



*European
Doctoral Programmes Association in Management
and Business Administration*

HISTORY OF EDAMBA

1991 - 2015

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1 EVOLUTION OF EDAMBA ACADEMIC PROGRAMMES

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1.1 The EDAMBA Summer Research Academies

When EDAMBA was founded in 1991 at a meeting in Stockholm it was from the beginning clear that it would have several types of functions. One was the exchange of experience and thoughts on running doctoral programs in business studies another the task of furthering cooperation on doctoral education on the European scene. But it was also clear that EDAMBA should itself try to do some of the things that doctoral programs do. One was the function of organizing a European summer school in its area. Many European scientific organizations organized summer schools. Some also made these target doctoral students. So it was natural to try to organize an EDAMBA summer school. I made an application to the European program SPES – Stimulation Program in Economic Science - for support for a summer school in the fall of 1991 and was successful in getting a grant that would make it possible for three years to invite lecturers and support travel and staying expenses for doctoral students. The idea had been circulated already at the founding conference in Stockholm and Patrick Sercu from KU Leuven had said that they would be willing to house the summer school – as they already housed many such events during summers at the university. Facilities were thus available and the university could also provide local organizing support. What was needed was a concept for the summer school. Should it be run with lectures on various subjects, should it be more of a doctoral consortium where students presented their projects for discussion or what? Should there be a central theme or subject or should it be broad? There were several discussions among the members of the executive committee and Tom Elfring from the Rotterdam School of Management at Erasmus University and I did the actual final organizing. We ended up with the format consisting of the following parts. The focus of the summer school would be methodological and on the philosophy of science aspects of doctoral education in business. There would be both faculty presentations and student presentations with discussion. The

participants should come from all areas of the business and management research field and thus create an opportunity for doctoral students to meet with other doctoral students with different specialization. Thereby the EDAMBA summer school would be different from other offerings focusing more narrowly on the various special areas of business and management – like strategy, organization, marketing, accounting, finance etc. – and also from pure doctoral consortiums – mostly again with narrow focus – and courses with training in various research methodologies. It was decided to let only a limited number of the participating students present their project for analysis and discussion. Thus participants should when applying, submit a description of the methodological and philosophical issues in their research projects. It was also decided that the summer school should be fairly short but highly concentrated. So the length was set at 5 days. The program presented overviews of the methodological situation in business research presented by among other Richard Whitley from the Manchester Business School. It also consisted of fairly extensive presentation and discussion of selected projects by the doctoral students.

The venue of the summer school was a basement in the university in Leuven. Students stayed in a student dormitory and faculty in a hotel. Students were issued meal coupons so that they could eat at the many restaurants in Leuven. There were common dinners too, and lunches at the university restaurant. The city of Leuven in summer was – and is – a very active environment with many thousands of students and researchers taking part in summer schools and conferences. So the evenings were very lively. The first summer school was a great success. At the time there were not a great deal of such offerings around, and it was a new thing for European business schools to cooperate in the area. There were several academic organizations offering annual conferences and some of these also had tutorials and doctoral consortia. The EIASM was also starting its EDEN program of doctoral courses. But the experience of meeting a broad range of students from the various areas of business and management research was new to the participants. And so was the methodological and philosophical reflection offered. Tom Elfring and I were the two faculty members running the summer school. One of the participants was Professor Arthur Money from the Henley Management School, who had found the idea and the concept of the school challenging and had wanted to take part. As a faculty member was unable to attend, he also volunteered to run discussion sessions with students, when the participants broke into smaller discussion groups.

On the basis of the first summer school Tom Elfring, Arthur Money and I edited a book of the presentations – European Research Paradigms in Business Studies – that was published by the

university press at the Copenhagen Business School. Many of the participants of the first summer school continued with academic research careers, and are today professors at universities and business schools.

On the basis of the first summer school the concept and format was revised. It was decided that all participants should present their projects and have a chance of getting it discussed by other participants and faculty. The focus of the summer school was kept unchanged, but it was decided to attempt to have a group of faculty participate for the whole duration of the summer school. This would not preclude one or two “visitors” that came in, gave a presentation and left. The mix of faculty lectures and student presentations was kept. The fact that all students should have a chance to present implied that such presentations would be done in parallel. It was also decided that a summer school should have a general theme that would be giving a sort of topical focus. The second summer school had such a topical focus in strategic management. Other later such foci were theory of the firm, organization theory. Later on it was decided to abolish this idea of a topical focus.

