



DCW CONSULTANCY



University of
HUDDERSFIELD



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CAREERS IN LIMBO: USING SOCIAL THEORIES OF LEARNING TO SUPPORT DOCTORAL GRADUATES IN TRANSITION



Structure

- Introduce Workshop
- Theory behind it
- Policy it responds to
- What next
- In Summary



Summary of Applications

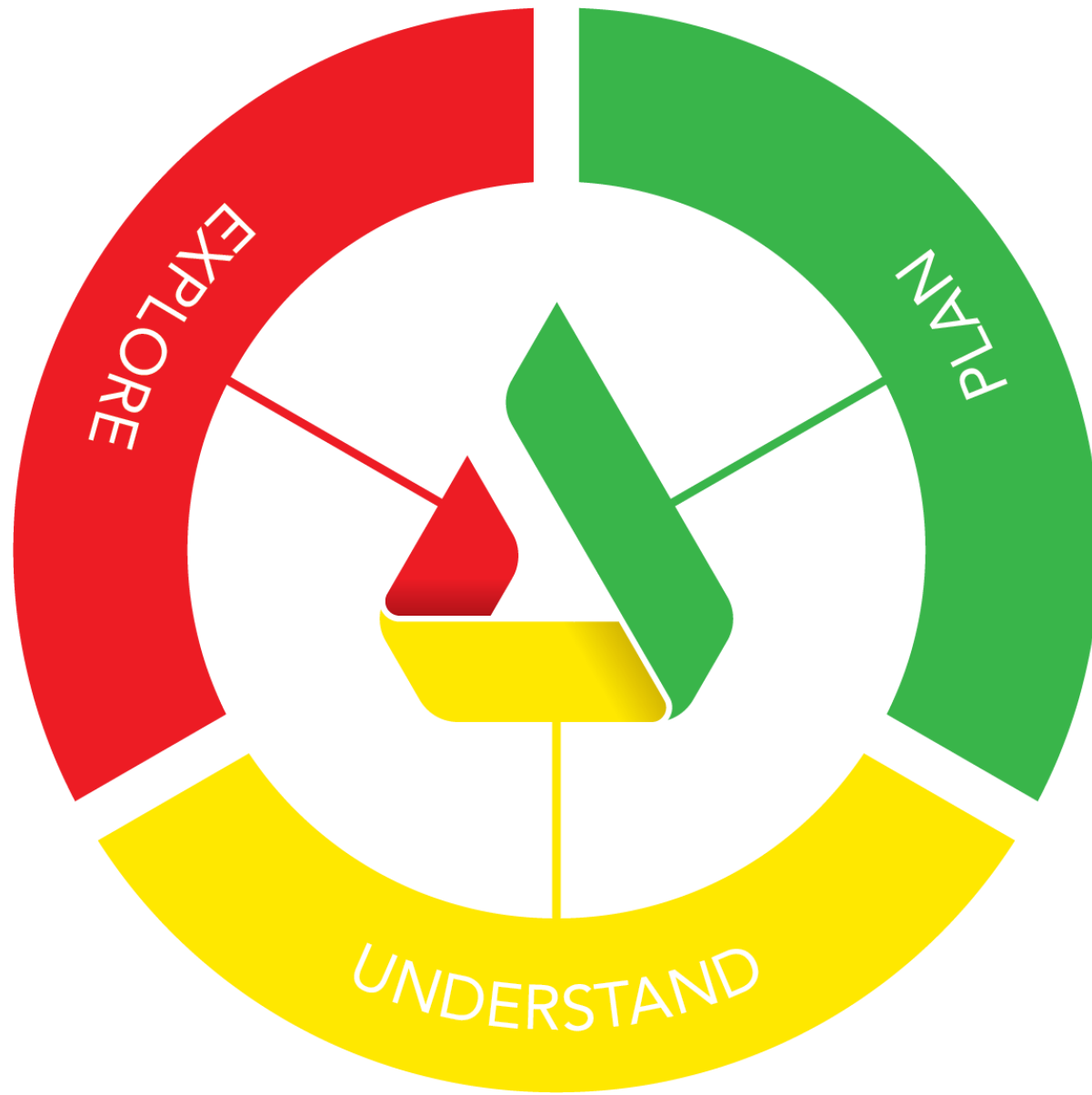
- Feeling directionless
- Paralysis
- Feeling isolated
- Desire for guidance
- Desire for role models



