



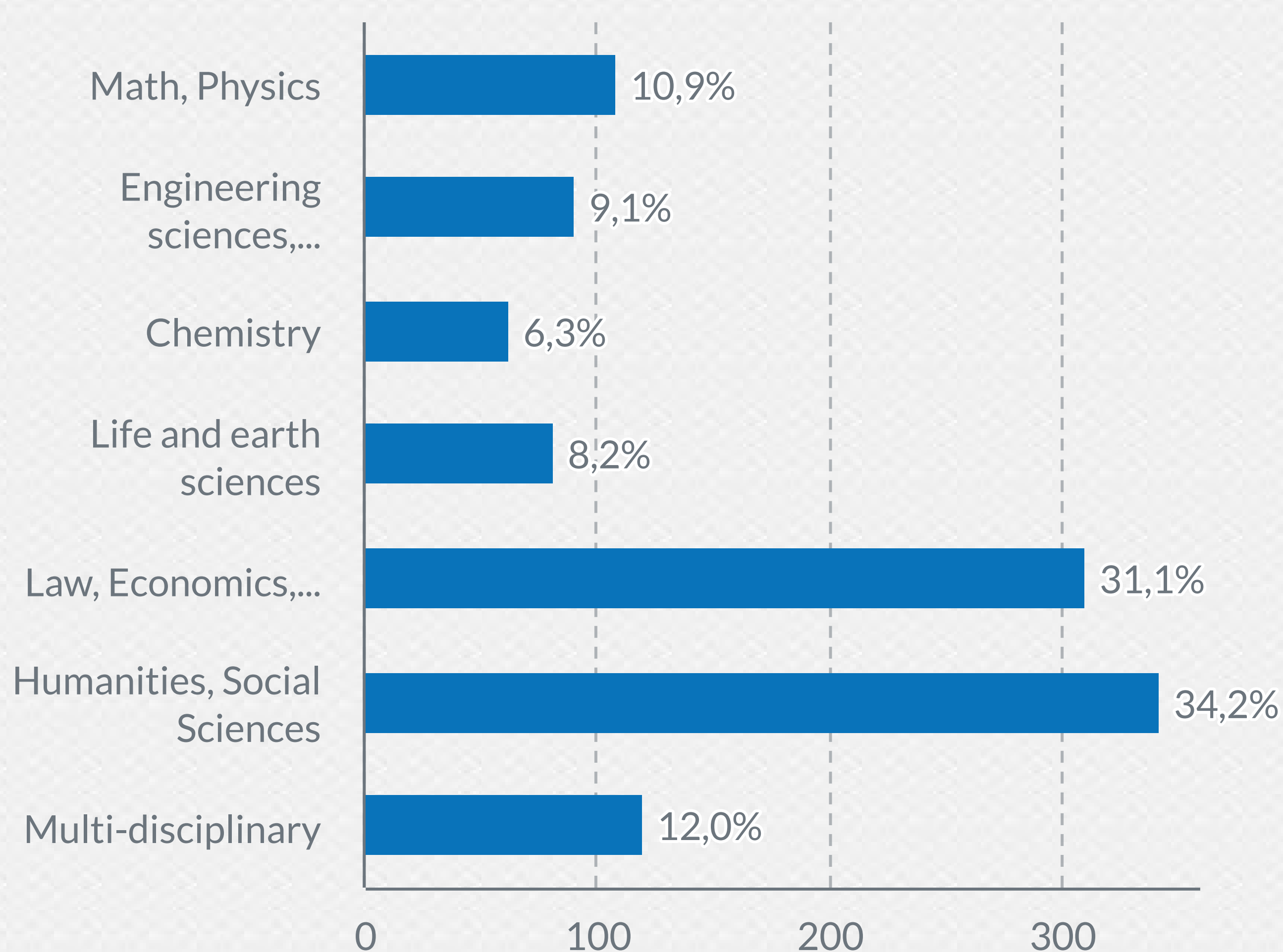
The CAREER project has highlighted the adequacy between the skills developed by PhDs and the skills needed by employers.

PhDs working in teaching occupy positions related to training, knowledge transfer or educational management.

