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## **Deliverable No 4.1**

### **Framework for the local talent management centres**

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## Deliverable D4.1

# Framework for the local talent management centres

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21/02/2024



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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) acquire or will acquire through their doctoral training and research activities. The consortium will adopt a multi-actor approach involving non-academic stakeholders (e.g. public authorities, industries or business) to improve transferable skills training and to develop local talent management centres», as stated in its Description of Action, Annex 1 of the Grant Agreement (DoA). One of the seven specific project objectives is more precisely to «enhance the employability of PhD candidates and address the current and future needs of their potential employers through the implementation of local talent management centres and the fine-tuning of an existing career development platform». This is undertaken in the project's Work Package 4 « Career Development ». Within this WP, Higher Education Institutions (HEI) participating in the project, i.e. UCA, TUIASI, UAH, UPORTO, HVL, UiT and UL will set up and pilot local talent management centres in the first ten months of the project. Building up on existing resources and structures already in place, these pilot centres will deliver a range of services to PhD candidates and test and evaluate them over a one-year period, involving between 12 to 15 PhD candidates in each participating HEI.

The present Deliverable D4.1 presents the common conceptual and operational framework to be applied in the seven pilot centres within the DocTalent4EU project. This common conceptual and operational framework was developed through a mapping exercise of existing resources and structures carried out by each HEI partner. After evaluation of the pilot phase, lessons learned and good practices will be derived to promote the implementation of the framework and services to other HEIs beyond the consortium. The type of Deliverable D4.1 being «OTHER: Software, technical diagram, algorithms, models, etc. »<sup>3</sup>, the deliverable itself is the framework and its ten building blocks presented hereafter in Section 5. The current report documents the process and rationale behind this framework.

### 1.2. Intended readership

This deliverable concerns all the DocTalent4EU partners: on one hand, 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.), and on the other hand, EUF, as the PhD Hub platform<sup>4</sup> hosted by EUF will include some of the services developed and delivered by the centres. The framework 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 mapping survey presented in Section 3 and Annex 1 can be a useful resource beyond the consortium.

### 1.3. Structure of the document

Section 2 of the document explains the methodology followed within WP4 to define the common framework. Section 3 presents the main findings from the mapping exercise carried out to identify existing resources, structures and services currently in place within the partner HEIs. Section 4 summarises the gaps and needs identified through this process. Section 5 presents the conceptual and

<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> [https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/temp-form/af/af\\_he-ria-ia\\_en.pdf](https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/temp-form/af/af_he-ria-ia_en.pdf), p. 46

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



operational framework development and the talent management centre (TMC) framework itself within its ten building blocks.

Annex 1 provides the template used for the mapping survey, which can be of interest to other HEI who are in the process of developing or consolidating their approach to ECR career development and who need to identify and review existing processes and structures.

#### 1.4. Relationship with other deliverables

D4.1 will serve as input to all future WP4 deliverables: D4.2 Catalogue of talent management services, due on 31 August 2023, 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, D4.1 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 framework and the mapping survey template 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).

It was envisaged in the initial work plan that the survey carried out in WP1 «Skills definition» to gather feedback from the non-academic sector on most needed transferable skills would provide input to this deliverable in terms of needs from employers and PhD candidates. Unfortunately, due to delays in the implementation of this survey within WP1, such input was not available for the development of the TMC framework. The input will however be available and most useful for the development and consolidation of services to be delivered and piloted in WP4.

## 2. Methodology

### 2.1. DocTalent4EU's initial definition of Talent Management Centre

In the DoA, the consortium has defined its approach to career management for ECRs and PhD candidates as the development of methods and services for career management in order to clarify and evaluate individual employment opportunities, and to provide adequate support and mentoring. Set up and piloted in the course of the project, 7 local talent management centres across Europe, in each of the participating HEI. These centres will involve the non-academic sector from the onset in training and career development of PhD candidates. The overall aim of the centres is to support ECRs in identifying their own strengths to generate an objective view of their fit with a variety of different careers inside and outside of academia. It is planned that some services will be pooled between the partners for increased efficiency while some services will need to be tailored to the local context.

Furthermore, the DocTalent4EU partners have already identified as part of the DoA several services that would be offered and piloted via the local talent management centres:

- (i) **Early career and employability roadmap for starting PhD candidates:**  
PhD candidates with the help of dedicated staff will define an individual roadmap for achieving their career goals in the short term, by combining in one place all information regarding most relevant courses for transferable skills, also including courses from WP2, with the objective to increase their employability.
- (ii) **Portfolio of career examples:**  
Relying on selected testimonials and examples from alumni, this portfolio will showcase the variety of career pathways and opportunities and stimulate curiosity for less conventional pathways.



