



# Lines of action

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# Sources



Bangali et al. (2017-2019)

***Étude panquébécoise sur les compétences des titulaires d'un doctorat***

- Projet financé par L'Association des Doyens et Doyennes des Études Supérieures au Québec (ADESAQ) et ses partenaires

Observatoire  
Parcours PhD

Barriers to insertion	Action plans	Stakeholders
<p><b>The objectives of the training are out of step with certain labour market requirements outside the university environment.</b></p>	<p><b>Redefine the objectives of doctoral training and review the method of evaluation of this training.</b></p> <ul style="list-style-type: none"> <li>• Redefine the objectives of doctoral training and review the way in which this training is evaluated: If the desire is for doctoral students to develop certain skills that can promote their employability, this should be an integral part of the doctoral (PhD) evaluation process, which currently focuses almost exclusively on the thesis project in most disciplines.</li> </ul> <p><i>Within the university, there is a tendency to define the competencies of PhDs by their fields of expertise and not necessarily by the skills they have. This can be problematic for those who go to certain sectors in the private sector. The problem of adaptability may be due to the very structure of doctoral studies.</i></p> <p><i>Outside the academy, PhDs are needed, but the current structure of the PhD does not allow them to perform well on the floor. One would have to rethink what a PhD is to do it well.</i></p> <p><i>There is this danger with doctoral studies of becoming compartmentalized. But if we encourage our students to be open to other things as well, I think it prepares them for what's out there in the job market.</i></p>	<p><b>Academic Institutions</b></p>

Barriers to insertion	Action plans	Stakeholders
<p><i>(Suite)</i></p> <p><b>The objectives of the training are out of step with certain labour market requirements outside the university environment.</b></p>	<p><b>Review and adapt the type of research</b></p> <ul style="list-style-type: none"> <li>• Do more applied research with concrete impacts and outcomes.</li> <li>• Reviewing doctoral training programs and adjusting them to today's world</li> </ul> <p><b>Offer continuing or complementary training</b></p> <ul style="list-style-type: none"> <li>• Rather than adding mandatory courses, a restructuring of the doctoral training according to its revised and updated objectives would better prepare doctoral students to assume functions involving :</li> </ul> <ul style="list-style-type: none"> <li>- <b>Project Management</b> <i>Whether in an industrial environment or in research centers, there is often management by project.</i> <i>Provide PhD candidates with training in the administration of a research project (budget, administration, human resources, other).</i></li> <li>- <b>Human resources management</b></li> <li>- <b>Managing emotions and interpersonal relationships</b></li> <li>- <b>Leadership</b></li> <li>- <b>Innovation management</b></li> <li>- <b>The management of innovation processes within a company</b></li> </ul>	<p><b>Academic Institutions</b></p>

Barriers to insertion	Action plans	Stakeholders
<p><b>PhDs lack professional experience or their experience is unknown.</b></p>	<p><b>Introduce mandatory internships in doctoral training.</b></p> <ul style="list-style-type: none"> <li>• Carry out professional internships (within different organizations).</li> <li>• Regardless of the program of study, an internship in a company or organization would be very beneficial.</li> </ul> <p><i>I think that for any program, internships should be mandatory. Seriously, someone with work experience, even a summer internship, will always be valued in all the companies I've worked for.</i></p> <p><i>There is an industrial culture that is difficult to teach, but it can be learned through internships.</i></p>	<p><b>Academic Institutions</b></p> <p><b>Professors</b></p> <p><b>PhD student</b></p> <p><b>PhDs</b></p> <p><b>Organisations</b></p>

Barriers to insertion	Action plans	Stakeholders
<p><b>PhDs have difficulty identifying and promoting their skills.</b></p>	<p><b>Learn how to better value the doctoral experience.</b></p> <ul style="list-style-type: none"> <li>The problem does not lie in the fact of having done only research, but in how the PhD is able to put this experience to good use:           <p><i>He has sought so much funding from certain organizations, established certain collaborations with such people, managing a team that included technicians, it really becomes a field experience, if we have done it, we have to promote it like that.</i></p> <p><i>There may be a way, I would say, a very academic way to present their skills in the CV. In fact, the challenge is to show that what they have worked on or what they have developed as skills is useful for the employer. He has to be able to market it, to market it well, to market it transparently, because there are opportunities all the time.</i></p> <p><i>Develop coaching and mentoring so that they can develop their confidence and know how to sell themselves.</i></p> <p><i>Create workshops for PhDs, so that they learn how to promote their PhD-related skills to companies.</i></p> <p><i>In our company we need the technical expertise of PhDs, but what determines hiring is not the PhD, but the ability of the person to adapt his or her analysis, to demonstrate that he or she is capable of winning battles...</i></p> <p><i>It wasn't my degree that opened doors for me, but the skills I acquired during my studies.</i></p> <p><i>It is the general skills, not the specialized area of research, that are an advantage.</i></p> </li> </ul>	<p><b>Academic Institutions</b></p> <p><b>Professors</b></p> <p><b>PhD student</b></p> <p><b>PhDs</b></p>