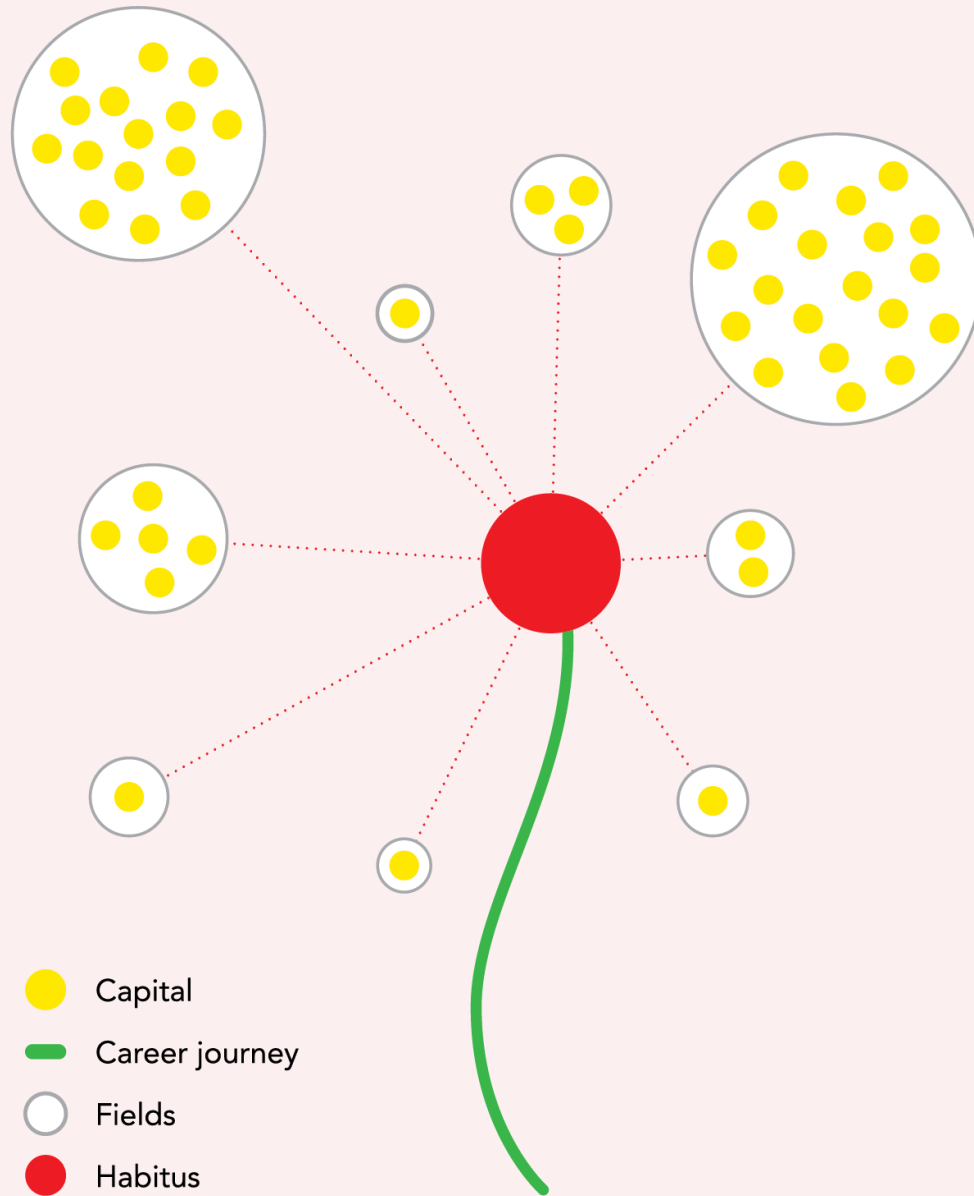
Summary of Workshop Outcomes:

- Develop greater clarity of career options and influencing factors
- Understand PhD transition trends, common experiences and challenges
- Critique myths, assumptions and perceptions detrimental to progress
- Understand career-planning strategies into academic and non-academic posts
- Engage in peer coaching to select career priorities and create a strategic plan to present back to the group
- Build relationships of support with others across departments