- (iii) **Pitching events:**  
Each participating HEI will organise 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.
- (iv) **Practical support for the recruitment phase:**  
Coaching for job interviews, materials and training for pre-recruitment and recruitment tests, workshops for CV.
- (v) **Structured guidelines and FAQ for career development officers:**  
To help staff working at the local talent management centers for continuous guidance all along the PhD and in the transition shortly after the PhD.
- (vi) **Specific support for PhD entrepreneurs:**  
Individual guidance to facilitate the integration in the existing entrepreneurship support ecosystems (incubators, TTOs, etc.).
- (vii) **Short term placement in non-academic sectors:**  
Short stays in non-academic organisations will be facilitated.
- (viii) **Alumni networks and gatherings.**

## 2.2. Consolidating of the mapping of existing structures, resources, staff and services already in place

Based on the common understanding defined above, it was necessary to consolidate the mapping of existing structures, resources, staff and services already in place in the 7 participating HEIs to ensure each partner starts the process of establishing its pilot centre in full cognisance of established, formal, ad-hoc, informal activities in their organisation. HVL designed an initial draft survey that each contact person in the organisation would be responsible for implementing. UL and EUF provided feedback and improvements to the draft survey which was then sent to all partners for comments and approval.

The final version of the survey was delivered to the partners as an interview guide as a word document (see Annex 1) and as an online version, using SurveyXact, a digital tool used by HVL for surveys.

It was agreed that each contact person in the WP4 in each participating HEI would be responsible for carrying out interviews with all relevant internal stakeholders, to harvest all relevant information and perform a comprehensive mapping at the time of the survey. Each partner was responsible for identifying the right contact persons across the organisation, from Human Resources, PhD programmes, PhD supervisors, Library, etc. and provide one comprehensive survey for the whole organisation, allowing comparison and cross-analysis of the results. The surveys were all completed at the beginning of March 2023 (see Section 3 for the results on this mapping survey).

The interview guide is an interesting result per se and may be further developed, disseminated, adapted and used by other HEIs that wish to map and analyse their current approach to ECR career development. For this reason, it will be made available on PhD Hub and the project website as a tool for HEIs and we will track downloads and feedback from its use.

## 2.3. Definition of the common and conceptual framework

Compiling all the survey results and reading through the different replies, it became clear that the participating HEIs had very different starting points in terms of existing structures and services and that the need to account for local context and specificities of each organisation would make a common conceptual and operational framework as a single model that all partners would implement impractical and unrealistic. Furthermore, it was important to find a framework that could work for our 7 partners but also for any HEI that would engage in a similar process.





HVL, UL and EUF as task leaders in WP4 reflected upon how to present a common approach that would provide a consistent framework but at the same time allow for flexibility in how to implement and pilot the local TMC in the project, as a physical centre, a digital or hybrid one, linked to a specific PhD programme or faculty or at the whole university level. The idea of building blocks emerged and made consensus across the WP4 task leaders. HVL in a brainstorming session defined 10 building blocks that would cover the full implementation of a TMC, from the definition of its aim to its evaluation, as a continuous loop and provided short description of each building block. This draft framework was presented it to the WP4 task leaders for feedback. The amended building blocks was then presented to all partners for discussion in their own organisation (see Section 5 for the framework description).

## 2.4. Local workshops

To initiate the process of setting up their pilot TMCs, each participating HEI organised a local workshop. These local workshops took place the last week of March 2023 and first week of April 2023 and mobilised internal stakeholders that will be involved in providing and delivering services to the PhD candidates, beyond the teams actively participating in running the project. These workshops served as an internal kick-off meeting for each TMC<sup>5</sup>. To guide the discussions and to gather feedback on the common framework, all partners were asked to discuss the building blocks and provide feedback. Partners were free to select the most relevant or critical building blocks, considering their starting point. All feedback were gathered and analysed and contributed to the consolidated version of the common framework presented in Section 5.

## 3. Mapping of existing structures within the consortium

The current provision of career support systems within all partner institutions (UCA, TUIASI, UHA, UPORTO, HVL, UiT, ULIM) were mapped to create a baseline and to enable gap and need analyses for establishing future Talent Management Centers; To define lessons learned and good practices for the creation of talent management centres for HEIs in Europe; To disseminate relevant materials for career development on an online platform. The survey was answered by all partner institutions.

### 3.1. Summary of mapping results for each HEI within the consortium

The current provision of career support systems at partner institutions are summarized in figures below. The figures represents an overview. Table 1 presents a summary of the categories and numbers of participants that participated in the mapping activities (survey and internal interviews). Additional data and qualitative information are available.

