priority management
- Encouraging feelings of autonomy and control over one's work





## Context

A significant number of health issues (biological, psychological, social) appear to be particularly prevalent among the doctoral candidate population. Beyond the health challenge, these issues also act as barriers to the success of PhD candidates and hinder their career progression. In other words, these health problems contribute to dropout rates in doctoral programs, ultimately weakening the innovation potential of early stage researchers. Consequently, these health concerns are becoming a growing priority for academic institutions.

## Objectives

- Understand the concept of health and its various facets
- Identify aspects of academic research that impact health
- Discover ways to take charge of one's health: preventing health risks related to academic research
- Promote early detection of these problems in oneself and others
- Gain tools to stay informed

## Tools and pedagogical methodology

- Theoretical and methodological contributions
- Practical exercises
- Methodologies/tools for health monitoring of collaborators (PhD candidates, etc.)
- Discussions

## Audience

Up to 8 PhD candidates or PhD holders, research personnel (researchers and administrative staff)

## Duration

Theoretical and methodological foundations (7h)  
and Experience feedback at 6 months (3h30)

## Program

### Partie 1: Group training

- Definition of health and its various facets
- Analysis of situations that generate or correspond to a mental health state (list of situations from academic research: identifying risks or no risks)
- Discussion on factors that can affect health in the academic environment
- Review of scientific literature: risk and protective factors, impact, prevalence
- Introduction to tools for measuring well-being and health issues (self-report scales, physiological signs, etc.)
- Presentation and hands-on use of a health monitoring tool

### Partie 2: Experience feedback session at 6 months

- Prior to the experience feedback session, a questionnaire will be sent to participants to report cases they encountered since the group training and any associated difficulties.
- Practice analysis of the tools presented on day one
- Practical exercises: stress/burnout
- Methodologies for implementing health monitoring for oneself and collaborators

**Option: Individual post-training follow-up. Based on our experience, revisiting participants remotely once they are equipped can help remove barriers to action.**







## Context

In the field of research, creativity is essential for pushing the boundaries of knowledge and developing innovative solutions to complex problems. For PhD candidates, nurturing creativity is crucial not only for conducting original and meaningful research projects but also for standing out in the academic and private job markets. By integrating creativity into their scientific approach, early stage researchers can open new perspectives and make significant contributions to their discipline. This training aims to provide the tools and techniques necessary to support and apply creativity in doctoral research and beyond.

## Objectives

- A better understanding of creativity and the factors on which it depends
- Learn about the specifics of creativity in research
- Develop a creative approach in research activities
- Gain knowledge of the tools and techniques needed to support and apply creativity in doctoral research and beyond

## Tools and pedagogical methodology

- Theoretical and methodological input
- Practical exercises

## Audience

Up to 12 PhD candidates or PhD holders, regardless of discipline, and research teams

## Duration

1 day (7h)

## Program

### Module 1: What is creativity? Scientific definitions and personal experiences

- Collective discussion: What is creativity? Do you consider yourself creative? How does it manifest in your daily life and research?
- Some definitions: creativity, innovation
- Practical exercise: Generating creative ideas
- Debriefing: Can we identify factors (individual and contextual) that determine creativity?
- Creativity in research: What are the specific characteristics?

### Module 2: Being creative in research

- Participatory workshop: Assessing the relevance of innovative ideas in academic research and business
- Collective discussion: Expectations in research (from the PhD program, supervisors, doctoral schools, reviewers, etc.)
- Reflections on daily constraints: Barriers and levers identified in the literature
- Debriefing and recommendations
- Conclusion: Your tools for developing creativity

**Option: Individual post-training follow-up. Based on our experience, once participants are equipped, revisiting them remotely can help overcome barriers and prompt action.**



# UNDERSTANDING DIVERSITY, EQUITY, AND INCLUSION (DEI) AND HOW TO EMBRACE THEM



# diversity, inclusion, equity, team, interculturalism

Expertises 

## Context

Diverse profiles within work teams foster the emergence of new ideas and enhance productivity. Therefore, in addition to the strong ethical considerations, including and supporting diverse profiles in scientific careers brings both individual and collective benefits. Obstacles, such as stereotypes and power dynamics, can affect daily interactions or working relationships. It is essential to be aware of these obstacles and to have the means to overcome them to promote diversity within scientific teams.

