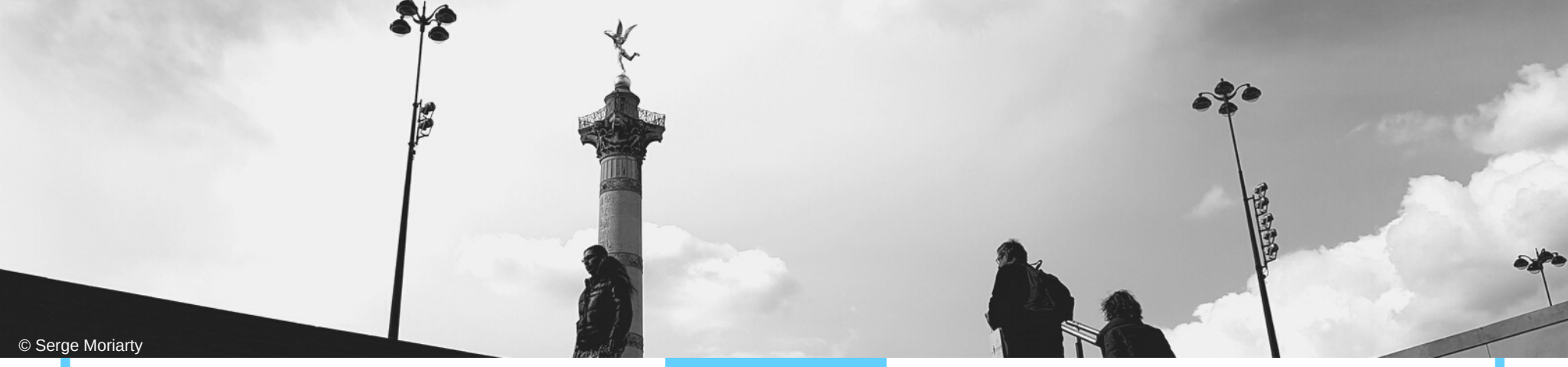
TRAINING
CATALOGUE

2021-2022

Adoc
Talent Management

Your partner for career management of your research personnel



Foreword

Adoc Talent Management is the first career management firm for PhDs and research personnel that combines three synergistic activities: recruitment, training and research and development. Our team is rooted in the innovation ecosystem and fundamentally driven by values of doctorate promotion.

Our recruitment consulting activity for companies, public institutions and associations help us ensure an optimal understanding of the expectations of both recruiters and PhDs. Our R&D team studies PhDs' skills and employability and develops effective professional orientation tools. Thanks to the synergy between our three activities, we guide the participants in the design of their personal and realistic career plan according to their competencies and aspirations, aligned with the expectations of the job market.

In the trainings in this catalogue, you will find useful tools and solutions that apply to the day-to-day practices of your research personnel, and personalized advice to meet their expectations. We invite you to discover them.

Adoc
Talent Management

Foreword

ONLINE OR IN-PERSON

Our interactive workshops are all available as online and on-site sessions.

CUSTOMIZED TRAINING

For each training of the catalogue, we propose a basic program which will be adapted to each request according to:
- the profile of the participants (disciplines, professions, level of experience),
- specific requests from the client,
- expectations expressed in the pre-training survey sent to the participants.

In addition to the training contained in this catalogue, we are attentive to the specific needs of our customers. Thus, we can design tailor-made courses to meet the specific needs of the participants' work environment.

TRAINING CONSULTANTS

Our training consultants have hands-on experience in recruitment and / or data-driven expertise on PhD skills and careers.
They have the background, materials, and pedagogic tools to provide the best training experience.

ACTIVE LEARNING

Adoc presentations always include tools and methodologies and hands-on workshops.

LANGUAGE

The trainings can be presented in French or in English.

PRICE

To know our prices, please contact us.

CONTENT OF THE TRAINING SHEETS

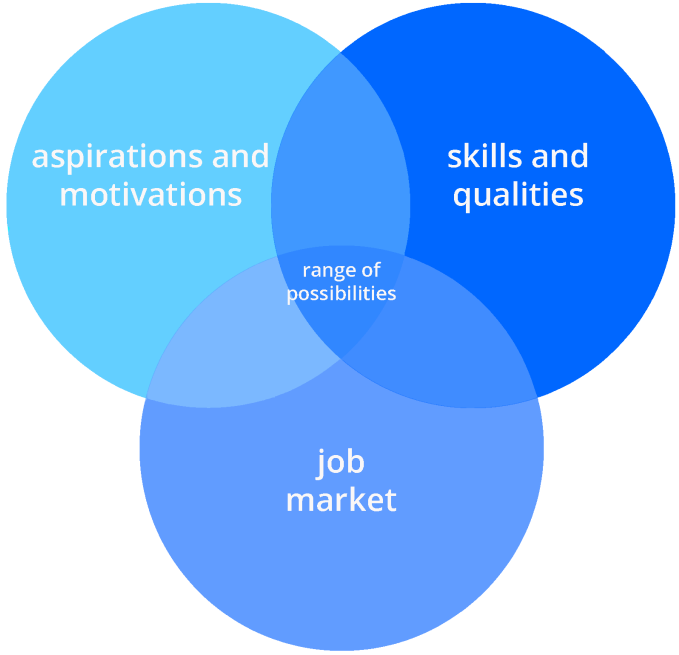
To help you support your personnel in the construction of coherent training courses according to their profiles, their objectives and in a gradual pedagogical dynamic, each sheet includes: Background and objectives of the training; Content ; Tools and pedagogical methodology; Target Audience; Practical details (duration and number of participants per session); Training path.

The 3 spheres

The philosophy behind our professional career development training is based on the concept of "3 spheres" that we have developed internally. Our day-to-day recruiting and training practices have instituted our commitment to helping individuals achieve their professional growth.

Thus, the challenge of our training offer is to provide participants with the tools needed to define and implement a realistic and personal professional project. The participants' foreseeable professional futures ("the range of possibilities") are at the intersection of three spheres on which our trainings propose to work:

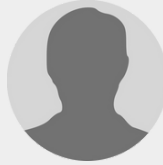
- The sphere of aspirations and motivations ("Find your future job in line with your career plan")
- The sphere of job market expectations ("Know professions and occupational environments")
- The sphere of skills and qualities ("Develop your competencies")



Training consultants

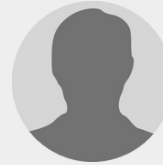
Faustine Bizet, PhD
Training Consultant
Adoc Talent Management

Faustine holds a PhD in therapeutic chemistry from Paris Saclay University, and taught chemistry at the university level for 3 years. After her first experience as a recruitment consultant in the pharmaceutical industry, she joined Adoc Talent Management in early 2019 in that function. Besides her role as a recruitment consultant, she also conducts training courses for PhDs and PhD candidates on skills development and career building.



Prof. Martin Kreiswirth
Graduate Studies Advisor

Marty, a former professor of English and Dean at McGill University, developed the award-winning SKILLSETS – offering doctoral students and graduates advanced interdisciplinary professional development training for positions inside and outside the academy. He previously worked at the University of Western Ontario, where he established the 360 degree Graduate Student Initiative, which provided training in professional skills for successful transition to careers in academia, government, industry and beyond. He is an active researcher in literary studies and critical theory.



Matthieu Lafon, PhD
Training Consultant

Matthieu holds a PhD in cognitive psychology. He worked for three years in a renowned French company in the energy sector, after which he co-founded Adoc Talent Management, in 2008. Head of the strategic and international development, recruitment consultant and training consultant for Adoc, he was also nominated
AERES (now HCERES) expert to assess French graduate schools.

Alexandre Lehman, PhD
Training Consultant

Alexandre is a cognitive neuroscientist, currently assistant professor at McGill University. He served as the executive director of a non-profit association dedicated to cognitive science research, and then worked as a post-doctoral fellow during four years in Canada and Mexico. Well aware of the challenges PhDs face when entering the current job market, he has been giving lectures and workshops on this topic. He acts as scientific consultant for Adoc.

Marion Cordesse
Training Consultant
Adoc Talent Management

Marion holds a Master's degree in international human resources from Rennes School of Business. She joined Adoc Talent Management at the beginning of 2019 as a recruitment consultant. She is also involved in HR strategy consulting missions and takes part in internal communication at the Paris office.

Anis Amokrane, PhD
Training Consultant

Anis is a theoretical and experimental physicist with a PhD from the University of Strasbourg. He has developed a wide range of skills, from engineering to project management, through his various international experiences. Also in charge of education and research policy within various associations such as the Confederation of Young Researchers, the Association of PhD candidates and PhDs of Alsace, and Eurodoc, he has a thorough knowledge of the politics of research and of the doctoral world. He joined Adoc Talent Management in October 2017 to contribute to research projects led by the Innovation & Studies division and to share his knowledge during training courses.

Our references

Adoc Talent Management

Adoc Talent Management assists universities, public research institutes, associations, learned societies, etc., who wish to offer their staff the opportunity to extend their career prospects in all sectors of activity and to acquire effective tools for their professional practice in research. Since 2009, we have trained more than 15,000 research personnel, in North America and Europe, on all human-related topics at the heart of research systems. This strong experience has allowed us to base our expertise, our credibility, to adapt our teaching methodologies and to build innovative training modules bringing a real satisfaction to the learners.

