

WP2/D.5



**Docent Project Career Service Model
Deliverable 5 – DOC SERVICE**

A MODEL FOR THE PROVISION OF CAREERS SERVICES TAILORED TO THE NEEDS OF DOCTORAL CANDIDATES AND GRADUATES

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1.0 Purpose of this Model

The Project Docent aims to enhance employability of technical and scientific PhD students through the development, testing and exploitation of innovative training modules for the development of transferable skills not only for public research but for all areas of the labour market.

The ***Careers Services Model*** is one of the outputs of the Docent project and was devised by the project (www.docentproject.eu) partnership. It identifies the support that doctoral candidates and graduates need in order to develop a wider view of their career possibilities, as well as to learn how to further their personal and professional development to complement their training as researchers.

The Careers Services Model was developed with the aim of helping Candidate and Graduate doctorates to consider careers: within and beyond academia; research and non-research careers; as well as employment and self-employment.



2.0 Background to the model

Europe produces many more doctoral graduates than there are academic positions available. This means that there is need for Universities to ensure that PhD graduates are not only trained to develop those skills needed to work in academia, but develop also those skills which they would need to work, research and generate knowledge as part of the innovation and development process within industry.

Doctoral graduates have the potential to be key actors in the creation of innovation and knowledge-based economic growth in any economy at National, European and Global level. Doctorates are most likely to contribute to the advancement and diffusion of knowledge and technologies. The modern doctorate is seen as an excellent training programme for those who go into roles in industry beyond research and education. There are numerous European and national policy drivers that support the transition of doctoral graduates into careers in a range of employment sectors other than the traditional academic in a University¹.

There are many ways that a university or research institution can use to support its research students to think more widely about career possibilities. These ways need to help these students set personal career goals and to gain the knowledge and develop the skills needed to reach them.

The careers services model has been developed with the target group's needs in mind. The model considers the different frameworks and structures within which Universities work and is flexible enough to be implemented across different modes of working.

¹ For further information please read the document produced by Docent "Transferable skills and employability for doctoral graduates: survey of the current landscape", www.docentproject.eu



3.0 The Careers Services Model

The careers services model focuses on two aspects of doctorate candidates and graduates' needs. One aspect related to career management, skills and employability relates to supporting doctorates with their career management. The proposed services are to provide support to doctorate students to help them learn how to appreciate their general skills. It also aims to help doctorates to learn how to plan and manage their career in order to improve their employment chances and employment. The second aspect of the careers model focuses on opportunities for doctorates beyond academia, with actions aimed both at employers and academics to raise the profile of doctorates and what they can contribute to the non-academic sector, and to help doctorate candidates and graduates contemplate the option and appreciate the opportunities for employment outside academia.

3.1 Identifying the Key Stakeholders

Careers services for doctorate candidates and students is much more complex and specific than for undergraduate students. This demands the input from a different number of stakeholders within Universities/research institutions. Thus, it is important to identify the stakeholders which need to be involved. Stakeholders in the career development of doctoral candidates and graduates usually include:

- Policy makers including government or regional agencies;
- senior university staff;
- non-academic employers of researchers;
- research supervisors and managers;
- specialist staff such as trainers, advisors and placement services personnel;
- Academic sector bodies at European or national level;
- Industrial and enterprise or professional associations; and
- Doctoral candidates and graduates themselves.



3.2 A Permanent Observatory

Doctorate graduates play a key role in contributing to the advancement and diffusion of innovative knowledge and technologies. A Careers Service needs to follow and identify those sectors:

- which are expected to advance most rapidly and consequently offer opportunities in terms of job creation and economic growth in the short and medium term; and
- which have been established and are producing the best results.

It is not possible for a Careers Service to provide any useful advice without constructing a framework which is able to follow developments and opportunities for PhD graduates in industry. It is thus very important for a Careers Service to have an observatory which follows changes in the local and European labour market and to identify trends in economic sectors which are likely to generate jobs for PhDs within a two or three years' forecast.

This knowledge will help Universities and PhD graduates and candidates to know what opportunities and challenges exist. This helps in decision-making aspects relating to employment and training. The Careers Service is also responsible for providing information to all actors involved in the labour market with respect to what PhD graduates can offer.

