Programme

• 11:00-12:30  Where are we? Introducing your working environment
  Allard van Riel  About the NSM and the IMR
  PhD Council  IMR PhD Council & Junior Faculty Consortium
  Daniela Patru  The IMR Doctoral School

• 12:30-13:45  Lunch break

• 13:45-14:45  What a PhD trajectory looks like: Daniela Patru

• 14:45 -15:00  Coffee break

• 15:00 -16:00  Research ethics and data management: Mijke Jetten

• 16:00-17:00  The candidate-supervisor relationship: Allard van Riel

• 17:00-18:30  Afternoon drinks – CultuurCafé
Where are we?
Introducing your working environment

Prof. Dr. Allard van Riel
Head of the IMR Doctoral School
a.vanriel@fm.ru.nl

About the NSM and the IMR
Welcome to Radboud University, Nijmegen
Radboud University

- Student oriented research university.
- Established in 1923.
- About 5000 staff members, of which ~2800 scientific staff
  (24.6% of that is international)

- Total number of students (October 2016): 20,967
  Master 7,411
  Bachelor 13,556

- Diplomas granted per year (2015-2016):
  Bachelor 2,672
  Master 2,834

- Research institutes 14
  Dissertations (2016) 412
  Scientific publications (2015) 7,165
Nijmegen School of Management

Radboud Science Award for Prof. Agnes Akkerman

NSM is moving house

Directly to
- Information for prospective students
- Information for students
- Institute for Management Research
- Opportunities for exchange students
- Alumni and Career Service
- Staff guide

News
- Alumna Ingrid van Engelsdijkstra appointed Minister of OCW (Education, Culture and Science)
- Four degree programmes of NSM best in their field according to Elsevier
- Dr. Jan-Kees Helderman and colleagues set up citizens’ forum for healthcare choices
- Radboud Science Award for Prof. Agnes Akkerman
- Agnes Akkerman addresses meeting of experts at UNESCO Seminar on Global Citizen Education in Seoul
- Child mortality in Africa increasingly concentrated among twins
- New edition FM magazine online
- Bridging the gap between science and practice
- News

Events
- Lecture Junior Faculty Consortium by prof. Ed Vosselman
  23 October 2017
- IMR PhD Induction Day
  26 October 2017
- HRM stimulates innovation capacity
  30 October 2017

In the media
Every now and then our researchers are featured in national and international media where they share their expertise, current research and opinions on societal topics. Please find an up-to-date overview of the various instances when our researchers have been featured by clicking here.

Institute for Management Research
Radboud University
Nijmegen School of Management

Facts & Figures:
- 5 Bachelor Programmes
- 42 Master Specializations
- 3,600+ students
- 950+ graduations
- 35 professors

Seven academic disciplines:
- Business Administration
- (Business) Economics
- Geography, Planning and Environment
- Political Science
- Public Administration

All research and researchers are organized in the IMR
Institute for Management Research

IMR Management Team

IMR Research Services

IMR Research Programme
- Europeanization of Policy and Law (EUROPAL)
- Gender and Power in Politics and Management
- Governance and Innovation in Social Services (GAINS)
- Global-Local Divides and Connections (GLOCAL)
- Innovation and Entrepreneurship in Ecosystems
- Integrated Decision Making (ID)

IMR Doctoral School

Staff (2016)
- Assistant, associate & full professors 46.7 fte
- Postdocs & other research staff 13.0 fte
- PhD candidates 45.5 fte
- Total research staff 105.5 fte

Research output (2016)
- Scientific publications 229
- Professional publications 132
- PhD theses 17
FM Labs: Visa skills lab

Institute for Management Research
The Dutch energy transition: a dialogue in the VISA skills lab

More information: http://www.ru.nl/nsm/labs/visa-skills-lab/
FM Labs: Decision lab

More information:
http://www.ru.nl/nsm/labs/decision-lab/
FM Labs: Global data lab

Turning Data into Knowledge

The Global Data Lab develops instruments for monitoring and analyzing the status and progress of societies. Instruments include indicators, specialized databases, and web-based tools.

GDL Area Database
Free socio-economic, demographic and health indicators for sub-national regions within low and middle income countries.

International Wealth Index
First comparable asset-based indicator of household wealth and poverty across the developing world.

Database Developing World
Big Data infrastructure combining 400+ harmonized datasets of large household surveys. Data on 30 million persons in 110+ countries.

Demographic Window (DW) Phase
Subnational areas

Household poverty in sub-national regions of LMICs
Based on the International Wealth Index (WI)

Other instruments
Length of life database →
Twin database →
EDUCOF →
FM Labs: Global data lab

Analyses the progress of societies by using & developing:
  - indicators;
  - specialised databases;
  - web-based tools.