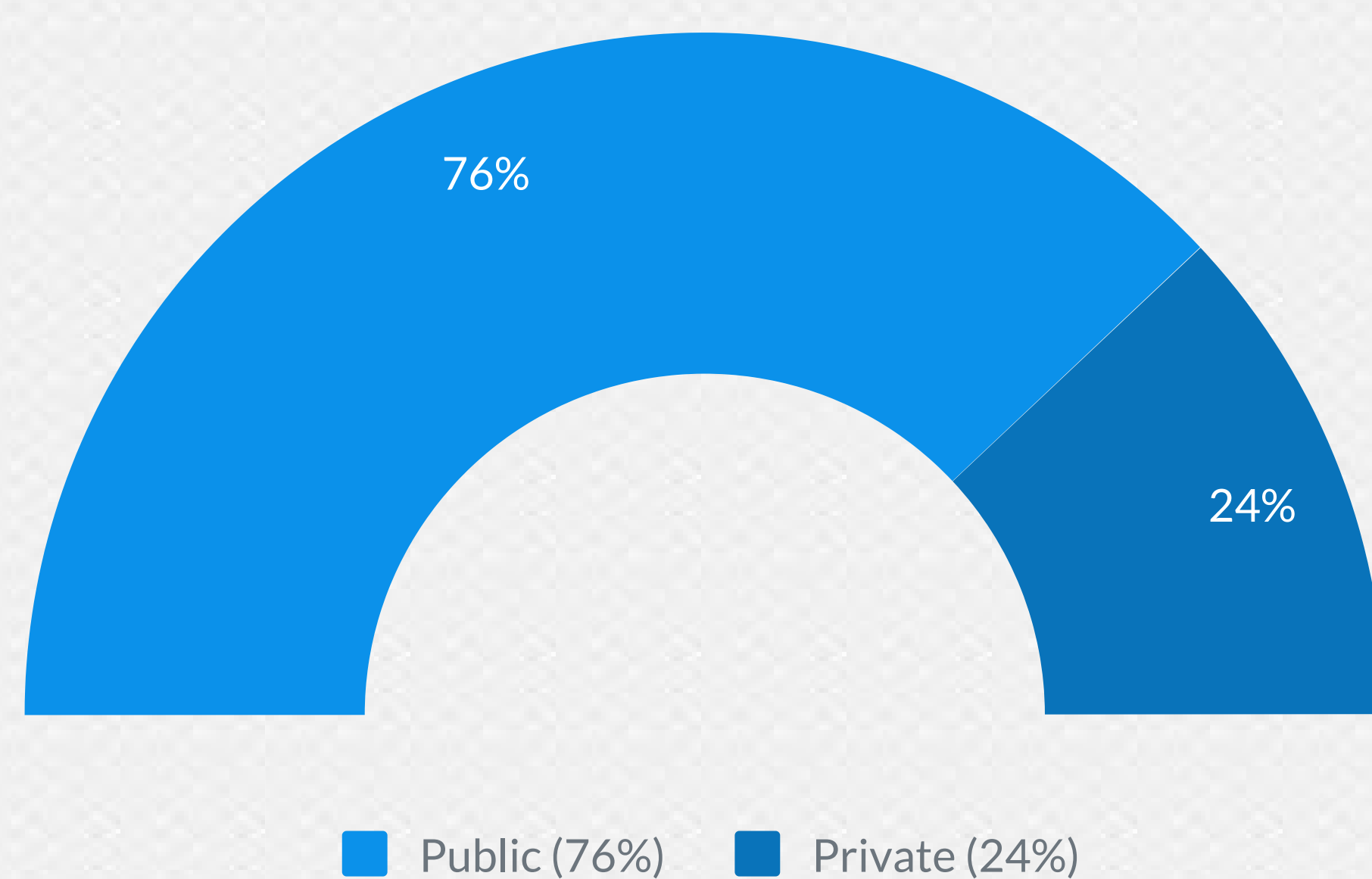
**Positions mentioned by respondents:**

- Teacher
- Educational Manager
- Professor
- Trainer