Staff members in the Career Service observatory should thus be involved in continuously following:

1. ***Economic growth in prospective sectors.*** it is very useful to know at regional level, the link between sectors with innovative knowledge and technologies, and the employment opportunities for PhD graduates. New opportunities of employment include those sectors which are already demanding PhD graduates at the time as well as those which are considered likely to



expand in the near future as a result of continuing development of new fields of knowledge.

The experience of staff members in Career Service should serve to help PhD candidates and graduates to learn about employment opportunities and what employers are looking for in prospective employees;

2. ***New employment and emerging occupations.*** includes those emerging activities to meet new social needs that currently constitute incomplete markets, which are consequently intensive in terms of employment.

As a consequence, the Permanent Observatory has as its main aim that of mapping employment opportunities and future job profiles which emerging innovative sectors are likely to create in a specific territorial context. It is thus a worthwhile exercise to extract the main data from various indicators related to occupations and economic activity sectors relevant to doctorate graduates, trying to identify trends in employment growth and identify training needs for the PhD graduates. This knowledge can be achieved by means of:

- Continuous consultations and in-depth interviews with: experts who are stakeholders as labour intermediaries; and staff members who work for human resource departments in corporate business, University, Public Administration, etc.; and
- analysis of quantitative data and qualitative information from specific surveys, reports and papers.



3.3 Supporting and Promoting Career Management, skills and employability

Doctorate candidates and graduates need to take into consideration their career prospects and employability as they are completing their studies. They need support to understand the potential for employment outside academia in view of the developing labour market. This implies that they require support to learn how to manage their career and to develop those skills which will increase and widen their chances of employment outside academia. It is thus considered crucial that a careers service for doctorate students and graduates focuses on this aspect of preparation and development as part of a doctorate programme.

The careers services does not need to focus its activities solely on doctorate students, but all the key stakeholders such as potential employers; public entities promoting industrial development and entrepreneurship, as well as University professors tutoring the doctorate students.

The goals of a careers service in view of promoting career management of doctorate candidates and graduates thus are:

- on the one-hand, to promote the value of doctoral training, across a wide range of career paths, to all stakeholder groups, and thus widening employment opportunities for doctorate graduates; and
- on the other-hand, to support doctoral candidates and graduates:
 - to set and work towards personal career-related goals in the context of a broad employment market or as an entrepreneur; and
 - to recognise and promote the transferability of their skills and to meet development needs appropriate to their set career goals

These goals have been further amplified and developed with objectives, activities, products and resources identified in more detail. These can be found in section 3.4.



3.4 Supporting and promoting opportunities beyond academia

It is to be accepted that there are not enough jobs within academia to accommodate all the PhD graduates. PhD candidates and graduates need to realize that they have to look for jobs outside academia. They thus need to invest in other training which would help them find employment in industry.

Due to the new trend for PhD graduates and researchers to seek employment in industry, Universities have the responsibility to prepare PhD graduates for work in industry. Since, historically, there have not been much close ties between tertiary institutions and employers in industry, Universities to build a level of dialogue and trust with employers.

The goals of a careers service with respect to supporting and promoting opportunities beyond academia are to:

- Raise awareness of non-academic career paths for doctoral graduates, both as employment and self-employment;
- Identify opportunities for doctoral candidates and graduates to gain experience, in order to develop the knowledge and skills demanded by a non-academic career;
- Offer guidance on recruitment processes outside academia; and
- Promote recruitment by establishing connections between doctoral candidates and graduates and employers.

These main goals have been expanded into a number of objectives and translated into activities and products and resources in the next section.



3.5 Objectives, activities, products and resources

This section considers the two aspects (careers management, skills and employability; opportunities beyond academia) of the careers services model and for each specific objectives have been identified. For each objectives, activities to achieve it, products which can be produced and resources available have been identified.



