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### Catalogue of local talent management services

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1.3	29/08/2023	Gerard Downes	Conducted proof-reading and added comments and suggestions.

### Disclaimer

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This document has been submitted to the European Commission but is still under approval.

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## Deliverable D4.2

# Catalogue of local talent management services

31/08/2023





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## Abbreviations and Acronyms

Abbreviation / Acronym	Description
CF	Conceptual framework
DoA	Description of Action, Annex 1 of the Grant Agreement
ECR	Early career researcher
ESCO	European Skills, Competences, Qualifications and Occupations
HEI	Higher Education Institution
TMC	Talent management centre
WP	Work Package



## 1. Introduction

### 1.1. Purpose of the document

The Horizon Europe project DocTalent4EU<sup>1</sup> aims “to enhance PhD employability through a strong, visible, and innovative recognition-system of the most in-demand transferable skills (relying on the ESCO Framework<sup>2</sup>) that early-career researchers (ECRs)<sup>3</sup> acquire or will acquire through their doctoral training and research activities.” As part of this effort, WP4 are set up with a set of interlinked tasks to map, identify and coordinate the operationalization of new and existing career development services in a Talent Management Centre (TMC) at each partner institution. The main product of WP4 is a recommended design of the TMC that can be used to implement similar centres at HEIs across Europe, including guidelines and frameworks for what DocTalent4EU deems the most needed services and principles for governance, organization and implementation.

The overall purpose of this document is to provide a catalogue of services that define the starting point with respect to their description and operationalization (task 4.2). Further development and optimization of the services are expected to take place as the TMC is being piloted at each partner institution as part of task 4.3 (Set up the local talent management centres) and task 4.4 (Piloting the local talent management centres).

Deliverable D4.2 presents the catalogue of services to be implemented and evaluated in the seven pilot centres within the DocTalent4EU project (TMCs). The catalogue introduces a template that will be used to describe each of the services, in order to ensure a common approach to each service at different partner institutions. Each service is described based on the building blocks developed in Deliverable D4.1 - Framework for the local talent management centres (<https://projects.uni-foundation.eu/DocTalent4EU/>) and through additional in-depth information as provided by each partner in rounds of additional data collection within the DocTalent4EU consortium. Although the description of each service is common to all partners of DocTalent4EU, a separate section is devoted to necessary local adjustments.

Annexed to the Deliverable D4.2 document is a guideline in preparation that aims to facilitate the operationalization of each service through examples and clear recommendations. The information gathered in the guideline is intended to guide the user towards each element of the operationalization, and to ensure that the learning outcomes of each service are met.

### 1.2. Intended readership

This deliverable document concerns mostly all of the DocTalent4EU partners, including the seven partner HEIs and their staff involved in the set up and piloting of the local talent management centres and more generally staff concerned with ECR career development (PhD supervisors, HR departments, etc.). In addition, the document is relevant to EUF, as the PhD Hub platform<sup>4</sup> hosted by EUF will be used for the implementation and dissemination of one or more services developed by DocTalent4EU.

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<sup>1</sup> <https://cordis.europa.eu/project/id/101095292>

<sup>2</sup> [https://esco.ec.europa.eu/en/classification/skill\\_main#overlayspin](https://esco.ec.europa.eu/en/classification/skill_main#overlayspin)

<sup>3</sup> Early Career Researchers (ECRs) in this instance refers to PhD candidates, Post-Doctoral researchers in the early stages of their new position, and recent PhD graduates who have embarked, or are about to embark, on a new career.

<sup>4</sup> <https://phdhub.eu/>



The guidelines developed in task 4.2 will also be interesting to any other HEI interested in having a more systematic approach to early career researcher career development, in particular concerning PhD candidates. For example, the first version of catalogue of services and related information and documents will be made available online on the project website during September/October 2023, and will be updated with guidelines and other details in task 4.4.

### 1.3. Structure of the document

Section 2 of the document explains the methodology followed within WP4 to define the catalogue of services. Section 3 presents the description of each service using the template developed in this task (Task 4.2), including comments on significant local adjustments and needs that partners have identified at this stage. We also present an overview of every DocTalent4EU partners' commitments to implement specific services, ensuring that the catalogue of service is addressed and evaluated in accordance with the ambition to recommend training activities for HEIs outside of the consortium. Annex 1 provides an early version of recommended guidelines which may facilitate implementation and operationalization of the services for users outside of the consortium. These guidelines will be developed and verified by all partners by the end of the project period. The first version of the guidelines as presented in Annex 1 are currently assessed by the DocTalent4EU WP4 task leader-group, and under preparation for dissemination and consideration across the entire consortium.

### 1.4. Relationship with other deliverables

D4.2 builds on *D4.1 - The framework of local management centres* and their recommended building blocks to map, identify, create, evaluate and maintain new services. D4.2 will serve as input to all future WP4 deliverables: *D4.3 - Report on the launch of the local talent management centres and the pilot phase*, due on 31 October 2023, *D4.4 - Report on the pilot execution*, due on 30 September 2024 and finally *D4.5 - Career development platform and lessons learned and good practices* for setting up HEI local talent management centres, due at the end of the project, in December 2024.

In addition, D4.2 serves as input to the evaluation plan (D5.1) and to the evaluation of the implemented pilot talent management centres (D5.4) and to the overall project evaluation and impact assessment (D5.5). The *D4.2 - Catalogue of local talent management centre services* will be promoted further through the project website and other communication and dissemination activities and included in the policy briefs to be delivered by the project (D7.5, D7.6).

## 2. Methodology

### 2.1. DocTalent4EU's selection of Talent Management Centre Services

In the DoA, the consortium has defined that "It is crucial that HEIs develop methods and services for career management in order to clarify and evaluate individual employment opportunities, adequate support and mentoring should be provided." To contribute to this ambition, the aim is to design and pilot local TMCs in each of the participating HEIs in the consortium. After the completion of the project period, recommended TMC design principles, framework and guidelines will be made available for European HEIs through the project's website, as well as through the European University Foundation and its PhD Hub portal (<https://uni-foundation.eu/project/european-phd-hub/>).

In the project proposal, the DocTalent4EU partners developed a strategy for enhancing the employability of PhD candidates across Europe. The strategy identifies the Talent Management Centres as a portal to select career development services tailored specifically to PhD candidates. As such, PhD candidates will obtain relevant training in transferable skills and gain knowledge of job opportunities and professional development through activities supporting career planning, networking, mentoring, communication, etc.



As part of this effort, task 4.2 is dedicated to further describing and developing instructions for the future implementation of a catalogue of services. In total, nine services are included in the first edition of the catalogue. The services were originally listed as relevant activities for talent management purposes (in the application). Later gap- and needs analyses performed as part of *WP1.1 Report on current and future needs for transferable skills* have verified the relevance for implementing the selected services. These services are:

- (i) **Early career and employability roadmap for starting PhD candidates:**  
With the help of dedicated staff, PhD candidates will define an individual roadmap for achieving their career goals in the short and medium term, by combining in one place all information regarding most relevant courses for transferable skills, also including courses from WP2, with the objective of increasing their employability. PhD candidates will be encouraged to search for opportunities for skills and career development using the tools offered by the HEI (e.g., HEI's own online portal and PhDHub).
- (ii) **Support in developing career plans:**  
This is the follow up of the previous service for PhD candidates in the next phases of their PhD.
- (iii) **Portfolio of career examples:**  
Relying on selected testimonials and examples from alumni, this portfolio will showcase a variety of career pathways and opportunities and stimulate curiosity for less conventional pathways.
- (iv) **Pitching events:**  
Each participating HEI will organize a pitching event for PhD candidates in their last year to present themselves and their work directly to potential employers invited for this event, which will be given strong visibility by the partners to attract large representation of industry and other potential recruiters.
- (v) **Practical support for the recruitment phase:**  
Coaching for job interviews, materials and training for pre-recruitment and recruitment tests, workshops for CV-writing.
- (vi) **Structured guidelines and FAQ for career development officers:**  
To help staff working at the local talent management centers to provide continuous guidance all along the PhD and in the transition shortly after the PhD.
- (vii) **Specific support for PhD entrepreneurs:**  
Individual guidance to facilitate the integration in the existing entrepreneurship support ecosystems (incubators, TTOs, etc.).
- (viii) **Short term placement in non-academic sectors:**  
The organization of short stays in non-academic organizations will be facilitated through the definition of a structured framework (I.e., learning goals, activities, debriefing after placement period).
- (ix) **Alumni networks and gatherings.**  
Integrate the use of alumni networks and gatherings in career development activities for PhD-candidates.

## 2.2. Template for the description of the catalogue of services

The catalogue of services comprises nine selected activities. Based on feedback from task 4.1 and supplemental information acquired from each partner, the DocTalent4EU consortium provides a detailed description of each service to be piloted in the project. The description of each service is presented using a common template. It is compulsory for all partners to pilot services according to the template. However, where deemed necessary according to local context, some alternatives in the design/implementation of a particular service are possible.



Table 1 Template used to describe and define a service.

