LIFE AFTER A PhD:
How professional career advisers support researchers in Europe

ORGANISERS
Barbara Janssens, DKFZ
Sarah Blackford, Society for Experimental Biology
SEND US YOUR FEEDBACK!
https://www.surveymonkey.com/s/K99NP3X
SATURDAY (13.00 – 14.15)

Denisa Cupi, Eurodoc
What does EURODOC offer?

Gerlind Wallon, EMBO
EMBO: Where will a biology PhD take you?

Lidia Borrell-Damian, European University Association
Career opportunities for doctorates in Europe

Vincent Mignotte, ABG L’intelligence
Postdoctoral careers in the economic sector
SUNDAY (9.00 – 10.15)
ROUNDTABLE DISCUSSION

What are the main career issues for researchers currently?
What types of career support is a priority for researchers?
CARE-Careers-Advisers-supporting-Researchers

www.linkedin.com/groups/CARE-Careers-Advisers-supporting-Researchers

www.twitter.com/#CAREsof or #CAREeradvisers

esof2014.pathable.com
What is Career Development
Professional Career Development

Academic development

- **Research funding**: e.g., how to write a funding application, locating funding schemes
- **Writing and publishing**: e.g., how to publish a paper, thesis writing, overview of the scientific publishing business, overcoming writer’s block
- **Technical workshops & summer schools**: e.g., synthetic biology, mathematical modelling
- **Research methodologies & analysis**: e.g., Nvivo, SPSS, bioinformatics tools
- **Teaching techniques**: e.g., e-learning, innovation in teaching, assessment and evaluation
- **Impact factors**: e.g., how to deal with the media, science communication, making presentations, building effective collaborations
Personal Career Development

Self-development

- **Self-awareness**: e.g., analysis of personality, values, skills, interests
- **Networking & communication**: e.g., using social media, getting the most out of conferences
- **Career choice**: e.g., alternative career talks, analysing the job market, making effective career decisions, volunteering, workshadowing
- **Career transition**: e.g., making applications, writing an effective CV, successful interview technique, assessment centres, psychometric testing
- **Personal effectiveness**: e.g., resilience, managing your time/workload, leadership, team building, entrepreneurship
Career Development Delivery

One-to-one guidance and coaching
University Career Service
Mentoring
Workshops (interactive)
Lectures (information)
Volunteering/internships
Internet, social media, e-learning
SUNDAY (9.00 – 10.15)
ROUND TABLE DISCUSSION

What are the main career issues for researchers currently?
What types of career support is a priority for researchers?
The views of a young scientist, what are the challenges?
What does EURODOC offer?

Denisa Cupi, Eurodoc Member, PhD Candidate (DTU, Denmark)
Filomena Parada, Eurodoc Vice President
John Peacock, Eurodoc President
Elena Golovushkina, Eurodoc member, (EduCoach)
About Eurodoc

The European Council of Doctoral Candidates and Junior Researchers

• Is a volunteer, non-profit, international federation of 35 national associations + 2 observers

• Represents early stage researchers across Europe
Educoach online chat

- Programme search, admission requirements, application process and scholarships
- Long-distance learning programmes
- Compatibility of foreign degrees
- Requests on search for postdoc positions
- Job search/demand in a specific country/country of origin upon PhD completion.
- What does industry know about PhD?
Eurodoc Survey I

• Twelve European countries, 7500 DC

• Information and trends in doctoral education

• Situation concerning present employment, social benefits and working conditions of DCs and JRs

• Differences regarding models of doctoral education across Europe
What DCs expect from their doctorate

Expectations concerning doctoral degree:

• Opportunity of pursuing own ideas and conduct research
• Engaging in challenging tasks
• Chance of doing something for the society
• Career prospects
• No remarkable gender differences
Some results

• Most DCs prefer jobs in academia

• Other DC want jobs in the public and/or private non-academic research sector.