University of Toronto
McMaster University
uOttawa
York University
cnrs
Polytechnique Montréal
McGill
UBC
Mitacs
University of Alberta
Berkeley Lab
Université de Montréal
Carleton University
University of Victoria
District 3
INRS Institut national de la recherche scientifique
University of Calgary
CAPS ACSP
IRIC
IRCM Institut de recherches cliniques de Montréal

Our references - France

Université de Paris
Université Paris-Est
École Polytechnique – IP Paris
Inserm
cnrs
CentraleSupélec – Université Paris-Saclay
Université Paris-Saclay
PSL Université Paris
IAS Orsay
Inria
Université de Lorraine
cea
Université Paris Nanterre
UGA Université Grenoble Alpes
Université Fédérale Toulouse Midi-Pyrénées
FSMP Fondation Sciences Mathématiques de Paris
Université Paris Sud
Arts et Métiers ParisTech
Université de Bordeaux
Sorbonne Université
Mines ParisTech
Aix*Marseille université
Université de Tours
Université Rennes 2
Communauté d'Universités et Établissements Lille Nord de France
Cergy Paris Université
institut Curie
Gustave Roussy Cancer Campus Grand Paris

Feedback

"The workshops offered by Adoc make a real difference to students. This allows them to project themselves more serenely into the "after" doctorate, and gives them essential tools to enter the workplace. These workshops are also an excellent way for students to discuss among themselves, get to know each other better and share their experiences."
Julie Mantovani, Chief Academic Affairs, IRIC

Institut de recherche
en immunologie et en cancérologie

"Thank you again for offering us this training. I had a great and very constructive day. I feel better equipped for the rest and the job search! Good job, and thank you to Adoc staffers for their patience and all their advice!"
Workshop participant

"I really appreciate my school offering this kind of workshops from Adoc Talent Management. It will definitely help students in the long run."
Workshop participant

"The workshop was very well organized. I liked that we were given some time to work with sections of our linkedIn profile and even share it with the rest to get critical feedback."
Workshop participant

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Distance Trainings
-
Interactive Online Workshops

Techniques to assess and promote your skills

BACKGROUND & OBJECTIVES

Help participants develop their critical thinking skills, anticipate the different stages of their career, and succeed in entrance exams to higher education and academic research institutions.

TOOLS & PEDAGOGICAL METHODOLOGY

Theoretical and methodological inputs, reflective analysis using frameworks, individual work and discussions with the group.

CONTENT

- Understanding the concept of competencies
- Assessing one's own skills acquired from varied experiences
- Monitoring skill development
- Valuing your skills and your PhD

PRACTICAL DETAILS

- **Duration**: 3 Hours
- **Participants**: Up to 12 participants
- Participants must have a computer with internet connection, sound, microphone and webcam to take the training in the best possible conditions.

TARGET AUDIENCE

PhD candidates and holders

Postdocs

Reseach personnel

Others (on demand)

contact@adoc-tm.ca - www.adoc-tm.ca

Understanding the recruitment process from a recruiter's perspective

BACKGROUND & OBJECTIVES

Provide participants with an appreciation of the key issues, methods and expectations of a recruiter in order to optimize their profile as a candidate.

CONTENT

Introduction to recruitment through a role-playing game where PhD candidates take on the role of recruiters, learning how to define skills needs and prepare an interview scenario.They then learn to communicate as future candidates, as their profiles may not be well understood to non-expert recruiters.

TOOLS & PEDAGOGICAL METHODOLOGY

Methodological inputs, simulation exercise, analysis chart and debriefing.

PRACTICAL DETAILS

- **Duration**: 3 Hours
- **Participants**: Up to 12 participants
- Participants must have a computer with internet connection, sound, microphone and webcam to take the training in the best possible conditions.

TARGET AUDIENCE

PhD candidates and holders

Postdocs

Reseach personnel

Others (on demand)

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Building and optimizing your CV

BACKGROUND & OBJECTIVES

Enable participants to design CVs tailored to each job offer they apply for, with the aim of getting more interviews.

TOOLS & PEDAGOGICAL METHODOLOGY

Theoretical and methodological inputs, practical exercise in sub-groups and discussion with the whole group

PRACTICAL DETAILS

- **Duration**: 2 Hours
- **Participants**: Up to 12 participants
- Participants must have a computer with internet connection, sound, microphone and webcam to take the training in the best possible conditions.

TARGET AUDIENCE

PhD candidates and holders

Postdocs

Reseach personnel

Others (on demand)

CONTENT

Understand the importance of the CV in the recruitment process

- The steps in the recruitment process
- Understand how recruiters search for candidates and select CVs
- Know how to find and read job offers to prepare a CV

Tips for building a convincing CV

- Know the basic principles and improve your CV, section by section.
- Know how to make the most of your skills and your PhD
- Adapting your CV to your career plan, and to each offer (case study)

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Building your LinkedIn profile

BACKGROUND & OBJECTIVES

Provide participants with an understanding of social media in relation to their own professional objectives, notably in order to be visible and accessible to potential recruiters, and to develop their own network.

TOOLS & PEDAGOGICAL METHODOLOGY

Theoretical and methodological considerations, practical exercise in sub-groups and discussion with the whole group.

PRACTICAL DETAILS

- **Duration**: 3 Hours
- **Participants**: up to 12 participants
- Participants must have a computer with internet connection, sound, microphone and webcam to take the training in the best possible conditions.

TARGET AUDIENCE

PhD candidates and holders

Postdocs

Reseach personnel

Others (on demand)

CONTENT

- How recruiters use LinkedIn
- Crafting an impactful LinkedIn profile
- Defining your objectives
- Building and optimizing a profile
- Developing your network with LinkedIn

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Trends in the PhD job market

BACKGROUND & OBJECTIVES

Provide participants with an overview of their job market, and a methodology to inform themselves according to their profile and career plan in order to better grasp opportunities.

TOOLS & PEDAGOGICAL METHODOLOGY

Theoretical and methodological considerations, practical exercise in sub-groups and discussion with the whole group.

PRACTICAL DETAILS

- **Duration**: 2 Hours
- **Participants**: up to 12 participants
- Participants must have a computer with internet connection, sound, microphone and webcam to take the training in the best possible conditions.

TARGET AUDIENCE

PhD candidates and holders

Postdocs

Reseach personnel

Others (on demand)

CONTENT

A few examples of key factors, trends and figures to remember about the PhD job market.

Focus on fast-growing jobs and emerging business sectors, impact of digital transformation on PhD employment. Methodological inputs on the most effective job search techniques and advice on how to identify adequate job opportunities.

Case study and debriefing on the lessons

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PhDs: which competencies for which jobs?

BACKGROUND & OBJECTIVES

Enable participants to learn how to understand a job in terms of competencies and to assess their own interests.

TOOLS & PEDAGOGICAL METHODOLOGY

Sub-group activity on an issue, followed by group discussion.

CONTENT

Using job descriptions developed by Adoc Talent Management, participants discover career options and project themselves within different work environments.

- Have they properly identified the work activities and competencies?
- During their PhD, do they engage in work activities similar to those in the job descriptions, others that are completely different?
- What could they like (or dislike) about these jobs?
- What skills do they possess that are relevant to these jobs?

PRACTICAL DETAILS

- **Duration**: 3 Hours
- **Participants**: Up to 12 participants
- Participants must have a computer with internet connection, sound, microphone and webcam to take the training in the best possible conditions.

TARGET AUDIENCE

PhD candidates and holders

Postdocs

Reseach personnel

Others (on demand)

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Strategies for a career in higher education or academic research

BACKGROUND & OBJECTIVES

Help PhD candidates develop their critical thinking skills, anticipate the different stages of their career, and succeed in entrance exams to higher education and academic research institutions.

TOOLS & PEDAGOGICAL METHODOLOGY

Theoretical and methodological inputs, reflective analysis using frameworks, individual work and discussions with the group.

PRACTICAL DETAILS

- **Duration**: 3 Hours
- **Participants**: Up to 12 participants
- Participants must have a computer with internet connection, sound, microphone and webcam to take the training in the best possible conditions.

TARGET AUDIENCE

PhD candidates and holders

Postdocs

Reseach personnel

Others (on demand)

CONTENT

Overview of the various career paths open to PhDs in higher education and academic research.

Analysis of competitive recruitment procedures associated with each career path, with emphasis on the selection criteria.
Participants reflect on their current strengths and limitations in relation to the competition in question.

Using a chart and a set of questions, they define their strategy for complimentary research/teaching experiences to flesh out their profile (researcher/postdoc; choice of lab and country; subject maturity; additional responsibilities; number of target publications...).

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Assessing the needs of businesses

BACKGROUND & OBJECTIVES

Demonstrate participants that they can understand and tackle business challenges, and how their skills can be relevant in this respect.

TOOLS & PEDAGOGICAL METHODOLOGY

Sub-group activity on an issue, followed by group discussion.

CONTENT

This workshop aims to confront PhD candidates and recent PhDs with real-life challenges outside the academic sector, which they must assess from different perspectives in order to recommend appropriate solutions.

Participants take stock of the business-ready skills they have developed throughout their PhD, and their relevance in resolving business issues. The goal is, on the one hand, to show how PhD competencies can be transferred in varied sectors, and on the other hand to exemplify situations where PhDs provide valuable input.

PRACTICAL DETAILS

- **Duration**: 3 Hours
- **Participants**: Up to 12 participants
- Participants must have a computer with internet connection, sound, microphone and webcam to take the training in the best possible conditions.

TARGET AUDIENCE

PhD candidates and holders

Postdocs

Reseach personnel

Others (on demand)

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How to conduct effective remote interviews

BACKGROUND & OBJECTIVES

Providing participants with a broad methodological foundation for conducting and optimizing their remote interviews using videoconferencing.