3.5.1 Career Management, skills and employability

OBJECTIVE	ACTIVITIES	PRODUCTS	USEFUL RESOURCES
To raise the profile of doctoral candidates' and graduates' support needs with all relevant university support services	Develop processes and organise meetings to link related university functions	Network of collaborative services	
To increase visibility of existing services to doctoral candidates and graduates	Identify best channels to reach doctorate candidates and graduates	Leaflets, website, info-sessions	
To define a skill-set for doctoral graduates and which includes: <ul style="list-style-type: none"> • range of high level transferable skills expected; and • key skills and competencies required across all employment sectors. 	Develop the skills set; Map institutional support (e.g. skills training) against the skill set. Work with companies to identify key areas for development	Lists of skills, attributes, competencies	
To promote and support an increase in self-awareness for doctoral candidates and graduates	Encourage and support doctoral candidates and graduates to analyse their own motivations, interests etc. as a sound base for individual and unconstrained career-related decisions Support individual recognition of existing transferable skills and development needs, e.g. through a tailored programme of individual mentoring/coaching meetings with development champions.	Provision of or link to <ul style="list-style-type: none"> • training courses available; • mentoring/coaching programmes; • online tools available; • Needs analysis tools; • hints and tips to aid individual assessment of development needs. • Database of development champions 	<ul style="list-style-type: none"> • Online careers advice for doctoral graduates e.g. www.vitae.ac.uk/careers; http://www.abg.asso.fr • Pre-developed training course models e.g. DOCENT Learning unit: professional strategy • Existing experience, e.g. UNIMORE placement office meetings with entrepreneurs



OBJECTIVE	ACTIVITIES	PRODUCTS	USEFUL RESOURCES
<p>To promote and support broader career thinking</p>	<p>Provide inspiration.</p> <p>Provide support to widen workplace experience during doctoral studies</p>	<ul style="list-style-type: none"> • collections of career stories for doctoral graduates; • alumni talks; • work experience placement programmes; • joint doctoral degrees with industrial supervisors; • talks from private company representatives and entrepreneurs; • networking opportunities; • broadening the experience of research supervisors and managers e.g. via secondments or consultancy work. 	<ul style="list-style-type: none"> • Frameworks for provision of services, e.g. DOCENT careers service model • Reviews and reports, e.g. Collaborative doctoral education, EUA, 2009 – www.eua.be/fileadmin/user_upload/files/Publications/DOC-CAREERS.pdf • Collections of careers stories e.g. www.vitae.ac.uk/docs • Pre-developed training courses, e.g. science entrepreneurship, http://www.remat-project.eu/cms/ • Guidelines for effective inter-sectoral collaboration, e.g. http://www.responsible-partnering.org/



OBJECTIVE	ACTIVITIES	PRODUCTS	USEFUL RESOURCES
To provide support for the development of further transferable skills	<p>Analyse and update training needs.</p> <p>Develop and run training courses and monitor learning outcomes.</p> <p>Train trainers able to recognise the specific needs of doctoral candidates and graduates.</p> <p>Organise programmes of development opportunities such as internships or consultancy opportunities.</p> <p>Promotion of opportunities to doctoral candidates and graduates and their supervisors or managers.</p>	<ul style="list-style-type: none"> • Catalogues of development opportunities • Feedback questionnaires and surveys 	DOCENT learning units
To support career action planning	<p>Courses, advice and mentoring to support doctoral candidates and graduates in realising their professional development and career goals. Highlight the importance of individual planning</p> <p>Support networks for doctoral candidates and graduates</p>	<ul style="list-style-type: none"> • tools to aid career action planning • peer and employer networks • coaching, mentoring and tailored advice schemes 	Pre-developed training course models, e.g. DOCENT Lus



3.5.2 Opportunities beyond academia

OBJECTIVE	ACTIVITIES	PRODUCTS	USEFUL RESOURCES
<p>To raise awareness within the university of the career-related policy and employment context for doctoral graduates</p>	<p>Raise awareness of European, national and local policy related to careers for researchers and doctoral graduates.</p> <p>Raise awareness of the range of career paths already taken by doctoral graduates including research/ non-research, academic/non-academic and self-employment.</p> <p>Run specific campaigns to increase awareness amongst doctoral candidates/ graduates, research supervisors/ managers and senior staff. Ensure integration into 'normal business'</p>	<ul style="list-style-type: none"> • induction sessions • supervisor training • written materials • online resources 	<ul style="list-style-type: none"> • Policy documents e.g. European Charter for researchers and code of conduct for the recruitment of researchers • Reviews and reports e.g. DOCENT report
<p>To build knowledge of the range of career paths open to doctoral candidates and graduates with all relevant university support services</p>	<p>Processes and meetings to inform and to link related university functions</p>		<ul style="list-style-type: none"> • Employment destination analyses for doctoral graduates e.g. www.vitae.ac.uk/wdrd