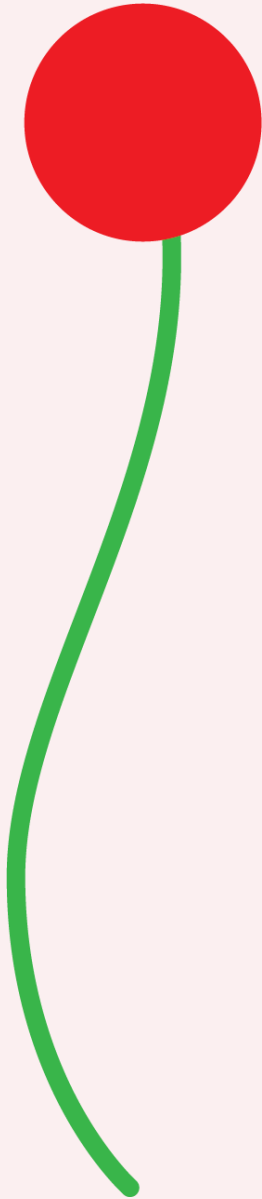




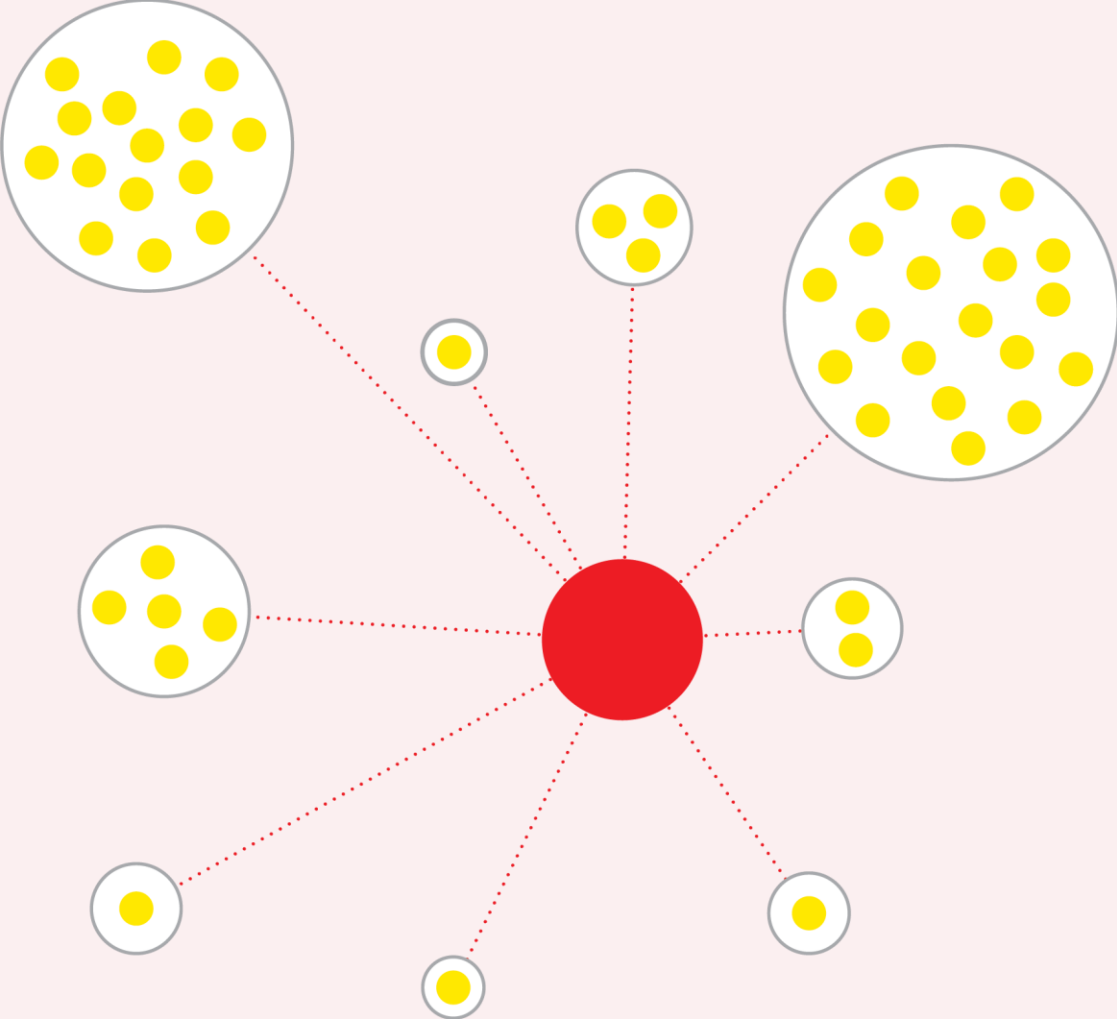
Explore



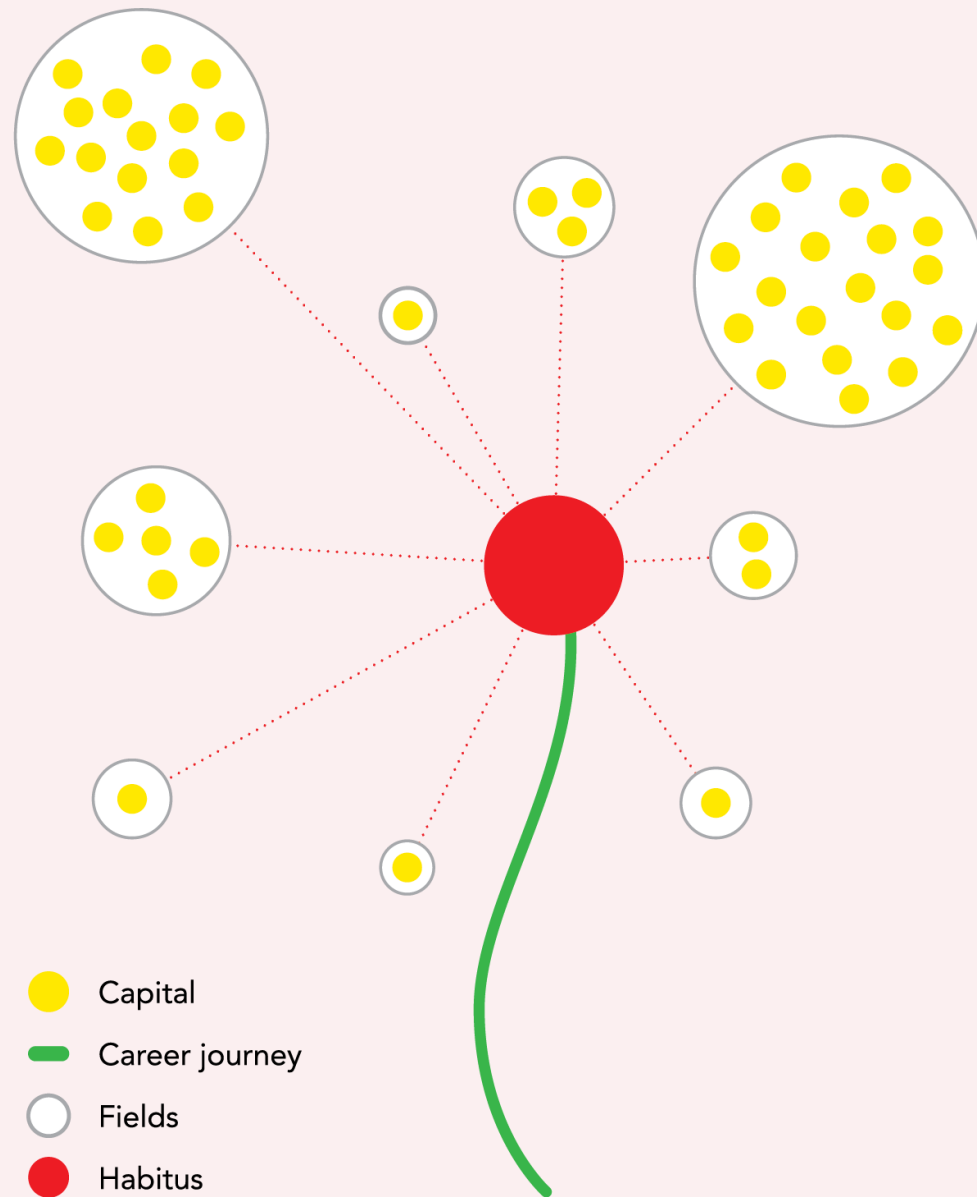