• More job opportunities in the academic research sector, but not in the private non-research sector

• Inadequate funding systems

• Possibility of traveling while undertaking their doctorate
What JRs need to know

• Adverse labour market conditions
  - lack of employment opportunities, duration of training, and instability of employment
  - attractiveness of working conditions

• Gender inequality
  - nature and structure of the academic system
  - publication rate
What JRs need to know

• Barriers to mobility
  - academic structures and cultures
  - research policy and practical arrangements
  - lack of transparency in recruitment practices
  - impact on employment opportunities
  - gap between academia and industry
What JRs need to know

- Cumulative (dis)advantages
  - institutional affiliation
  - networking opportunities
  - type of mentoring or supervision
  - organisational climate
  - field of research and career stage
What Eurodoc has to offer

• Being an active voice for DCs and JRs in Europe

• Community support for DCs and JRs across Europe

• Sharing best practices and circulating information among DCs and JRs (e.g., Charter and Code)

• Acting as a link and promoting and supporting cooperation between national member organizations
What Eurodoc has to offer

- Fostering networking
- Active participation in policy-making and in European funded research projects
- Attending conferences and other events
- EUA, Euroscience, EURAXESS, Initiative for Science in Europe (ise), ESU, PhDportal.eu, Universities in the Knowledge Society (UNIKE) and other stakeholders
What Eurodoc has to offer

Platforms for discussion, from collection of information to policy making (Eurodoc working groups):

• Career Development
• Employment and Social Security
• Gender Equality
• Interdisciplinarity
• Mobility
• Open Access
• Policy Research

The working groups always welcome new members!
For more information, visit our webpage: www.eurodoc.net

or contact us at: board@eurodoc.net
Life after the PhD

Gerlind Wallon, PhD
EMBO Deputy Director

ESOF Copenhagen, 21 June 2014
History of the PhD

PhD: Philosophiae Doctor
- Latin: docere = to teach
- today the highest academic degree

Middle Ages
- all disciplines outside theology, medicine and law were termed “philosophy”

Today
- based on W. von Humboldt’s University reform (early 19th century)
  - unity of teaching and research
  - emphasis on original research
Where will a PhD take you?
The scientific century:
Securing our future prosperity
RS Policy Document 02/10
Where will a biology PhD take you?

- 86,000 current US biology PhD students
- 1,900 to 3,900 foreign-trained PhDs start postdocs
- 30% do more than one postdoc
- 720 leave the US
- 70% (5,800) Postdoc
- 30% (2,500) Don't postdoc
- 37% drop out
- 15% of postdocs get tenure-track faculty jobs within 6 years post PhD
- 20% get non-tenure track academic jobs within 6 years post PhD
- 10% of former postdocs (up from 2% in 2010) consider themselves unemployed
- 25,000 current non-tenure track academic positions
- 24,000 current non-research, science related jobs
- 7,000 current govt researchers
- 22,500 current industry researchers
- 17,000 current bio PhDs doing non-science jobs
- 29,000 current tenured and tenure track faculty
- 37-68,000 current postdocs
- 9,000 Receive PhDs
- 7 years average time to degree
- Every year, 16,000 students start biology PhD programs

At this rate, <6% of entering PhD students will become tenure-track faculty. Yet, 53% rank research professorships as their most desired career.
What drives this development?

The amount of available grant funding—and not the supply of career opportunities for young Ph.D.s—determines the number of new scientists that universities train.

Science Careers: Two reports and the world they made: history of limiting MD numbers but not PhD numbers. http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2012_05_04/caredit.a1200049

Is it worth it?

- Financially
- Job security
Table 1. Earnings premia by type of level of degree, discipline and sex.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Men BA/BSc</th>
<th>Men MA/MSc</th>
<th>Men PhD</th>
<th>Women BA/BSc</th>
<th>Women MA/MSc</th>
<th>Women PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine and related</td>
<td>20</td>
<td>20</td>
<td>38</td>
<td>41</td>
<td>49</td>
<td>55</td>
</tr>
<tr>
<td>Sciences</td>
<td>12</td>
<td>12</td>
<td>20</td>
<td>22</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>Maths and computing</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>34</td>
<td>49</td>
<td>47</td>
</tr>
<tr>
<td>Engineering and technology</td>
<td>25</td>
<td>33</td>
<td>25</td>
<td>32</td>
<td>48</td>
<td>32</td>
</tr>
<tr>
<td>Architecture and related</td>
<td>16</td>
<td>30</td>
<td>16</td>
<td>36</td>
<td>36</td>
<td>*</td>
</tr>
<tr>
<td>Social sciences</td>
<td>14</td>
<td>22</td>
<td>22</td>
<td>28</td>
<td>46</td>
<td>42</td>
</tr>
<tr>
<td>Business and financial studies</td>
<td>24</td>
<td>38</td>
<td>44</td>
<td>35</td>
<td>54</td>
<td>46</td>
</tr>
<tr>
<td>Arts</td>
<td>-3</td>
<td>6</td>
<td>-3</td>
<td>19</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Languages</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>19</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Education</td>
<td>18</td>
<td>30</td>
<td>18</td>
<td>42</td>
<td>49</td>
<td>54</td>
</tr>
<tr>
<td>Combined</td>
<td>14</td>
<td>23</td>
<td>26</td>
<td>23</td>
<td>38</td>
<td>38</td>
</tr>
</tbody>
</table>
Figure 8. Trend cycles in unemployment rates by educational attainment