- Ater
- Department head

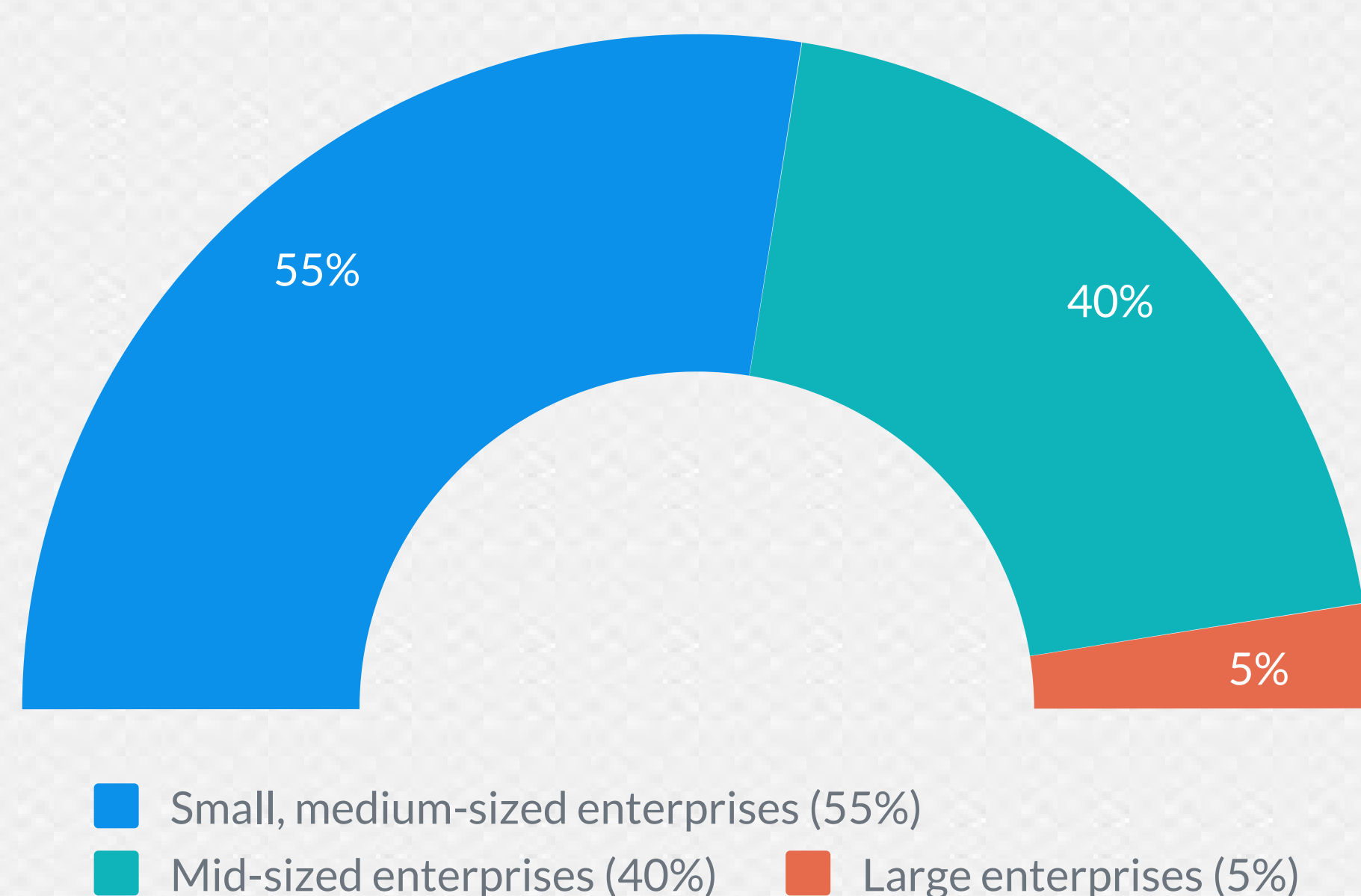
**Distribution of PhDs in teaching jobs by research discipline**