TOOLS & PEDAGOGICAL METHODOLOGY

Participative workshop alternating with practical inputs, case studies and simulations. Questionnaire for initial assessment and tool for effective subsequent introspection.

PRACTICAL DETAILS

- **Duration**: 6 h (in 2 sessions of 3 h)
- **Participants**: up to 10 participants, researchers with or without recruitment experience
- Participants must have a computer with internet connection, sound, microphone and webcam to take the training in the best possible conditions.

TARGET AUDIENCE

PhD candidates and holders

Others (on demand)

CONTENT

MODULE 1: THE BASICS OF INTERVIEWING AND REMOTE SPECIFICS

Introduction to recruitment, steps and their purpose
Remote interviewing :
-Overview of the differences between face-to-face and remote interviews;
-Focus on biases and crucial steps in videoconferencing.
-Tips and best practices

Successful interview:
-Preparing for an interview: needs assessment, defining an evaluation strategy, preparing an evaluation grid.
-Conducting the interview: overview of active listening, non-verbal communications techniques to identify candidates' strengths and weaknesses.
-Interview analysis, debriefing and decision making

Case sudy
Analysis of the skills participants identify as important for success in a chosen position in their lab - To be completed for Module 2

MODULE 2: SKILLS INVESTIGATION TECHNIQUES

Debriefing on the skills stemming from the grids prepared by each participant before module 2
Case Study : Reflection on questions and approaches to assess each of these competencies in interviews
Presentation of questioning techniques to investigate often underestimated success factors besides scientific and technical skills. :
-Transversal skills
(curiosity, ability to interact, analysis, perseverance, etc.).
-The ability to integrate into the team
-Motivation
-Projection in the position (validating the candidate's understanding and providing them with information, gauging adequacy of expectations vs. reality).
Case study
Shared assessment of key messages, critical areas, and methods to be tried by each participant in order to optimize their practice

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Working remotely with digital tools

BACKGROUND & OBJECTIVES

Explore digital tools useful for research activities and select the most appropriate ones.

TOOLS & PEDAGOGICAL METHODOLOGY

Self-assessment and subgroup exercise to build critical thinking on tool selection.

PRACTICAL DETAILS

- **Duration**: 3 Hours
- **Participants**: Up to 12 participants
- Participants must have a computer with internet connection, sound, microphone and webcam to take the training in the best possible conditions.

TARGET AUDIENCE

PhD candidates and holders

Postdocs

Reseach personnel

Others (on demand)

CONTENT

Participants first identify their uses, difficulties and needs related to digital tools in the context of working remotely.This covers collaborative content production or sharing, collective and individual organization, communication, and meetings or means of assisting team members.

The training consultant will present ready-to-use tools and will conduct small exercises in sub-groups to identify their strengths and limitations

At the end of the training, each participant will select one to three tools relevant to their identified priorities, considering the following:

- What are the needs of PhD candidates for effective remote working?
- What are the tools best suited to research activities while serving the priorities identified by the PhD candidate?
- Where to start? What to choose? How to get started?
- Discussion on practices and experiences with other PhDs, PhD candidates.
- Identifying key concerns to keep in mind (data security, scientific integrity, compatibility, etc.).

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Find your future job in line with your career plan

DEFINE YOUR CAREER PATH

BACKGROUND & OBJECTIVES

A long term professional project needs to take into account participant's skills, preferences and the labour market. It must be both personal and realistic. Therefore, participants have to think about what they can do, what they want to do and what are the employers' needs.

> Explore the PhDs' career options (in and out of academy)
> Start designing a long term professional project matching your expectations

TOOLS & PEDAGOGICAL METHODOLOGY

Interactive workshop with a presentation of theoretical concepts (labour market, skills,...); illustrated by concrete examples, testimonials; advice; grids of analysis of professional experiences; introspection tools; motivations grid; brainstorming on job opportunities.

PRACTICAL DETAILS

- **Duration**: 2 days
- **Participants**: up to 10 participants

TRAINING PATH

- **Before**:
- **After**: Towards an effective job search -Digital identity and networking
- **Prerequisite**: computer with internet connection recommended during or in between the 2 days of training

TARGET AUDIENCE

PhD candidates and PhD holders

CONTENT

UNIT 1: IDENTIFY THE DIVERSITY OF CAREERS

Understand the current socio-economical structure
Understand the labour market for PhDs and research personnel
Become aware of the variety of professional opportunities

UNIT 2: BECOME AWARE OF AND DEFINE YOUR SKILLS

Analyse your experiences to identify skills developed (knowledge, know-how, personal qualities)
Express and value your skills with a "corporate vocabulary"
Imagine other jobs in which these resources could be useful in order to become aware of skill transferability

UNIT 3: DEFINE YOUR PREFERENCES

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

UNIT 4: DEFINE YOUR PROFESSIONAL OPTIONS

Define your priorities in terms of skills, preferences and motivations and deducing your professional profile
Extract professional tracks including your priorities and constraints

UNIT 5: FINALISE YOUR CAREER PLAN

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

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RE-DEFINING YOUR CAREER PLAN MID-COURSE

BACKGROUND & OBJECTIVES

When you have spent the majority of your career in the same sector of activity, it is very often the case that you question yourself professionally. Some people want to study new prospects for development, others would like to change their professional life. The general objective of this training is to provide a methodology for building a career plan specific to each participant in order to make them autonomous in their future career moves.

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

TOOLS & PEDAGOGICAL METHODOLOGY

Participatory training; Ample room for exchanges on experiences and questions; Practical exercises and simulations after each theoretical input.

PRACTICAL DETAILS

- **Duration**: 4 days
- **Participants**: up to 10 participants

TRAINING PATH

- **Before**:
- **After**: -Towards an effective job search - Build and activate your network - Digital identity and networking
- **Prerequisite**: none

TARGET AUDIENCE

Postdocs

Reseach personnel

Administration personnel

Executives and managers

Others (on demand)

CONTENT

UNIT 1: ASSESSING YOUR SKILLS

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

UNIT 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

UNIT 3: DISCOVER POSSIBLE CAREER OPTIONS

Work to define your career plan(s)

UNIT 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 his or her new professional activity
Compare your career plan with real world opportunities by conducting a business survey

UNIT 5: IMPLEMENT YOUR PROFESSIONAL PROJECT

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

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HOW TO MAKE YOUR CAREER ASSESSMENT
(one-on-one coaching)

BACKGROUND AND OBJECTIVES

Many professionals feel the need to take a step back and review their career path, due to job fatigue or dissatisfaction, a lack of career prospects or a loss of meaning, among other things. It is then necessary to put one's work activities and environment into perspective to regain control, or to plan for internal or external transfer within or outside their institution. We offer individual coaching to help professionals take stock of their experience through a reflexive approach. It is based on various tools to facilitate maieutic work, and then to imagine the different career paths available to participants in the future. A personal and realistic career plan implies that it is in line with one's skills and aspirations, as well as with the market's expectations. This requires work in three stages which represent the spheres of " What I can do ", " What I want to do " and finally " What the job market expects " on which we provide support to participants.

> Taking stock of one's career and analyzing one's career path
> Identify your skills, values, appetites and motivations
> Define one or more career plan(s)

TOOLS & PEDAGOGICAL METHODOLOGY

Advice on professional assessment methodologies from the ADVP (Activation of Vocational and Personal Development) and Adoc Talent Management's "3 spheres" concept; Advice on job market and skills; Recruiter's tools; Experience analysis grid; Introspection tools; Motivations analysis grid; Analysis of adapted environments; Values tests; Brainstorming on career paths.

PRACTICAL DETAILS

- **Duration** : 20 hours (Interviews by videoconference, one to two hours each) over a period of up to 3 months, with personal work between sessions.
- **Participants** : 1 (one on one)

TRAINING PATH

- **Prerequisite** : None

TARGET AUDIENCE

General public, especially employed professionnals seeking career change

CONTENT

UNIT 1: NEEDS ASSESSMENT

Motivational basis for starting the process;
Analyzing needs and deciding on objectives and associated action plan

UNIT 2: COMPETENCIES AWARENESS AND COMMUNICATION

Drawing from background and experiences to identify developed skills (knowledge, know-how, interpersonal skills).
Express and develop your skills
Imagining other jobs and work applications using these skills to become aware of their transferability

UNIT 3: DETERMINING YOUR GOALS AND ASPIRATIONS

Better knowing your sources of motivation, your way of working and your natural role
Reflection on values and adapted work environments

UNIT 4: DEFINING POSSIBLE CAREER PATHS

Defining priorities in terms of skills, aspirations and motivations and deduce ad hoc work activities from them
Identify professional paths including priorities and limitations
Planning in relation to "What I am", "What I can do" and "What I want to do"

UNIT 5: ADVANCED CAREER PLANNING

Tools to go deeper in understanding organizations, jobs and sectors
Job search and networking techniques
Defining an action plan to complete and enact a career plan

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TRACKING SKILLS DEVELOPMENT THROUGHOUT A PHD

BACKGROUND AND OBJECTIVES

This training provides a monitoring program for PhD candidates to use from the beginning of their PhD to their defense. It will allow them to better understand their skill development, the evolution and the maturation of their career plan, thanks to the construction of their learning and competencies portfolio throughtout their doctoral program.

> Supporting PhD candidates in the identification and development of their skills (knowledge, know-how, interpersonal skills, transversal and transferable skills) throughout their PhD
> Learn how to leverage the learning and competencies portfolio

TOOLS & PEDAGOGICAL METHODOLOGY

Presentation of the portfolio tool (paper/digital format); Theoretical and methodological input on skills; Grid for analyzing experiences; Introspection tools; Competencies framework.