Career Journey



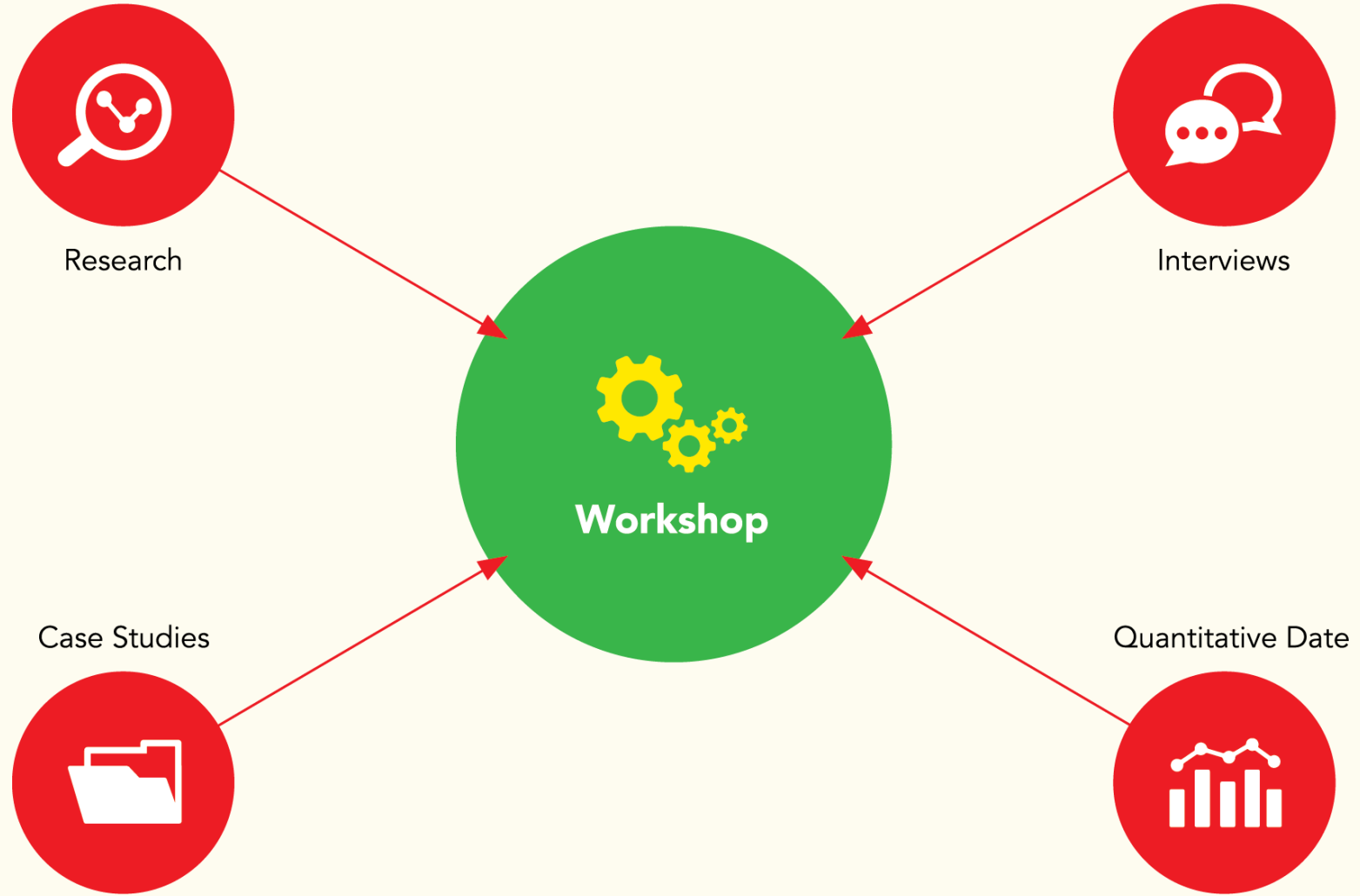
Social Networks



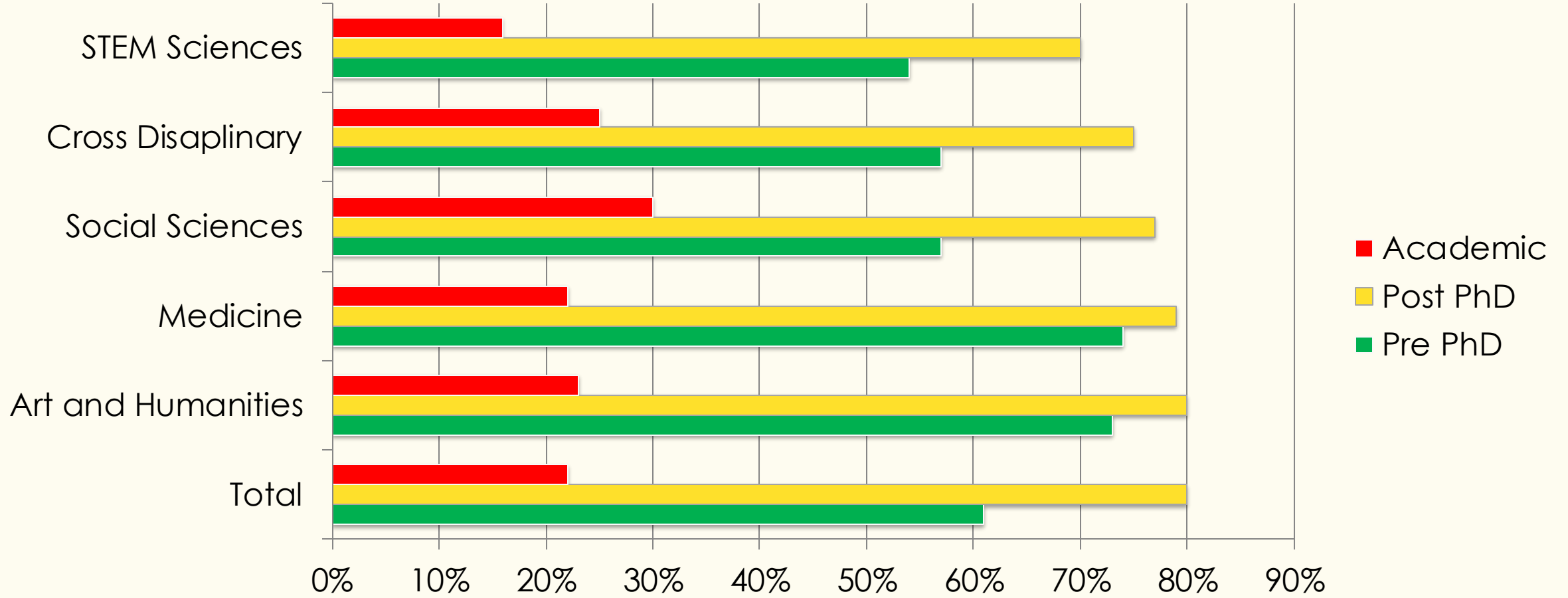