In the middle of the 1990's issues surrounding post-modernism and social constructivism was very much in focus, so such types of issues would also be treated and discussed as would important currents and paradigms in business research and social research in general.

From 1992 to 1996 the summer schools were run in Leuven and the basis of the revised concept and format. Among contributors were Tony Berry from Manchester Business School, Bo Sellstedt from the Stockholm School of Economics, Christian Knudsen from the Copenhagen Business School. The organizing was done by Arthur Money and me – with Arthur doing the more practical things. I was securing various sources of funding. There was a report on the summer school at the EDAMBA annual meeting that typically took place in September, and a discussion of the upcoming summer school by the executive committee in its meeting at the beginning of the year. On the basis of this the program was designed and applications for participation invited. Funding was provided by the European program Human Capital and Mobility, and later by the Danish foundation for business education, and also for two years by a grant from the Rector of the Copenhagen Business School Finn Junge-Jensen. During the first years gradually a group of representatives of EDAMBA from various school and universities showed interest in the summer school. Tom Elfring was among these, so was Pierre Batteau from Aix-en-Provence and Eduard Bonet from ESADE. As mentioned Bo Sellstedt was also highly engaged in the summer school and presented the tradition of critical theory.

There was during the first five years of the summer school often voiced a criticism that the location in the sprawling environment in Leuven was distracting and destroying. Students wanted more seclusion and more concentration, and the temptations of the Leuven nightlife were seen by many as destructive. So when conditions for the summer school were changed by the university we looked for another venue. The employee of the university that had helped with the organization actually knew of another place in which NATO had run seminars and summer schools. This was the Chateaux de Bonas around 100 km west of Toulouse in the Gers part of France. I visited the place in the spring of 1997 and found it sufficiently secluded and still were appropriate for summer schools. It was owned by a professor Simon who in mathematics and artificial intelligence at the university in Paris (Jussieu) and the running was entrusted to his wife, a former actress trained in the classic French theater tradition and the daughter of the French ambassador to Britain during the Second World War. The chateaux itself was a historic site going back to the Romans, and with meager but adequate provisions for conferences, seminars and summer schools. For the next five years the EDAMBA summer schools – which we started calling summer research academies – took place at this southern French castle. The general formats and concepts did not change much. An important addition to the program was made by inviting the American theoretician Deirdre McCloskey to be a member of the faculty. She was known for her work on the philosophy and rhetoric of economics and also had a great interest in philosophy of science. She could also provide guidance on academic writing through her interest in rhetoric. She was the first non-european faculty member and has been on the faculty since the first summer school at Bonas in 1997. Others have since joined. Professor Phil Samouel of the Kingston Business School – he would later be Dean of the school - also joined and thus Kingston University became present and active in the summer schools.

In 2001 the Chateaux de Bonas was bought by a Norwegian billionaire and it became impossible to run the summer school there. Through internet searches by Jens Joergensen of the Copenhagen Business School who had for many years been the administrative support of the summer school, a possible new venue was found in the Ecole-Abbay at Soreze around 80 kilometers east of Toulouse. It was actually a former French-american executive of Alcoa, who had started running a vineyard in Gaillac, that pointed to the place. It was possible to get reasonable terms for the summer school, which was now run solely with a smaller subsidy from EDAMBA as such. Several applications were during the years made to the European Union for

support, but they faltered due to the fact that the summer school was well-established and thus not a new venture deserving support.

In 2002 the first summer school – research academy – was held in Soreze. The well tried concept and format was kept, but there gradually developed more emphasis on research methodology and its foundations. The use and justification of statistics became a topic. The US textbook writer Joe Hair joined the faculty and presented various aspects of multivariate analysis. Thus discussion of various approaches to research became a focus. New methodologies centered on narratives and rhetoric were presented and discussion of both quantitative and qualitative research methods were refined. In the middle of the decennium Arthur Money retired and Therese Woodward from Kingston Business School took his place. She introduced a division between two strands of the program. The beginning doctoral students were given topics on how to start a research project and on various research methods open to them. For advanced students there were opportunities to learn about how to get published, how to write a dissertation etc.. Also the presentations by students were divided in these two strands. Therese also strengthened the focus on the needs of the students in each strand, and on the student presentations as essential feed-back to the individual participant. I could say that the summer school became more student-focused. For a couple of years the Danish researcher from Aarhus School of Business Erik Maløe took part as a presenter and expert on case studies. This topic has now been taken over by Gill Wright from the business school at Manchester Metropolitan University.