PRACTICAL DETAILS

- **Duration** : 1 day
- **Participants** : Up to 12 participants

TRAINING PATH

- **Before** :
- **After** : All trainings in the catalogue
- **Prerequisite** : None

TARGET AUDIENCE

1st year PhD candidates

CONTENT

UNIT 1: PRESENTATION OF THE LEARNING AND COMPETENCIES PORTFOLIO

Portfolio presentation and user guide
Presentation of competencies and jobs frameworks (CAREER and PhDetectives project) and other tools available
Analyzing past and future experiences to identify acquired competencies (knowledge, technical skills, interpersonal skills)

UNIT 2: HANDS-ON APPROACH TO BUILDING A TRAINING PATH DURING YOUR PHD 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

UNIT 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

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ASSESS AND PROMOTE YOUR SKILLS

BACKGROUND & OBJECTIVES

An accurate understanding of “competencies” is crucial throughout the range of recruitment and employment. Working on one’s own competencies and the language through which they are conveyed is necessary to be able to communicate with employers in terms they can understand.

> Understand the notion of competencies
> Identify your own competencies acquired over the course of your different experiences
> Emphasize your competencies

TOOLS & PEDAGOGICAL METHODOLOGY

Profession/Competencies frame of reference; Tree of competencies and professions designed by Adoc Talent Management; Reading job description sheets; Practical and personalized advice from employers; Grid of analysis of one's experiences; Exercise of the Elevator pitch in front of the group and debriefing.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Knowing the companies and professions
- **After**: Define your career path - Towards an effective job search - Digital identity and networking
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

CONTENT

UNIT 1: UNDERSTAND THE NOTION OF COMPETENCIES

Break down competencies into knowledge, know-how and social skills
Understand the importance of the notion of competence in human resources
Discover the importance of promoting your own competencies in front of a potential employer

UNIT 2: IDENTIFY YOUR OWN COMPETENCIES

Analyse your experiences
List competencies developed through your experiences
Discover the transferability of your competencies and imagine other environments in which to apply them

UNIT 3: EXPRESS AND PROMOTE YOUR COMPETENCIES

Translate your competencies into the employer’s vocabulary
Synthesise all of your identified competencies and illustrate them with concrete examples
Find which competencies to highlight depending on context
Market your competencies and work on specific characteristics
Express your competencies depending on the expected position

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PHDS IN HUMANITIES AND SOCIAL SCIENCES: PROMOTING YOUR SKILLS OUTSIDE THE ACADEMIC SECTOR

BACKGROUND & OBJECTIVES

As a young doctoral researcher in arts, literature, languages or human and social sciences, you are at a pivotal moment in your career. You may feel distant from institutions outside of higher education and research, but also from companies, or even powerless in approaching them. And yet, our work as a recruitment consultant and our studies show that you have skills that can be very valuable to a wide variety of organizations, if you are proactive and prepared. You will learn to better understand the challenges of your future employers and to better present yourself. This training course offers you the opportunity to use this understanding to imagine positions where you could bring added value and build your communication strategy.

TOOLS & PEDAGOGICAL METHODOLOGY

Participatory workshop alternating theoretical inputs, practical applications, case studies and individual and group exercises.

PRACTICAL DETAILS

- **Duration**: 2 days
- **Participants**: up to 10 participants

TRAINING PATH

- **Before**:
- **After**: -Towards an effective job search - Build and activate your network - Digital identity and networking
- **Prerequisite:** none

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Other (on demand)

CONTENT

UNIT 1: RECOGNISING THE VARIETY OF CAREERS AND PROFESSIONAL ENVIRONMENTS TO BETTER ANTICIPATE THEM

Understand the variety of sectors of activity and their development in a knowledge-based society
Appreciate issues, codes and entrepreneurial culture
Better understand a company's structure, services and business lines.
Have a more global perspective on the job market for doctoral graduates (types of positions, sectors of activity, examples of career paths).
Learn to explore opportunities thanks to specific job descriptions PhDs in the humanities, social sciences and humanities.

UNIT 2: SOLVE BUSINESS PROBLEMS

Solve a real business problem as a group, using the skills developed during your doctorate.
Present your solution in front of the group and the skills you have implemented.
Translate the required actions and skills mobilized into a job description.

UNIT 3: TAKE STOCK OF YOUR SKILLS THROUGH A PORTFOLIO

Define and identify your skills and put them into context to operationalize them.
Learning to talk about your research project / knowing how to get out of your research project
Knowing how to get out of the student mindset to translate your skills into a powerful vocabulary for audiences outside Higher Education and Research

UNIT 4: BUILD YOUR SERVICE / SKILLS OFFER AND PRESENT IT

Identify business lines where you can bring added value through your uniqueness
Knowing how to move from a "job seeker" to a "solution provider" posture
Build a personnal marketing and communication strategy to convince an employer on your ability to thrive in a non-academic environment

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TOWARDS AN EFFECTIVE JOB SEARCH

BACKGROUND & OBJECTIVES

Once the professional project has been defined, it is essential to have the right methods and tools to convince the employer and to optimize your chances of realizing your project.

> Decode and understand the employer's expectations in the hiring process
> Optimise communication tools towards employers (resume, cover letter, job interview)

TOOLS & PEDAGOGICAL METHODOLOGY

Practical and personalized recruitment tips; Elevator pitch ; CV evaluation exercise; Simulation of recruitment interview by role-play in pairs, with the group with the trainer and debriefing.

PRACTICAL DETAILS

- **Duration**: 2 days
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Define your career path - Knowing the companies and professions
- **After**: Digital identity and networking
- **Prerequisite**: choose a job offer and prepare CV and cover letter accordingly

TARGET AUDIENCE

PhD candidates and PhD holders

CONTENT

UNIT 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

UNIT 2: MASTER JOB SEARCH TOOLS

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

UNIT 3: PRACTICE THE JOB INTERVIEW

Express your motivations, aspirations and assets
Practice interview in the position of the employer and candidate

UNIT 4: MEETING EMPLOYERS AT JOB FAIRS

Meeting professionals at a forums or networking events
How to introduce yourself briefly and catch the attention of the employer (Elevator pitch)

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PUTTING YOURSELF IN THE SHOES OF A RECRUITER

BACKGROUND & OBJECTIVES

Understand the issues and methodologies of recruitment as they are used within companies.
> Identify the objectives and expectations of HR Directors
> Understand the recruitment process and in particular the recruiter's tools, from sourcing to the integration and follow-up of the candidate
> Understanding the particularities of recruiting PhD graduates

By exploring the role of the recruiter, participants will be able to adapt their application approach at each stage of the recruitment process to be more convincing.

TOOLS & PEDAGOGICAL METHODOLOGY

Participatory workshop; Theoretical inputs; Practical exercises on the stages of recruitment and role-playing where participants will take on the role of the HRD; Use of reading grids.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 10 participants

TRAINING PATH

- **Before**:
- **After**:
- **Prerequisite:** Bringing a job offer and an application (CV and cover letter)

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Administration personnel

Executives and managers

Other (on demand)

CONTENT

UNIT 1: GENERAL INFORMATION ON THE RECRUITMENT PROCESS

Understanding the recruitment process
Tools and constraints related to the recruitment process
Emphasis on the importance of highlighting know-how and interpersonal skills of an expert profile compared to a non-expert.

UNIT 2: PREPARING A HIRE

Reading a job description of a Human Resources Manager, experimenting with the constraint of understanding a job when it is not your area of expertise.
Writing a job description: translating needs when you do not master the subject and identifying the skills required. Writing a reading grid for applications to be processed
Introduction to the tools used to disseminate job offers and to search for candidates.

UNIT 3: CV SELECTION PROCESS

Understand the constraints related to selecting candidates on the basis of anonymous CVs and cover letters
Exercises on CVs and cover letters (alone, in pairs or in groups), critical analysis in conditions similar to those of recruiters.

UNIT 4: CONDUCTING AN INTERVIEW

Building an interview framework and testing it during role-plays to take on the position of a recruiter
Understand the different types of interviews, how they are conducted and the methods of evaluation.
Detecting motivational factors and complementary techniques to resolve remaining doubts
The stakes of good and bad recruitment

UNIT 5: CONDUCTING AN INTERVIEW

Reconsider the position of candidate and discussion on the lessons learnt by impersonating an HR director: what adjustments should be made to communicate with non-expert recruiters? What impact on your job search? How to improve your applications and better prepare for interviews?

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BUILD AND ACTIVATE YOUR NETWORK

BACKGROUND & OBJECTIVES

70 to 75% of managers find jobs through their network.
Being able to activate yours means multiplying your chances of finding the right job and accessing the hidden job market!

> Understand the role and use of your network in a professional setting
> Using your network for your job search

TOOLS & PEDAGOGICAL METHODOLOGY

Participatory workshop; Theoretical inputs; Practical exercises on the stages of recruitment and role-playing where participants will take on the role of the HRD; Use of reading grids.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 10 participants

TRAINING PATH

- **Before**: Digital identity and networking
- **After**: Assess and promote your skills
- **Prerequisite:** none

TARGET AUDIENCE

PhD candidates and PhD holders

Master's students

Research personnel

Administration personnel

Executives and managers

Other (on demand)

CONTENT

UNIT 1: DISCOVER THE NETWORK APPROACH

Defining the network approach
Identify the different types of networks (actual and virtual)
Discover networks related to science and research
Learn about the tools, do's and dont's 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

UNIT 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 (network maintenance)
Identify business opportunities and access the hidden job market
Getting recommended to an employer
Practice introducing yourself to a new contact.