<b>Name of service</b>													
<b>Main information</b>													
Keywords													
Short description													
Needs addressed													
Expected benefits													
Learning outcomes													
Target groups	<ul style="list-style-type: none"> <li>o International and domestic PhD candidates</li> <li>o PhD employed at other institutions</li> <li>o joint PhDs</li> <li>o part-time PhDs</li> <li>o PhDs based abroad during their studies</li> <li>o PhD candidates who have undertaken a PhD after several years of active employment</li> <li>o different research areas and fields</li> <li>o other</li> </ul>												
Career level	<ul style="list-style-type: none"> <li>o PhD candidates in their first months, within the last six months of their PhD, after they have obtained their PhD,</li> <li>o PhD candidates at any time during their PhD,</li> <li>o At the beginning of the postdoc,</li> <li>o Annual career development meetings with department lead or deputy</li> <li>o Other</li> </ul>												
<b>Service delivery</b>													
Timeframe	[Single event, recurring event, series of events, over a specific duration, etc.]												
Availability	[On demand, permanent, periodically, etc.]												
Responsible for delivery													
Format of delivery													
Available tools													
Stakeholder involvement													
Non-academic dimension													
Volume/capacity	[How many PhD candidates can benefit from the service per year?]												
<b>Additional information</b>													
Resources													
Inspiration/existing services													
Supporting documents	[Supporting document for service delivery ("Guide for Good Practice" - draft document now, final document by the end of the project.)]												
Contacts													
<b>Evaluation</b>													
Current use and feedback on effectiveness													
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">I do not know</td> <td style="text-align: center;">Ineffective</td> <td style="text-align: center;">Rather ineffective</td> <td style="text-align: center;">Neutral</td> <td style="text-align: center;">Rather effective</td> <td style="text-align: center;">Very effective</td> </tr> </table>		0	1	2	3	4	5	I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective
0	1	2	3	4	5								
I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective								
Reasons for low or average use or effectiveness if applicable													
Possible improvements													
Evaluation criteria & methods													
<b>Local implementation and adjustments</b>													
[institution name]	<p>A. Description of the local operationalization of the service:</p> <ul style="list-style-type: none"> <li>o Resources:</li> <li>o Existing procedures:</li> </ul>												



	<ul style="list-style-type: none"> <li>○ New procedures:</li> <li>B. How to implement the service:             <ul style="list-style-type: none"> <li>○ Governance:</li> <li>○ Responsibility:</li> <li>○ Mobilization:</li> </ul> </li> <li>C. How to pilot the service in frame of DocTalent4EU:</li> <li>D. Expected number of PhD-candidates piloting the service:</li> <li>E. Suggestion to evaluation criteria:</li> </ul>
<b>Piloting</b>	
UCA	YES or NO
TUIASI	YES or NO
UiT	YES or NO
UAH	YES or NO
UPORTO	YES or NO
UL	YES or NO
HVL	YES or NO

### 3. Description of all services

Below follows the description of all services to be piloted in the frame of the DocTalent4EU TMC. Local implementations and adjustments are addressed and discussed in section 4.

The description of services is meant to be a work in progress. Further development of the services is expected based on evaluations obtained during the project. The description below refers to the starting requirements common to all DocTalent4EU partners.

**Table 2: Description of the service Early career and employability roadmap for starting PhD candidates.**

i) Early career and employability roadmap for starting PhD candidates	
Main information	
Keywords	Career goals; competence and skills development; career pathways; motivations and preferences
Short description	<p>The service aims at providing tailored information on career opportunities, labour market and employers' needs, on the various career and competence development services and offers available, at raising awareness on the importance to set career goals early in the PhD and define the necessary competence and skills development and steps to achieve these goals. The service formalises these elements in an employability roadmap where the preferences, motivations, career goals, steps and follow are discussed and agreed with the supervisor and, when relevant, with career development officers.</p> <p>The service is delivered through a face-to-face or digital meeting between HR career development officers/PhD supervisor(s) and PhD candidates. Individual follow-up in the first six months can also be offered in addition to providing additional orientation and information.</p>
Needs addressed	PhD candidates need to start to reflect on their future career goals and opportunities from the onset and need to be empowered to increase their employability and organize their skills and career development throughout their PhD. The HEI needs to provide more systematic and consistent support for skills and career development.
Expected benefits	<ul style="list-style-type: none"> <li>- The PhD candidate initiates a reflection on their own career goals in relation to previous achievements, motivations, aspirations and preferences</li> </ul>



	<ul style="list-style-type: none"> <li>- The PhD candidate gets tailored and contextualised information on labour market and employers' needs, within and outside academia</li> <li>- The PhD candidate identifies early training, competence and skills development needs in relation to their own career goals</li> <li>- The PhD candidate can plan early in the PhD the different steps needed to achieve these goals and to mobilise resources and means available in due course</li> <li>- A unique document is used to gather all the necessary information and for follow up in a structured and systematic way</li> <li>- The PhD candidate is aware of available repositories with resources for career development and training (e.g., HEI's own career web pages and PhDHub). The PhD candidate is able to consult them to identify relevant services and resources which can better shape their doctoral experience.</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>- Increased awareness and knowledge on career pathways and labour market</li> <li>- Basic understanding of competence and career development processes</li> <li>- Good awareness and mastery of repositories and tools at their disposal to improve their training experience (digital portals, PhDHub)</li> </ul>
Target groups	- All PhD candidates enrolled in the HEI
Career level	- PhD candidates in their first months
<b>Service delivery</b>	
Timeframe	Single event, and follow up to 6 months after the PhD start
Availability	On demand, in line with beginning of PhD candidates.
Responsible for delivery	PhD programme or Doctoral School organise an induction seminar or similar event targeting starting PhD candidates. Doctoral School invites the TMC and integrates it into the PhD candidate's programme or organises a separate event, if required. TMC organises session and provides participants with the necessary documents and information. HR and PhDs contribute to the sessions.
Format of delivery	<ul style="list-style-type: none"> <li>- Static information on the TMC portal if relevant with general content, documents, and info about relevant repositories made available.</li> <li>- A single event/information session/startup seminar that is delivered online or physically (see possible structure as additional resource)</li> <li>- Early career and employability roadmap document</li> <li>- Individual follow-up on demand</li> </ul> <p>The delivery can be adapted to existing processes: if there are already career development plans or other types of documents in place, the proposed resources should not replace or be used in addition but rather be integrated within the existing templates or initiatives.</p> <p>The portfolio of career examples and PhD alumni networks should also be used as complementary services.</p>
Available tools	<ul style="list-style-type: none"> <li>- Early career and employability session as a participatory approach</li> <li>- Early career and employability roadmap as a framework for follow up</li> <li>- Training, competence and skills development opportunities and courses</li> <li>- External expertise and coaching services (optional)</li> <li>- Repositories and tools containing relevant information (e.g., HEIs' own career web pages and PhDHub)</li> </ul>
Stakeholder involvement	It is strongly recommended to invite external participants from the non-academic sector and PhD alumni to the early career and employability session, for example in a panel discussion and a Q&A with the audience.
Non-academic dimension	The possibilities and perspectives of the non-academic sector have to be emphasized.
Volume/capacity	Tbd.
<b>Additional information</b>	
Resources	Time for organization of the session and follow-up.



	Funding for sessions (room, catering, etc.) in principle already covered through existing and recurring funds and possibly costs covering invitation and participation of external experts to contribute				
Inspiration/existing services	<ul style="list-style-type: none"> <li>- BoostUrCareer (<a href="https://univ-cotedazur.eu/boosturcareer">https://univ-cotedazur.eu/boosturcareer</a>)</li> <li>- UiT (<a href="https://uit.no/karriere">https://uit.no/karriere</a>)</li> </ul>				
Supporting documents	<ul style="list-style-type: none"> <li>- Model structure for early career and employability session</li> <li>- Model template for early career and employability roadmap</li> </ul>				
Contacts	Tbd.				
<b>Evaluation</b>					
Current use and feedback on effectiveness	2,4 (scale 1-5; ref survey in D4.1)				
0	1	2	3	4	5
I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective
Reasons for low or average use or effectiveness if applicable	Tbd as part of task 4.4.				
Possible improvements	<ul style="list-style-type: none"> <li>- Integrate learning outcomes from the service in follow up activities.</li> </ul>				
Evaluation criteria & methods	<p>Proposed evaluation criteria:</p> <ul style="list-style-type: none"> <li>- Quality of information on career opportunities; career possibilities, employers' needs</li> <li>- Quality of information on TMC services</li> <li>- Relevance of TMC services perceived at the beginning of PhD</li> <li>- Usefulness of the service to provide new perspectives in terms of career goals setting</li> <li>- Usefulness and clarity of the roadmap and follow up steps</li> <li>- Engagement of PhD supervisors and PhD candidates in career and employability development</li> </ul> <p>Evaluation methodology:</p> <ul style="list-style-type: none"> <li>- Questionnaires to PhD candidates at the end of the session</li> <li>- Questionnaires to PhD candidates and PhD supervisors after 6 months.</li> </ul>				

Table 3: Description of the service Support in developing career plans

ii) Support in developing career plans	
Main information	
Keywords	Career goals; competence and skills development; career pathways; motivations and preferences
Short description	The service builds upon the previous one (i) but focuses on actual follow up and adjustment of career goals and steps. Mentoring from the non-academic sector can be introduced to provide the PhD candidate with deeper insights and guidance on career pathways outside academia. The early career employability roadmap becomes a career development plan, formally discussed and amended every year as part of the PhD yearly evaluation. More informal follow-up (from the supervisor and/or HR) can be provided. Funding can be allocated to support participation in external seminars, courses, and events.
Needs addressed	The PhD candidates need more personalised guidance and follow-up on their goals. The HEI needs to provide more systematic and consistent guidance and follow up for competence and career development. The guidance and follow-up are done in a formal and structured way.
Expected benefits	<ul style="list-style-type: none"> <li>- The PhD candidate receives follow up and advice on the concrete steps for career development taken so far</li> </ul>