## Objectives

- Gain insights into the topics of Diversity and Inclusion and the challenges they present in terms of support
- Reflect on and/or question current practices in career support

## Tools and pedagogical methodology

- Learning and feedback processes
- Alternating theoretical/methodological input and case studies
- Support from an exercise book with tools
- Digital resource library for further exploration

## Audience

Up to 12 participants including thesis supervisors, research teams, and scientific career advisors

## Duration

0,5 day (3h30)

## Program

### Module 1: Diversity/Equity/Inclusion: context and challenges

- Contextual elements
- The importance of Equity/Diversity/Inclusion strategies in research

### Module 2 : What are we talking about?

- Group discussion: your definitions
- Definitions: diversity, equity, inclusion
- Diversity, Equity, Inclusion: issues and power dynamics

### Module 3: Diversity/Equity/Inclusion and work environment: creating an inclusive and productive space

- Practices to implement at various levels
- Identifying obstacles
- Reflections and tools for inclusive support
- Managing interculturalism
- Case study
- Implementing an Diversity/Equity/Inclusion strategy within the team



# UNDERSTANDING AND MANAGING IMPOSTOR SYNDROME



# health, risks, factors, emotion regulation, prevention

Expertises

## Context

Impostor syndrome is a common phenomenon among PhD candidates, characterized by persistent doubts about their skills, legitimacy, and ability to succeed in the field of research. This feeling can hinder their research progress and affect their mental well-being, ultimately compromising their long-term potential. Recognizing and overcoming impostor syndrome is crucial for early stage researchers to fully thrive and approach their careers with confidence and resilience. This training aims to provide practical strategies for identifying and managing these feelings to enhance self-esteem and professional effectiveness.

## Objectives

- Gain insights into impostor syndrome
- Build a toolkit to better identify at-risk situations and individuals
- Understand personal limits in the face of mental health challenges

## Tools and pedagogical methodology

- Learning and feedback process
- Alternating theoretical/methodological input and case studies
- Support from an exercise book with tools
- Digital resource library for further exploration

## Audience

Up to 12 participants, including thesis supervisors and research staff

## Duration

0,5 day (3h30)

## Program

### Module 1: Impostor syndrome: definitions

- Group work: Your definitions of impostor syndrome
- Syndrome or phenomenon?
- Measurement scales (issues and limitations)

### Module 2: Identifying aggravating factors

- A phenomenon related to "individual characteristics"
- A phenomenon related to the research work environment
- Impostor syndrome and diversity/inclusion challenges

### Module 3 : Consequences and support tools

- General consequences
- Health consequences
- Consequences on researcher identity development
- Consequences on career management
- Tools
- Case study



# SUPPORTING DOCTORAL CANDIDATES IN THE "SKILLS" APPROACH

## - TRAINING FOR TRAINERS



# skills, human resources, professional plan, career

Portfolio

### Context

Within higher education and research institutions, the training and support offer for PhD candidates is evolving to better meet their expectations and optimize their career continuation. Therefore, HR personnel, sometimes without experience in this field, are mobilized to accompany them in the "skills" approach. This is why we offer dedicated training for personnel in charge of supporting PhD candidates.

### Objectives

- Understand the advisor's posture in the context of support and legitimize his/her action
- Understand the specificities of the doctoral audience
- Know how to identify and enhance skills using interview and career analysis techniques
- Make the best use of a skills portfolio as part of the support process

### Tools and pedagogical methodology

- Methodological input alternates with practical exercises to enable participants to get to grips with the tools directly.
- Provision of a digital library of complementary resources

### Audience

Up to 8 participants, who may be thesis directors and doctoral supervisors, departmental staff, HR / doctoral training, with or without previous experience

### Duration

Theoretical and methodological background (7h) and 6-month feedback (3h30)

### Program

#### Part 1: Group training

- Round-table presentation and sharing of previous experience in relation to the theme
- Defining one's posture in supporting and advising doctoral candidates, establishing one's legitimacy and setting the framework
- Introduction to the basic concepts underlying career guidance and development (skills, career paths, motivations, advice, bias, reference frameworks). Focus on the most relevant reference systems for doctoral candidates (RNCP, CAREER REFERENSIII, VITAE or more global: O\*NET and ESCO)
- Learn about the doctoral candidate/doctor profile: doctoral experience and associated skills, the job market and post-doctoral careers
- Contribution on interview techniques: active listening, reformulation, open/neutral/closed questions, silences, empathic support
- Contribution on tools and techniques for exploring career paths and skills, and methodology for developing the career plan
- The use of skills/occupational reference frameworks and portfolios as part of a coaching program; Focus on the tools to be used within the company
- Role-playing exercises to put into practice the techniques covered
- How to present the approach to doctoral candidates and get them on board?
- Debriefing and next step

#### Part 2: 6-month experience feedback session

- Prior to the feedback session, a questionnaire will be sent to participants to enable them to report on the cases they have encountered since the group training session, and any associated difficulties. During the session, there will be time for practice analysis, followed by exercises designed to develop solutions and practice for better handling complex cases.