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BOOST YOUR PERSONAL BRANDING AND DIGITAL IDENTITY

BACKGROUND & OBJECTIVES

Today, most companies use professional social media to find new employees. Monitoring personal digital identity is critical for a successful career.

> Develop your digital identity and improve your visibility on the internet
> Know how to use the potential of social networks to boost your career
> How to be spotted by employer
> Develop your network

TOOLS & PEDAGOGICAL METHODOLOGY

Practical and personalized tips from recruiters 2.0; Practical exercise of conception of your profile on a socio-professional network; Exercise of awareness of your visibility on the internet.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**:
- **After**: Build and activate your network - Characterize and promote your skills
- **Prerequisite**: One computer with internet connection per participant

TARGET AUDIENCE

PhD candidates and PhD holders

Master's students

Research personnel

Administration personnel

Executive and managers

Other (on demand)

CONTENT

UNIT 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
Track your digital footprint

UNIT 2: DISCOVER NEW RECRUITMENT METHODS

Know non specialized social media and the ones associated with research and science
Know how to use it for your the job search and your professional career, the differences and similarities between academic and private sectors in terms of habits
Understand 2.0 recruiting practices; identify emerging trends and seize opportunities to get noticed
Understand the benefits / risks of using different means of communication on your profile (writing, video, sound, etc.)

UNIT 3: IMPROVE YOUR DIGITAL VISIBILITY AND READABILITY: PRACTICAL EXERCISE (WITH 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
From a blog to Twitter, from LinkedIn to Twitter, from Doyoubuzz to Facebook, from Research Gate to Academia: do not get lost and identify media to privilege
Identify information to broadcast in order to arouse recruiters' interest
Create or update profiles on the chosen media and socio-professional networks (practical exercise to implement the advice of the other participants and the trainer)

UNIT 4: EXPAND YOUR PROFESSIONAL NETWORK, IDENTIFY AND SEIZE OPPORTUNITIES THROUGH SOCIAL NETWORKS

Learn about professional practice through digital tools
Be a player in your professional development, know the trends of the job market, professions and organizations, identify more job offers through digital tools
Build your professional network by relying on social media: how to make contact? How to identify groups of interest and who to contact between head of network and player of similar level to yours? How to turn each contact into three new contacts?

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CONVINCE RECRUITERS AT JOB FAIRS

BACKGROUND & OBJECTIVES

Your chances of being recruited are tripled when the contact is made via a direct meeting during a professional event or via your network. Nevertheless, on average, the active listening time of an interlocutor who meets you for the first time is 2 minutes, so you have to quickly "hook" the recruiter's attention to make the difference. Thus we offer a practical training allowing you to succeed in this meeting.

> Understand the issues of a network approach in the context of a job search
> Know the basics of effective communication with a recruiter
> Preparing for a recruitment forum
> Build an impacting message and practice the elevator pitch

TOOLS & PEDAGOGICAL METHODOLOGY

Participatory workshop; Theoretical contribution; Practical advice on the construction of communication tools for recruiters; Role-playing of an elevator pitch during a professional event.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 10 participants

TRAINING PATH

- **Before**: Define your career path - Towards an effective job search
- **After**: Build and activate your network
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Other (on demand)

CONTENT

INTRODUCTION

UNIT 1: EFFECTIVE COMMUNICATION FACING A RECRUITER

Understand the concept of competencies, identify them and express them in front of a recruiter
Understand the recruitment process
Decrypt an offer to prepare an application
Tips for creating attractive communication tools (CV, cover letter)

UNIT 2: MEETING COMPANIES DURING A RECRUITMENT FORUM

Prepare your participation in a forum or a professional event
Identify the most relevant forums and professional events according to the type of position sought (by sector of activity, discipline, level of diploma, etc.)
Find out about the companies present: seek and find the right contacts, study the vacancies, learn about the projects in progress in these companies
Construct an impacting message, the essential elements of a pitch
Practice the elevator pitch (role-playing in front of the group)
Tips for staying in touch and developing your network after a recruitment forum

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SUCCEED AND NEGOTIATE YOUR INTEGRATION INTO A COMPANY

BACKGROUND & OBJECTIVES

This training will enable you to understand how companies operate,and to understand the legislative framework governing the employee/employer relationship. Secondly, the course will train you to negotiate your employment contract and will help you to develop your career within the company.
Objectives :
> Understand the business world and how to integrate into it as a young PhD holder.
> Understand what the employment contract is and what it implies in the relationship between the employee and the employer
> Learn how to negotiate your contract and its changes

TOOLS & PEDAGOGICAL METHODOLOGY

Interactive workshop with a lecture on theoretical notions illustrated by examples and exercises (in pairs or in groups).

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 10 participants

TRAINING PATH

- **Before**: Knowing the companies and occupations
- **After**: Discover the fundamentals of management - Experience collective performance and corporate culture
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Administration personnel

Executive and managers

Other (on demand)

CONTENT

INTRODUCTION

UNIT 1: UNDERSTAND THE FUNCTIONING AND THE CONTACTS IN THE COMPANY

Company: definition, culture and vocabulary
The departments of a company
Occupations of PhD graduates in business
A key interlocutor for your integration and career: the HR Director

UNIT 2: THE LEGISLATIVE FRAMEWORK IN QUEBEC/CANADA: THE RULES GOVERNING THE EMPLOYEE/EMPLOYER RELATIONSHIP

Notions of labour law
Collective agreements, professional organizations and branches, etc.
The different types of contracts and their main characteristics
The clauses of the employment contract

UNIT 3: WHAT TO NEGOCIATE AND HOW?
Remuneration (fixed portion, variable portion and benefits), concept of salary scale
The basic principles of negotiation
Negotiating for an employment contract, promotion/career development or professional mobility in a company,
Situational exercises: practice negotiating the terms of your employment contract during an interview with a recruiter.

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PREPARE YOUR INTERNATIONAL MOBILITY AND CAREER

BACKGROUND & OBJECTIVES

Up to 30% of PhDs have been employed abroad. Getting a better understanding of leaving and returning supports effective employment. Having worked abroad can be a real plus to recruiters if it is well-articulated and part of a coherent career plan.

> Understand the state of the international job market
> Prepare for geographic mobility

TOOLS & PEDAGOGICAL METHODOLOGY

Practical and personalized tips from recruiters; Exchanges on the profile and experiences of each participant.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Define your career path
- **After**: Towards an effective job search
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Executive and managers

Other (on demand)

CONTENT

UNIT 1: DISCOVER THE PHD JOB MARKET ABROAD

Learn about the geographical areas that employ the most PhDs
Understand rate of PhD employment in international business sectors
Discover the paths of PhDs who have successfully found international careers
Understand salary levels in different geographical areas

UNIT 2: PREPARE TO TRAVEL TO A NEW JOB

Discover international recruiting structures
Learn different recruitment approaches by geographical area
Discover international application requirements (CV, supporting letters, etc.)
Understand the different approaches to recruitment interview by geographical area
Find the resources to go further in knowing a geographic area

UNIT 3: PREPARE TO RETURN

Anchor your international mobility within the longer-term structure of your professional plans
Prepare your return: maintain your networks, know return helps for job seekers, etc.

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

BACKGROUND & OBJECTIVES

The doctorate is a professional experience based on training through research. Understanding its specific features and its added value in terms of skills helps making it a highly valuable step in your professional career.

> Discover what a doctorate is (context, funding, skills developed)
> Discovering professional opportunities after the doctorate
> Analysing your professional project in order to decide whether or not to start a PhD.

TOOLS & PEDAGOGICAL METHODOLOGY

Interactive workshop; Real-life examples & testimonials; Practical exercises; Pedagogical supports (job descriptions, information sheets, resources to go deeper, skills and appetence analysis grid); Data from Adoc Talent Management's R&D pole.

PRACTICAL DETAILS

- **Duration**: 2 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**:
- **After**: Conduct your doctoral project
- **Prerequisite**: none

TARGET AUDIENCE

Master's students

Other (on demand)

CONTENT

UNIT 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 (scholarships, regional funding, etc.)
The specificities of the doctoral project (temporality, an open question at the frontier of knowledge, the need to produce an innovative result, etc.) and the major stages
Useful resources and sites to learn more

UNIT 2: WHAT TO DO AFTER A PHD

Competencies acquired through research experience
Occupations held by PhD holders in higher education and research, in private R&D, in the public sector excluding higher ed, and non-R&D roles in the private sector
Statistics on career paths after a PhD, in Canada and internationally (sectors, salaries, etc.)
Positions available with or without a doctorate: from positions held just after the doctorate to career development over time
Option: Testimony of a PhD working in the private sector

UNIT 3: PREPARE TO RETURN

Anticipate the PhD as a valuable step your longer-term career goals.
Why enrol - or not - in a doctoral program, in relation to your own career wishes? What added value for your career path?
The right questions to ask yourself before starting a doctorate
Analyze your appetences and skills to start and complete a PhD
How to choose the right subject and thesis supervisor

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Know professions and occupational environments

WHICH CAREER OPPORTUNITIES AFTER A PHD?

BACKGROUND & OBJECTIVES

Knowing the different professional opportunities at the end of a doctorate is a valuable aid in your career choices. This training aims to sweep the wide spectrum of job opportunities for PhDs as well as the competencies expected by employers.