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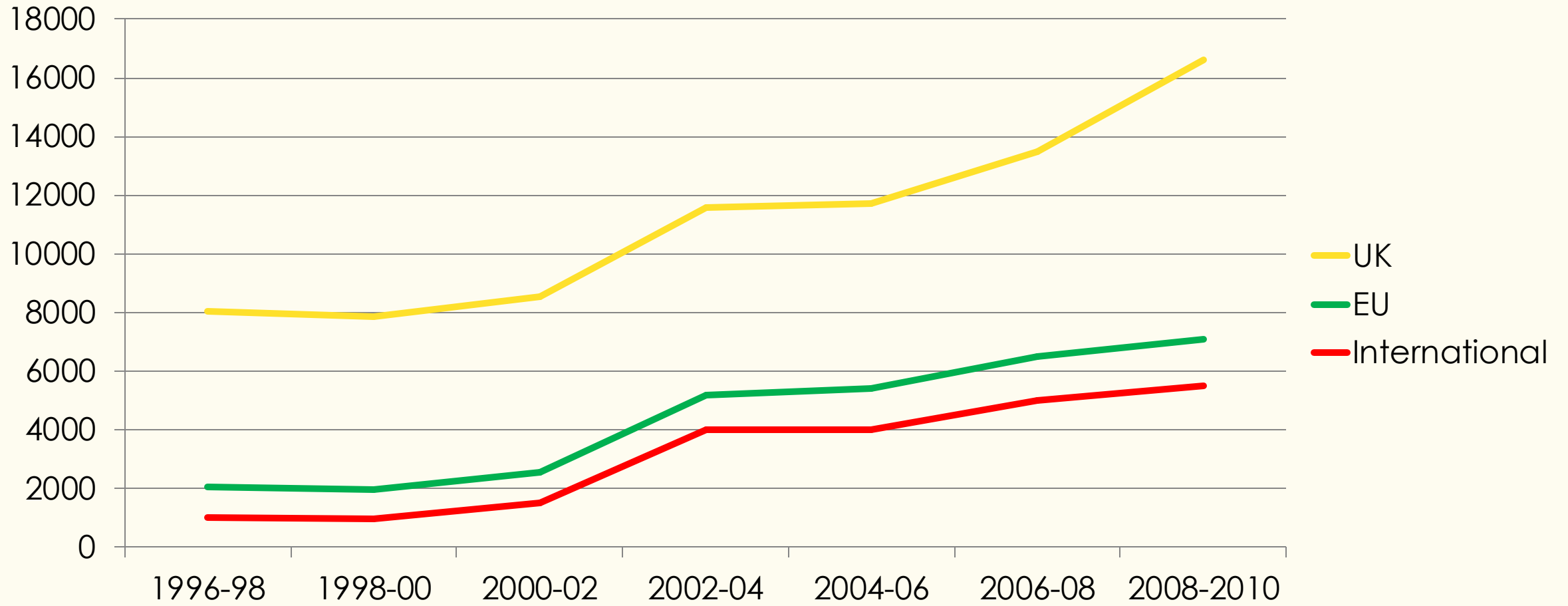
Understand