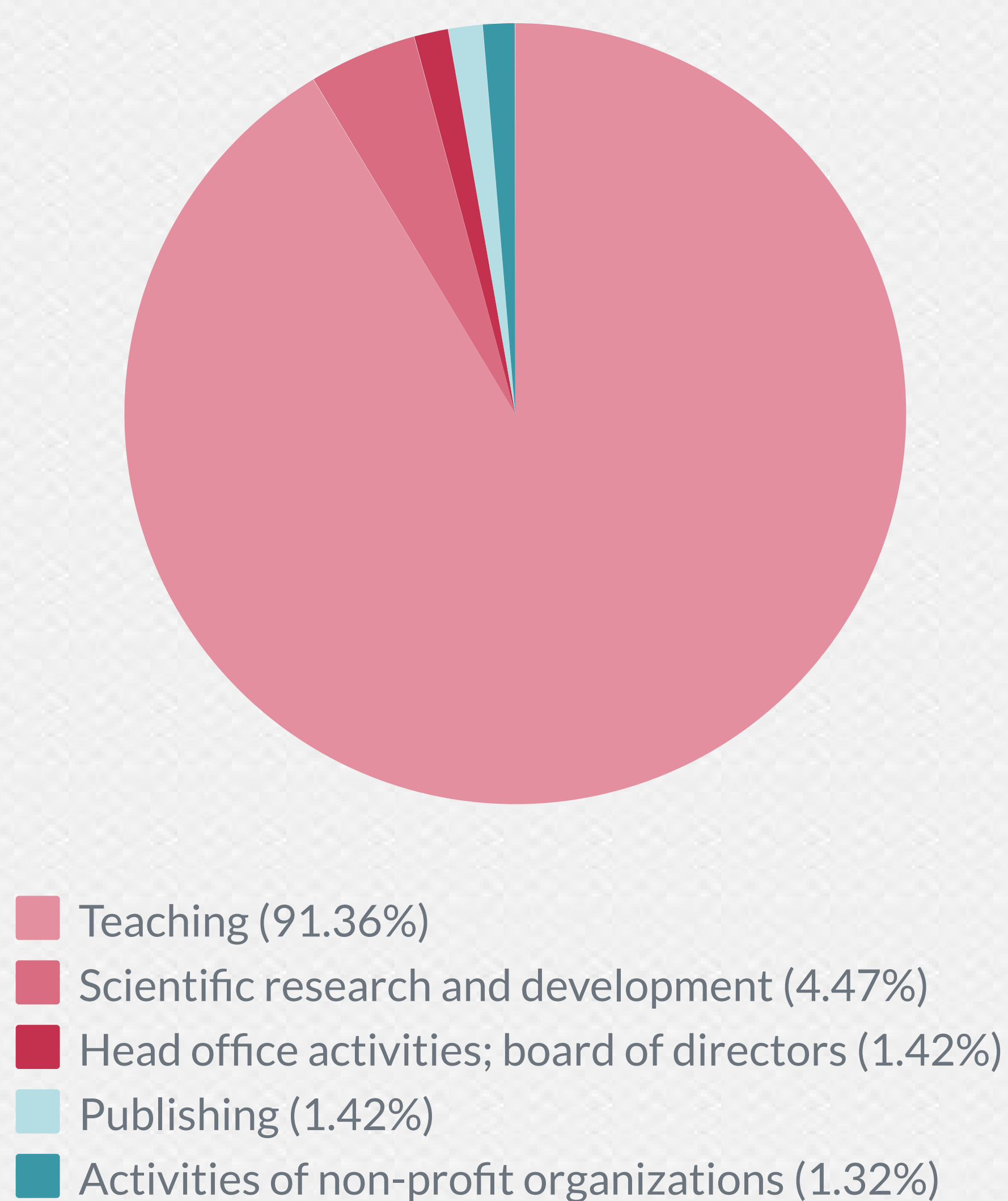
**Organization type**



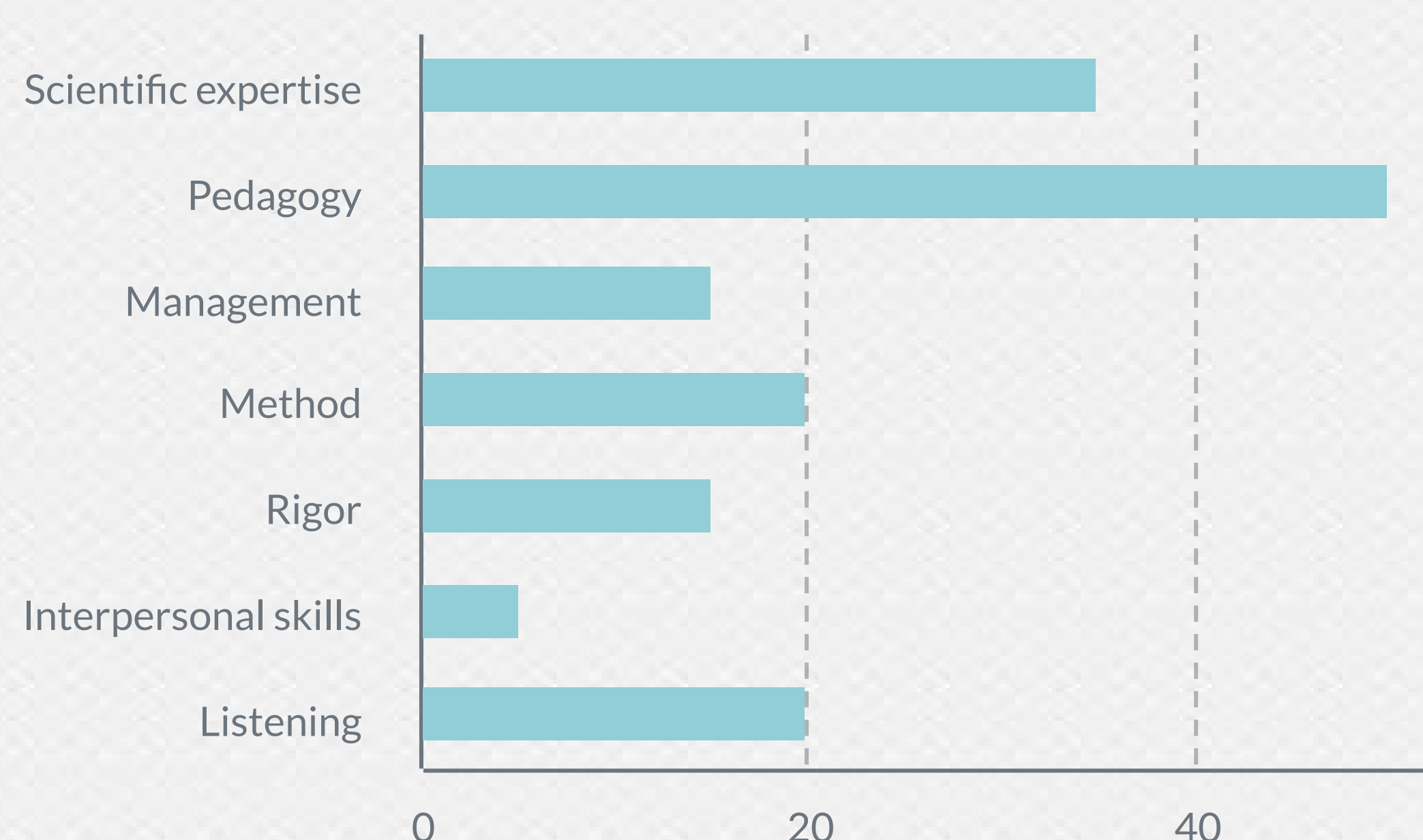
**Organization size (number of employees)**



**Sector of activity**



**Key competencies**





## TEACHING JOBS

### Dr Constance Perrin-Joly LECTURER IN SOCIOLOGY

#### 1/ Role and responsibilities

I hold the most traditional position after a PhD, that is to say a position of teacher-researcher. My work activities are articulated in 3 main parts: a teaching mission that I carry out in an IUT (University Institutes of Technology) via lectures in sociology with about 150 students or via tutorials with about thirty people. In this IUT, we also have a very important role in the follow-up of students. This involves monitoring them both in the projects they carry out as part of their training, their internship and the writing of their report, but also to guide them with regard to their career plan. Another role is one of coordination and administration, which consists of managing a team of part-time teachers, exchanging with colleagues (taking part in meetings), supervising training courses (although this is not yet my case) or student projects and research, and even regularly filling in administrative forms. And finally, perhaps the most important role is research.

#### 2/ Competencies used

In my opinion, the most important skills are the people skills: knowing how to exchange and adapt to very different audiences (students, companies, funders, colleagues) in order to communicate well, but also to be able to negotiate with them more easily. You also need to be open-minded and able to listen to understand their issues and adapt to their language.

After that, there are obvious skills, particularly the fact of being at ease in writing and speaking. It is also important to have good work organization