Barriers to insertion	Action plans	Stakeholders
<p><i>(Suite)</i></p> <p><b>PhDs have difficulty identifying and promoting their skills.</b></p>	<p><b>Integrate career guidance into the doctoral training program.</b></p> <ul style="list-style-type: none"> <li>Orient doctoral students from the outset so that their career path is in line with their personal, academic and professional goals.</li> <li>Clarify the motivations of those undertaking postgraduate studies.</li> <li>Provide doctoral students with professional follow-up: placement clinic.           <p><i>Of course there could be some kind of placement service, but not at the University as such, I mean not central to the University, but by department.</i></p> </li> </ul> <p><b>To help students plan the skills they would like to develop in the PhD related to the workplace. These competencies are related to both their aptitudes and personality.</b></p>	<p><b>Academic Institutions</b></p> <p><b>Professors</b></p> <p><b>PhD student</b></p> <p><b>PhDs</b></p>
<p><b>PhDs are perceived as lonely workers with difficulties integrating into a team.</b></p>	<p><b>Introduce activities that promote the development of interpersonal skills.</b></p> <ul style="list-style-type: none"> <li>Emotional Intelligence Training</li> <li>Teamwork on project management in interdisciplinary contexts</li> <li>Know-how is an essential dimension           <p><i>I don't ask for your technical skills in an interview, I will ask you to give me a situation where you had a work conflict with a colleague and how you resolved it.</i></p> <p><i>When I sort through resumes to interview people, normally the life skills and know-how component on paper is not badly established, I have a good idea of what it looks like. What I'm going to check in an interview is the soft skills that are not there.</i></p> </li> </ul>	<p><b>Academic Institutions</b></p> <p><b>Professors</b></p> <p><b>PhD student</b></p>

Barriers to insertion	Action plans	Stakeholders
<p><b>The salary to be granted to them is too high.</b></p> <p>Lack of recognition of the doctorate in the salary scale.</p>	<p><b>Make the added value of the doctorate better known.</b></p> <p><i>I can't believe it's just the salary issue. At the level of a company or elsewhere, is it really the salary that's going to make you do without a candidate that you know would have done the job, that he would have done it well? They're going to take the best. So I think it's a question of opportunity cost after all.</i></p> <p><b>Political support to companies to encourage the hiring of PhDs.</b></p> <p><i>So there you are thinking that you have 3 months or 6 months and that you will pay the employee the same salary as the others, but the subsidy could finance the difference.</i></p> <p><i>There could be financial assistance, similar to paid internships or employment assistance, so that you can start hiring PhDs.</i></p> <p><b>Legal recognition of the title of doctor to the holder of a doctoral degree (Ph.D.)</b></p> <p><b>Recognition of the doctorate in the salary scale (universities and the public service are invited to set an example)</b></p>	<p>Policy-makers Academic Institutions</p>
<p><b>PhDs are not visible in networking activities.</b></p>	<p><b>Strengthen networking and partnership</b></p> <ul style="list-style-type: none"> <li>• Networking between universities and potential employers.</li> </ul> <p><i>The best way to find a job is to have a network.</i></p> <ul style="list-style-type: none"> <li>• Involve community workers in university courses.</li> <li>• Make meeting points, i.e., encourage the creation of links between PhD holders and the construction industry, for example.</li> </ul> <p><i>I succeeded in my professional insertion by developing a consulting activity with a network of partners outside the university during the last 4 years of my PhD. It is thanks to this network that I was able to find a job.</i></p>	<p>Academic Institutions</p> <p>Professors</p> <p>PhD student</p> <p>PhDs</p> <p>Organisations</p>

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<p><b>PhDs do not know how to explore the Hidden Market.</b></p>	<p><b>PhDs are invited to open up and explore certain fields that could constitute unexpected job niches adapted to their profile. This is particularly the case for the social economy sector.</b></p> <p><i>There are companies whose salaries are very interesting in the social ECONOMY or in the community. Well, a little less in the community environment...</i></p> <p><i>They also need to be realistic in terms of the requirements of jobs in general in the labour market.</i></p> <p><b>Review their expectations and be prepared to compromise.</b></p> <p><i>It depends on the person's expectations. Yes, she has a PhD. Does he or she expect to use all of these skills in a job?</i></p> <p><i>I think it's compatible with the industry, but it's a question of managing expectations.</i></p> <p><i>PhD holders need to realize and accept that the needs of industry are different from what is experienced in university.</i></p> <p><b>Awareness of implicit rules.</b></p> <p><i>This training was not necessary for the job I got at the beginning of my career, but it definitely allowed me to climb the ladder quickly and now occupy an important and recognized role in my organization.</i></p> <p><i>You start at the bottom of the ladder even if you have a PhD, with a salary that is not as good as someone our age who went directly into industry. However, the degree and skills acquired allow for an accelerated progression that will often be worthwhile after 10 years.</i></p>	<p>Academic Institutions</p> <p>PhD student</p> <p>PhDs</p>