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<sup>5</sup> The organisation of the local workshops and the overall process to set up and launch the pilot TMC will be reported in more detail in the Deliverable D4.2



How does your HEI support PhD candidates in terms of career development and management? (Part 1)

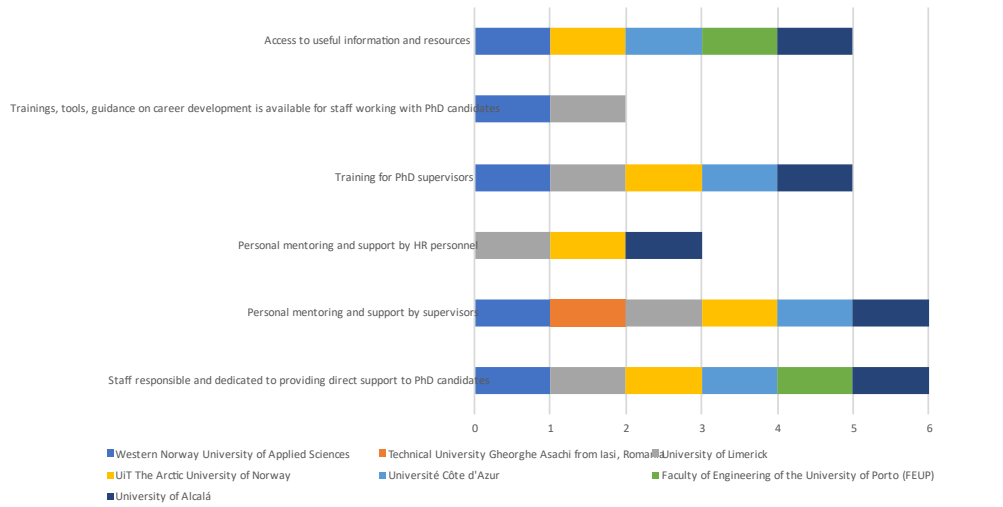


Figure 1: HEI support for PhD candidates Part 1

How does your HEI support PhD candidates in terms of career development and management? (Part 3)

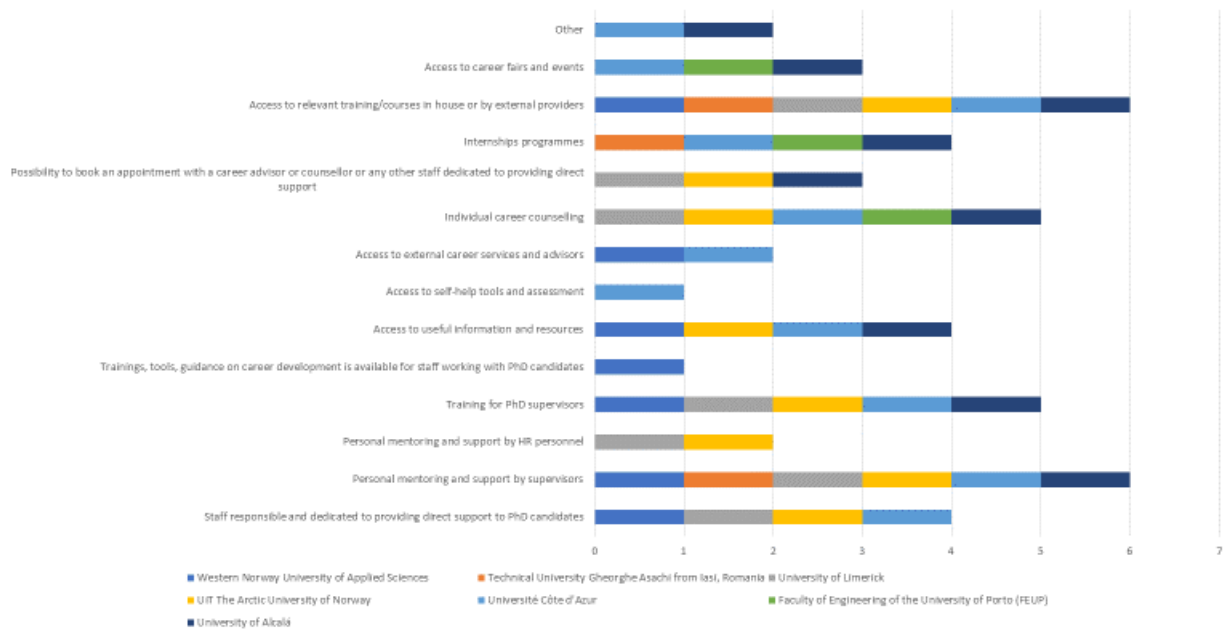


Figure 2: HEI support for PhD candidates Part 3



Category	UCA	TUIASI	UAH	Uporto	HVL	UiT	ULIM
Professors (Supervisors, scientific staff, PhD programme coordinators)	5	16	10	4	8	3	7
PhD candidates	3	27	10	7	5	16	3
Administrative staff (HR, Library, PhD programme coordinators, communication department)	5	2	5	9	10	8	6
Central Management and leadership (Vice-dean, vice-rector, top ledr group)	3	12	6	2	6	2	2
Other (external career service providers) *	2	0	0	4	1	0	2