OBJECTIVE	ACTIVITIES	PRODUCTS	USEFUL RESOURCES
<p>To promote the value of doctoral graduates across all employment sectors and in a wide range of career paths</p>	<p>Organise briefings and meetings with stakeholder associations and employers.</p> <p>Work with relevant bodies to gain recognition and support e.g. EARMA</p> <p>Organise meetings with academics to promote the value and status of a range of career paths</p>	<ul style="list-style-type: none"> • Agreements with relevant stakeholder bodies e.g. employer associations, regional development and innovation agencies • Promotional materials aimed at various stakeholder groups including non-academic employers • Database of contacts in industry; 	<ul style="list-style-type: none"> • Contacts of industries in own country and across Europe; • Contact lists of European employers' associations at local and European level; <p>Articles of interest:</p> <p>http://www.independent.co.uk/student/postgraduate/why-phd-graduates-are-opting-for-a-life-in-the-fast-lane-464546.html</p> <p>http://www.eaie.org/pdf/nantes/1006.pdf</p> <p>http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Images/Final%20Report%20-%20Career%20Choices%20and%20Impact%20on%20UK%20GraduatesPDF_tcm6-30989.pdf</p> <p>related documents</p> <p>http://www.esf.org/fileadmin/links/CEO/ResearchCareers_60p%20A4_13Jan.pdf</p> <p>http://www.vitae.ac.uk/CMS/files/upload/Vitae-WDRD-career-profiles-Jun-09.pdf</p>
<p>To set out the range of career options for doctoral graduates and candidates</p>	<p>Provide doctoral candidates and graduates with statistics, information and specific relevant examples as a foundation for</p>	<ul style="list-style-type: none"> • provide or link to dedicated web pages 	<ul style="list-style-type: none"> • Frameworks for provision of services, e.g. DOCENT career



OBJECTIVE	ACTIVITIES	PRODUCTS	USEFUL RESOURCES
	<p>career thinking and planning.</p> <p>Collect data locally</p> <p>Provide information through existing channels such as the graduate school or careers advisory service</p>	<ul style="list-style-type: none"> • written materials • analyses of local data 	<p>services model: information</p> <ul style="list-style-type: none"> • Employment destination analyses for doctoral graduates e.g. www.vitae.ac.uk/wdrd
<p>To increase knowledge of business culture and Technology Transfer (TT) amongst doctoral candidates and graduates</p>	<p>Training courses to increase knowledge of the business world and TT</p> <p>Create opportunities for doctoral candidates and graduates to present research projects to a wider audience</p> <p>Promote participation in industrial fairs</p> <p>Presentation of doctoral graduates' case studies employed to employment</p> <p>Company visits, as a training programme linked to high level technology industry</p> <p>Provide/identify internship and work experience programmes and consultancy opportunities</p>	<ul style="list-style-type: none"> • Database of industries with R+D functions and/or interested in employing doctoral graduates; • Networking events involving companies interested in employing doctoral graduates 	<ul style="list-style-type: none"> • Association Bernard Gregory; Les Doctoriales (www.abg.asso.fr) • Online university careers service materials e.g. www.careers.cam.ac.uk
<p>To facilitate the transition of doctoral candidates and graduates into non-academic posts</p>	<p>Courses to support direct knowledge of and success in non-academic recruitment processes</p> <p>Promote a wide range of job opportunities to doctoral candidates and graduates and</p>		



OBJECTIVE	ACTIVITIES	PRODUCTS	USEFUL RESOURCES
	<p>connect them with recruitment agencies</p> <p>Programmes to finance temporary jobs in industry for doctoral graduates</p> <p>Provide opportunities to 'matchmake' researchers and companies</p> <p>Simplify the hiring of doctoral graduates, especially for SMEs, e.g. with a simple labour contract scheme</p> <p>Database to link University research projects with areas of interest for private companies</p> <p>Create opportunities for companies to promote employment opportunities suitable for doctoral graduates within universities</p>		
<p>To promote entrepreneurship and business start-up opportunities for doctoral graduates</p>	<p>Collect case studies of doctoral graduates setting up their own business, to promote entrepreneurship to doctoral candidates and graduates as well as to academics</p> <p>Identify contact points for support available to those interested in setting up own business</p>	<ul style="list-style-type: none"> • Websites or publications listing success stories • Contacts lists • Fact files on setting up your own business 	<ul style="list-style-type: none"> • Case studies http://www.launch.ed.ac.uk/cases/MTEM%20Case%20Study%20FINAL.pdf http://www.beyondthephd.co.uk/