> Know how to identify the competencies developed during the doctorate
> Better knowledge of the market and the socio-economic context
> Identify the competencies sought by the job market
> Know how to identify the career opportunities open to PhDs (in Canada and abroad), both in the academic sector and in the private sector, adapted to your profile

TOOLS & PEDAGOGICAL METHODOLOGY

Testimonials of PhDs; Sector-specific data provided by the R&D division of Adoc Talent Management; Analysis job description sheets; Documentary resources and link to go further.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Define your career path
- **After**: Towards an effective job search - Digital identity and networking
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

Master's students

Research personnel

Other (on demand)

CONTENT

UNIT 1: CHARACTERISTICS OF THE JOB MARKET FOR PHDS

Professional opportunities open to PhDs in the first years following the defense: key figures of the job market for PhDs (statistical studies on career pursuits, employment surveys, etc.), business sectors, professions' typology, wages
Comparison between disciplines
The international job market for PhDs: comparison between the major geographical areas' dynamics

UNIT 2: CAREER EVOLUTIONS OPEN TO PHDS ON THE LONG-TERM

Know the possible evolutions in terms of sectors and professions throughout the career
Illustration via examples of path and argumentation of professional transitions

MODULE 3: FIND OUT ABOUT PROFESSIONS

Techniques to identify the types of positions and sectors of activity recruiting PhDs
Know how to decrypt a job description: the missions, the work environment and the expected competencies

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KNOW THE COMPANIES AND PROFESSIONS

BACKGROUND & OBJECTIVES

More than 30% of PhDs, as well as many personnel who have started their careers in academic research, pursue their careers in the private sector. Yet some employers still note their lack of knowledge of the entrepreneurial universe, which can hinder their employment opportunities. In order to best prepare them for the opportunities available to them and promote their integration into the workplace, it is necessary to bring them to:

> Understand the functioning of a company and the entrepreneurial universe
> Know the associated professions they can apply to
> Consider means of collaboration
> Know how to find out and meet companies

TOOLS & PEDAGOGICAL METHODOLOGY

Game to discover business and professions; Quiz and glossary on corporate vocabulary; Worksheets on the company and the resources to go further.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Define your career path
- **After**: Towards an effective job search -
  Discover and access R&D professions-
  Discover and access professions outside of R&D-
  Discover and access career opportunities in strategy consulting-
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Administration personnel

Other (on demand)

CONTENT

UNIT 1: UNDERSTAND THE BASICS ON COMPANIES

Create a definition of the term "company" and imagine the various associated issues and facets of the concept
Know basic financial and accounting concepts
Learn the main classifications of companies (economic sectors, business sectors, size, etc.)
Compare business models of companies selling products and services
Know the entrepreneurial ecosystem as well as branches, unions, federations and professional associations
Understand corporate vocabulary, codes and culture

UNIT 2: UNDERSTAND THE ORGANIZATION OF THE COMPANY

Discover, through a game, the life cycle of a product, the departments associated with each step as well as the related professions
Imagine the professions open to PhDs in these different departments and present your arguments; perspective through the PhDs' job market data
Understand the role of each department of the company and its interactions; focus on the R&D department and the specific organization of innovative companies
Understand how to move from an idea or a technology to a product for sale through the steps of creating a start-up

UNIT 3: USE THIS ENTREPRENEURIAL CULTURE TO PROMOTE YOUR CAREER OR COLLABORATE

Understand how to collaborate with a company
Understand how and why a company recruits based on issues and functioning previously described
Have resources and means to learn about companies
Discover networking and events where to meet companies

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EXPERIENCE COLLECTIVE PERFORMANCE AND CORPORATE CULTURE

BACKGROUND & OBJECTIVES

In order to successfully integrate and perform in a position, it is necessary to understand the importance of company culture, to be aware of the efficiency of teamwork, and to put oneself in the best conditions to integrate a team into a new structure.

> Understand the culture of a company
> Measuring the effectiveness of teamwork
> Getting into the right stance to become part of a team

TOOLS & PEDAGOGICAL METHODOLOGY

Action training; Theoretical and methodological input; Games; Feedback.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Define your career path - Know the companies and profession
- **After**: Build and activate your network - Towards an effective job search
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Administration personnel

Executive and managers

Other (on demand)

CONTENT

UNIT 1: MEASURING THE IMPORTANCE OF CORPORATE CULTURE

Define the notions of corporate values and culture, from SMEs to large companies
Realize the importance of rallying around common core values
Understanding the need for agility in business operations

UNIT 2: CAREER EVOLUTIONS OPEN TO PHDS ON THE LONG-TERM

Through a team game
Discovering the importance of collaboration to achieve a common goal
Gain awareness of the role of each member of a project team
Measuring the effectiveness of teamwork and understanding its limitations
Define the framework and rules of operation of a team

MODULE 3: PREPARING TO JOIN A COMPANY TEAM

Understand organizations and the modes of collaboration in hierarchical and transversal companies.
Understand the structure of a team & the role of each member of the team: manager and staff
Tools for adapting to a new professional environment

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DISCOVER AND ACCESS R&D POSITIONS

BACKGROUND & OBJECTIVES

Many PhD holders are unaware of the diversity of R&D jobs and their designations.

> Knowing the career opportunities in R&D
> Distinguishing between public and private R&D
> Preparing for recruitment

TOOLS & PEDAGOGICAL METHODOLOGY

Practical and personalised advice from recruiters; Sectorial data provided by Adoc Talent Management's R&D department; Analysis of job descriptions; Testimonials from PhD holders in various R&D positions.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Define your career path -
- **After**: Towards an effective job search - Digital identity and networking
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Other (on demand)

CONTENT

UNIT 1: THE CONTEXT OF RESEARCH IN CANADA

Identify the main types of innovation actors and their importance in employment
Understanding the similarities and differences between academic research and private research
Discovering Canada's place on the world stage

UNIT 2: SEARCH & SELECT OFFERS

Identify the variety of jobs available
Understand the different job titles and related missions
Identify positions available to PhD holders and possible career paths
Identifying the skills to be valued in order to access these jobs
Understanding the recruitment process
Understand the role and structure of the job offers

MODULE 3: TESTIMONIAL ROUNDTABLE

PhD holders from different disciplines in R&D positions
Topics covered: career path, access to current functions, current position, missions, contribution of the doctorate, advice...

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DISCOVER AND ACCESS POSITIONS OUTSIDE OF R&D

BACKGROUND & OBJECTIVES

A need for executives with high creative potential is emerging in our knowledge-based economy. It offers multiple opportunities for PhD graduates in various types of organizations.

> Discover new career opportunities
> Preparing for recruitment

TOOLS & PEDAGOGICAL METHODOLOGY

Practical and personalised advice from recruiters; Sectorial data provided by Adoc Talent Management's R&D department; Analysis of job descriptions; Testimonials from PhD holders in various R&D positions.

CONTENT

UNIT 1: IDENTIFY OPPORTUNITIES FOR PHDS

Understanding the current socio-economic context
The labour market for PhD holders and its evolutions
The characteristics of our knowledge-based economy
Understanding its impact on employers' expectations
Identify the "classic" non-R&D jobs of PhDs in the different departments of a company.
Identify emerging and interface professions open to PhDs by the need for expertise

UNIT 2: DISCOVER NEW JOBS

Imagine eventual roles to be created to meet social and economic needs, to facilitate knowledge transfer or to promote innovation.
Discuss the first career paths envisaged by the participants.
Practise presenting your strengths as a PhD on non-R&D opportunities

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Define your career path -
- **After**: Towards an effective job search - Digital identity and networking
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Other (on demand)

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DISCOVER AND ACCESS CAREER OPPORTUNITIES IN STRATEGY CONSULTING

BACKGROUND & OBJECTIVES

PhDs are increasingly sought after by consulting firms, particularly in strategy, for their analytical skills and autonomy. These are very stimulating and rewarding jobs for both PhDs and their home universities. However, more than 90% of candidates fail due to a lack of preparation for the very specific recruitment needs of consulting firms.

> Understanding the business of strategy consulting
> Preparing for interviews

TOOLS & PEDAGOGICAL METHODOLOGY

Practical and personalised advice from employer; Sectorial data provided by Adoc Talent Management's R&D department; Analysis of job descriptions; Testimonials from PhD holders in various R&D positions.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Define your career path -
- **After**: Towards an effective job search - Digital identity and networking
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Other (on demand)

CONTENT

UNIT 1: THE WORLD OF STRATEGY CONSULTING

Understanding the strategy consulting market
Discover the profile of a strategy consultant and their job
Identify career development opportunities and associated compensation

UNIT 2: UNDERSTANDING THE SPECIFIC RECRUITMENT PROCESS

Understanding the specifics of consulting firm recruitment
Anticipate the preparation of the application and recruitment process

UNIT 3: PREPARING FOR CASE STUDIES

Know the different types of case studies and exercises (brainteasing, sizing, etc.)
Prepare yourself through guided case studies

UNIT 4: ANALYSIS METHODS

Competitive analysis models (SWOT, BCG, MacKinsey, Porter)
Strategic behavioural analysis (Porter, Foster)

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DISCOVER AND ACCESS CAREER OPPORTUNITIES IN ACADEMIC RESEARCH

BACKGROUND & OBJECTIVES

At the beginning of their doctoral studies, nearly 70% of doctoral students say they want to work in academic research and higher education after graduation. Close to 40% actually work in this sector, following an often intricate path. It is essential to understand this ecosystem in order to prepare a convincing application.
> Get to know the academic research environment
> How to prepare an application

TOOLS & PEDAGOGICAL METHODOLOGY

Data on higher education and academic research; Exchanges on each other's profiles; Oral presentation exercise in front of the group and debriefing; Tips and mistakes to be avoided in the preparation of the files.

