

## An experienced and dynamic team

### Management Team of the Doctoral School



**Cyril KAO**  
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*ABIES Doctoral School Director*  
 Agronomics Engineer (1993), ENGREF Engineer (1994), Doctor of Water Sciences (UPMC, ENGREF, 2002). Certified Research Director at UPMC in Earth Sciences (2008). A hydrologist at CEMAGREF for 12 years, Cyril Kao joined AgroParisTech in 2007 as assistant scientific director. He has been Director of the Doctoral School since May 2012.



**Irina VASSILEVA**  
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*Deputy Director of Doctoral Studies at AgroParisTech*  
 PhD in Information and Communication Sciences and Research Engineer of the French Ministry of Higher Education and Research, Irina VASSILEVA has extensive experience in higher education and research as well as in international relations. She has managed numerous European and multilateral projects.



**Corinne FIERS**  
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 Corinne Fiers manages doctoral administration at AgroParisTech. She guides doctoral applicants through the steps of the inscription procedure, their re-inscription and thesis defence. She is in charge of compiling the administrative dossier leading to the PhD.

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### Pedagogical Team of the Doctoral School



**Elisabeth MALTESE**  
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 A graduate of U.P.V Montpellier and U.N.C. Chapel Hill in living languages and linguistics, Elisabeth Maltese has been teaching French to non-French doctoral applicants since the founding of the ABIES Doctoral School. Her trainings are developed along two axes: practical usage of the language and coursework focused on the written works of the doctoral applicants.



**Donald WHITE**  
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 Donald White has been working as a course developer, trainer, team leader and consultant in Europe for over 35 years. He specializes in contextual analysis of learning needs with a view to developing professionally oriented learning outcomes and promoting the acquisition of professional skills. He has developed approaches for identifying middle-term training needs for engineers, and has carried out operations of knowledge transfer during company restructuring.



**Eric BIRLOUEZ**  
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 IAn INA-PG Agronomics Engineer and Sociologist, Eric Birlouez has been animating training sessions on professional insertion for doctoral applicants, project management, oral communication, meeting animation and associated skills since the founding of the ABIES Doctoral School. In parallel, he runs activities as a freelance consultant (studies, consultancy, reflective problem solving, etc.) while teaching the history and sociology of nourishment, subjects on which he has published several articles and books.



**Claude HOLL**  
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 Claude Holl is an INA-Paris Agronomics Engineer, with a PhD in the Science of Education. He is also a University of Strasbourg Certified Research Director and senior consultant at EP-TE (Pedagogical Enterprises – Educational Trajectories), where he co-animates or assesses innovative pedagogical projects (according to their themes, methods or target publics). Other interests of Claude Holl are the philosophy, history and sociology of science.



# The ABIES training offer

## An innovative procedure for accompanying doctoral applicants in constructing their professional future

A doctoral thesis constitutes both high-level training through research and an initial but complete professional experience. In support of the scientific management supplied by the Research Units, the ABIES Doctoral School training offer aims at giving the doctoral applicants tools to progressively elaborate their personal professional project. These trainings, which run throughout the three years of thesis and beyond, are firmly anchored in European standards for doctoral education and take full account of advice drawn up by recruitment cabinets specialized in jobs for young doctors.

The ABIES training offer is thus based on European educational recommendations, confirmed AgroParisTech-ABIES experience in European projects (Erasmus Mundus, Initial Training Networks) as well as on the analyses made by several inter-

national recruitment cabinets which integrate the full range of profile needs as expressed by potential employers (research organisations, enterprises, administrative institutes, etc.) both in France and worldwide.

### The 12 competences expected by research organisations when recruiting a young researcher\*

#### Scientific competencies

- Scientific knowledge
- Ability to formulate a research issue
- Capacity for analysis and grasp of sophisticated IT tools

#### Project and team management skills

- Ability to work in a team
- Communication skills
- Language skills
- Business culture and management skills
- Awareness of the pertinence of the research and its impact on the environment

#### Personal aptitudes / interpersonal skills

- Creativity
- Open-minded approach
- Motivation / Involvement
- Adaptability

\* In the 8 studied countries (France, Germany, Finland, Netherlands, the United Kingdom, Switzerland, Japan and the United States).  
 Source: APEC / DELOITTE Study 2010

[http://www.eurocadres.org/IMG/pdf/APEC\\_EN\\_Skills\\_and\\_competencies\\_needed.pdf](http://www.eurocadres.org/IMG/pdf/APEC_EN_Skills_and_competencies_needed.pdf)



## An individualized track for each doctoral applicant

In order to improve attractiveness of European doctoral education, The European Commission has laid out a series of recommendations (Bologna Process, Salzburg Principles, etc.). One of the main points of the European referential consists in setting up **an individualized track for each doctoral applicant**. The thesis is indeed considered to be a real job through which the applicant should acquire a certain number of skills and aptitudes corresponding to the needs of a wide range of professions.

The ABIES Doctoral School procedure aims at completing the training acquired within the welcoming teams by favouring the development of certain **transversal competencies**: communication, linguistic skills, project culture, creativity, etc. The ABIES training offer consists in implementing an original pedagogic approach useful for all doctoral applicants, no matter

what their country of origin or working language, their field of competence or professional desires.