\*) Table not including external industry partners that has been reported on in WP1

Table 1: Table summarizing the categories and numbers of participants in the mapping activities

### 3.2. Main findings

The main structures and services that were identified within the consortium are presented in the table below. Most of the partners have services that are offered to and used by PhD-candidates. At HVL, PhD education programs are newly established and, therefore, services for PhD-training beyond disciplinary subjects and research programs are currently not in place, coordinated or in operation across the institution.

The mapping reveals that PhD-training for transferrable skills offered at partner institutions are dispersed at different organizational levels. Some institutions have centralized selected services. The perceived effectiveness of services also varies with the type of service: pitching events, entrepreneurship support and work placements in the non-academic sector tend to be perceived as more effective activities, while portfolios, FAQ guidelines and career roadmaps are regarded as lesser effective tools.

	UCA	TUIASI	UHA	Uporto	HVL	UiT	ULIM	Quality 1-5 (+)
Early career and employability roadmap	■			■		■	■	++(+)
Portfolio of career examples	■	■	■	■				++(+)
Pitching events	■	■		■		■		varies
Practical support for the recruitment phase	■	■	■	■		■	■	++++
guidelines and FAQ	■	■	■	■				++
PhD entrepreneurs	■	■	■	■		■	■	++++
Work placements	■	■	■	■		■	■	++++
Alumni networks	■	■	■	■		■	■	Varies

■ Existing service

Table 2: Existing services



## 4. Analysis of gaps and needs of PhD candidates, employers and HEIs

### 4.1. From survey - PhD candidates and HEIs

The scale, procedures and systems put in place to deliver specific career support services to doctoral candidates vary between each partner HEI. Although a range of services were identified at a partner institution, there was a clear need to further develop scalability, quality, and relevance of services to establish good practices to reach or attract PhD-candidates. To further describe and fill any identified gaps, the conceptual framework with guidelines and building blocks will be applied.

However, we also identified a need to better map/understand the existing competence level and career desires for individual PhD-candidates. Systems to collect and process this information is under development locally at HVL and their use/relevance for talent management will be piloted alongside the implementation of the Talent Management Centres.

### 4.2. From survey – employers

Integrating feedback from employers in the future development of career development services will be performed by cross-reference to mapping result in WP1: Skills definition, and in particular Task 1.2: Gathering feedback from the non-academic sector on most needed transferable skills. WP1.2 is delayed and, therefore, employer feedback input to gap-analyses will be integrated later.

## 5. Conceptual framework development

### 5.1. Basis for developing the conceptual framework.

To develop new career development services and to improve existing ones, a conceptual framework was developed based on the previously mentioned mapping of existing services at partner HEIs, a series of workshops/roundtables carried out locally at partner institutions with relevant stakeholders, and a desk-based research/examination of career development centres already established at other HEIs in Europe, including:

- <https://www.ugent.be/en/careerhub/phdcareerhub>
- <https://www.uib.no/en/ferd/151393/career-development-phd-candidates>
- Career Support Service for PhD/postdocs set up by the German Cancer Research Center (DKFZ) Heidelberg: <https://www.careercheck.eu/>
- Expert Internship Program by the Career Center of Ludwig Boltzmann Gesellschaft: <https://cc.lbg.ac.at/expert-internships/?lang=en>
- “BoostUrCareer” (MSCA-COFUND Doctoral Programme).
- <https://univ-cotedazur.eu/boosturcareer/boosturcareer-project/create-your-future-pathway>

### 5.2. First sketch of the conceptual framework

We draw a list of minimum common requirements or building blocks for the framework and a few operational models/practical examples. It is important to have different organizational models trying to account for the diversity of organisation: faculty specific office, a whole university office, a distributed centre, physical vs virtual, no centre at all, etc.