in order to meet deadlines. Finally, a last skill that is perhaps less obvious is the pedagogical side and the ability to transmit knowledge. A teacher-researcher must communicate, but also popularize their work outside the university circle.

#### 3/ Benefits of a PhD

In my profession, a doctorate is more than an asset, it's an obligation. The position of teacher-researcher is indeed the most obvious path for PhDs who are very well trained in academic research. Nevertheless, my career has proven that the PhD allows the development of many transferable skills, unfortunately not sufficiently appreciated, and which allow easy access to other jobs that are perhaps less evident at first.

I would say that a PhD is much more of a work experience than a training, in the sense that apart from pure research, the real specificity of the doctorate is learning on the job!

And then another very important skill developed during the PhD is the ability to create links (both relational and intellectual). Research is a world where it is essential that people know you, that they think of you and that you think of them.

And beyond what you publish, which is certainly very important, I think that what will make a greater impression on people is the encounters you have during conferences, for example, where you will be able to exchange ideas and show that you have interesting things to offer them (and vice versa)!

#### Mini-CV

**2009**

PhD in Sociology  
Université Paris Descartes

**2010-2011**

Head of studies  
AFMD (Association Française des Managers de la Diversité)

**2011-**

Lecturer in sociology  
Université Paris 13 Nord

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