**Option: individual post-training follow-up. In our experience, once participants have acquired the tools they need, reviewing them remotely helps to remove obstacles to taking action.**

# SUPPORTING CAREER MOBILITY: INTERVIEW TECHNIQUES



# mobility, interview, professional plan

## Context

The evolutions experienced by public or private organizations have increased the number of internal mobilities within structures. The function of mobility advisor (GPEC referent and recruitment officer) has recently appeared, but often the advisors have to train on the job. The objective of this training is to professionalize mobility advisors by allowing them to improve their interview techniques and better cope with difficult situations.

## Objectives

- Lead a professional diagnostic interview and a support process
- Cope with difficulties encountered in support situations

## Tools and pedagogical methodology

- Participatory training
- Large emphasis on experience sharing and questions
- Practical exercises and scenarios after each theoretical input

## Audience

Up to 10 participants who may be administrative staff, managers, or other profiles (upon request)

## Duration

2 days (14h)

## Program

### Module 1: Self-diagnosis of interview methods and techniques

- Outline current practices and interview methods
- Decode one's practice and its limits
- Identify areas for improvement and training objectives

### Module 2: Different interview phases and their stakes

- Preparation phase: how to best anticipate the interview process
- Defining the interview framework: advice and tools for an indispensable phase
- Exchanges: how to foster, reframe, and structure the exchange phase
- Conclusion: when and how to conclude, validate key points, and define an action plan

### Module 3: Choosing interview techniques based on context

- Understanding the professional mobility process through ADVP (activation of vocational and personal development)
- Context of team difficulties
- Context of re-mobilization
- Context of reframing

### Module 4: Coping with difficult situations

- How to limit them
- How to face them: reframe an interview, identify one's discomfort zone and escape routes, mobilize the team to face difficulties
- Take a step back on difficult interview situations: identify investment level and prejudices about the situation; understand the difference between expressed demand and the underlying issue

**Optional: Individual Post-training Follow-up Based on our experience, meeting participants remotely once they are equipped allows removing barriers to action.**

# SUPPORTING PROFESSIONAL MOBILITY: TOOLS FOR BUILDING A CAREER PLAN



# professional plan, skills, motivations, mobility

Portfolio 

## Context

EPSTs and universities aim to evolve their HR service offerings towards better support and securing the career paths of their employees. As a result, HR staff are seeing their roles change without necessarily being prepared for it. This training aims to encourage them to reflect on and share their practices, gaining autonomy and confidence.

## Objectives

- Appropriate and effectively structure the process and stages of support
- Mastering the tools and techniques for building career plans
- Lead an analysis of a career path, skills, motivations, and aspirations
- Match this diagnosis with jobs within or outside the institution
- Know how to inquire about research jobs and research support thanks to reference frameworks
- Move from pre-projects to a personal and realistic professional plan
- Evaluate one's support practice in a continuous improvement logic

## Tools and pedagogical methodology

- Alternating methodological input and practical application through case studies and simulations
- Experience feedback
- Group debriefing and personalized advice

## Audience

Up to 10 participants, including administrative staff, executives and managers, or other profiles (on request).

## Duration

3 days (21h)

## Program

### Day 1

- Position oneself regarding existing approaches and tools around the professional plan
- Understand the notion of skills
- Know the skills/jobs reference frameworks for better orientation
- Decode jobs in terms of activities and underlying skills to feel legitimate in functions not exercised oneself

### Day 2

- Support the agent in analyzing their career path and defining their skills
- Support the professional in diagnosing their motivations and desires
- Know how to propose complementary tools to the agent

### Day 3

- Qualify the project and match the diagnosis with internal or external jobs
- Analyze the feasibility of the professional plan
- Advise on the implementation of the professional plan
- Evaluate and optimize the support approach over time

**Optional: Individual Post-training Follow-up Based on our experience, meeting participants remotely once they are equipped allows removing barriers to action.**







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