The building blocks for developing a Talent Management Centre are:

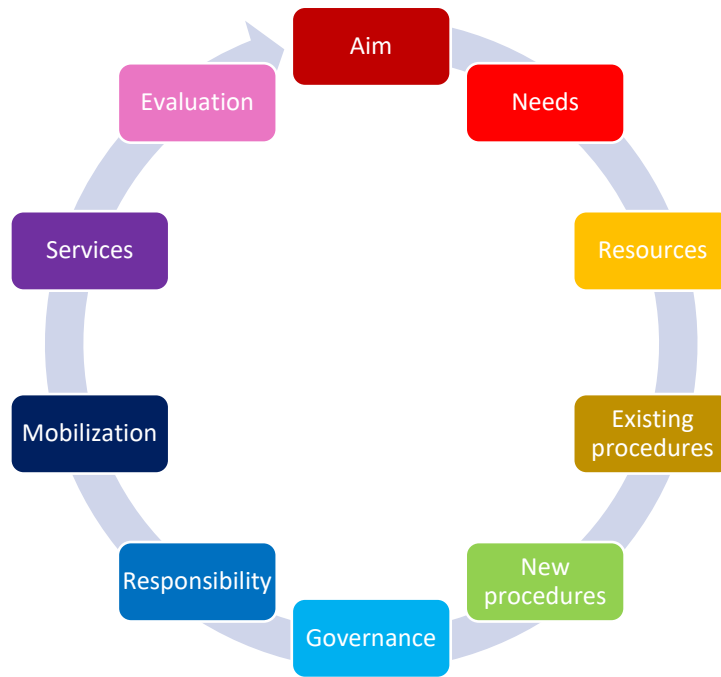


Figure 3: Building blocks



Guidelines for HEIs on how to implement the building blocks:

### 1 Aim

The aim of the Talent Management Centre (TMC) is to enhance PhD employability through transferable skills training in a relevant context with respect to regional/national/international industry and public sector needs. There is a need to develop a workforce of young researcher with transferable skills, innovative mindsets, industrial competence and scientific knowledge.

The TMC will identify and monitor skill gaps and implement services for skill training and recognition that is tailored to each participating HEI. A range of societal challenges, emerging technologies and Europe's strategic transition to a green and sustainable development impact every sector and social life. Ultimately, this results in the need to develop a workforce of young researcher with transferable skills, innovative mindsets, industrial competence and scientific knowledge.

*The situation at your institution:*

Relate the aim to the context, ambitions, policy documents and/or strategies at your institution.

- 1.
- 2.
- etc.

### 2 Needs

Describe known needs to address skill gaps through a TMC. For instance, the TMC platform of choice (hybrid, physical, digital), specific marked/sector/industry needs, wishes from PhD-candidates, industry, public sector, etc.

The situation at your institution:

- 1.
- 2.
- etc.

### 3 Resources

Identify available resources at your HEI. This may include staff, funding, IT/digital tools, external partners, budget, other infrastructures, etc.

The situation at your institution:

- 1.
- 2.
- etc.

### 4 Existing procedures

The TMC may integrate or use existing procedures aimed at monitoring and/or developing PhD candidate's skill sets. This may include start up seminars, regular evaluations, systems for supervision and training, relevant arenas/events, existing courses etc.

The situation at your institution:

- 1.
- 2.
- etc.



### *5 New procedures*

New procedures may be implemented to develop a TMC with relevant services. This may include procedures, guidelines, strategies, teaching activities comparative studies, etc. that facilitate or integrate academia-industry collaboration into existing study programs or new programs.

The situation at your institution:

- 1.
  - 2.
- etc.

### *6 Governance and Steering committee*

The TMC at each institution may consider establishing a steering committee/advisory board composed of academic leaders and business/public sector leaders. The committee should be responsible for adapting relevant strategies and to prioritize areas of academia-industry/public sector collaborations that is relevant for the TMC.

The situation at your institution:

- 1.
  - 2.
- etc.

### *7 Responsibilities*

TMC stakeholders and their respective responsibilities should be identified.

The situation at your institution:

1. Stakeholder A: responsible for...
  2. Stakeholder B: responsible for...
- etc.

### *8 Mobilization*

To establish, govern and execute services at the TMC there may be a need to mobilize personnel, resources and/or infrastructure. A strategy and plan for mobilization with a tentative timeline should be created. Internal mobilization may include PhD candidates, supervisors, admin services, library resources, external collaborators, virtual platforms etc.

To be mobilized at your institution:

- 1.
  - 2.
- etc.

### *9 Services*

The partners have identified several services that would be offered via the local TMC. A description of activities/services and plan for implementation must be presented.