	<ul style="list-style-type: none"> <li>- The PhD candidate receives personalised feedback and advice on updated or amended career goals and steps</li> <li>- The PhD candidate progressively gets market ready and has full control and ownership of their career goals and pathways to achieve them</li> </ul>												
Learning outcomes	<ul style="list-style-type: none"> <li>- Increased understanding of available career paths.</li> <li>- Increased ability to develop and implement a career plan</li> </ul>												
Target groups	- All PhD candidates enrolled in the HEI												
Career level	- PhD candidates between 6 months and the end of their PhD												
<b>Service delivery</b>													
Timeframe	Recurring												
Availability	Periodically - every year, from the start of the PhD until the end												
Responsible for delivery	PhD supervisor / centre, with support of HR when relevant												
Format of delivery	The update of the early career development roadmap and its transformation into a proper career development plan is done through annual evaluation, as well as structured dialogue and update of the document among the partners. The document has additional steps and questions, according to the stage of the candidate's PhD. This service can be combined with mentoring from the non-academic sector.												
Available tools	Yearly evaluation dialogue and form/report Update of the career and employability roadmap as a career development plan												
Stakeholder involvement	Optional mentoring from the non-academic sector and/or from PhD alumni can be considered as an additional service if feasible and relevant.												
Non-academic dimension	The possibilities and perspectives of the non-academic sector have to be emphasised. Mobility and short-term placement in the non-academic sector can also be considered.												
Volume/capacity	All PhD candidates												
<b>Additional information</b>													
Resources	Time, possibly complemented by funding for mentoring and for competence and career development activities agreed in the career development plan												
Inspiration/existing services	<ul style="list-style-type: none"> <li>- BoostUrCareer</li> <li>- UiT</li> </ul>												
Supporting documents	<ul style="list-style-type: none"> <li>- Model for career development plan (extension of early career and employability roadmap)</li> <li>- Model for yearly dialogue and evaluation report</li> <li>- Model for mentoring framework agreement</li> <li>- DocEnhance course on PhD supervision: <a href="https://docenhance.eu/supervision/">https://docenhance.eu/supervision/</a></li> </ul>												
Contacts													
<b>Evaluation</b>													
Current use and feedback on effectiveness	3,2 (scale 1-5; ref. D4.1)												
	<table style="width: 100%; text-align: center;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>I do not know</td> <td>Ineffective</td> <td>Rather ineffective</td> <td>Neutral</td> <td>Rather effective</td> <td>Very effective</td> </tr> </table>	0	1	2	3	4	5	I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective
0	1	2	3	4	5								
I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective								
Reasons for low or average use or effectiveness if applicable	Tbd as part of task 4.4.												
Possible improvements	Tbd as part of task 4.4.												
Evaluation criteria & methods	Proposed evaluation criteria: <ul style="list-style-type: none"> <li>- Usefulness and quality of personalised guidance and follow up received by the PhD candidate as perceived during the PhD</li> <li>- Usefulness and quality of personalised guidance and follow up received by the PhD candidate as perceived ex-post 6 months after the PhD</li> </ul>												



	<ul style="list-style-type: none"> <li>- Usefulness and quality of personalised mentoring received by the PhD candidate (if applicable)</li> <li>- Increased employability as perceived by the PhD candidate</li> <li>- Increased employability of the PhD candidate as perceived by the PhD supervisor</li> <li>- Employment rate within 6 months after the PhD</li> </ul> <p>Evaluation methodology:</p> <ul style="list-style-type: none"> <li>- Questionnaires to PhD candidates and their supervisors as part of the yearly dialogue</li> <li>- Alternative: Surveys sent to PhD graduates 6 months after the award of the PhD to inquire about employment status and satisfaction about TMC services after having been actively employed</li> </ul>
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Table 4: Description of the service Portfolio of career examples

iii) Portfolio of career examples	
Main information	
Keywords	Career examples, career path, career examples, collection of testimonies
Short description	Relying on selected testimonials and examples from alumni, this portfolio will showcase the variety of career and job opportunities and stimulate curiosity for less conventional career pathways (Proposal, Part 2 page 6)
Needs addressed	PhD candidates need to “think outside the box” when planning for their future career. Not all candidates will continue their careers in academia. It is therefore necessary that PhD candidates expand their horizons by being introduced to different career pathways.
Expected benefits	Broaden horizon of possible career pathways. Awareness of diverse career experiences of PhD holders outside of academia
Learning outcomes	<ul style="list-style-type: none"> <li>- Increased awareness of alternative career paths.</li> <li>- Increased knowledge about career development strategies.</li> </ul>
Target groups	<ul style="list-style-type: none"> <li>o International and domestic PhD candidates</li> <li>o PhD employed at other institutions</li> <li>o Joint PhDs</li> <li>o Part-time PhDs</li> <li>o PhDs based abroad during their studies</li> <li>o PhD candidates who have undertaken a PhD after several years of active employment</li> <li>o Different research areas and fields</li> <li>o Other               <ul style="list-style-type: none"> <li>• Master students etc.</li> </ul> </li> </ul>
Career level	<ul style="list-style-type: none"> <li>o PhD candidates in their first months</li> <li>o PhD candidates within the last six months of their PhD</li> <li>o PhD candidates after they have obtained their PhD</li> <li>o PhD candidates at any time during their PhD</li> <li>o At the beginning of the postdoc</li> <li>o Annual career development meetings with department lead or deputy</li> <li>o Other               <ul style="list-style-type: none"> <li>• Master students etc.</li> </ul> </li> </ul>
Service delivery	
Timeframe	Recurring event/series of events Webpage
Availability	Permanent (website), frequent seminars
Responsible for delivery	
Format of delivery	<p>One or more of the following:</p> <ul style="list-style-type: none"> <li>- Monthly interviews of alumni person/groups (following an interview template)</li> <li>- Catalogue of career examples</li> <li>- LinkedIn/SOME alumni group</li> </ul>



Available tools	- Use existing LinkedIn profiles, and social media groups operated by communication responsible at each institution				
Stakeholder involvement	Strongly advised				
Non-academic dimension	Career paths outside of academia are in focus here.				
Volume/capacity	Infinite (website), limited for events/seminars				
<b>Additional information</b>					
Resources					
Inspiration/existing services	<a href="https://alumni.uah.es/es/desarrollo-profesional/carreras-profesionales/">https://alumni.uah.es/es/desarrollo-profesional/carreras-profesionales/</a> (Further information only available for Alumni).				
Supporting documents					
Contacts					
<b>Evaluation</b>					
Current use and feedback on effectiveness	2,6 (scale 1-5; ref D4.1)				
0	1	2	3	4	5
I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective
Reasons for low or average use or effectiveness if applicable	Tbd as part of task 4.4.				
Possible improvements	<ul style="list-style-type: none"> <li>- Monthly alumni interview (interview guide)</li> <li>- LinkedIn alumni side for each institution</li> </ul>				
Evaluation criteria & methods	Tbd as part of task 4.4.				

Table 5: Description of the service Pitching events

iv) Pitching events	
Main information	
Keywords	Pitching, presentation skills, pitching competition
Short description	This service aims to strengthen pitching skills of PhD candidates by giving them an arena to present and to receive feedback and/or training. This can be achieved by organising pitching events, where PhD candidates pitch their ideas. These events can either be organised internally within your HEI or include stakeholders from relevant industries and sectors. Interdisciplinary events are beneficial for participants. It is recommended to offer pitching coaching and mentoring in advance of the events.
Needs addressed	PhD candidates need to be able to present their ideas in a concise and consistent way. This is necessary in order to find research partners but also to build your network outside your field of research and especially outside of academia.
Expected benefits	Stronger skills in pitching will lead to better networking both inside and outside academia. This will also increase the chances of receiving funding and gaining other support. It will also benefit success at career days, job interviews and other meeting arenas with possible employers.
Learning outcomes	<ul style="list-style-type: none"> <li>- Being able to present your idea in a concise and understandable way.</li> <li>- Being able to analyse and focus on the aspects of your idea that are relevant for your audience.</li> </ul>
Target groups	<ul style="list-style-type: none"> <li>o International and domestic PhD candidates</li> <li>o PhD employed at other institutions</li> <li>o joint PhDs</li> <li>o part-time PhDs</li> </ul>



	<ul style="list-style-type: none"> <li>o PhDs based abroad during their studies</li> <li>o PhD candidates who have undertaken a PhD after several years of active employment</li> <li>o different research areas and fields</li> <li>o other</li> </ul>												
Career level	<ul style="list-style-type: none"> <li>o within the last six months of their PhD,</li> <li>o after they have obtained their PhD,</li> <li>o PhD candidates at any time during their PhD,</li> <li>o At the beginning of the postdoc,</li> <li>o Annual career development meetings with department lead or deputy</li> <li>o Other</li> </ul>												
<b>Service delivery</b>													
Timeframe	Single event												
Availability	Periodically (1 or 2 a year)												
Responsible for delivery	In-house staff working with start-up support, career management, possible to hire external experts for coursing and mentoring.												
Format of delivery	<ul style="list-style-type: none"> <li>- Online or on-site, both will foster a different skill set.</li> <li>- If needed, provide training on pitching</li> </ul>												
Available tools	Utilise existing arenas such as innovation days, career days, research days, Open house days, or other PhD events.												
Stakeholder involvement	Advised to involve stakeholders from relevant industry and sectors.												
Non-academic dimension	This service is not <i>solely focused</i> on non-academic experiences for the candidates, but it should be the primary focus.												
Volume/capacity	Tbd.												
<b>Additional information</b>													
Resources	Tbd.												
Inspiration/existing services	Tbd.												
Supporting documents	Tbd.												
Contacts	Tbd.												
<b>Evaluation</b>													
Current use and feedback on effectiveness	New service.												
	<table style="width: 100%; text-align: center;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>I do not know</td> <td>Ineffective</td> <td>Rather ineffective</td> <td>Neutral</td> <td>Rather effective</td> <td>Very effective</td> </tr> </table>	0	1	2	3	4	5	I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective
0	1	2	3	4	5								
I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective								
Reasons for low or average use or effectiveness if applicable	Tbd as part of task 4.4.												
Possible improvements	Tbd as part of task 4.4.												
Evaluation criteria & methods	Tbd as part of task 4.4.												