- Doctorate holders
- University graduates
- Total population

<table>
<thead>
<tr>
<th>Year</th>
<th>Country</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Australia</td>
<td>2.0</td>
</tr>
<tr>
<td>2003</td>
<td>United States</td>
<td>2.0</td>
</tr>
<tr>
<td>2004</td>
<td>Germany</td>
<td>10.0</td>
</tr>
<tr>
<td>2006</td>
<td>Germany</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Analysis of Science, Technology and Industry
By Laudeline Auriol (OECD)
Figure 9. 2006 unemployment rates of doctorate holders by field of science

- Natural sciences
- Engineering
- Medical sciences
- Agricultural sciences
- Social sciences
- Humanities

All year graduates

1990-2006 graduates

Canada  Finland  Sweden  Australia  Norway  Belgium  Austria  Spain  Denmark  United States  Poland  Portugal
PhD researchers were seen by many . . . to possess skills and competencies that are hard to find among new graduates. . . . [Recruiters] describe PhD graduates as ‘being able to hit the ground running’. This can manifest itself in a variety of ways, such as PhD graduates’ familiarity with specialist techniques and equipment, their ability to review and précis reports or in the structured way they approach solving complex problems. (p. 29)
Is it worth it?

- Financially
- Job security
What does this mean for....?

- Graduate Students
- PhD Advisors
- Graduate Schools
- Universities
- Funders
- Government
How much is a PhD Worth?

The Price of a PhD in the Usability Profession

Jeff Sauro • November 5, 2009
Bachelor, Master und Co.
Einstiegsgehälter und Arbeitsbedingungen von jungen Akademikerinnen und Akademikern
Eine Analyse auf Basis der WSI-Lohnspiegel-Datenbank von Reinhard Bispinck, Heiner Dribbusch, Fikret Öz und Evelyn Stoll
“Career Opportunities for Doctorates in Europe”

for session on

Life after a PhD: how professionnal career advisors support researchers in Europe

Dr. Lidia Borrell-Damian,
Director, Research and Innovation
European University Association

ESOF 2014
EuroScience Open Forum Conference
Copenhagen, 21 June 2014
EUA Council for Doctoral Education

- EUA – European University Association
- 850 universities and rectors’ conferences in 47 countries
- Developing evidence-based policies
- Advocating these policies
- Promoting development of universities as institutions

- Council for Doctoral Education (CDE)
- a membership service focused on doctoral education
- Development of doctoral schools
- Doctorate-specific policy development
- 223 members in 35 countries (from Faro to Tomsk)
Basic principles for Doctoral Education

- Doctoral Education consists of doing research
  - Research must be the driver of all activities

- Doctoral Education is different from the 1st and 2nd cycle
  - Not based on teaching
  - No preset trajectory
  - Learning to manage the unknown
(Institutional) Structured Doctoral Education(*)

"Structuring doctoral education is to create a supportive environment. Setting up structures means taking institutional responsibility for training through research..."

- Structuring doctoral education includes:
  - Diverse and inclusive research environments of a high quality as the basis of doctoral education
  - Critical mass
  - Transparent admission procedures
  - High quality supervision
  - Exposure to a wide range of professional opportunities, ensuring personal and professional development
  - Institutional support for career development and mobility

"Taught courses are to be seen as a support to the individual professional development of doctoral candidates; they are not central to the meaning of structure."

Doctoral Education in Europe

- **Doctoral education has expanded significantly over the last decade**
  - 50%-100% increases in graduations are not uncommon

- **There has been increasing political attention**
  - Inclusion in the Bologna Process 2003
  - Salzburg Principles 2005 – Salzburg II 2010
  - Increased importance for research policies
    - Innovation Union 2010
    - Principles for Innovative Doctoral Training 2011
    - National legislation

- **Institutional reform and professional management**
  - The rise of the doctoral school (30% of institutions 2007 to near-universal 2013)
Synoptic view of career options for doctorate holders

Source: EUA DOC-CAREERS Project
EUA/EC Memorandum of Understanding on the European Research Area (July 2012)

Selected results of a membership survey(*) on doctoral training, research careers and mobility

(*) EUA MoU Membership survey. Copyright 2013 © by the European University Association. All rights reserved. This information may be freely used and copied for non-commercial purposes, provided that the source is acknowledged (© European University Association).
Doctoral education

Institutions which have doctoral/graduate/research school(s)

Number of responses: 224/224

Copyright 2013 © by the European University Association.