In 2008 Therese Woodward wanted to retire and her function was taken over by Stephen Gourlay also of the Kingston Business School. Trained as an archeologist he has moved into business studies and has made significant contributions to the discussion on tacit knowledge and knowledge management. The focus of the summer research academy has been kept but with strengthened emphasis on methodology. It is still a great experience for participants to meet fellow researchers in the business area that work with completely different methods and in different sub-areas. The faculty presentations have become presentations of current trends in research, the research system and in business research. Discussions on mode 1 and mode 2, on statistics and its use – statistical significance – on new approaches to qualitative research, and the moral and political responsibility of business researchers in the wake of the financial crisis have been topics of debate and discussion. Students have responded with enthusiasm and

critique, and have themselves often presented research projects taking up important challenges in business and society.

Over the years more than 700 hundred doctoral students have participated in the EDAMBA summer research academies. Many of these have now important careers in academia and some also in business. Participants have again and again expressed their positive evaluation of the experience of meeting other doctoral students NOT in their own particular area of business studies. Over the years the summer academy has become more and more international. It started with European doctoral students. Often then European students coming from European universities and business school but with home base in countries outside Europe – typically countries like India and China but also African and South American countries – have participated. In later years doctoral students from the USA and also students from EDAMBA member schools outside Europe have participated. An example is the Stellenbosch University business school in South Africa.

Becoming a researcher through a doctoral education always involves some reflection of what it is to do research and what the responsibilities of being a researcher involves. Being a researcher in the area of management and business also involves reflecting on the particular challenges of this area. Business is a huge part of modern societies and understanding the processes and phenomena involved and the relations between business as a social activity and the rest of society is extremely important both for those working inside business and those working outside – for instance in business education. Helping to educate responsible business researchers is both important and challenging. The EDAMBA summer research academies have over the last 20 years tried to help meet this challenge.

1.2 The EDAMBA Exchange Programs

Very early in the existence of EDAMBA it was decided to try to further exchange of doctoral students. The European research programs – the so-called Framework programs – supported this in general as a way of creating more cooperation between European research institutions. I applied for support for this under the Human Capital and Mobility program and we got a number of exchange fellowship months. These were offered to doctoral students for stay at a number of the EDAMBA member institutions. During the years from 1994 to 1999 this made

possible a number of exchanges of doctoral students. This initiated a mode of functioning where openness and staying at other institutions became a natural thing. Students started to think internationally, and to find it natural and a good contribution to their education to experience other research environments. In some countries staying at other research institutions in other countries even became a requirement. Research is by nature international and so should research education be.

1.3 The EUDOKMA – European Doctoral School on Knowledge and Management

In 1999 the European research funding programs made it possible to create and seek funding for European doctoral programs. Creating such programs had been begun in the engineering field and under support from the European organization of universities – actually the organization of their rectors. The European Union as it had then become of course would like to support such a development totally in line with their intentions in their research and cooperation support programs in other areas. EDAMBA had already profited from support from these for running summer schools and exchanges. The requirements for support were fairly extensive and involved a setup with formal cooperation agreements between the institutions involved. It was decided at an executive committee meeting in 1999 to try to create a European doctoral school in one of the areas in which EDAMBA member schools were working. It could have been finance or marketing but the new focus on the role of knowledge in the economy was chosen. In the middle of the 1990's the concept of the knowledge economy had come forward – the OECD played a large role here – and the thinking around knowledge and the learning society/organization was seen as “cutting edge”. The ideas for a doctoral program were also influenced by the emerging concept of doctoral schools. A doctoral school was conceived as a organized program with a set of courses in the area of research giving and defining the state-of-art in the area, a set of courses on the research methods being pursued in the actual research projects and a number of research students and supervisors connected to active research environments with a number of ongoing research projects to which students could be attached. The European programs could support the organization of common doctoral courses and the exchange of doctoral students. A network was created and in several meetings an agreement for cooperation was made. Among the members of the network were Copenhagen Business School, ESADE, Henley Management College, Uppsala University, Rotterdam School of Management, and the research institute ISTUD in Italy. Rules defining a doctoral program