Table 6: Description of the service Practical support for the job search phase

<b>v) Practical support for the job search phase</b>	
<b>Main information</b>	
Keywords	Recruitment, application phase, job hunt
Short description	Coaching for job interviews, materials and training for pre-recruitment and recruitment tests, workshops for CV and cover letter writing, template CVs. ( <i>Proposal</i> , Part 2 page 6)



Needs addressed	At the end of their doctorate, many PhD candidates will be applying for a non-academic job for the first time. They need support to understand job application requirements, recruiting terms, and underlying procedures.
Expected benefits	Increased success in job applications, shortening search time and reducing number of applications that need to be written.
Learning outcomes	Being able to write good cover letters and CVs Being able to analyse and understand job advertisements.
Target groups	<ul style="list-style-type: none"> <li>o International and domestic PhD candidates</li> <li>o joint PhDs</li> <li>o PhDs based abroad during their studies</li> <li>o different research areas and fields</li> <li>o other</li> </ul>
Career level	<ul style="list-style-type: none"> <li>o within the last six months of their PhD,</li> <li>o after they have obtained their PhD,</li> <li>o Other</li> </ul>
<b>Service delivery</b>	
Timeframe	Website, HR contact person
Availability	On demand, permanent, periodically, etc.
Responsible for delivery	HR, supervisor
Format of delivery	One or both of the following: <ul style="list-style-type: none"> <li>- Online tools/resources</li> <li>- Workshops or one-on-one meetings with HR-personnel or other experts</li> </ul>
Available tools	
Stakeholder involvement	
Non-academic dimension	Not solely, but strong focus on non-academic jobs.
Volume/capacity	Limited. Online resources unlimited.
<b>Additional information</b>	
Resources	
Inspiration/existing services	<p>Career centre: Workshops, job teaser website, orientation sessions with personal support etc.:</p> <ul style="list-style-type: none"> <li>• <a href="https://empleabilidad.uah.es/es/career-center/career-center-de-la-uah/">https://empleabilidad.uah.es/es/career-center/career-center-de-la-uah/</a></li> <li>• <a href="https://empleabilidad.uah.es/es/empleabilidad-uah/catalogo-de-servicios/">https://empleabilidad.uah.es/es/empleabilidad-uah/catalogo-de-servicios/</a></li> <li>• <a href="https://empleabilidad.uah.es/es/estudiantes-y-alumniuah/herramientas-para-conseguir-empleo/TRIO-DE-ASES-PARA-LA-BUSQUEDA-DE-EMPLEO/">https://empleabilidad.uah.es/es/estudiantes-y-alumniuah/herramientas-para-conseguir-empleo/TRIO-DE-ASES-PARA-LA-BUSQUEDA-DE-EMPLEO/</a></li> </ul> <p>Job teaser platform where there are personal experiences:</p> <ul style="list-style-type: none"> <li>• <a href="http://uah.jobteaser.com">uah.jobteaser.com</a> (Members only)</li> </ul> <p>ABG and Adoc Talent Management services (see documents on Teams Task 4.1): Example: "TOWARDS AN EFFECTIVE JOB SEARCH: Optimize communication tools towards employers (resume, cover letter, job interview). Practical and personalized recruitment tips (...) Duration:2 days"</p> <p>Support to write CV and application, job descriptions analysis within the individual career counselling and the definition of the individual career plan.</p>
Supporting documents	
Contacts	
<b>Evaluation</b>	
Current use and feedback on effectiveness	3,0 (scale 1-5; ref D4.1)



0	1	2	3	4	5
I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective
Reasons for low or average use or effectiveness if applicable	N/A.				
Possible improvements	Tbd as part of task 4.4.				
Evaluation criteria & methods	Tbd as part of task 4.4.				

Table 7: Description of the service Structured guidelines and FAQ for career development officers

vi) Structured guidelines and FAQ for career development officers	
Main information	
Keywords	Career development, staff competence development, supervision, mentoring
Short description	Activities aimed to train and to develop PhD/ESR supervisors and mentors, including HR.
Needs addressed	Maintain a professional staff for career development management, and to ensure that the personnel have the relevant experience and training to advice PhD-candidates and early-stage researchers (ESRs) on topics concerning sector mobility and employability outside of academia.
Expected benefits	Establish a good practice and culture for researcher career development management. Obtain systems for career development and ensure that these are provided consistently and with quality and relevance for all PhD candidates.
Learning outcomes	<ul style="list-style-type: none"> <li>- Gain insights into various methods and best practices for executing the role of career development officers/supervisor/mentor.</li> <li>- Gain awareness of the impact of dedicated supervision and guidance on career development on employability for the supervised/mentee.</li> <li>- Become familiar with available resources, tools, networks, procedures etc. that the institution provides for researcher career development management.</li> <li>- Gain skills and networks to strengthen the cohesion between academia and non-academic sectors for the purpose of researcher career development management.</li> </ul>
Target groups	Career development officers/supervisor/mentor.
Career level	Any staff involved in supervision and mentoring of PhD candidates and early-stage career researchers.
Service delivery	
Timeframe	Annual/regular activities.
Availability	On demand, permanent and/or periodically: depending on need, type of activity and any established institute/faculty routines.
Responsible for delivery	Faculty- or institute-level research managers/leaders and central administrative units.
Format of delivery	Alternatives: <ol style="list-style-type: none"> <li>1) Knowledge exchange forums for supervisors and/or career officials.</li> <li>2) Guidelines developed as pooled effort across DocTalent4EU consortium.</li> </ol>
Available tools	Each institution must evaluate the best training tool(s) according to local context and needs, e.g., peer learning, group-based supervision, seminars or workshops etc.
Stakeholder involvement	Deans and pro-rectors for research and innovation; Committees for research, innovation and PhD-programs.



Non-academic dimension	<ul style="list-style-type: none"> <li>• Use of non-academic mentors or lecturers</li> <li>• Apply active networking with the non-academic sector for the purpose of career development management.</li> </ul>				
Volume/capacity	Scale according to local need.				
<b>Additional information</b>					
Resources	<a href="https://docenhance.eu/supervision/">https://docenhance.eu/supervision/</a>				
Inspiration/existing services	<p>Côte d’Azur: Handbook for supervisors            Limerick: programs for the training of supervisors            UiT: seminar series for the training of supervisors            UiT: Web-based portal for resources dedicated to career and expertise development for any staff member at the institution. But not necessarily tailored to supervisors (?).            HVL: The institution has initiated a separate project to establish systems for career management development for any staff category.</p>				
Supporting documents	A good practice document may be compiled by the end of the project, if relevant.				
Contacts					
<b>Evaluation</b>					
Current use and feedback on effectiveness	2,0 (scale 1-5; ref D4.1)				
0	1	2	3	4	5
I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective
Reasons for low or average use or effectiveness if applicable	Unknown, to be evaluated as part of D4.4.				
Possible improvements	Tbd as part of task 4.4.				
Evaluation criteria & methods	Tbd as part of task 4.4.				

Table 8: Description of the service PhD entrepreneurs

vii) PhD entrepreneurs	
Main information	
Keywords	Entrepreneurial training, innovation training, innovative mindset and skills
Short description	This service aims to strengthen the entrepreneurial and innovation skills of PhD-candidates by both offering them individual training and making them familiar with the entrepreneurial environment at their institutions.
Needs addressed	Refers to the needs identified in the building block “Needs”
Expected benefits	PhD candidates are more attractive for the start-up and innovation sector. Increased number of PhD start-ups.
Learning outcomes	<ul style="list-style-type: none"> <li>- Knowledge about the entrepreneurial ecosystem at the local HEI</li> <li>- Knowledge about funding mechanisms</li> <li>- Being able to develop (basic) business plans</li> <li>- Knowledge about basic principles of entrepreneurship</li> <li>- Knowledge about basic principles of innovative research</li> </ul>
Target groups	<ul style="list-style-type: none"> <li>o International and domestic PhD candidates</li> <li>o PhD employed at other institutions</li> <li>o joint PhDs</li> <li>o part-time PhDs</li> <li>o PhD candidates who have undertaken a PhD after several years of active employment</li> <li>o different research areas and fields</li> <li>o other</li> </ul>



Career level	PhD candidates between 12-18 months (having limited knowledge about innovation ecosystems)												
<b>Service delivery</b>													
Timeframe	Single event, seminar series, up-skilling program												
Availability	On demand, periodically, etc.												
Responsible for delivery	HVL Skape and AFII												
Format of delivery	Courses, workshops or training delivered by in-house incubators, start-up centres or other staff that are experts on the topic. This service can also include giving PhD candidates access to external service providers and support mechanisms in this area and one-on-one mentoring for PhD-candidates who already have concrete ideas they want to exploit.												
Available tools													
Stakeholder involvement													
Non-academic dimension	Start-ups and other innovative companies can be useful to include in this service.												
Volume/capacity													
<b>Additional information</b>													
Resources													
Inspiration/existing services	<a href="https://docenhance.eu/career-management-entrepreneurship/">https://docenhance.eu/career-management-entrepreneurship/</a> <a href="https://ispas-project.eu/entrepreneurship-for-phd-candidates/">https://ispas-project.eu/entrepreneurship-for-phd-candidates/</a> HVL skape (internal student directed innovation program at HVL)												
Supporting documents													
Contacts													
<b>Evaluation</b>													
Current use and feedback on effectiveness	4,5 (scale 1-5; ref D4.4)												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%; text-align: center;">0</td> <td style="width: 16.6%; text-align: center;">1</td> <td style="width: 16.6%; text-align: center;">2</td> <td style="width: 16.6%; text-align: center;">3</td> <td style="width: 16.6%; text-align: center;">4</td> <td style="width: 16.6%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">I do not know</td> <td style="text-align: center;">Ineffective</td> <td style="text-align: center;">Rather ineffective</td> <td style="text-align: center;">Neutral</td> <td style="text-align: center;">Rather effective</td> <td style="text-align: center;">Very effective</td> </tr> </table>		0	1	2	3	4	5	I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective
0	1	2	3	4	5								
I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective								
Reasons for low or average use or effectiveness if applicable	n/a.												
Possible improvements	Tbd as part of task 4.4.												
Evaluation criteria & methods	Tbd as part of task 4.4.												