OBJECTIVE	ACTIVITIES	PRODUCTS	USEFUL RESOURCES
To promote the value of international mobility	<p>Facilitate participation in international mobility programmes</p> <p>Organise visits with European centres of excellence</p> <p>Identify and publicise research grants requiring periods of research abroad</p>	<ul style="list-style-type: none"> Funding schemes proving support for mobility of doctoral candidates or graduates 	<ul style="list-style-type: none"> Funding schemes e.g. SPINNER (www.spinner.it/index.php?pg=30)



4.0 Implementation of the Careers Services Model

The proposed model does not specifically promote the setting up of a new and separate section, office or department within Universities, but rather aims to help these entities to maximise their already existing structures and expertise in order to be able to provide a careers service in preparation for work in the labour market. Those universities and research institutions considering the possibility of implementing career services for its doctorate candidates and graduates need first to ask some questions about their own existing structures and capabilities.

4.1 Some questions to ask about one's institution

This section includes the types of questions which institutions considering the implementation of a careers services model should consider:

Questions with respect to the development of new careers-related services specific to doctoral candidates and graduates:

- Where do pockets of knowledge relevant to career paths for doctoral graduates already exist?
- Which elements of the institution's support infrastructure will be involved in providing career-related support to doctoral candidates and graduates, e.g. research supervisors, graduate school, technology transfer office?
- How will institutional staff develop the required competencies and gain the knowledge and experience needed to support doctoral candidates and graduates in their professional development?

Questions to review current career development support available to doctoral candidates and graduates

- What are the strengths and gaps in the support service currently available?
- Does the support available recognise the breadth of career possibilities for doctoral graduates (including self-employment, private industry and non-research roles)?
- Who has responsibility for the institution's overall strategy for career services and what are the current priorities?
- Are all stakeholders fully engaged in supporting the career development of doctoral candidates and graduates (e.g. research supervisors, senior university staff, any potential employers of doctoral graduates)? What else could be done to raise the need of such students with each stakeholder group?

Questions to help identify ways to improve existing services

- How can the university build on existing knowledge about career paths for doctoral graduates?
- Does the institution cater for the preferences of all individuals by offering a range of services: from direct support (such as training courses, work placement or coaching services); to indirect support (easy-access information, online tools, links and networking opportunities)?
- What pre-existing tools, information or services can be easily adopted for the benefit of doctoral candidates and graduates from the institution?



Questions to review the different institutional functions which contribute to careers support for doctoral candidates and graduates and how these work together

- Are there services which are currently under-utilised and which can be better utilised?
- How do the different institutional functions communicate and collaborate with each other with respect to the provision of careers services for doctoral candidates and graduates?

These questions serve to promote reflection and consideration before the implementation of the model. It is a first step towards its implementation.

4.2 The competences within the Careers Services

In order to support doctoral candidates and graduates establish and realize personal career goals, they need a range of support services. This means that those responsible for this provision need to collectively have certain competences. The institution's staff (as a group) involved in this careers service should:

- have an understanding of the National, European and Global policy context for researcher careers;
- are aware of the wide range of career options for doctoral candidates and graduates;
- know what skills and competences employers value in doctoral graduates as well as the skills necessary for self-employment;
- think strategically in implementing the programme of career support offered by the institution to their doctoral candidates and graduates;
- be skilled in verbal and written communication in order to highlight the importance to individuals of giving careful consideration to professional orientation;
- be able to influence stakeholders at all levels in order to secure specific support for doctoral candidates and graduates;
- be able to network and build relationships across sector boundaries;



- be able to take the role of facilitator, supporting individuals to work out answers for themselves and offering competencies in coaching, listening, interpersonal skills, developing others and providing motivation; and
- take an innovative approach to provision of career-related services.