...8...
Doctoral education

Doctoral/graduate/research school(s) - established at the level of:

Number of responses: 188/189. Multiple choice question

Copyright 2013 © by the European University Association.

...9...
Part IV: Doctoral education

Institutional policies on doctoral education in the areas of:

- Admission: 4.9% No, 95.1% Yes
- Progress monitoring: 9.9% No, 90.1% Yes
- Supervision: 9.5% No, 90.5% Yes
- Thesis assessment: 6.7% No, 93.3% Yes

Number of responses:
* 223/224
** 222/224

Copyright 2013 © by the European University Association.

...10...
Doctoral education

Provision of transferable skills training to doctoral candidates

- Yes: 89.2%
- No: 10.3%
- Do not know: 0.4%

Number of responses: 223/224

Copyright 2013 © by the European University Association.
Doctoral education

Provision of career development services to doctoral candidates

- Yes: 68.7%
- No: 29.0%
- Do not know: 2.3%

Number of responses: 221/224

Copyright 2013 © by the European University Association.
Selected Message - DOC-CAREERS II Project

- **Intersectoral mobility** and **employment** perspectives of doctoral holders
  - All stakeholders agreed that **doctoral holders from collaborative schemes are more employable in the business sector** than doctoral holders from traditional programmes, mainly because of:
    - The **ability to be “bilingual”**, bridging the academic and industrial sectors
    - The development of **transferable skills**

“For companies this scheme is very tempting as they are working with the candidate for several years, get to know him/her, get first-hand information and will eventually find their next co-worker” (University)

“It is easier to come to work in industrial field later. They get company experiences and they get to know industrial solutions” (Company)

“I think non-academic sectors value those who have a head for business and can implement the research applicable to their company”; “Every day is training, goir to the office, talking to colleagues, meeting customers or production personnel” (Doctoral candidates)
Higher Education Institutions

- Dublin Institute of Technology, Ireland (HOST 1)
- École Polytechnique Fédérale de Lausanne, Switzerland (HOST 2)
- Kaunas University of Technology, Lithuania (HOST 3)
- Norwegian University of Science and Technology Trondheim, Norway (HOST 4)
- Università di Camerino, Italy (HOST 5)

- Ghent University, Belgium
- Hanken School of Economics, Finland
- University Pierre and Marie Curie, France
- Ingolstadt University of Applied Research, Germany
- University of Paderborn, Germany
- National University of Ireland, Galway, Ireland
- University College Cork, Ireland
- University College Dublin, Ireland
- Politecnico University of Marche, Italy
- Politecnico University of Milan, Italy
- University of Camerino, Italy
- University of Chieti-Pescara, Italy
- University of Ferrara, Italy
- University of Perugia, Italy
- Klaipeda University, Lithuania
- Lithuanian University of Agriculture, Lithuania
- Lithuanian University of Health Sciences, Lithuania
- Mikolas Romeris University, Lithuania
- Siauliai University, Lithuania
- Vilnius Gediminas Technical University, Lithuania
- Pompeu Fabra University, Spain
- University Rovira i Virgili, Spain
- Umeå University, Sweden
- Swiss Federal Institute of Technology Zurich (ETH), Switzerland
- Bangor University, United Kingdom
- Newcastle University, United Kingdom
- University College London, United Kingdom
- University of Ulster, United Kingdom
Companies

- Alcatel Lucent, Belgium
- Applied Maths, Belgium
- Solvay S.A. Research and Technology, Belgium
- GlaxoSmithKline Biologicals, Belgium
- Jansen Pharmaceutica, Belgium
- OCAS, Belgium
- Umicore, Belgium
- Genes Diffusion, France
- Schlumberger, France
- Biotalentum, Hungary
- Biotalentum, Hungary
- Intel, Ireland