Table 9: Description of the service Short-term placement in non-academic sectors

viii) Short-term placement in non-academic sectors	
<b>Main information</b>	
Keywords	Non-academic sector; intersectoral mobility; practice-based learning
Short description	The service consists of providing a structured framework when placements in short-term placements outside academia have been agreed and set as part of the PhD. These placements can cover both scientific work (e.g., data collection or field study in a non-academic setting) or specifically for the purpose of getting better insights into the world of work. This framework covers the definition of commonly agreed learning goals and activities within the placement period and a debriefing after the placement to evaluate the experience and knowledge gained in a systematic way. If resources are available, the service could be extended to providing support to identify and facilitate possible placements very early in the PhD, if agreed upon in the early career and employability roadmap.



Needs addressed	The PhD candidate will benefit from direct experience in the non-academic sector to better understand employers' needs and perspectives and the labour market. Intersectoral mobility is important to develop and increase employability.
Expected benefits	<ul style="list-style-type: none"> <li>- The PhD candidate has the opportunity to experience the world of work outside academia through a short-term placement with clearly defined goals</li> <li>- Through preliminary work and discussions between the host institution, the PhD candidate and the PhD supervisor, the short-term placement accommodates the goals of the PhD candidate and activities are organised within the host institution with the PhD candidate's goals in mind</li> <li>- The PhD candidate has the opportunity to discuss, reflect on and formalise the experience and knowledge gained together with the host institution and the PhD supervisor</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>- Gain sector/industry-specific competence</li> <li>- Master and develop various transferable skills</li> <li>- Develop understanding of own and others' roles and responsibilities at work</li> <li>- Learn to build professional networks</li> <li>- Develop the ability to apply research methods at work</li> </ul>
Target groups	<ul style="list-style-type: none"> <li>- All PhDs after 12 months within their PhD</li> </ul>
Career level	<ul style="list-style-type: none"> <li>- All types of PhD candidates</li> <li>- Post-doc candidates could also benefit from this service if feasible</li> </ul>
<b>Service delivery</b>	
Timeframe	Before, during and after the short-term placement
Availability	Aligned with the short-term placement schedule
Responsible for delivery	PhD supervisor, with possible support from HR career development officers
Format of delivery	<p>A workflow for work placements:</p> <ul style="list-style-type: none"> <li>- Preparatory dialogue between the PhD candidate, the PhD supervisor and the host institution representative.</li> <li>- Develop agreements on duties and responsibilities for supervision, training and guidance during work placement.</li> <li>- Debriefing through an exit interview at the end of the placement, involving the PhD candidate, the PhD supervisor and the host institution representative.</li> <li>- The knowledge and experience gained is reflected in the individual career development plan.</li> </ul>
Available tools	Process workflow and templates for short-term placement
Stakeholder involvement	The host institution.
Non-academic dimension	The service is a direct experience of the working environment and perspectives of the non-academic sector aligned with the career goals of the PhD candidate.
Volume/capacity	TBD.
<b>Additional information</b>	
Resources	<p>Possibly mobility grant for accommodation and travel if required.</p> <p>Mostly time for discussions and activities agreed with the host institution.</p>
Inspiration/existing services	
Supporting documents	<ul style="list-style-type: none"> <li>- Workflow chart for short-term placement in the non-academic sector</li> <li>- Model for dialogue before placement</li> <li>- Model agreement between host institution, PhD supervisor and PhD candidate</li> <li>- Model for exit interview after placement</li> </ul>



Contacts					
<b>Evaluation</b>					
Current use and feedback on effectiveness	3,7 (scale 1-5; ref D4.1)				
0	1	2	3	4	5
I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective
Reasons for low or average use or effectiveness if applicable	N/A				
Possible improvements	Tbd as part of task 4.4.				
Evaluation criteria & methods	<p>Evaluation criteria:</p> <ul style="list-style-type: none"> <li>- Usefulness and relevance of the short-term placement for enhancing employability</li> <li>- Usefulness and relevance of activities undertaken during the placement with respect to career and competence development needs identified</li> <li>- Quality of intersectoral mobility support schemes</li> <li>- Formal or informal follow-up activities between the PhD candidate and the host institution after short-term placement</li> </ul> <p>Evaluation methodology:</p> <ul style="list-style-type: none"> <li>- Questionnaire including in the exit interview to be answered by the PhD candidate, the PhD supervisor and the host institution representative</li> <li>- Alternative: Survey to be sent to PhD candidates 6 months after the award of their PhD</li> </ul>				

Table 10: Description of the service Alumni networks

<b>ix) Alumni networks</b>	
<b>Main information</b>	
Keywords	Alumni community, networks
Short description	Alumni networks, gatherings and other activities dedicated to the further development of the PhD graduate group and the institution.
Needs addressed	To maintain a network to stay in contact and continue to learn from each other, both among graduates, and between graduates and the institution.
Expected benefits	<ul style="list-style-type: none"> <li>• Maintain a professional and social network for PhD graduates.</li> <li>• Strengthen social and professional cohesion among graduates for the further development of the institution: <ul style="list-style-type: none"> <li>○ Contribute to knowledge exchange for the advancement of research communities, PhD candidate societies and career development management among candidates and graduates.</li> <li>○ Contribute to social communication and discourse, including science policy issues, industrial development, societal challenges etc.</li> </ul> </li> </ul>
Learning outcomes	- Learn to use alumni networks to explore career opportunities and enhance employability.
Target groups	<ul style="list-style-type: none"> <li>• PhD graduates</li> </ul>



Career level	<ul style="list-style-type: none"> <li>Any</li> </ul>												
<b>Service delivery</b>													
Timeframe	Various events, annually.												
Availability	Permanent.												
Responsible for delivery	Faculties and institutes.												
Format of delivery	<ul style="list-style-type: none"> <li>Use existing networking and meeting arenas (both on-site and online) as part of career development planning.</li> </ul> <p>For instance:</p> <ul style="list-style-type: none"> <li>Arrange an annual Alumni gathering.</li> <li>Receive invitations to Key Opinion Leaders-lectures and other major seminars that are hosted by the institution/university.</li> <li>Active communication through newsletters/social media.</li> <li>Create an alumni fund aimed at promoting and developing collaborations between the institution/university and other sectors/industries.</li> <li>Participate on a voluntary basis in knowledge exchange programs/forums, for instance mentoring schemes or career development arenas for PhD candidates at the institution/university.</li> </ul>												
Available tools	-												
Stakeholder involvement	Former PhD candidates, faculty and institute leadership, relevant administrative units at the university (e.g., communication dept., PhD committee, and research admin).												
Non-academic dimension	Alumni groups from both public and private sectors.												
Volume/capacity	All PhD graduates.												
<b>Additional information</b>													
Resources	-												
Inspiration/existing services	<p>For instance:</p> <p><a href="https://www.ul.ie/ul-alumni/annual-ul-alumni-awards">https://www.ul.ie/ul-alumni/annual-ul-alumni-awards</a></p> <p><a href="https://alumni.uah.es/es/">https://alumni.uah.es/es/</a></p> <p><a href="https://sigarra.up.pt/feup/pt/web_base.gera_pagina?p_pagina=portal%20alumni">https://sigarra.up.pt/feup/pt/web_base.gera_pagina?p_pagina=portal%20alumni</a></p>												
Supporting documents	-												
Contacts	-												
<b>Evaluation</b>													
Current use and feedback effectiveness	3,6 (scale 1-5; ref D4.1)												
	<table border="1"> <thead> <tr> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>I do not know</td> <td>Ineffective</td> <td>Rather ineffective</td> <td>Neutral</td> <td>Rather effective</td> <td>Very effective</td> </tr> </tbody> </table>	0	1	2	3	4	5	I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective
0	1	2	3	4	5								
I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective								
Reasons for low or average use or effectiveness if applicable	N/A												
Possible improvements	Tbd as part of task 4.4.												
Evaluation criteria & methods	Tbd as part of task 4.4.												



### 3.1. Definition of learning outcomes

PhD candidates that will use the services will achieve the following learning outcomes (same as listed in the templates in section 3). The learning outcomes for each service are the same for all partners in the DocTalent4EU project and should be used as a basis for evaluating each service and their combined effect in the Talent Management Centre.