• comparative research (within & across countries).

• mostly focused on developing countries.

• Major research topics:
  - poverty
  - educational participation
  - child labour
  - health and health care
  - family formation & intermarriage
  - women's employment
  - child mortality
  - gender inequalities.

• More information:
  http://www.ru.nl/imr/research-facilities/research-facilities/global-data-lab/
FM Labs: Map table lab
FM Labs: Map table lab

- Spatial map representations;
- Group decision-making and territory diagnosis.
- Gaming used to identify actual challenges & consequences of decision-making.
- Zooms into everyone’s backyard, making projections tangible;
- Shows the geopolitical dimension of very physical questions;

**Topic example:**
- International governance arrangements related to CO2 emissions and coal, oil and gas reserves.
  - Paris Climate Accord, and its consequences for individual countries.

**More information:**
[http://www.ru.nl/gpe/research/research-papers/](http://www.ru.nl/gpe/research/research-papers/)

Linda Carton, l.carton@fm.ru.nl
IMR PhD Network

The IMR PhD Council
phdcouncil@fm.ru.nl

- Advises the IMR Doctoral School on PhD policy issues;
- Contact point for PhDs in case of problems or questions;
- Signals PhD problems & proposes solutions;
- Represents the IMR in PON;

The IMR Junior Faculty Consortium
jfc@fm.ru.nl

Building a thriving academic community among IMR PhD candidates

The IMR PhD FB Group

Institute for Management Research
Radboud University
What can the IMR Doctoral School do for you?

Dr. Daniela Patru
Doctoral Officer

g.patru@fm.ru.nl
TvA 1.1.42

The IMR Doctoral School
What can the IMR Doctoral School do for you?

• Key contact point for you & your supervisors on administrative or policy-related issues;

• Facilitate & organize PhD events, activities & workshops;

• Register and monitor the progress of PhD projects;

• Discuss experiences, requirements, new ideas;

• Tea & sympathy.
Info dump: The basics

PhDs at the start:
- IMR PhD Introductory Guide
- Regulations for External PhD candidates
- Training and Supervision Plan
- Research Proposal Form
- Annual appraisal form

Websites:
- http://www.ru.nl/phd/
- www.radboudnet.nl
  - and FdM intranet
- www.portal.ru.nl
Info dump: Training and Supervision Plan

Overview of:
• Professional and skill development;
• Supervision & teaching agreements;

• Fill in for the 1st time:
  - Within 6 weeks / Within 3 months.

• Review yearly!

Supervision
The frequency of consultations with supervisor(s):

<table>
<thead>
<tr>
<th>Task distribution of the PhD project</th>
<th>Scope</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
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<tbody>
<tr>
<td>Research</td>
<td></td>
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<tr>
<td>Training</td>
<td>min. 840 hours</td>
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<tr>
<td>Teaching</td>
<td>max 360 hours</td>
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Research training
• IMR Training Component
• Methods related training
• Transferrable skills related training
• Content related training

<table>
<thead>
<tr>
<th>Training component</th>
<th>Planning (year)</th>
<th>Estimated no. of ECs / hrs. required for study</th>
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Teaching duties

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<th>Training component</th>
<th>Planning (year)</th>
<th>Scope (hrs.)</th>
<th>Estimated no. of ECs / hrs. required for study</th>
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**Info dump: Training and development (1)**

**PhD-related**

- **RU-level PhD courses**:
  - **Methods**: Statistics Refresher, Qualitative Research Methods;
  - **Transferrable skills**: Designing your PhD project, The Art of Presenting Science, Effective writing strategies, Academic writing, etc.

---

**IMR recommends**:

- Designing your PhD project
- Management voor promovendi / Achieving your goals
- Academic Writing
- Presentation Skills / The Art of Presenting Science
Info dump: Training and development (1)

PhD-related

- **RU-level PhD courses:**
  - **Methods:** Statistics Refresher, Qualitative Research Methods;
  - **Transferrable skills:** Designing your PhD project, The Art of Presenting Science, Effective writing strategies, Academic writing, etc.