- Advanced Technologie Biomagnetic s.r.l., Italy
- Aptuit, Italy
- Finmeccanica, Italy
- Goldenplast s.p.a., Italy
- iGuzzini Illuminazione s.p.a., Italy
- SINERGO s.r.l., Italy
- Comfort Heat UAB, Lithuania
- Lithuanian Energy Institute, Lithuania
- UAB "Naujasis Nevezis", Lithuania
- DNV, Norway

- Farsund Aluminium Casting, Norway
- NTE, Norway
- Ortivio, Norway
- Scandinavian Business Seating, Norway
- SINTEF, Norway
- Skretting, Norway
- Statoil, Norway
- Domsjö Fabriker AB, Sweden
- Oryx Simulations AB, Sweden
- Debiotech SA, Switzerland

Other organisations

- EURODOC, Belgium
- European Commission, DG Education and Culture, Marie Curie Actions Unit, Belgium
- European Commission, DG Research, Belgium
- European Industrial Research Management Association, Belgium
- European University Association, Belgium
- Dublin City Council, Ireland
- Health Service Executive, Ireland
- Higher Education Authority, Ireland
- Irish Universities Association, Ireland

- Confindustria Young Entrepreneurs, Italy
- Council for Industrial Development, Marche region, Italy
- Italian Ministry of Education University and Research, Italy
- Ministry of Education and Science, Lithuania
- Association of Doctoral Organisations in Norway, Norway
- NIFU STEP – Studies in Innovation, Research and Education, Norway
- Nordic Institute for Studies in Innovation, Education and Research, Norway

- Research Council of Norway, Norway
- The Association of Norwegian Research Institutes, Norway
- The Norwegian Association of Higher Education Institutions, Norway
- Fundación Universidad-Empresa, Spain
Final Remarks

Accountability
- Doctoral education is monitored on several levels, often without coordination from the monitoring bodies
- Risk of ‘over-assessment’
- Internal procedures are largely in place

Enhancement
- Universities are in the process of developing an integrated quality culture in doctoral education
- Career advice services increasingly provided in doctoral schools
- Good examples of ways to engage staff and external partners
Thank you for your attention!

Contact:

Lidia.borrell-damian@eua.be
www.eua.be
Post-doctoral careers in the economic sector: how can scientists prepare themselves for the transition?

Vincent Mignotte, ABG
ESOF 2014, Copenhagen
June 20, 2014
# A PhD can lead you anywhere...

<table>
<thead>
<tr>
<th>Career Changes of Famous PhDs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Miuccia Prada</strong></td>
</tr>
<tr>
<td><strong>Brian May</strong></td>
</tr>
<tr>
<td><strong>Angela Merkel</strong></td>
</tr>
<tr>
<td><strong>Greg Graffin</strong></td>
</tr>
<tr>
<td><strong>Gordon Brown</strong></td>
</tr>
<tr>
<td><strong>Kenneth Lay</strong></td>
</tr>
</tbody>
</table>

Source: Berkeley Career Center
The French context

- PhDs are still competing with graduates from « Grandes Ecoles » who are industry-oriented
- The number of post-docs on short-term contracts has increased sharply
- Doctoral researchers and post-docs often lack basic knowledge on career management and on the needs of the economic sector
- Recruitment in academia is very competitive and shrinking fast
- Companies are getting more and more interested in PhDs (including SMEs!) but may have difficulties finding excellent candidates
The professional project as a starting point

1) My professional project
   - Understanding the world outside academia and exploring the job market
   - The rules and practice of networking
   - My digital identity and personal branding

2) Written communication
   - Job applications
     - Résumé and cover letter

3) Oral communication
   - Interviews
     - Negotiating my salary
     - Getting ready for interviews

Knowing my motivations
Marketing my experience and my skills
Storytelling: my achievements
How I communicate
ABG (Association Bernard Gregory)

- French non-profit established in 1980
- Mission: to help PhDs and companies meet and (hopefully) fall in love with each other
- Funded in part by the Higher Education and Research Ministry and CNRS
- 10 people in Paris + 200 correspondents in France and Europe
A job-board for PhDs: www.intelliagence.fr

- 3,600 jobs for PhDs in 2013 (1/3 from private sector)
- 2,500 PhD projects in 2013
- Twitter: @ABG_jobs
Training programs for graduate students, doctoral students and post-docs

- Knowing myself
  - PhD or not PhD? (AvanThèse®) – 3 days

- Exploring opportunities
  - Self-assessment of professional skills for doctoral researchers®
  - Doctoriales – 1 week
  - Marketing your experience and skills (NCT) – 5 days over 3 months

- Growing my network
  - Thematic workshops and coaching sessions
  - Post-Doctoriales – 3 days

- Preparing for interviews
  - Preparing to work in Germany
The ABG group on Linkedin: keeping a positive and pragmatic attitude
5700 members after 16 months: graduate students, PhDs, recruiters...

also on Facebook and Twitter...
DocPro, a skills framework developed with French companies and doctoral schools (pending)
How can scientists prepare *themselves* for the transition?