**Table 11: Summary of learning outcomes for all services.**

<i>i. Early career and employability roadmap for starting PhD candidates</i>	
Learning outcomes	<ul style="list-style-type: none"> <li>• Increased awareness and knowledge on career pathways and labour market</li> <li>• Basic understanding of competence and career development processes</li> <li>• Good understanding of and ability to use repositories and tools available to find relevant career development and training opportunities (PhDHub, Career web pages of each HEI)</li> </ul>
<i>ii. Support in developing career plans</i>	
Learning outcomes	<ul style="list-style-type: none"> <li>• Increased understanding of available career paths</li> <li>• Increased ability to develop and implement a career plan.</li> </ul>
<i>iii. Portfolio of career examples</i>	
Learning outcomes	<ul style="list-style-type: none"> <li>• Increased awareness of available career paths.</li> <li>• Increased knowledge about career development strategies.</li> </ul>
<i>iv. Pitching events</i>	
Learning outcomes	<ul style="list-style-type: none"> <li>• Being able to present own ideas in a concise and understandable way.</li> <li>• Being able to analyse and focus on the aspects of own ideas that are relevant for the audience.</li> </ul>
<i>v. Practical support for the recruitment phase</i>	
Learning outcomes	<ul style="list-style-type: none"> <li>• Being able to write good cover letters and CVs.</li> <li>• Being able to analyse and understand job advertisements</li> </ul>
<i>vi. Structured guidelines and FAQ for career development officers</i>	
Learning outcomes	<ul style="list-style-type: none"> <li>• Gain insights into various methods and best practices for executing the role of career development officers/supervisor/mentor.</li> <li>• Gain awareness of the impact of dedicated supervision and guidance on career development and on employability for the supervised/mentee.</li> <li>• Become familiar with available resources, tools, networks, procedures etc. that the institution provides for researcher career development management.</li> <li>• Gain skills and networks to strengthen the cohesion between academia and non-academic sectors for the purpose of researcher career development management.</li> </ul>
<i>vii. PhD entrepreneurs</i>	
Learning outcomes	<ul style="list-style-type: none"> <li>• Knowledge about the entrepreneurial ecosystem at the local HEI</li> <li>• Being able to develop (basic) business plans</li> <li>• Knowledge about basic principles of entrepreneurship</li> <li>• Knowledge about basic principles of innovative research</li> </ul>
<i>viii. Short-term placement in non-academic sectors</i>	



Learning outcomes	<ul style="list-style-type: none"> <li>• Gain sector/industry-specific competence</li> <li>• Master and develop various transferable skills.</li> <li>• Develop understanding of own and other roles and responsibilities at work.</li> <li>• Learn to build professional networks.</li> <li>• Develop the ability to apply research methods at work.</li> </ul>
<b>ix. Alumni networks</b>	
Learning outcomes	<ul style="list-style-type: none"> <li>• Learn to use alumni networks to explore career opportunities and enhance employability.</li> </ul>

#### 4. Local implementation of services at DocTalent4EU partner institutions

	UAH	HVL	UL	TUIASI	uPorto	UCA
Early career and employability roadmap						
Support in developing career plans						
Portfolio of career examples		Tentative				
Pitching events						
Practical support		Tentative				
Guidelines/FAQ for career development officers						
Specific support for PhD entrepreneurs				Framework		
Short term placement in non-academic sectors		Framework		Framework		
Alumni networks and gatherings				Framework		

**Table 12: Overview of services to be implemented at partner institutions.**

Table 12 provides an overview of the Services to be implemented at the local TMCs of the five partner institutions. Operationalization will be further planned as part of *D4.3 - Set up of the pilot local management centres*. Blue boxes indicate services to be piloted. Empty boxes indicate services that will not be piloted. In addition, some institutions may pilot a service, but due to local policies, priorities and/or resources, it is unclear if the service can be delivered within the project’s timeframe (marked as ‘tentative’). In other cases, developing guidelines/frameworks will be the main achievement, while piloting may not be feasible (marked as ‘framework’).

Six of the seven DocTalent4EU partner institutions have completed task 4.2 by providing detailed information on services to be implemented within the frame of the EU-project. The five partners have included a description of the local context and reasons for local adjustments into how a particular service is delivered.

Prior to the initiation of the DocTalent4EU project, UiT closed their Career Centre a number of years ago. Therefore, services at UiT will be implemented using an existing career development program that reaches throughout the organization and all employees, including PhD candidates (<https://uit.no/karriere>).

Partner feedback indicates that some services need to be tailored to the local context. The driving factors for local adjustments are most often linked to (1) the organization and content of existing career support services, (2) the available capacity (including staff and financial resources), (3) the alignment to official protocols/practice that regulates individual guidance and mentoring (one major underlying factor being a



PhD-candidate's status as student vs. employed), and (4) the alignment to any national career development initiatives directed towards early career researchers.

#### 4.1. Further use of the guidelines

The conceptual framework with building blocks as designed in task 4.1 was used to develop and describe the above listed catalogue of services (task 4.2, due August 2023). Using the templates provided above, the catalogue of services will be launched during the setup of local talent management centres and advertised to PhD candidates at each partner institution as well as through EUF's PhD-hub portal (as part of task 4.3, due October 2023). The catalogue of services will be further developed and evaluated as part of task 4.4 (due September 2024).

### 5. Conclusion: Key findings, limitations, and next steps

The key objective in task 4.2 was to catalogue the provision of services to be implemented as part of the Talent Management Centres. Within task 4.2, DocTalent4EU partners have selected services and identified local adjustments needed for effective implementation at their respective institutions.

Based on the mapping done in task 4.1, it is evident that most partner institutions, except HVL, had some degree of experience with many of the career development and management services, but needed to improve, establish or systematise good practices for each activity. In this document (D4.2), we have not emphasised every local context resulting in the need for adjustments to a service but rather addressed the perceived driving factors behind introducing any local adjustments to a service. Further piloting and evaluation are required to optimise guidelines to services for their future distribution across European HEIs.

The next phase will be the final design and launch of the TMCs and their services to be piloted that will occur in September/October 2023, and will be reported in Deliverable D4.3.

Furthermore, work to adjust and tailor to local contexts and needs are expected before the services can be piloted and implemented.

The initial online version of the catalogue will be made available in September/October 2023. As the TMC is being piloted in task 4.4, a final version of the catalogue of services including guidelines and other detailed information will be provided at the end of the project period for dissemination to HEIs across Europe.



## Annex 1:

### Guidelines and recommendations to operationalisation of services

To implement and operationalise services, this annex pinpoints key elements and possible training activities for each service. The guidelines provide ideas and actions that meet the respective learning outcomes. It is not required or intended that every element is practiced, but they are listed as valuable examples and for inspiration. The guidelines will be updated as part of the implementation and evaluation of services in D4.4.

#### Guidelines to i and ii: Early career and employability roadmap for starting PhD candidates & Support in developing career plans.

Elements	Description
Self-Assessment	Begin by encouraging PhD candidates to conduct a self-assessment of their skills, strengths, interests, and career aspirations, based on the ESCO framework. This will help them identify their individual career goals and the transferable skills they need to develop.
Identifying Transferable Skills	Provide a comprehensive list of transferable skills relevant to various career paths. These skills may include communication, project management, leadership, problem-solving, teamwork, and data analysis, among others. PhD researchers should select the skills they wish to acquire or enhance during their doctoral journey.
Course/Module/Workshop Selection	<p>Create a catalogue of modules, courses and workshops available within the university or through external providers that focus on developing transferable skills. Categorise them based on skill areas for easy navigation.</p> <p>Work closely with career services staff or advisors who can guide PhD candidates in selecting the most relevant courses based on their career goals and identified skill gaps.</p>
Individual Roadmap	<p>Provide PhD researchers with a template or online platform where they can create their individual career roadmap. This roadmap should include their career goals, identified skills, and a timeline for acquiring or developing those skills.</p> <p>Offer guidance and support through career services staff who can help candidates align their goals, skills, and courses effectively.</p>
Research Opportunities	Encourage PhD researchers to explore interdisciplinary research opportunities, collaborations, or projects that can help them gain exposure to different fields and enhance their skill set.
Professional Development	Emphasise the importance of attending conferences, workshops, and seminars related to the candidate’s research area. Encourage candidates to present their work and network with professionals in their field.
Placements and Industry Collaborations	Facilitate connections between PhD researchers and potential industry partners for placements, collaborations, or joint projects. These experiences can provide valuable industry insights for researchers and increase employability.
Mentorship and Networking	<p>Establish an informal mentorship programme where PhD candidates can connect with experienced professionals who can provide guidance and advice for career development.</p> <p>Organise networking events, career fairs, or industry-academic gatherings to create opportunities for PhD researchers to expand their professional network.</p>
Career Services and Resources	Collaborate with career services departments to ensure PhD candidates have access to resources such as CV (tailored to academic and non-academic



	employers) and cover letter-writing assistance, interview preparation, and job search strategies.  Provide access to PhD Hub <sup>5</sup> , Doc Enhance, job boards, industry publications, and other relevant resources to keep researchers informed about resources and job opportunities.
Evaluation and Revision	Regularly evaluate, e.g., annually, the effectiveness of the early career and employability roadmap.