PRACTICAL DETAILS

- **Duration**: 1.5 days
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Define your career path -
- **After**: Towards an effective job search - Digital identity and networking
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

Postdocs

Master's students

Other (on demand)

CONTENT

UNIT 1: THE CONTEXT OF ACADEMIC RESEARCH IN CANADA

Understanding the organization of academic research
The actors of research and public research institutions
Study the legislative framework and its evolution
Canadian public research policy
Understanding the socio-economic importance and the roles of higher education and research
Situating Canada on the global research scene

UNIT 2: UNDERSTANDING RESEARCH FUNDING AND EVALUATON

Identify the main federal (NSERC, SSHRC, CIHR) and provincial agencies in charge of research funding and evaluation, learn how they operate (definition and roles)

UNIT 3: CAREERS IN ACADEMIC RESEARCH AND HIGHER EDUCATION AND RECRUITMENT METHODS

Identify the various careers available for PhDs in academic research and higher education
Understand agency-specific recruitment policies and processes
Discuss the profile and project of each participant

UNIT 4: PREPARING FOR RECRUITMENT IN ACADEMIC RESEARCH

Preparing the first two minutes of the interview
Present your profile to the group

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DISCOVER AND ACCESS PUBLIC SERVICE OUTSIDE HIGHER EDUCATION AND RESEARCH

BACKGROUND & OBJECTIVES

Nearly 15% of doctoral graduates continue their careers in the public service (excluding higher education and research). While PhDs have a good understanding of careers in higher education and research, they are not aware of other opportunities in the civil service, including for PhDs in the humanities and social sciences.

> Know the different public functions
> Identify possible opportunities
> Preparing for your recruitment

TOOLS & PEDAGOGICAL METHODOLOGY

Sectorial data from Adoc Talent Management's R&D department;
Advice from recruiters in the various public services;
Testimonials from PhDs in the public service, excluding higher education and research.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Define your career path -
- **After**: Towards an effective job search - Discover and access academic research
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Other (on demand)

CONTENT

UNIT 1: THE CONTEXT OF PUBLIC SERVICE IN CANADA
Defining the variety of public jobs
Understanding their organization
Discover their roles and missions
Understanding their socio-economic importance
Discover the variety of work environments

UNIT 2: IDENTIFY THE SITUATION OF PHDS IN THE PUBLIC SERVICE

The employment statistics of doctoral graduates in the public service
Examples of career paths and positions held
Identify the skills mobilized by positions within the public service

UNIT 3: PUBLIC SERVICE RECRUITMENT

Find out about the practicalities of recruiting contract staff and competitive examinations.
Share your profile and professional project with other participants and identify suitable functions and environments.
Pre-define your strategy for joining the public service

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Develop your competencies

CONDUCTING YOUR DOCTORAL PROJECT

BACKGROUND & OBJECTIVES

Having the tools to act as a young project leader will contribute to a successful PhD.

> Having tools to manage your research project as a young project leader - PhD student
> Approaching the PhD as a global project and developing a strategic implementation
> Thinking about the educational aspect of your doctoral project

TOOLS & PEDAGOGICAL METHODOLOGY

Workshop where you will learn through practice: you will demonstrate your ability to go to the end and lead a team project, which solves a business problem with which you will be in direct interaction. You will have the support of experts on various topics. You will become aware of the skills developed through a portfolio.

PRACTICAL DETAILS

- **Duration**: 2 days
- **Participants**: up to 10 participants

TRAINING PATH

- **Before**:
- **After**: All training courses in the catalogue
- **Prerequisite**: None

TARGET AUDIENCE

PhD candidates and PhD holders

Postdocs

Others (on demand)

CONTENT

UNIT 1: THE CONTEXT OF THE PHD
Know the conditions of the PhD candidates' research activities: rights, duties, work activities...

UNIT 2: MANAGE YOUR PHD PROJECT BASED ON PROJECT MANAGEMENT MODEL

Identify the steps of a scientific approach
Determine the skills mobilized and those that need to be developed
Managing a doctoral project (time, human resources, material resources, financial resources)
Setting milestones
Anticipate the valorisation of results
Training in piloting, planning and monitoring tools
Interacting with the environment: the role of the advisor, teamwork, negotiation, stress and conflict management

UNIT 3: CONTROLLING YOUR PUBLICATIONS

Bibliographical rules for each discipline
Managing publications according to the professional projects of the participants
Using monitoring tools

UNIT 3: CAREER PLANNING

Familiarize with the tools and resources available to address the career development during the doctoral experience
Develop and showcase the skills sought by employers

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MANAGING A SCIENTIFIC PROJECT

BACKGROUND & OBJECTIVES

Research activity requires project management skills. While most research staff manage their projects, they often do so empirically without theoretical input or adequate tools. This training provides the basics of project management,a skill that is particularly sought after by employers.

> Learn the different phases of a project
> Setting up and running a project

TOOLS & PEDAGOGICAL METHODOLOGY

Role-playing games to demonstrate each person's role in the team; Meeting animation games; Steering tools.

PRACTICAL DETAILS

- **Duration**: 1.5 days
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**:
- **After**: Recruit your scientific team - Discover the fundamentals of management
- **Prerequisite**: None

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Administration personnel

Executive and managers

Other (on demand)

CONTENT

UNIT 1: THE PROJECT

Define the project approach and its organizational consequences
Know the different actors of the project team and their respective roles (sponsor, project manager, project team, steering committee)
Discover project management methods (PERT, Agile, traditional, cascading, adaptive...)
Understand the different phases of a project
Evaluate a project to choose the best method (objectives, cost, constraints, stakeholders, flexibility, etc.).

UNIT 2: RESOURCE MANAGEMENT

Identify the necessary human resources
Set up a realistic and accurate budget
Learn to control the time required to complete a project

UNIT 3: TRAINING IN MANAGEMENT AND MONITORING TOOLS

Overview of the different tools available
Evaluation throughout the project and breakdown (milestones, deliverables, etc.)
Decision-making

UNIT 4: RUNNING A MEETING

Defining an agenda, requirements and identify participants
Allocating speaking time and managing time
Make the meeting interactive
Writing, validating and distributing a report

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DISCOVER THE FUNDAMENTALS OF MANAGEMENT

BACKGROUND & OBJECTIVES

Researchers often find themselves in leadership situations before they know the principles of management. In order to adapt successfully to their organization, it is important that they learn about these relevant methods.

> Understanding the main principles and notions related to management
> Knowing how to put them into practice on a daily basis

TOOLS & PEDAGOGICAL METHODOLOGY

Role-playing games to demonstrate each person's role in the team; Meeting animation games; Steering tools.

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Managing a scientific project
- **After**:
- **Prerequisite**: None

TARGET AUDIENCE

PhD candidates and PhD holders

Research personnel

Administration personnel

Executive and managers

Other (on demand)

CONTENT

UNIT 1: ANALYZING YOUR MANAGEMENT EXPERIENCES

Identify and present your experiences as a manager
Identify and present experiences as a managed person.
Drawing out the various aspects of management activity and the issues that require careful attention.

UNIT 2: MAIN CONCEPTS INVOLVED IN MANAGEMENT

Apprehending organizations as a systems
Understanding the role of management
The notion of leadership
The position of the manager and related skills
Team management vs. project management

UNIT 3: IDENTIFY DIFFERENT MANAGEMENT STYLES

Identify the various management styles, the challenges they pose, and their applications in a research environment.
Situational management and how to identify the appropriate methods for certain circumstances.
Know your natural management style (delegating, participative, directive, persuasive)

UNIT 4: IDENTIFY THE MANAGER'S SKILLS

The 8 main areas of managerial responsibility and related competencies
Managerial skills developed through research and other experiences, assess the skills still to be acquired.

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TEAM MANAGEMENT

BACKGROUND & OBJECTIVES

Being a manager requires training and exposure to the classic situations of group life. Having the right tools allows you to take on responsibilities more confidently and prevent certain obstacles from being encountered.

> The tools for daily team management
> Ensuring good team cohesion

TOOLS & PEDAGOGICAL METHODOLOGY

Motivations assessment scale; Conflict management games between two members; Introduction to monitoring tools.

CONTENT

UNIT 1: LEADING A TEAM

Positioning yourself as a leader
Understand the objectives of team facilitation
Setting and monitoring objectives
Delegating successfuly
Monitor results by building mutual trust and confidence
Inform, train and develop

UNIT 2: MANAGING RELATIONSHIPS WITHIN A TEAM

Understand the link between individual and collective objectives
Identify the sources of motivation of each person and the associated factors
Improve communication within your team, and managing the flow of information.
Negotiate effectively
Manage tensions and open conflicts

PRACTICAL DETAILS

- **Duration**: 1 day
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Hiring scientific profiles - Discover the fundamentals of management
- **After**: Managing a scientific project -
- **Prerequisite**: None

TARGET AUDIENCE

Research personnel

Executive and managers

Other (on demand)

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HIRING SCIENTIFIC PROFILES

BACKGROUND & OBJECTIVES

PhD graduates and candidates may be called upon to participate in recruiting scientific staff on a contract basis for their teams. Successful completion of these projects requires particular attention during recruitment, in order to assess the candidates' know-how, but also their motivation and ability to integrate into the team.

> Recruiting efficiently on the basis of specific criteria
> Surrounding yourself with competent and motivated people for better collective efficiency

TOOLS & PEDAGOGICAL METHODOLOGY

Exercises on the different phases of recruitment, based on the real needs of the participants; Exercise on a job sheet and a job posting; Evaluation grid (CV and interview); Motivation assesement scale; Interview preparation grid; Mock interview (in pairs, with the training consultant, in a group).