List of services (from the EU application):

- (i) Early career and employability roadmap for starting PhD candidates: individualized list of most relevant courses for transferable skill development.
- (ii) Portfolio of career examples: the portfolio will showcase the variety of actual careers and job opportunities and stimulate curiosity for alternative pathways.
- (iii) 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.
- (iv) Practical support for the recruitment phase: coaching for job interviews, materials and trainings for prerecruitment and recruitment tests, workshops for CV.
- (v) Structured guidelines and FAQ for career development officers: to help staff working at the local talent management centers for continuous guidance all along the PhD and in the transition shortly after the PhD.
- (vi) Specific support for PhD entrepreneurs: individual guidance to facilitate the integration in the existing entrepreneurship support ecosystems (incubators, TTOs, etc.)
- (vii) Short term placement in non-academic sectors: short stays in non-academic organizations.
- (viii) Alumni networks and gatherings: mainstreaming of tenure track like systems.

Services (activities) to implement at your institutions TMC:

- 1.
- 2.
- etc.

### *10 Evaluation and Feedback Loop*

A system for review and evaluation for continuous learning and improvement of the TMC services should be put in place. This will ensure the centres relevance and impact on skill development and employability of young researchers.

### **5.3. Further use of the conceptual framework**

The conceptual framework with building blocks and guidelines is now in use by all partners for the execution of task 4.2: Set up of the pilot local management centres (due October 2023), and task 4.3: Development of talent management services (due august 2023). The framework of building blocks is currently being integrated into a more comprehensive guideline to construct and maintain operational career centres (task 4.2).





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

The key deliveries in task 4.1 was the mapping of existing career development services at each partner institution; the identification of any gaps between quality, relevance and scale of existing services to those aimed implemented in a future Talent Management Centre; and the development of a conceptual framework for creating and maintaining career development services adjusted to the local context at each HEIs.

The key finding was that most partner institutions, except HVL, had some experience with most career services, but with need to improve and/or establish good practices (i.e.: quality, relevance and scale for each service). Services specifically addressing procedures for delivering mentorship, entrepreneurship and work experiences were lacking at most of the partner institution.

Next, a group of core services will be selected to be piloted at all partner institutions, while individual institutions may include a number of additional services according to local needs/context.



## Annex 1: Mapping interview guide

Mapping survey of activities, services, processes, resources, infrastructure and other relevant information for career development and management activities for PhD candidates in your Higher Education Institution (HEI)

### Overview of career development and management activities, services and processes relevant for PhD candidates in your HEI

#### Background information

**Name of your institution:**

**We have the following types of PhD candidates:**

Select from the list below:

- foreign PhD candidates
- PhD employed at other institutions
- joint PhDs
- part-time PhDs
- PhDs based abroad during their studies
- PhD candidates who have undertaken a PhD after several years of active employment
- Other
- I don't know

#### Section 1

##### Q1

How does your HEI support PhD candidates in terms of career development and management?

Select from the list below:

- Career centre specifically aimed at PhD candidates
- Career development portal for all employees including PhDs, postdocs and young researchers
- General career centre for graduates on all levels
  - ➔ If yes, where is it/are they positioned in the organisation? (At the central administration? In a faculty? In relation to a research school or a PhD programme? Are there several centres?)
  - If yes, is there a "mission statement" or "mandate" defining the scope and parameters of action?
- Staff responsible and dedicated to providing direct support to PhD candidates
- Personal mentoring and support by supervisors
- Personal mentoring and support by HR personnel
- Training for PhD supervisors
  - ➔ Are there trainings, tools, guidance on career development made available for staff working with PhD candidates (PhD supervisors, research group leaders, etc.)?
- Access to useful information and resources
  - ➔ If yes, is there documentation online and downloadable resources?
  - ➔ If yes, what type of documentation is available?
- Access to self-help tools and assessment
- Access to external career services and advisors
  - ➔ What kind of services and activities are developed and offered through external service providers or organisations?
  - ➔ Why have external providers been chosen? Please list the most relevant ones.
- Individual career counselling
  - ➔ If yes, is it possible to book an appointment with a career advisor or counsellor or any other staff dedicated to providing direct support?
- Internships programmes
- Access to relevant training/courses in house or by external providers



<ul style="list-style-type: none"> <li>○ Access to career fairs and events</li> <li>○ Other (provide a general description)</li> </ul>
<p><b>Q2</b></p> <p>Does the current offer address different <i>stages</i> and provide services specifically designed for these different stages? For example:</p> <ul style="list-style-type: none"> <li>○ at Master 2 level to attract future PhD candidates,</li> <li>○ PhD candidates in their first months,</li> <li>○ within the last six months of their PhD,</li> <li>○ after they have obtained their PhD,</li> <li>○ At the beginning of the postdoc,</li> <li>○ Annual career development meetings with department lead or deputy</li> <li>○ Other</li> </ul> <p>Explain what the different stages considered in your HEI are and if there is a specific emphasis or focus on one or more.</p>
<p><b>Q3</b></p> <p>Are the activities and services tailored to different <i>categories</i> of PhD candidates? For example:</p> <ul style="list-style-type: none"> <li>○ foreign PhD candidates,</li> <li>○ PhD employed at other institutions</li> <li>○ joint PhDs</li> <li>○ part-time PhDs</li> <li>○ PhDs based abroad during their studies</li> <li>○ PhD candidates who have undertaken a PhD after several years of active employment</li> <li>○ different research areas and fields</li> <li>○ other</li> </ul>
<p>Link to the centre or relevant webpage(s)</p>
<p>Other</p>