### Guidelines to iii. Portfolio of career examples

Elements	Description
Potential Careers in Research and Development (R&D)	Data scientist or analyst in research-oriented organisations.  Industrial research scientist/engineer in pharmaceutical, biotechnology, or technology companies.  R&D manager or innovation strategist in product development.  Consultant in institute that performs research and advocacy functions, e.g., think tank that plays a role in formulating and/or influencing policy.
Potential Careers in Higher Education and Academia	Faculty position in universities and research institutions.  Post-doctoral research fellow or researcher in specialist area.  Academic administration roles, such as Research Governance Officer  Academic support positions, such as Research Strategy and Policy Manager
Potential Careers in Industry and Innovation	Science policy advisor or analyst in government agencies or non-governmental organisations (NGOs).  Technology transfer specialist or intellectual property manager in research centres/institutions.  Entrepreneur or start-up founder based on innovative research outcomes.  Industry-research collaboration or consultancy roles in specialised fields.
Potential Careers in Consulting and Advisory Services	Policy analyst or advisor in governmental or international organisations.  Research consultant or analyst in consulting firms, offering expertise in specific areas.  Subject matter expert providing consultancy services to industries or start-ups.  Educational consultant specialising in curriculum development or assessment.
Potential Careers in Science Communication and Outreach	Science editor or content developer for educational publishers.  Science writer or journalist for media outlets or scientific publications.

<sup>5</sup> PhD Hub should be integrated as a tool (rather than a service) into the Early Career and PhD Employability Road Map (Service 1 above).



	<p>Science communicator<sup>6</sup> in science centres, non-governmental organisations, in museums (as curator etc).</p> <p>Public relations specialist for scientific research organisations or companies.</p>
Potential Careers in the Public Sector	<p>Scientific officer or research analyst in government research agencies.</p> <p>Policy analyst or advisor in science and technology policy-making bodies.</p> <p>Regulatory affairs specialist in pharmaceutical or environmental sectors.</p> <p>Grant Manager or Programme Officer in research funding organisations.</p>
Potential Careers in Non-governmental organisations (NGOs)	<p>Programme Manager or Research Coordinator in non-governmental / non-profit organisations.</p> <p>Social impact analyst or evaluator in philanthropic foundations.</p> <p>Research positions in non-governmental research institutes or advocacy organisations.</p> <p>Research and development roles in NGOs.</p>

### Guidelines to iv. Pitching event

Elements	Description
Establish the Purpose and Objectives	<p>Clearly define the purpose of the pitching event, which is to connect PhD candidates with potential employers and recruiters.</p> <p>Set specific objectives, such as facilitating networking opportunities, promoting research impact, and increasing visibility for PhD researchers.</p>
Plan the Logistics	<p>Determine the date, time, and venue for the pitching event.</p> <p>Allocate appropriate resources, including audio-visual equipment, presentation materials, and seating arrangements.</p> <p>Ensure that the event can accommodate a suitable number of attendees, including potential employers, recruiters, faculty members, and other relevant stakeholders.</p>
Identify Potential Employers and Recruiters	<p>Research and identify companies, organisations, and industries that align with the research areas of the participating PhD candidates.</p> <p>Engage with industry associations, alumni networks, and local businesses to gather contacts and potential participants.</p> <p>Create a database or contact list of potential employers and recruiters who would benefit from attending the event.</p>
Invite Participants	<p>Send personalised invitations to potential employers and recruiters, highlighting the benefits of attending and the unique research expertise of the PhD researchers.</p> <p>Encourage faculty members, research supervisors, and university stakeholders to spread the word and invite their industry connections.</p>

<sup>6</sup> A science communicator could be a scientific expert, a scientific advisor for policymakers, a science artist, a science journalist, a member of the medical profession, a scientific educator, or someone who communicates and disseminates research with the public in relation to science.



	<p>Provide clear instructions for registration in order to manage the number of attendees effectively.</p>
Prepare PhD Researchers	<p>Conduct workshops / training sessions to help PhD candidates develop an effective “elevator pitch.”</p> <p>Provide guidance on creating presentations that highlight the potential impact and benefits of PhD researchers’ research to industry and society.</p> <p>Offer guidance on public speaking, presentation skills, and engaging with potential employers.</p> <p>Provide templates or guidelines for presentation slides to maintain consistency and professionalism</p>
Format and Agenda	<p>Determine the structure of the pitching event, such as individual presentations, panel discussions, or poster sessions.</p> <p>Allocate time slots for each PhD candidate to present their research and engage in Q&amp;A sessions.</p> <p>Designate a moderator or facilitator to ensure smooth transitions between presentations and manage the overall flow of the event.</p> <p>Consider including networking breaks or a networking session to allow informal interactions between PhD candidates and potential employers.</p>
Promote the Event	<p>Create promotional materials, such as event posters, flyers, and online announcements, to raise awareness among the PhD community, faculty, alumni, and industry partners.</p> <p>Utilise various communication channels, including social media, university newsletters, and mailing lists, to reach a wider audience.</p> <p>Encourage participating PhD candidates to promote the event through their university and personal networks as well as through social media platforms.</p>
Event Implementation	<p>Set up the venue with appropriate signage, audio-visual equipment, and seating arrangements etc.</p> <p>Ensure well-functioning logistics, including registration and check-in procedures for attendees.</p> <p>Facilitate the order and timing of presentations, managing the Q&amp;A sessions etc.</p> <p>Capture photos or videos of the event for future promotional purposes or to share on social media and with absent employers/recruiters/doctoral alumni etc.</p>
Follow-Up and Evaluation	<p>Collect feedback (e.g., via online forms) from both PhD researchers and participating employers/recruiters to assess the effectiveness of the event.</p> <p>Share the feedback with relevant stakeholders and make improvements for future events.</p> <p>Encourage candidates to follow up with potential employers/recruiters they connected with during the event and provide guidance on effective networking strategies.</p>



## Guidelines to v. Practical support for the recruitment phase

Elements	Description
Job Interview Mentoring / Coaching	<p>Conduct workshops or one-on-one mentoring / coaching sessions to help PhD researchers prepare for job interviews.</p> <p>Provide guidance on common interview scenarios, best practice(s) for dealing with interview questions, and strategies for highlighting candidates' research and transferable skills based on the ESCO framework.</p> <p>Offer mock interview sessions to simulate real interview scenarios and provide constructive feedback.</p>
Pre-recruitment and Recruitment Tests	<p>Develop training materials and workshops to familiarize PhD candidates with common pre-recruitment and recruitment tests used by industry and academia.</p> <p>Provide practice tests and exercises to help researchers improve their skills in areas such as critical thinking, problem-solving, data analysis, and technical knowledge.</p> <p>Offer guidance on time management, test-taking strategies, and approaches to handling different types of questions.</p>
CV Writing Workshops	<p>Organise workshops or provide resources to assist PhD candidates in designing an effective CV tailored to industry or academic positions.</p> <p>Offer guidance on structuring a CV, highlighting key qualifications, displaying research experience, and emphasising transferable skills.</p> <p>Provide examples and templates of CVs for PhD researchers</p>
Professional Networking and Personal "Branding"	<p>Organise networking events or workshops to help PhD researchers develop their professional networks and enhance their personal profile.</p> <p>Offer guidance on creating compelling online profiles (e.g., LinkedIn / LinkedIn Learning) and developing an "elevator pitch" to articulate their research and skills to a non-expert audience.</p> <p>Provide guidance on building connections, attending conferences, and using social media platforms for professional purposes.</p>
Job Search Strategies	<p>Offer guidance on effective job search strategies, including identifying relevant industry or academic positions, utilising online recruitment sites, and networking.</p> <p>Provide resources and databases for PhD candidates to explore job opportunities in their respective fields.</p> <p>Offer support in tailoring application materials, such as cover letters or research statements, to specific job postings.</p>
Interview Feedback and Follow-up	<p>Establish mechanisms to collect feedback from industry and academic recruiters who interview PhD researchers.</p> <p>Share feedback with candidates to help them improve their interview performance and identify areas for improvement and development.</p> <p>Provide guidance on appropriate follow-up actions after interviews, such as enquiries about the selection process.</p>
Alumni and Industry Connections	<p>Use the network of doctoral alumni and industry contacts to facilitate connections between PhD researchers and potential employers.</p> <p>Organise networking events or panel discussions where successful PhD alumni share their recruitment experiences and provide insights.</p>



	Initiate collaborations and partnerships with industry and academic organisations to enhance recruitment opportunities for PhD candidates.
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### Guidelines to vi. Structured guidelines and FAQ for career development officers

ELEMENTS	DESCRIPTION
Understand the PhD Journey	<p>Career development officers (CDOs) become familiar with the typical stages, challenges, and milestones of the PhD journey and are provided with appropriate guidance.</p> <p>CDOs are encouraged to stay updated with the latest trends and developments in various industries and academic sectors so they can offer relevant advice to PhD Candidates.</p>
Build Relationships	<p>CDOs are encouraged to develop strong relationships with PhD researchers by offering personalised support and maintaining regular communication.</p> <p>CDOs help establish connections with employers, industry professionals, and alumni to facilitate networking opportunities for PhD candidates.</p>
Individual Career/Professional Development Plans	<p>CDOs help PhD researchers create individual development plans tailored to their career goals, skill sets, and research interests.</p> <p>CDOs regularly review and update the plans based on progress, changing goals, and emerging opportunities.</p>
Transferable Skills Identification	<p>CDOs assist PhD candidates in identifying and articulating their transferable skills (with reference to the ESCO framework) gained through their research and other activities.</p> <p>CDOs help PhD researchers understand how to effectively communicate these skills to potential employers in industry and academia.</p>
Training and Workshops	<p>CDOs collaborate with relevant departments/Doctoral Colleges/Schools and organisations to organise workshops, training sessions, and seminars on transferable skills, career development, and job search strategies.</p> <p>CDOs provide information on external resources, courses, and certifications that can enhance PhD candidates' employability.</p>
Job Search Support	<p>CDOs offer guidance on effective job search strategies, including online platforms, networking events, and industry-specific job boards.</p> <p>CDOs provide assistance in tailoring CVs, cover letters, and research statements for different positions and industries.</p>
Interview Preparation	<p>CDOs conduct mock interviews and provide feedback to help PhD researchers prepare for job interviews.</p> <p>CDOs offer guidance on interview techniques, common interview questions, and strategies for effectively communicating research expertise.</p>
Post-PhD Employment	<p>CDOs provide resources and information on post-PhD employment options, including academic positions, industry roles, entrepreneurship, and alternative career paths.</p> <p>CDOs offer support in negotiating job offers, understanding contracts, and transitioning into new roles.</p>