4.3 Preparation for the implementation Process

Deciding on whether it is worth having a careers service for Doctorate graduates calls for good consideration as the implications and investment required are significant. The implementation process can be preceded by two exercises which would facilitate the actual implementation of the careers service. It would be helpful to an institution if it were first to carry out a feasibility study in order to consider how possible it is to set up the careers service. Based on the outcome of the feasibility study, once an institution decides to set up the careers service, it can then proceed to draw up a business plan.

The Feasibility Study

The objective of the feasibility study is to study the impact of such a proposed project. This activity involves carrying out an evaluation of a proposal in order to determine how difficult it would be to carry out. Generally, a feasibility study precedes the technical development and implementation of a project. A feasibility study involves an evaluation or analysis of the potential impact of a proposed project. In the case of the careers services, the impact on the training institution is evaluated. The feasibility study report is drawn up based on a number of evaluation criteria, the study findings, and recommendations. Five common factors (TELOS): technology and system feasibility; economic feasibility; legal feasibility, operational feasibility; and schedule feasibility are taken into consideration. Other feasibility factors also considered include: market and real estate feasibility; resource feasibility and cultural feasibility.



The Business Plan

Once the feasibility study has been carried out, a decision on whether it is possible to implement the careers services can be taken. If an institution decides to start offering such services, it is then can put together a business plan. The objective of such business plan is to identify practice/tools/profiles required for the technical implementation career service. Business plans are decision-making tools. There is no fixed content for a business plan. Rather the content and format of the business plan is determined by the goals and audience-stakeholders. A business plan represents all aspects of business planning process; declaring vision and strategy alongside sub-plans to cover marketing, finance, operations, human resources as well as a legal plan, when required. A business plan provides clear answers to questions of what, where, to whom, how, when, with what, who. These are answers which related to the actual implementation of the careers service.

4.4 Steps for the implementation process

The implementation of the careers service process involves a number of steps, some of which follow one another and others which run parallel. These steps incorporate the feasibility study (Steps 1-3). These steps are then followed by another three (steps 4-6) which form part of the business plan. All the steps identified for the implementation process include the following:

4.4.1 Feasibility Study

The feasibility study consists of three steps: identifying what services need to be provided to the doctorate candidates; review of the current careers services system; as well as a review of the existing expertise, data and infrastructure within the institution.



Step 1: Identification of the types of services to provide to doctorate candidates

The process for the implementation of the careers services model within an organisation requires a whole process of reflection and planning. The first step following the decision to implement the model is to identify already existing careers services which are already providing some form of advice and support to doctorate candidates and graduates within the institution or by some other external entity. Such knowledge will make it easier to identify the investment required as well as how to best implement the services.

Step 2: Review of current careers services already existing within institution

If the institution already has some form of careers services, even if not necessarily directed at doctorate candidates, it is worth documenting them such that existing service provision structures are identified. This will help avoiding the duplication of service provision to different level of students within the same institution.

Step 3: Review of already existing expertise and data within institution

In reviewing the existing services, it is also important to map the existing expertise within the institution and which may be required for the implementation of the careers services model. Expertise can be present either within existing careers services but also among other personnel within the institution. Resources, other than staff expertise is also to be noted and documented. Steps 2 and 3 allow a full stock taking of the services, expertise and resources already in place and can take place concurrently.