- **Teaching support:** [Department of educational support](#)

- **(inter)National Research Schools:**
  - **NETHUR:** NL Graduate School of Urban and Regional Research
  - **NIG:** Netherlands Institute of Government
  - **NOG:** Netherlands Research School of Gender Studies
  - **TRAIL:** Research School for Transport, Infrastructure and Logistics
  - **CERES:** Research School for Resource Studies for Development
  - **EIASM:** European Institute for Advanced Studies in Management
Info dump: Training and development (2)

Career development

- **Course offer**
  - Popular scientific writing
  - Media training
  - Writing policy memos
  - Time management
  - Networking
  - Practical PR

- **Coaching**
  ‘Guidance, advice and training in the field of professional growth’

- **Radboud Navigator**
  ‘An overview of all the career and personal development possibilities that Radboud University has to offer’
What about this writing business?

- ‘The Anatomy of a Publishable Article’
- Academic Writing Courses:
  - 4 courses in the RU PhD course offer
  - Coursera’s ‘Writing in the Sciences’
- ‘Auntie Dvora's notes on paper writing’

- Read journal Editorials (e.g. AMJ)
- Find an article you like and scan it, paragraph per paragraph; how do the authors build their arguments?
- Form a reading & reviewing group.
IMR PhD Cohort meetings

- Targeted to PhDs in same stage;
- Every other month;
- Usually on a Thursday…

Two elements:
- 1 hr seminar on a particular topic;
- 1 hr PhD-only discussion period.

<table>
<thead>
<tr>
<th>Meeting #1</th>
<th>26-10-2017</th>
<th>IMR PhD Induction Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting #2</td>
<td>week 48/49</td>
<td>How to discover a new field</td>
</tr>
<tr>
<td>Meeting #3</td>
<td>18-01-2018</td>
<td>SAC Research Proposal</td>
</tr>
</tbody>
</table>

1-03-2018: IMR PhD Induction Day

<table>
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<tr>
<th>Meeting #4</th>
<th>week 15</th>
<th>How to review &amp; deal with reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting #5</td>
<td>week 21</td>
<td>How to find your contribution</td>
</tr>
</tbody>
</table>

21-06-2018: IMR Research Day
Info dump: For international PhDs (1)

- **Global Lounge**
  - Available for any questions!
  - Legal Service: Explanations, clarifications, translations;
  - Dutch Language Lunches, Book club, etc.

- **Social activities**
  - Monthly Dutch Day
  - Trips in the NL
  - Other activities

- **PON support** for international PhDs.

- **Language courses**

- **RU app** for international staff, from the App store / Play store.
Info dump: For international PhDs (2)

• **Websites**
  - [www.9292.nl](http://www.9292.nl), [www.ns.nl](http://www.ns.nl)
  - [www.weeronline.nl](http://www.weeronline.nl)
  - [www.euraxess.nl](http://www.euraxess.nl) & VSNU app for expats

• **Events / Activities**
  - [I am not a tourist Expat Fair](http://www.9292.nl)
  - [IamExpat Fair](http://www.weeronline.nl)
  - [National PhD Day](http://www.euraxess.nl)

• **Networks**
  - [Nijmegen Expats FB Group](http://www.9292.nl)
  - [MeetUps and Expatica](http://www.ns.nl)
  - [PhD candidates Network of the Netherlands](http://www.weeronline.nl)

• **Free online “Introduction to Dutch” language course**
Lunch break...
What does a PhD trajectory look like?
About me

• Dutch-Romanian, living in NL since 2009.

• BSc in Economics, Bucharest
• MSc in Business Administration, Nijmegen

• PhD in Management @ IMR Inter-organisational collaboration in Dutch healthcare networks (2011-2017)

• IMR’s Doctoral Officer
• Lecturer in Business Admin.
Ever-decreasing healthcare costs, high system fragmentation, and the interconnectivity that normative business and social environments have all contributed to the advancement of interorganizational coordination into one of the main approaches to the provision of care. Ever-increasing healthcare costs, high system fragmentation, and the interconnectivity that normative business and social environments have all contributed to the advancement of interorganizational coordination into one of the main approaches to the provision of care (Gitell & Weiss, 2005; Sull, Jarot Bell, Meek, & Elmore, 2005; Winkel & Gitell, 2007, Sim, Sull, Iyengar, & Wright, 2007). Citing the complexities involved in the process of implementation of interorganizational healthcare coordination, the implementation of interorganizational healthcare coordination is a process fraught with complications. This research has pointed out a disconnect between structure and process in the carrying out of integration (Barr & Paton, 2003), and little empirical evidence on how healthcare networks function after formation (Wells & Weir, 2007). This suggests a gap between the results of recent research regarding integration and the practices that are actually employed in the organizations’ day-to-day activities. This is a need, therefore, to study how the healthcare providers’ tools, processes, and interorganizational collaborations are put into practice, specifically, by examining the processes involved in the setup and development of interorganizational coordination.