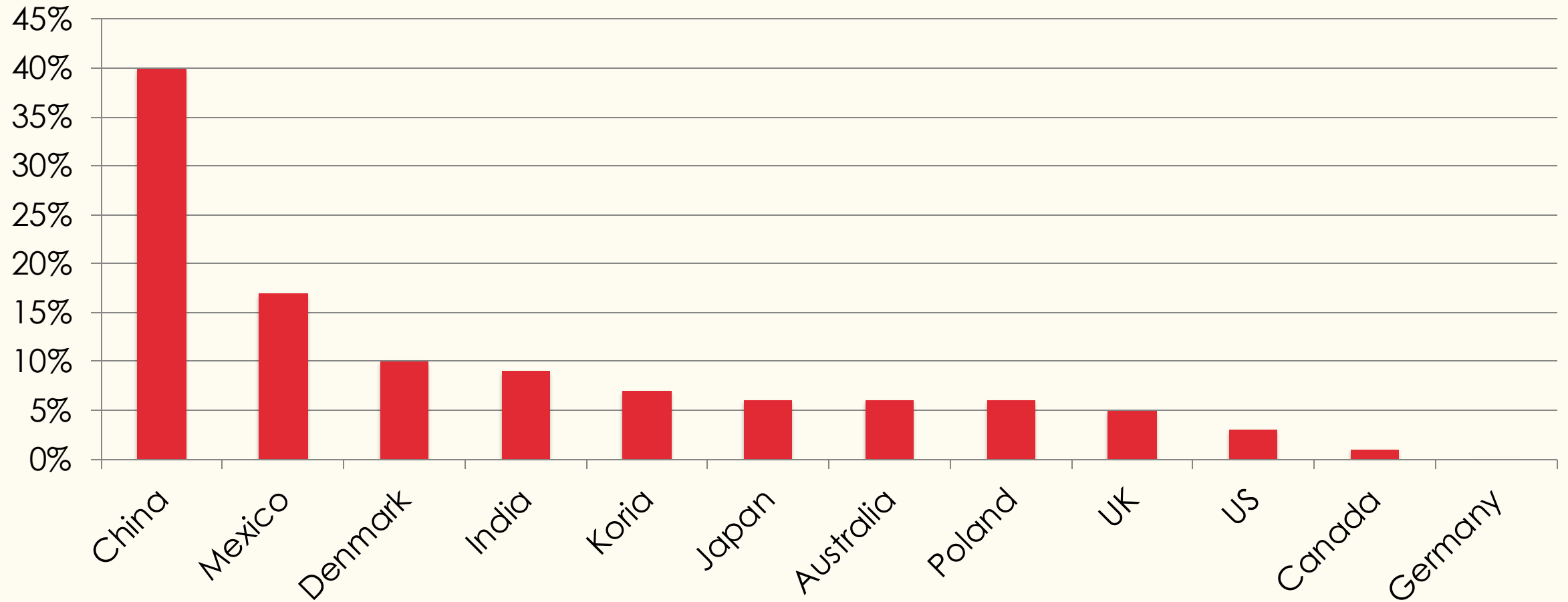
PhDs Who Become Academics



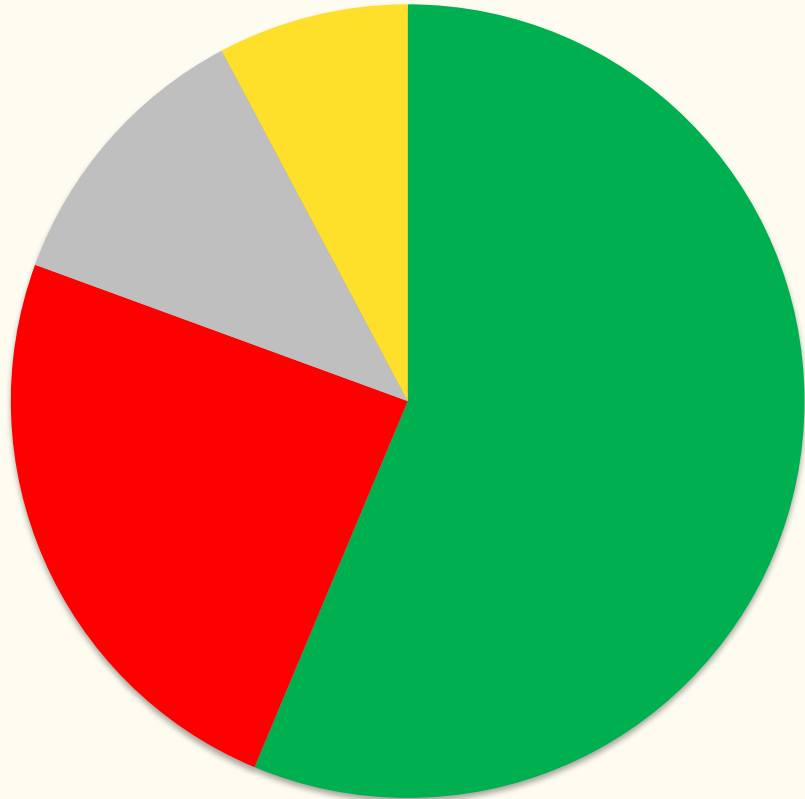
Increase in PhDs Graduates



Increase in PhDs Graduates



Distribution of PhD Graduates in HE



■ Phase 1 ■ Phase 2 ■ Phase 3 ■ Phase 4

Phase 1

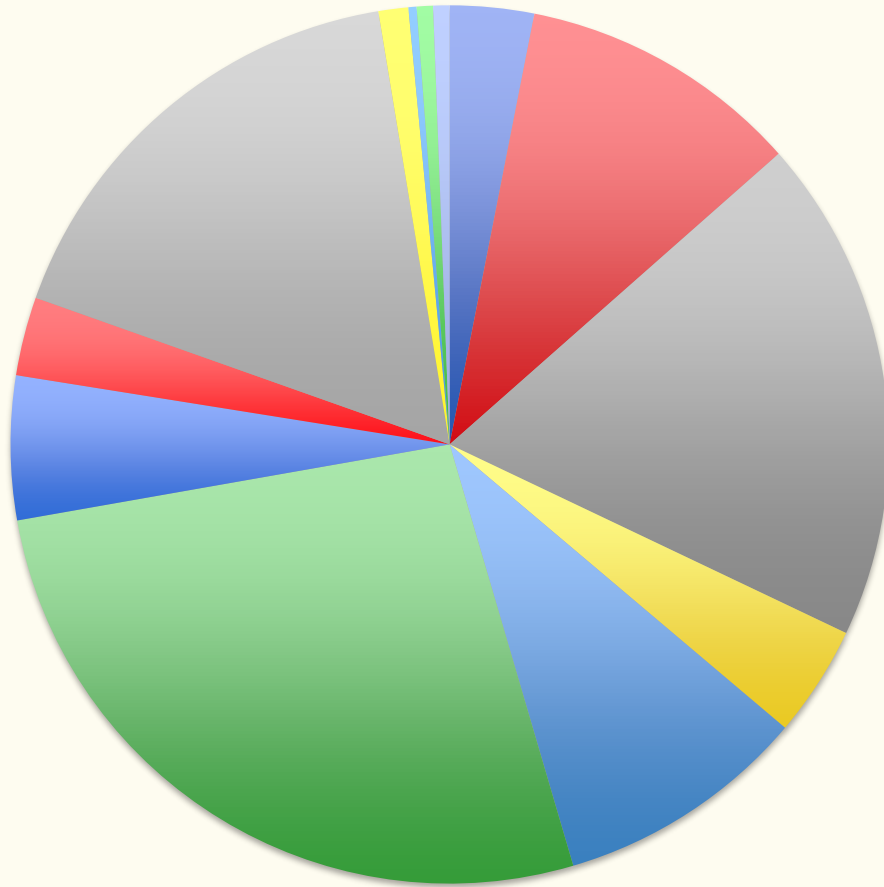
- Doctoral Student
- Assistant

Phase 2

- Research Assistant
- Post Doctorate