## Guidelines to vii. Specific support for PhD entrepreneurs

Elements	Description
Individual Guidance and Mentorship	<p>Offer one-on-one guidance to PhD entrepreneurs to understand their business ideas, goals, and needs.</p> <p>Provide personalised support in navigating the entrepreneurship ecosystem, including introductions to relevant incubators, technology transfer offices (TTOs), and other support organisations.</p> <p>Connect PhD candidates with experienced mentors from academia or industry who can provide guidance and share their own entrepreneurial experiences.</p> <p>Providing specific support to PhD entrepreneurs in the humanities and social sciences to help them commercialise their research.</p>
Networking and Collaboration Opportunities	<p>Facilitate networking events that bring together PhD entrepreneurs, industry professionals, investors, and other key stakeholders engaged in innovation and entrepreneurship.</p> <p>Organise pitching events and networking sessions to develop connections and collaboration among PhD entrepreneurs.</p> <p>Encourage participation in industry conferences, trade fairs, and entrepreneurship-focused events to expand their networks and gain exposure.</p>
Access to “Incubators” and “Accelerators”	<p>Provide information and guidance on local and national incubator and accelerator programmes that are suitable for PhD entrepreneurs.</p> <p>Assist in the application process for these programmes, including preparing business plans, “pitch decks,” i.e., presentations about the enterprise, and other required materials.</p> <p>Help PhD entrepreneurs by using the resources and networks available within incubators and accelerators to support the commercialisation of their research.</p>
Technology Transfer Office (TTO) Support	<p>Collaborate with the university's Technology Transfer Office (TTO) to facilitate the commercialisation of PhD entrepreneurs' research.</p> <p>Assist in navigating intellectual property protection, licensing agreements, and commercialisation processes.</p> <p>Connect PhD entrepreneurs with TTO resources, such as IP experts, industry partners, and funding opportunities.</p>
Business Development Workshops and Training	<p>Offer workshops and training sessions specifically tailored to the needs of PhD entrepreneurs, covering topics such as business model development, market analysis, funding strategies, and investor pitching.</p> <p>Provide access to entrepreneurship-related courses, webinars, and online resources that can enhance their business acumen and entrepreneurial skills.</p> <p>Collaborate with industry experts and successful entrepreneurs to deliver specialised training sessions.</p>
Funding and Investment Support	<p>Assist PhD entrepreneurs to identify and apply for funding opportunities, such as grants, government programmes, and start-up supports.</p> <p>Connect PhD entrepreneurs with equity investors, or crowdfunding platforms to explore potential investment avenues.</p>



	Offer guidance on preparing investor pitches, financial projections, and strategies for valuing their research and resulting enterprises.
Alumni and Industry Engagement	<p>Use the university's alumni network and industry connections to create mentoring and networking opportunities specifically for PhD entrepreneurs.</p> <p>Organise events where successful PhD alumni entrepreneurs can share their insights, and lessons learned since graduation with regard to commercialising research.</p> <p>Facilitate collaborations between PhD entrepreneurs and industry partners or established companies for research-commercialisation projects or technology transfer.</p>
Continued Support and Monitoring	<p>Provide ongoing support to PhD entrepreneurs as they progress through different stages of their entrepreneurial journey.</p> <p>Conduct regular check-ins, offer feedback, and help them overcome challenges they may encounter.</p> <p>Monitor their progress, celebrate milestones, and share success stories via university websites and social media to inspire other aspiring PhD entrepreneurs.</p>

### Guidelines to viii. Short-term placements in non-academic sector

Elements	Description
Identify Industry Partners	<p>Establish relationships and partnerships with companies, organisations, and industry professionals who are interested in collaborating with PhD candidates.</p> <p>Contact industry partners in relevant sectors or fields that align with the research interests of the PhD researchers, including PhD candidates in the humanities and social sciences.</p> <p>Explore existing connections with alumni, industry advisory boards, or local business networks to identify potential placement opportunities for PhD researchers.</p>
Needs Assessment and Matching	<p>Conduct a needs assessment with each PhD candidate to understand their research project, career goals, and specific skills they aim to develop during the short-term placement in the non-academic sector.</p> <p>Match the skills, expertise, and research project requirements of PhD candidates with the needs and objectives of industry partners to ensure a relevant and mutually beneficial placement experience occurs.</p>
Preparing PhD Candidates	<p>Provide guidance for PhD researchers on how to effectively approach industry partners and express their interest in a short-term placement.</p> <p>Assist in the development of a professional application package, including a focused cover letter, CV, and research statement emphasising the relevance of their work to the industry partner.</p> <p>Offer support in preparing for interviews, providing advice and conducting simulated interviews to enhance their chances of securing the placement.</p>
Facilitating Placement Opportunities	<p>Connect PhD researchers with industry partners who have expressed an interest in hosting short-term placements.</p> <p>Act as a liaison between the candidate and the industry partner to facilitate communication, coordinate logistics, and ensure clear expectations for both parties.</p> <p>Provide ongoing support to PhD candidates and industry partners throughout the placement period, addressing any challenges or concerns that may arise.</p>



Monitoring and Evaluation	<p>Regularly check in with PhD researchers and industry partners to ensure the placement is progressing effectively and meeting expectations.</p> <p>Encourage feedback from both parties to assess the quality of the placement experience and identify areas for improvement.</p> <p>Conduct analysis to evaluate the impact of the short-term placement on the PhD candidate’s research, professional development, and future employability.</p>
Reflection and Knowledge Transfer	<p>Organise reflection sessions or workshops for PhD researchers to share their experiences, insights, and lessons learned during the short-term placement.</p> <p>Encourage candidates to document and disseminate their findings, best practices, or research outcomes resulting from the industry placement.</p> <p>Promote knowledge transfer between academia and industry through collaborative publications, presentations, or joint research projects.</p>
Building PhD Alumni and Industry Networks	<p>If possible, invite PhD alumni who have successfully completed industry placements, to share their experiences and serve as mentors to current Candidates.</p> <p>Facilitate networking opportunities between current PhD researchers, industry partners, and doctoral alumni to expand industry connections and potential placement opportunities.</p> <p>Strengthen ties with industry partners through regular communication, industry-specific events, and doctoral alumni-engagement activities.</p>

### Guidelines to ix. Alumni networks

Elements	Description
Establishing PhD Alumni Networks	<p>Using the services of the university’s Alumni Office, identify and communicate with PhD alumni from various disciplines who have successfully transitioned into diverse career paths.</p> <p>Mindful of GDPR and other data privacy restrictions, try to create a doctoral alumni database to maintain contact information and track the career trajectories of PhD alumni.</p> <p>Use online platforms, such as LinkedIn or existing alumni networking platforms, to create a virtual community for communication and networking.</p>
Engaging PhD Alumni	<p>Develop a communication strategy to regularly engage with PhD alumni, such as newsletters, emails, or social media groups.</p> <p>Organise alumni-specific events, both online and in-person, to develop networking and collaboration opportunities.</p> <p>Invite PhD alumni to share their career journeys, experiences, and insights with current PhD candidates through guest lectures, panels, or webinars.</p> <p>Encourage PhD alumni to mentor current researchers, provide informational interviews, or offer advice on career development.</p> <p>Invite alumni to contribute to events and seminars involving current PhD candidates so they can stay assessed of developments in research within the institution.</p>
Organising PhD Alumni Gatherings	<p>Plan annual or bi-annual PhD alumni gatherings to bring together doctoral alumni and current PhD researchers.</p>



	<p>Collaborate with relevant departments, research centres, doctoral schools/colleges or postgraduate researcher networks to organise these gatherings.</p> <p>Structure the gatherings to include networking sessions, panel discussions, workshops, and informal interactions to facilitate meaningful connections.</p> <p>Incorporate activities that highlight the achievements and contributions of PhD alumni, displaying their career success stories on the university website and social media channels.</p>
<p>Providing Career Guidance and Assistance</p>	<p>Offer dedicated sessions, seminars or workshops during alumni gatherings that focus on career development topics, such as job search strategies, industry trends, or entrepreneurship opportunities for PhD candidates.</p> <p>Facilitate networking opportunities by organising structured activities or informal networking sessions where PhD candidates can interact with alumni.</p> <p>Provide resources and materials on career-related topics, including CV writing, interview skills, and industry-specific job search strategies.</p> <p>Encourage PhD alumni to share job openings, placement opportunities, or industry connections within the alumni network.</p>
<p>Collaborating with Employers and Industry Professionals</p>	<p>Engage industry professionals and potential employers to participate in alumni gatherings and share insights into industry trends and employment opportunities.</p> <p>Facilitate partnerships between employers and the Talent Management Centre established under Doc Talent4EU to create job placement opportunities for PhD researchers.</p> <p>Encourage industry professionals to participate in career fairs, panel discussions, or networking events specifically designed for PhD candidates and doctoral alumni.</p>
<p>Tracking Outcomes and Impact</p>	<p>Develop a system to track the career outcomes and success of PhD alumni, including their employment sectors, job titles, and employers.</p> <p>Collect feedback from both alumni and PhD researchers to assess the impact of the alumni network and gatherings on their career development.</p>