The originality of the procedure lies in the **reflection carried out by the doctoral applicant along with his/her scientific supervisors and with the accompaniment of the pedagogical team**. This work is based on the use of the **"Skills Portfolio,"** a tool which helps the doctoral applicant construct his/her personal project.

By progressively building his/her personal professional project, the doctoral applicant **identifies the competencies** to develop or reinforce throughout the 3 years of thesis. **The applicant thus develops his/her autonomy and becomes the main actor of his/her own project.**

### Skills Portfolio

The Skills Portfolio is a tool offered to the applicant to **help him/her progressively reflect about his/her professional project by cataloguing acquired skills**.

Use of the Skills Portfolio is:

- **obligatory** (the contents and overall reflection is not strictly assessed, although some elementary components of the training track are);
- **individual** and personal;
- **accompanied** by explanations and illustrations presented during training sessions and in interactions with the scientific directors of the research project;
- **continued** throughout the thesis, from its inception and through the oral defence or even slightly after; to facilitate job interviews of the young doctor during professional insertion.

### Trainings in English and French

Depending on their professional desires, AgroParisTech doctoral applicants can participate in most of the trainings in French and/or English. In addition, international applicants who wish can have accompaniment in French to help them master the language.

### A procedure oriented towards mobility

The Doctoral School – with the support of the welcoming teams – encourages the acquisition of a good level of adaptability in different forms, notably through **mobility**:

### Annual VITAE Forum

Organized by AgroParisTech

Every year the students of the Engineering School (Engineering Students, Master Students, Doctoral Applicants) organize two days of meetings and debates with professionals from the job sectors linked to their trainings. The presence at the Engineering School of human resources actors from several enterprises offers a unique opportunity for students to familiarize themselves with the needs of enterprises and better adapt the construction of their own skills as well as learn how to propose them to interviewers at the end of the thesis.

**geographic** mobility (presentations of posters or oral presentations at international conferences, trainings lasting several weeks or months in foreign countries to master a specific technology or method, joint supervision of theses, etc.); **thematic** mobility (work at disciplinary interfaces); **sectorial** mobility (research projects co-financed by the private sector).

There are several specific training programmes oriented towards international and/or enterprise work within the framework of the AgroParisTech network of partner organisations (ParisTech: Doctors for Enterprises; Agreenium: International Research School; IDEA League: thematic summer schools; Climate-KIC: the journey; etc.).

## Proposing the appropriate means

- Capitalizing upon and remaining inspired by experience acquired within the framework of European Programmes (ITN and EMJD) in which AgroParisTech has been involved as partner or coordinator.

- Constructing a **coherent training offer** and implementing a tool, the **Skills Portfolio**, for which the applicants receive training by the Doctoral School's pedagogic team.

**BE SURE TO NOTE!** Modules presented in bold print with \* are strongly recommended.

The **training track** must be **structured in a balanced manner** between the different fields of competencies and followed **continuously over the three years of thesis**.

**A goal of 160 hours** doctoral training **during the 3 years of thesis is obligatory**. The **volume of the strongly recommended modules represents about 50% of these 160 hours**. Individualized follow-up can be assured by the Doctoral School. The Doctoral Applicants complete the volume of training by personal choice or following the advice of their supervision.

The **"Skills Portfolio"** (ENG) or **"Carnet de Compétences"** (FR) sessions are to be followed **from the beginning of the thesis**.

The Doctoral School can organize **specific trainings** upon demand of the Doctoral Applicants or laboratories. ABIES also authorizes applicants to follow trainings outside the Doctoral School.

### Project and Team Management Competencies

- **Building Your Base (ENG)\***
- **Managing my Thesis as a Project (FR)\***
- Managing Meetings (ENG)
- Animating a Meeting (FR).

### Scientific Competencies

- This part of the doctoral training is directly related to the skills acquired in the welcoming team and **represents the heart of the thesis work**.
- On its website, the Doctoral School gives information on the scientific and technical modules generally proposed by partner teams or establishments: specific modules, researcher schools, conferences and seminars.
- The Doctoral School organises annual ABIES Days during which the doctoral candidates can discuss with experts from all fields and disciplines on a topical issue (climate change, food and nutrition, sanitary and environmental risks, etc.).

### Personal Aptitudes / Life Skills

- **Skills Portfolio (ENG)\*** or **Carnet de Compétences (FR)\***
- **Write Right, writing scientific articles in English (ENG)\***
- **French as a Foreign Language, either general French or French for Specific Purposes (FR)\*** (training strongly recommended for the non-French public)
- **Writing your Thesis (FR)\***
- Support in writing scientific documents (articles, thesis (ENG/FR))
- Getting It Across In English, oral presentations (ENG)
- Poster Power (ENG)
- Science and Society Debates (FR).

### Valorising your Competencies in the Professional World

- **Professional Insertion 1 (FR)\*** (the public must have sufficient mastery of French (B1) to participate in this module)
- **Professional Insertion 2 (FR)\***
- Sell Yourself (ENG)
- Using multimedia to communicate about your thesis (video, internet, etc.) (ENG/FR)
- Annual VITAE forum organised by AgroParisTech.