- Research Associate
- Lecturer



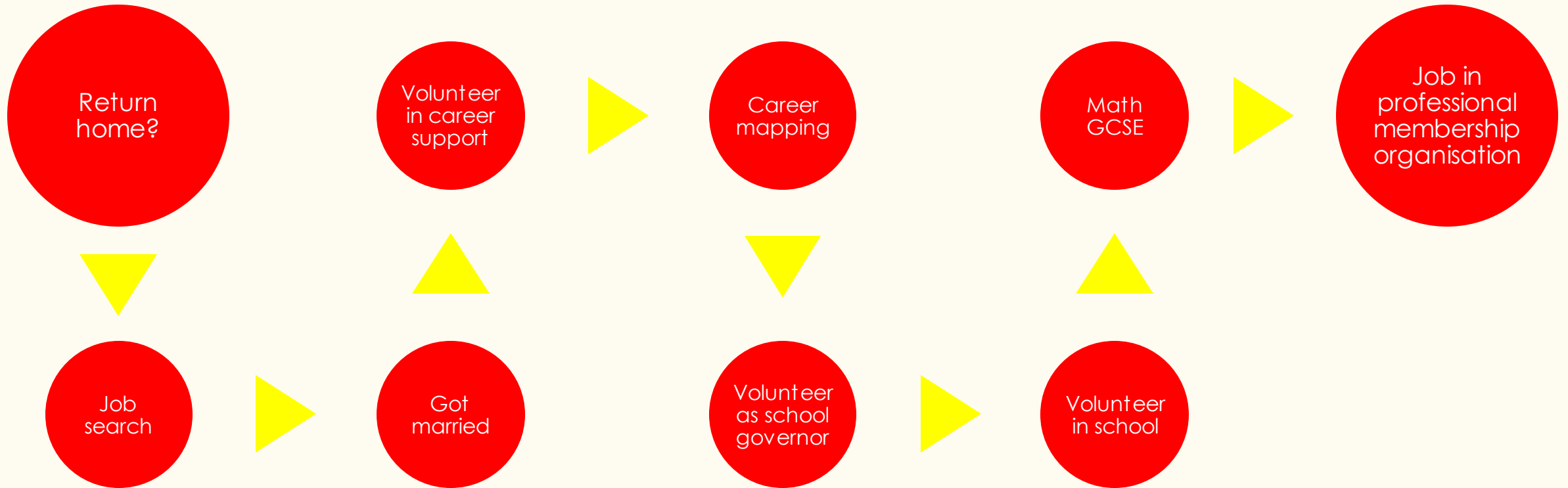
What do PhDs do...



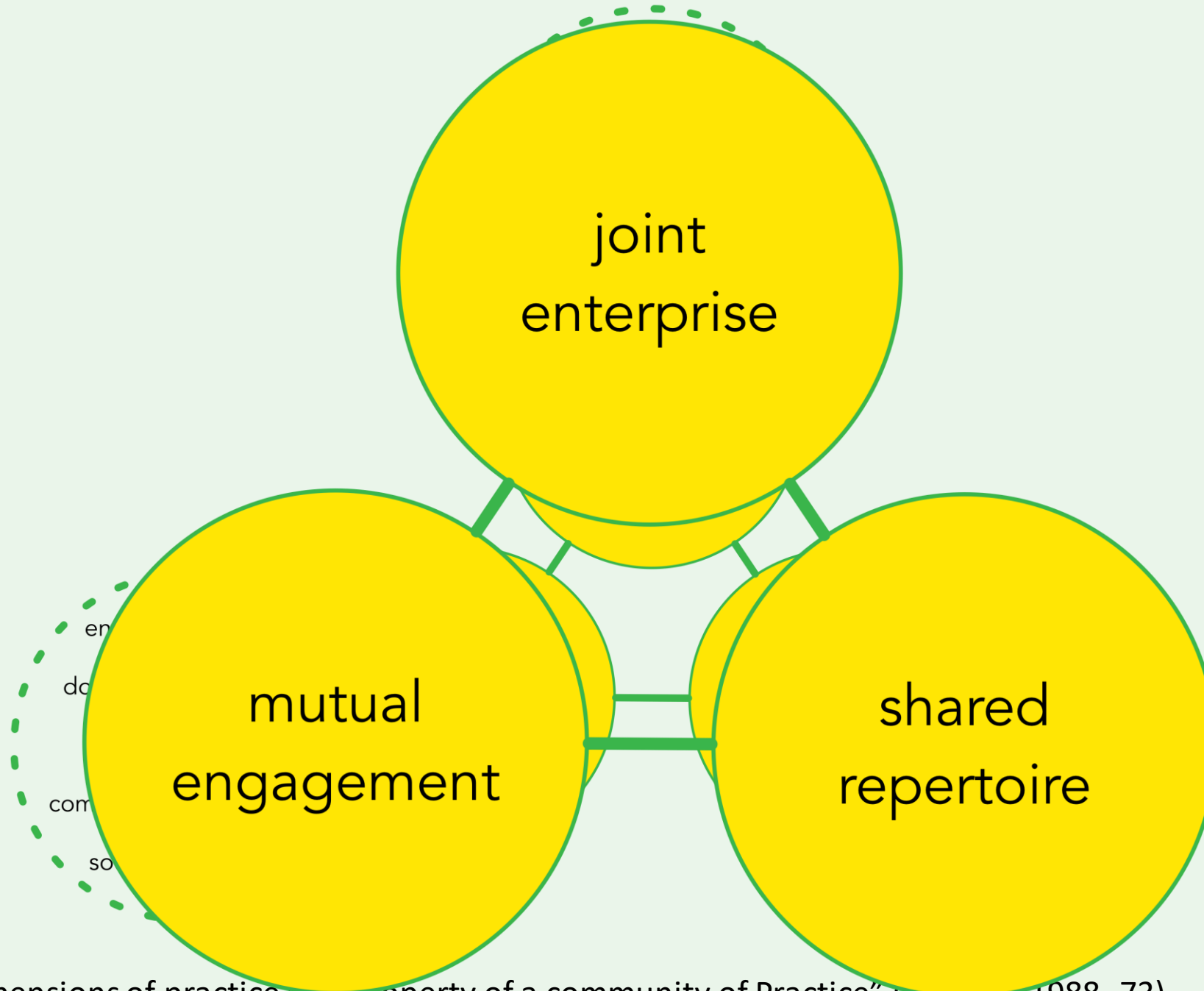
- Commercial, industrial and public sector managers
- Scientific, research, analysis and development occupations
- Teaching professionals (including lecturers)
- Other professional, associate professional and technical occupations