**Section 2**

<p><b>Description of current services, activities and processes, following the categories of services identified in the Description of Action</b></p>
<p><b><i>i. Early career and employability roadmap for starting PhD candidates</i></b></p>
<p>Does your institution have any service to support PhD candidates in understanding skills and competences acquired and/or needed? If yes, please provide a short explanation or links to existing webpages or resources.</p>
<p>Does your institution have any service to support PhD candidates in understanding personal preferences and values in terms of professional development? If yes, please provide a short explanation or links to existing webpages or resources.</p>
<p>Does your institution have any activities to support PhD candidates in getting a better understanding of the labour market? If yes, please provide a short explanation or links to existing webpages or resources.</p>
<p>Does your institution provide an introduction package or similar for PhDs not having studied or worked in the country or institution before? If yes, please provide a short explanation or links to existing webpages or resources.</p>
<p>Other</p>
<p><b><i>ii. Support in developing career plans</i></b></p>
<p>Does your institution provide support for developing a personalised, structured career development plan? If yes, please provide a short explanation or links to existing webpages or resources.</p>
<p>Is the personalised plan made available digitally for consultation, update, follow up, etc.?</p>
<p>Does the personalised plan contain a list of tasks, and a timeline, for example with checkpoints and milestones?</p>
<p>Does your institution provide support for developing a competence development plan or roadmap with selection of relevant courses, learning outcomes or skills in relation to career objectives? If yes, please provide a short explanation or links to existing webpages or resources.</p>
<p>What are the competences covered by the current services, activities, and processes? Please use ESCO for listing the different transferable skills addressed.</p>
<p>Does your institution facilitate and/or finance access to training and courses outside your internal offer?</p>



Does your institution promote, encourage and/or make mandatory career consultation or dialogues? If yes, explain with whom these consultations take place (PhD supervisor, manager, career advisor, etc.), if such a consultation is periodic, and if a structure or follow up is in place.
Does your institution utilise recently developed tools and material from EU projects?
Other
<b>iii. Portfolio of career examples</b>
Does your institution provide examples of career options within academia and/or outside academia? By what means? e.g. guest lecturers, industry visits, secondments, internships
What examples or categories of career options are being used? For example: <ul style="list-style-type: none"> <li>○ academic research</li> <li>○ lecturer,</li> <li>○ applied research,</li> <li>○ engineering,</li> <li>○ R&amp;D in industry,</li> <li>○ data science, library,</li> <li>○ creative sector,</li> <li>○ entrepreneurship, start up,</li> <li>○ IPR, law,</li> <li>○ marketing, business,</li> <li>○ science communication,</li> <li>○ policy advocacy, policy making, public administration,</li> <li>○ consultancy,</li> <li>○ research administration, project management,</li> <li>○ leadership</li> <li>○ other</li> </ul> Please provide a short explanation or links to existing webpages or resources.
Does your institution provide real examples and testimonies, meetings, or contacts with former PhD candidates? If yes, please provide a short explanation or links to existing webpages or resources.
Other
<b>iv. Pitching events</b>
Does your institution provide coaching for elevator pitch events or similar presentations? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution organise pitching events, competitions, awards, etc.? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution provide courses on effective communication /impact by targeted communication?
Other
<b>v. Practical support for the recruitment phase</b>
Does your institution provide support to write CV and application, job descriptions analysis? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution offer mock interviews? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution provide support for understanding job offers and salary and working conditions, negotiations? If yes, please provide a short explanation or links to existing webpages or resources.
Other
<b>vi. Structured guidelines and FAQ for career development officers</b>
Is there documentation available for career advisors or similar positions, PhD supervisors, managers, etc. to support them in helping PhD candidates to develop and manage their careers? If yes, please provide a short explanation or links to existing webpages or resources.
Has your institution established specific guidelines for PhD supervisors covering career and competence development? If yes, please provide a short explanation or links to existing webpages or resources.
If there is a dedicated career office or centre, what is the team composition and team expertise?
Do you periodically advertise your career development centre activities and services internally to PhD candidates and supervisors?
Do early career supervisors get initial support on PhD supervision?