The current interorganizational relations (IOR) literature is not in the position to offer a ready-made template for studies that could answer such implementation-related questions (Wells & Weir, 2007). Several calls have been made for research on IOR processes. When turning to the field of interorganizational relations (IOR), one notes several calls for research on the topic of IOR processes (Feyer, 2004; Kim, 2005; Powell, 2005; White, Scott, & Owen-Smith, 2005). It is, therefore, a need for this study to analyze how the healthcare providers’ tools, processes, and interorganizational collaborations are put into practice, specifically, by examining the processes involved in the setup and development of interorganizational coordination.

The current interorganizational relations (IOR) literature is not in the position to offer a ready-made template for studies that could answer such implementation-related questions. Unfortunately, the current interorganizational relations literature on the topic is not in the position to offer a ready-made template for studies that could answer such implementation-related questions (Wells & Weir, 2007). Several calls have been made for research on IOR processes. When turning to the field of interorganizational relations (IOR), one notes several calls for research on the topic of IOR processes (Feyer, 2004; Kim, 2005; Powell, 2005; White, Scott, & Owen-Smith, 2005). It is, therefore, a need for this study to analyze how the healthcare providers’ tools, processes, and interorganizational collaborations are put into practice, specifically, by examining the processes involved in the setup and development of interorganizational coordination.

In conclusion, the study of coordinators has previously been done conducted at the organizational level (Lewicki, 2005; Lemley, 2006). Lewicki, 2005). With the assumption that interorganizational mechanisms can be adapted to the interorganizational arena (Gitell & Weiss, 2005). In the healthcare sector, research on coordinators has been geared towards evaluating whether or not this is the case. The purpose of this study is to examine whether or not this is the case. The purpose of this study is to examine whether or not this is the case. The purpose of this study is to examine whether or not this is the case.
My PhD trajectory…

July 2011

????

Magic???

December 2016

It’s gone. It’s done.

My watch has ended.
Getting from A to B

Thesis done!
When papers/studies are done.

Papers/studies done....???

“Done” means...?
• Clear problem statement;
• Proven grasp of theory;
• Methods, analysis, interpretation;
• Clear contribution.

Learning by doing
Typical activities

Institute for Management Research
Radboud University
Typical activities

- Reading.
- Writing (and writing and writing and writing and writing…).
- Taking courses.
- Presenting your work.
- Collecting, organizing, processing data.
- Independent analysis.
- Dealing with & giving feedback.
Challenges

Long-term, complex project:
• Break it down to ‘smaller’ milestones: e.g. conferences.
• Plan your work & focus on the task in front of you.
• Take the wins!

Finding your contribution:
• Engage in a dialogue.
• You don’t need to (re)invent the wheel.

There’s no such thing as done:
• Adjust expectations & reframe challenge.

Self-doubt:
• DON’T compare yourself with others; each project is unique.
• DO reach out: PhD community, supervisors, DS, friends & family.
Myths…

• You need to be a genius.
  o Impossible standard.
  o PhD trajectories follow a fairly systematic procedure/methodology.

• Your research will change the world.
  o Time-bound project.
  o Professionalized skill-set: Ability to

• The PhD is your masterpiece.
  o Impossible standard.
  o PhD is a learning process.
  o Future works?
Not a destination, a journey
“The only way to find out how to do a PhD is to do one.

Therefore all advice is useless.”

(Richard Butterworth, 1998)
Research ethics & Data management

Mijke Jetten, MSc.
Project leader
Research Data Management

rdm@fm.ru.nl
IMR RDM support
<table>
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<tr>
<th></th>
<th><strong>Marriage</strong></th>
<th><strong>Ph.D.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Typical Length:</strong></td>
<td>7.5 years</td>
<td>7 years</td>
</tr>
<tr>
<td><strong>Begins with:</strong></td>
<td>A proposal</td>
<td>A thesis proposal</td>
</tr>
<tr>
<td><strong>Culminates in a ceremony where you walk down an aisle dressed in a gown:</strong></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Usually entered into by:</strong></td>
<td>Foolish young people in love</td>
<td>Foolish young people without a job</td>
</tr>
<tr>
<td><strong>50% end in:</strong></td>
<td>Bitter divorce</td>
<td>Bitter remorse</td>
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<tr>
<td><strong>Involves exchange of:</strong></td>
<td>Vows</td>
<td>Know-how</td>
</tr>
<tr>
<td><strong>Until death do you part?</strong></td>
<td>If you're lucky</td>
<td>If you're lazy</td>
</tr>
</tbody>
</table>
And now...