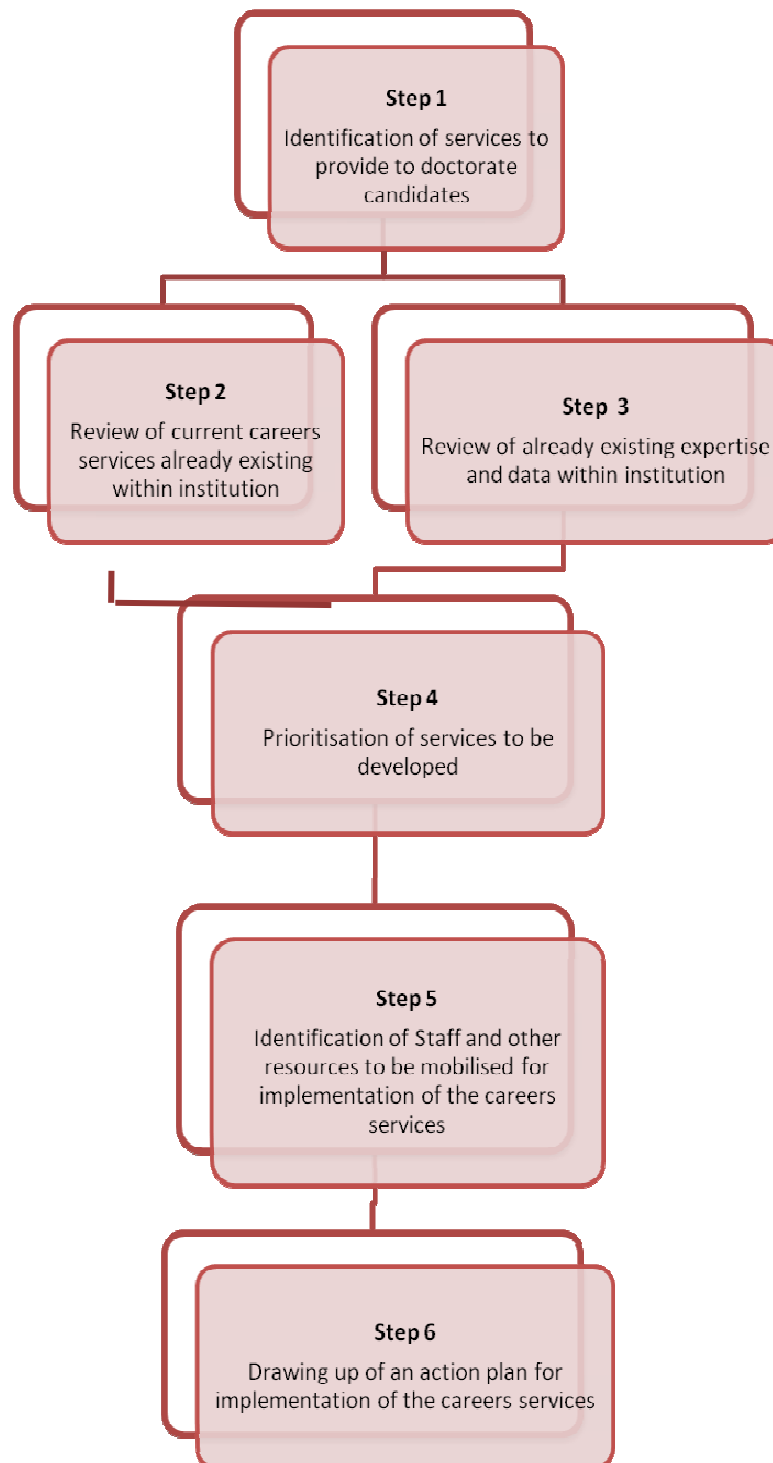


Figure 1: Steps for the implementation of the careers services model



4.4.2 The business plan

This part of the implementation process includes the actual planning of activities for the technical implementation of the careers services. This is the point where the decision of what is to be achieved and implemented has been taken to the point where all the target services and actions which need to be developed are planned (based on the existing resources and additional investment committed) in order to reach the target of full implementation of the careers service.

Step 4: Prioritisation of services to be developed

Having done a stock-taking exercise, one is in a better position to prioritise targets to reach. The various objectives of the careers model are to be considered each in turn and in view of pos of the institution, the possibility of implementation is considered. Based on this exercise, and on the perceived needs of the doctorate candidates within the institution, the priorities for implementation of the careers service are drawn up.

Step 5: Identification of Staff and other resources to be mobilised for implementation of the careers services

The priorities are again reviewed and a list of the staff and resources required for their implementation are identified. The basic information in terms of the staff requirements, where the provision is to be provided, and what resources are needed can be identified at this point.

Step 6: Drawing up of an action plan for implementation of the careers services

The final step before the actual implementation is that of drawing up an action plan on how the careers services model is to be set up following the priorities identified and the existing expertise and resources. The action plan will identify who is responsible for specific aspects and services of the careers, the types of databases which need to be built and when investment needs to be done.



5.0 Conclusion

This document has presented the proposed careers services model for doctorate graduates and candidates that Universities and research institutes can adopt for preparing their researchers to work in industry on completion of their studies.

As there are more and more research students within the third cycle of studies, the greater is the need to help these students to prepare for the labour market. It is hoped that the model developed within the project DOCENT can serve to give institutions support and direction into how to face this new growing challenge.