Other
<b>vii. Specific support for PhD entrepreneurs</b>
Does your institution provide entrepreneurial support schemes, for example internal programmes to stimulate creativity or entrepreneurial projects? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution provide entrepreneurial training programmes and courses? If yes, please provide a short explanation or links to existing webpages or resources
Does your institution help PhD candidates to create their own company for example through access to start-up incubators or other support structures? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution facilitate access to seed funding and investors? If yes, please provide a short explanation or links to existing webpages or resources.
Other
<b>viii. Short term placement in non-academic sectors</b>
Does your institution have specific agreements with employers to facilitate placements or secondments in non-academic sectors? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution provide funding for intersectoral mobility, placements or secondments? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution gather feedback and lessons learned after such placements? If yes, please provide a short explanation or links to existing webpages or resources.
Other
<b>ix. Alumni networks and gatherings</b>
Has your institution established an alumni network? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution have other internal networks relevant for PhD candidates? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution facilitate participation of PhD candidates to external networks? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution provide guidance on how to use social media for professional development and networking? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution organise networking events, job fairs, etc.? If yes, please provide a short explanation or links to existing webpages or resources.
Other
<b>x. Other types of activities and services</b>
Is there a mentoring scheme? If yes, please provide a short explanation or links to existing webpages or resources.
Is there a job shadowing scheme (for example: <a href="https://vlir.be/events/job-shadowing/">https://vlir.be/events/job-shadowing/</a> ) If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution organise competitions and give awards to PhD candidates? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution make funds available to PhD candidates for external training or other career and competence development related activities? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution provide travel bursaries? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution host an international centre with information on mobility opportunities? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution provide services such as psychosocial support, occupational health, mental health, well-being, confidential counselling? If yes, please provide a short explanation or links to existing webpages or resources.
Does your institution provide references to other available online resources and support beyond what is currently offered? If yes, please provide a short explanation or links to existing webpages or resources.
Other



**Section 3**

Organisational aspects																																																								
<p>What department or unit within your institution is responsible for providing career management and professional development services to PhD candidates? If yes, is there a contact information, telephone and email? Please provide them. NB: this information is needed only for organisational purposes within the project, they will not be published.</p>																																																								
<p>What are the languages used/supported?</p>																																																								
<p>Is there earmarked funding for these services and activities?</p>																																																								
<p>Please provide links to official guidelines and other relevant internal documentation for PhD education in your HEI</p>																																																								
<p>Please provide links to official guidelines and other relevant internal documentation for post-doctoral researcher in your HEI</p>																																																								
<p>Is there a calendar of events and activities provided?</p>																																																								
<p>If your organisation has a dedicated centre or office, is there a branding and communication strategy to inform about the centre internally and externally? Is your strategy effective in raising awareness and participation?</p>																																																								
<p>Are data management aspects (privacy, data storage, etc.) duly considered and communicated?</p>																																																								
<p>Other relevant information</p>																																																								
Internal feedback on current offer																																																								
<p>What is the current use of activities and services offered in your HEI?</p>																																																								
<p>What is the overall effectiveness of the type of activities and services offered in your institution? If possible, please rate their perceived effectiveness from a scale from 1 (ineffective) to 5 (very effective) for each of the following category:</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; vertical-align: top;">i.</td> <td style="width: 60%;">Early career and employability roadmap for starting PhD candidates</td> <td style="width: 10%; text-align: center;">0</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">5</td> </tr> <tr> <td></td> <td></td> <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> <tr> <td style="vertical-align: top;">ii.</td> <td>Support in developing career plans</td> <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></td> <td></td> <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> <tr> <td style="vertical-align: top;">iii.</td> <td>Portfolio of career examples</td> <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></td> <td></td> <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> <tr> <td style="vertical-align: top;">iv.</td> <td>Pitching events</td> <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> </table>	i.	Early career and employability roadmap for starting PhD candidates	0	1	2	3	4	5			I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective	ii.	Support in developing career plans	0	1	2	3	4	5			I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective	iii.	Portfolio of career examples	0	1	2	3	4	5			I do not know	Ineffective	Rather ineffective	Neutral	Rather effective	Very effective	iv.	Pitching events	0	1	2	3	4	5
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v. Practical support for the recruitment phase	0	1	2	3	4	5
vi. Structured guidelines and FAQ for career development officers	0	1	2	3	4	5
vii. Specific support for PhD entrepreneurs	0	1	2	3	4	5
viii. Short term placement in non-academic sectors	0	1	2	3	4	5
ix. Alumni networks and gatherings	0	1	2	3	4	5
x. Other types of activities and services	0	1	2	3	4	5

What are the reasons for low or average effectiveness if applicable (rating from 1 to 3)?

Are possible improvements already identified?