- Graduate students: a PhD, what for? (« business or pleasure? »)
- Doctoral researchers: anticipate the next step of their career and explore opportunities in advance
- Stop considering academia as « plan A »
- Use their ability to assess « state of the art » outside research, e.g. before meeting people in the industry
- Learn the rules of professional networking and become good at it
- Leave their doubts behind them: skills are OK, building trust is often the real issue
The Greeks bequeathed to us one of the most beautiful words in our language, the word *ENTHUSIASM* —*en theos*— a god within.

Louis Pasteur
239 rue Saint-Martin, 75003 Paris, France
Tel. +33 1 427 427 40 – www.intelliagence.fr – direction@abg.intelliagence.fr
# L’équipe ABG

## Emploi – emploi@abg.intelliagence.fr

<table>
<thead>
<tr>
<th>Nom</th>
<th>Numéro de téléphone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Bachelin</td>
<td>+33 (0)1 42 74 27 15</td>
<td><a href="mailto:christine.bachelin@abg.intelliagence.fr">christine.bachelin@abg.intelliagence.fr</a></td>
</tr>
<tr>
<td>Catherine Gayda</td>
<td>+33 (0)1 42 74 27 51</td>
<td><a href="mailto:catherine.gayda@abg.intelliagence.fr">catherine.gayda@abg.intelliagence.fr</a></td>
</tr>
</tbody>
</table>

## Formation – formations@abg.intelliagence.fr

<table>
<thead>
<tr>
<th>Nom</th>
<th>Numéro de téléphone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thao Lang</td>
<td>+33 (0)1 42 74 78 87</td>
<td><a href="mailto:thao.lang@abg.intelliagence.fr">thao.lang@abg.intelliagence.fr</a></td>
</tr>
<tr>
<td>Dr Sophie Pellegrin</td>
<td>+33 (0)1 42 74 48 18</td>
<td><a href="mailto:sophie.pellegrin@abg.intelliagence.fr">sophie.pellegrin@abg.intelliagence.fr</a></td>
</tr>
</tbody>
</table>

## Antenne franco-allemande ABG-UFA

<table>
<thead>
<tr>
<th>Nom</th>
<th>Numéro de téléphone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bérénice Kimpe</td>
<td>+49 681 93812 114 / +33 1 42 74 45 46</td>
<td><a href="mailto:berenice.kimpe@abg.intelliagence.fr">berenice.kimpe@abg.intelliagence.fr</a></td>
</tr>
</tbody>
</table>

## Information & communication – info-com@abg.intelliagence.fr

<table>
<thead>
<tr>
<th>Nom</th>
<th>Numéro de téléphone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wojciech Lewandowski</td>
<td>+33 (0)1 42 74 27 84</td>
<td><a href="mailto:wojciech.lewandowski@abg.intelliagence.fr">wojciech.lewandowski@abg.intelliagence.fr</a></td>
</tr>
</tbody>
</table>

## Direction

<table>
<thead>
<tr>
<th>Nom</th>
<th>Numéro de téléphone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Vincent Mignotte – Directeur</td>
<td>+33 (0)1 42 74 27 40</td>
<td><a href="mailto:direction@abg.intelliagence.fr">direction@abg.intelliagence.fr</a></td>
</tr>
<tr>
<td>Dr Mélanie Ribas – Directrice adjointe</td>
<td>+33 (0)1 42 74 27 01</td>
<td><a href="mailto:direction@abg.intelliagence.fr">direction@abg.intelliagence.fr</a></td>
</tr>
</tbody>
</table>

## Administration

<table>
<thead>
<tr>
<th>Nom</th>
<th>Numéro de téléphone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esther Allouis-Dupuy - Gestionnaire</td>
<td>+33 (0)1 42 74 27 01</td>
<td><a href="mailto:direction@abg.intelliagence.fr">direction@abg.intelliagence.fr</a></td>
</tr>
<tr>
<td>Véronique Dupont - Assistante de direction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>