PRACTICAL DETAILS

- **Duration**: 2 days
- **Participants**: up to 12 participants

TRAINING PATH

- **Before**: Discovering the fundamentals of management
- **After**: Team management -
- **Prerequisite**: None

TARGET AUDIENCE

Research personnel

Executive and managers

Other (on demand)

CONTENT

UNIT 1: THE RECRUITMENT PROCESS FROM A TO Z

Analyzing your recruitment experiences (successes, challenges)
Understanding the particular context of scientific employment
Understanding the issues involved in recruitment
reasons for recruitment (replacements, job creation, etc.)
The phases of skills-based hiring

UNIT 2: PLANNING A HIRE

Defining the needs
Determining the characteristics of the required scientific profiles
Preparing a complete and specific job description for scientific jobs
Writing an informative and attractive advertisement, integrating the motivational elements specific to every target group

UNIT 3: SEARCHING AND SELECTING APPLICATIONS BASED ON CV'S AND PUBLICATIONS

Where to place your job posting
Searching for candidates in Canada and abroad
Analyze applications based on CVs, cover letters and publications using an evaluation form
Preparing for the phone interview

UNIT 4: PREPARING AND CONDUCTING AN INTERVIEW

Preparing a recruitment interview for scientific profiles
How to ask relevant questions to obtain factual information
Assessing knowledge, know-how and interpersonal skills
Detecting motivation and ability to integrate into the existing team
Analyze the overall fit between the candidates, the position and its context
Complementary methods (reference samples, tests, etc.).
Making a decision based on defined criteria

UNIT 5: INTEGRATING THE SELECTED APPLICANT

Preparing the candidate's entry and facilitating integration
Informing and training a new employee
Generating enthusiasm and motivation

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

BACKGROUND & OBJECTIVES

As recruiters, we are convinced that knowing how to decipher the challenges of an innovative company will boost your employability, whatever your career choice is: R & D project manager, team manager, technical sales representative, business unit manager, patent engineer or researcher with work to promote, etc.
This training will allow you to acquire knowledge and know-how on the processes of transversal and multi-tasks project management. It will allow you to:

> Experiment useful techniques to manage a project, structure, work within a project-team, manage your time, lead a meeting
> Promote and communicate the results of a project
> Develop and become aware of your ability to convince, analyze needs, take into account constraints, adapt and learn quickly about new subjects
> Develop your creativity and problem-solving abilities on topics linked to innovation in an entrepreneurial context
> Analyze your career options

TOOLS & PEDAGOGICAL METHODOLOGY

Learning-by-doing workshop where you will learn through practice: you will demonstrate your ability to lead a team project to completion, which solves a business problem with which you will be in direct interaction. You will have the support of experts on various topics. You will become aware of the skills developed through a portfolio.

PRACTICAL DETAILS

- **Duration**: 5 days
- **Participants**: up to 30 participants

TRAINING PATH

- **Before**: Define your career path
- **After**: Towards an effective job search
- **Prerequisite**: none

TARGET AUDIENCE

PhD candidates and contract researchers

CONTENT

GLOBAL FORMAT:
5 Teams of 6 consultants (doctoral candidates from all disciplines) work with start-ups for 5 intensive days. They work in project mode, with milestones, a deadline and deliverables to hand to their client startup. They study a problem encountered by entrepreneurs (development of a strategy towards a new market, development of a new service / product using the technology of the company) and propose a solution.

Thus, you are going to experience a unique challenge:
> Put yourself in the shoes of an expert consultant and work on a real-life strategic development project for a start-up
> With your team, give your input, study the options and define the solution meeting the needs of the company
> Organize and split the tasks properly within your team to meet the deadlines and achieve the goals
> Present your project and deliverables to the top management of the company

AGENDA :
From the first day, PhD candidates will meet their client start-up. They will have to analyze and understand the problem and formulate a program to provide the answers. In autonomy, they will organize their team in project mode.Throughout the 7 days, PhD candidates work with the support of experts (often PhDs themselves) who will give short lectures and answer their questions to enable them to progress in their project. These will focus on:

- project management
- economic intelligence
- marketing studies
- business model
- financial and budgetary aspects
- communication.

In addition, a career coach will accompany individually each PhD candidates to help them value the competencies they have developed and identify suitable career options.
Various testimonials from PhDs, project managers from different sectors and professional environments also punctuate the seven days, to inspire and develop the network of the PhD candidates.On the last day, the teams submit a complete report and present the results to the start-up and to a jury of experts.

The 4 “i” is a leitmotiv during this training: participants work in interdisciplinary, international and intercultural teams. They also develop their business awareness and thus their inter-sectorial employability.Indeed, this training offers multiple benefits for doctoral candidates: understand the culture, operation & challenges of innovative companies, gain project management skills and work in a multidisciplinary team, but also develop a network in the entrepreneurial ecosystem.We also want to allow young start-ups to better understand the skills and potential of PhD candidates through a concrete project: outsource a development project that can not be achieved with internal resources and thus benefit from innovative proposals on their development project.

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MAKE YOUR BUSINESS CREATION PROJECT A REALITY

BACKGROUND & OBJECTIVES

3% of PhDs create a business just after their defense. Doctors, in addition to having useful skills for entrepreneurs, have the opportunity to rely on the innovative results of their research to start their own business.

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

TOOLS & PEDAGOGICAL METHODOLOGY

Based on the project idea of the participants; Tools such as SWOT, business model canvas, etc. ; Project evaluation exercises; "Creator" profile evaluation grid; Analysis of skills and motivations to undertake; Business creation games; Contractor's dashboard.

PRACTICAL DETAILS

- **Duration**: 2 days
- **Participants**: up to 8 participants

TRAINING PATH

- **Before**:
- **After**: Coach and supervise a doctoral researcher
- **Prerequisite**: have a business creation project in mind

TARGET AUDIENCE

PhD candidates and PhD holders

CONTENT

UNIT 1: PROGRESS FROM THE IDEA TO THE PROJECT

Detect an opportunity
Transform the idea into a viable project
Protect your idea
Know the actors helping with the creation of a company

UNIT 2: REALISE A MARKET RESEARCH

List the essential steps to the realisation of the market research
Define a strategy that meets market expectations

UNIT 3: FINANCE YOUR PROJECT

Understand the main concepts related to financing
Make financial forecasts
Seek available fundings and financial help

UNIT 4: DEFINE LEGAL STATUS AND ADMINISTRATIVE FORMALITIES

Choose the legal status of the company
Distribute shares and social capital
Write the legal status of the company and the shareholders' agreement
Complete the creation's formalities

UNIT 5: INSTALL AND LAUNCH YOUR BUSINESS

Find a local
Ensure the marketing
Manage your cash flow
Manage accounting and billing
Prepare your first recruitments

UNIT 6: PRESENT YOUR PROJECT TO A PARTNER OR A FINANCIAL SPONSOR

Prepare a pitch based on the Canvas business model
Present your project to the group and discuss your choices

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COACHING PHD CANDIDATES USING A SKILLS-BASED APPROACH (training for coaches and educators)

CONTEXT AND BACKGROUND

Professionnal development services for PhD candidates are changing within higher education and research institutions in order to better meet their expectations and enhance their career prospects after graduation. In addition, staffers with HR background are being called upon to coach them using skills-based approaches, even though PhD competencies can be unclear to them.
We offer a training program dedicated to the personnel in charge of coaching PhD candidates with the following objectives:
> Understanding the role of an advisor in the context of a coaching program
> Understanding the specifics of PhD candidates as an audience
> Supporting PhD candidates in identifying and developing their skills through interview techniques and career path analysis
> How to best use a skills portfolio in the context of a coaching process

TOOLS & PEDAGOGICAL METHODOLOGY

Based on an active approach to teaching, the training will alternate the presentation of methods and practical exercises to encourage direct contact with the participants. The training material, a list of references, additional resources and tools in digital format will be handed out to the participants.

PRACTICAL DETAILS

- **Duration** : 7 hours group training and a 3h30 post-mortem at 6 months
- **Participants** : Up to 8 participants

TRAINING PATH

- **Before**:
- **After**:
- **Prerequisite**:

TARGET AUDIENCE

PhD advisors
Staffers for HR / graduate career development services, with or without previous experience in career counselling or with PhD candidates

CONTENT

This training is delivered in 2 parts :

- A group training on the theoretical and methodological bases
- A post-mortem session to analyze the cases seen in the participants' practice

Group training program :
- Round table discussion and exchange on previous experiences related to the theme
- Discussion on approaches for coaching and counselling PhD candidates, establishing credibility
- Input on the basic notions on which orientation and professional development intervention are based (skills, career path, motivations, counselling, bias, reference systems). Focus on the most relevant reference systems for the doctoral population (RNCP, CAREER REFERENSIII, VITAE or more global: O*NET and ESCO)
- Understanding the PhD candidate / holder profile: the doctoral experience and associated competencies, the labour market and occupations after a PhD
- Input on interview techniques: active listening, rephrasing, open/neutral/closed questions, silences, empathic support
- Tools and techniques to help explore career paths and skills and career planning methodology
- Using skills/job descriptions and portfolios as part of a support program; Focus on the tools that will be / are used at a given institution
- Case studies
- How to present and get PhD candidates to adopt the approach?
- Review and next steps

Post-mortem session after 6 months
Prior to the post-mortem, a questionnaire will be sent to the participants to gather information on the cases they have encountered since the group training and any associated challenges. During the post-mortem, there will be time to analyze the practice, followed by exercises aimed at developing solutions and training to better handle complex cases.

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Contact

Interested in setting up training courses for PhD candidates, PhDs or research personnel?

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