International PhD Graduate in School Leadership



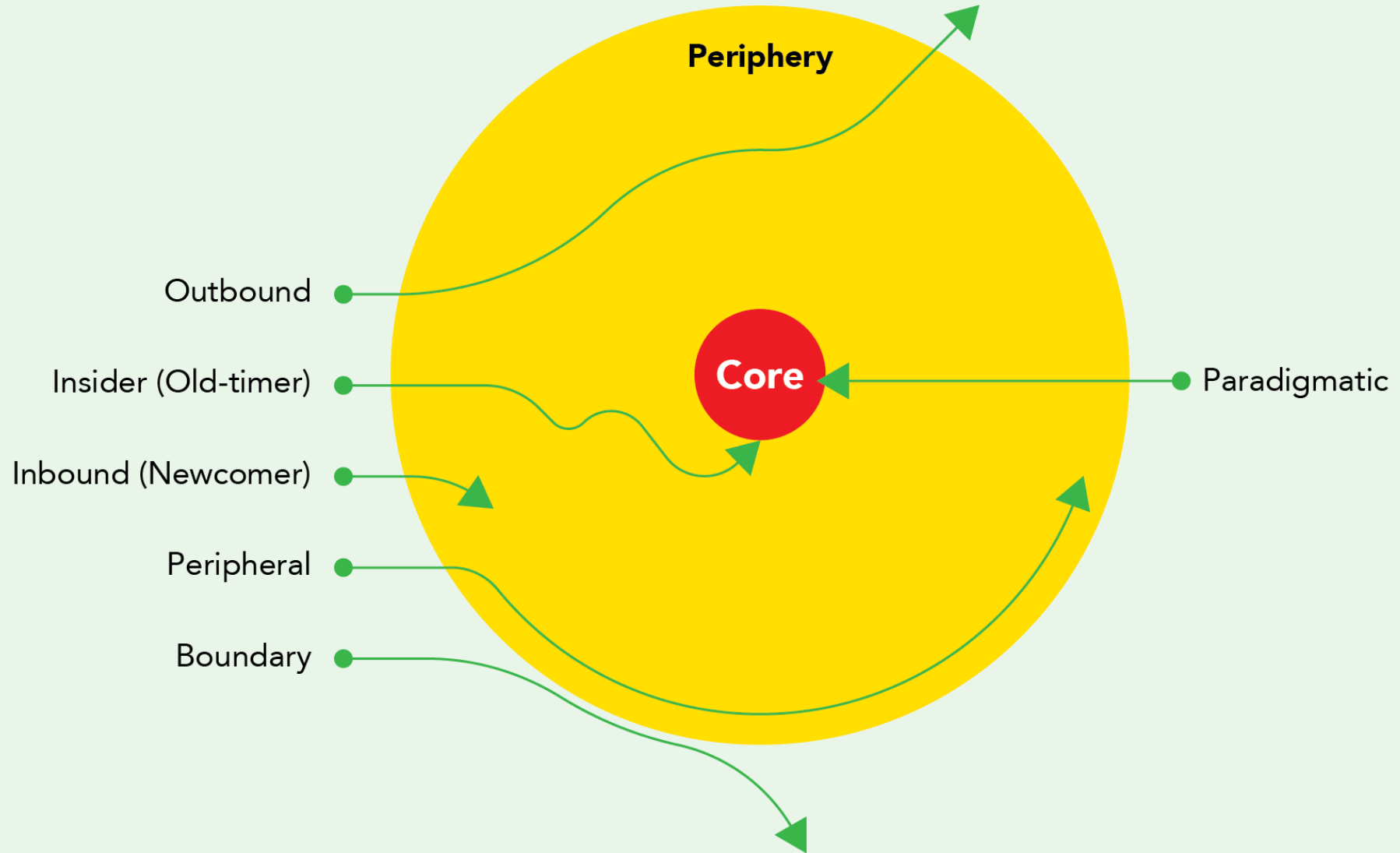
Plan



“Dimensions of practice as a property of a community of Practice” (Wenger, 1988, 73)



Plan



Trajectories into and through a community of practice using Wenger's terms.
Representation based on Seabourne (2017).



Policy Context

European Charter For Researchers:

“Employers and/or funders should ensure that career advice and job placement assistance, either in the institutions concerned, or through collaboration with other structures, is offered to researchers at all stages of their careers, regardless of their contractual situation” (European Charter For Researchers, 2005)



The Concordat

- “Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment” (The Concordat, principle 3)
- “The importance of researchers’ personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career” (The Concordat, principle 4)
- “Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning” (The Concordat principle 5)



What Now?

- Pilot workshop next week
- Focus group evaluations
- Send out in UK Council For Graduate Education
- This and other workshops available to run nationally



In Summary

- Career transition is difficult, common to feel:
 - Directionless
 - Confused
 - Paralyzed
 - Isolated
- How do we support our PGR and ECR even MCR to navigate these periods?
- What makes it difficult to provide this support within our Universities?



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THANK YOU