were set up and what amounted to a consortium agreement was entered into. The basic underlying conception of a European doctoral degree, were inspired from the CEMS program – Community of European Management Schools. This program issued a certificate supplementing the degree certificate from the individual school where the student was enrolled. The certificate was certifying that the student had followed courses under the program and these courses were designed by groups under the program with representatives of the member schools. The EUDOKMA certificate would in the same way certify that a doctoral student had taken common courses in a certain amount, had spent time in another European doctoral program that was a member of EUDOKMA and that the assessment of the dissertation had been made with a committee with European members. So the ideal was a doctoral program which respected the conference of degrees by national institutions and programs in which students enrolled, but also programs that cooperated in ways that were decided at the European level and to which the members of the doctoral school conformed. The European Union had at the time started to use the name Marie Curie for the various programs under the Framework Program for cooperation and exchange and the doctoral schools were called Marie Curie training sites. I made the application in the fall of 1999 and it was successful. Thus in the following years a number of courses were organized and several exchange students got funding for staying at another institution in the network. The grant provided for support for doctoral students to take part in doctoral courses and for longer stays at the schools that formed the doctoral school. The course program consisted of courses in research methodology – these were offered by Henley and Kingston in cooperation – typically run by Arthur Money and Phil Samouel – and by ESADE – typically run by Eduard Bonet and myself. Then there were courses in key research areas. Examples of these were organizational learning – typically offered by ESADE – knowledge management, which was offered by Copenhagen Business School and run by Mette Moensted and me, Knowledge, strategy and the firm, offered by Rotterdam School of Management. Each year a course program was published and students could apply and get support for travel and staying expenses. After the first couple of years other institutions joined the network and offered courses. This showed that it was both possible to create a systematic set of courses in a given area of business research and to do it at the European level. The idea of doctoral schools took hold, and now there are many and they offer an organized set of courses, courses for supervisors and seminars and symposia for their doctoral students. The idea of international cooperation in organizing and running such schools has also taken hold although there is still a very “national” flavor to academic degrees. The EUDOKMA idea of “international” certification of national degrees has shown a way forward. Under the Erasmus

program the idea of European doctoral schools and of cooperation between doctoral programs has been taken a step further. The EUDOKMA program was part of the development of doctoral education. It preserved the ideal of the apprenticeship form of doctoral training and the ideal of research education through doing research. You learn to be a researcher by being it. It preserved the ideal – a challenging one – of the supervisor as initiator, coach and mentor, not to say teacher in one and the same person. But it added the ideal of a running set of specialized courses offering introduction to the research frontier and current research issues and discussions and more instrumental courses in relevant research methodologies. Also included in the idea of a doctoral school was that it should include reflection and awareness of the methods and philosophical assumptions underlying a particular piece or tradition of research. Thus EUDOKMA helped show the way forward for doctoral programs.

In 1991 when EDAMBA was founded I was chairman of the Doctoral Program at the Copenhagen Business School in the Faculty of Business Economics (there was also a smaller Faculty of Modern Languages). At the time the doctoral program was small and only aimed at training researchers for future employment at the school. In 1993 a new structure was adopted creating a program rather than just an assembly of individual research projects under supervision. The further development of the program followed that of EDAMBA closely as did most of doctoral education in Denmark. With the development of a more knowledge and innovation intensive economy the need for research training also changed. This was reflected in both the enormous growth in the number of doctoral students and the change of the nature of doctoral programs. Many countries developed forms of doctoral schools and international cooperation intensified. In 2000 I was made chairman of the Danish Council for Doctoral Education which had the task of developing Danish doctoral education among other things through the implementation of doctoral schools and larger doctoral programs at the national level. In 2001 I was called on to build a new research institution attached to the newly founded Danish University of Education – The Learning Lab Denmark. There I also worked with doctoral education and part of the Learning Lab Denmark was a doctoral school in organizational learning with Professor Bente Elkjær as chair – DOCSOL. Doctoral education was in this context understood not only in the traditional Humboldtian way as apprenticeship learning but also as a form of social or organizational learning. During the years many people have assisted in running the various activities of EDAMBA in the sphere of academic programs. The summer schools were administered by Jens Joergensen who was working in various capacities during the years in the administration at CBS, and later took hold of finances at

Learning Lab Denmark. He also assisted in the making and administration of the many EU grants and contracts we obtained. These were instrumental in making summer schools, exchanges and course programs possible.

1.4 From EDAMBA Winter Academies to EDAMBA-EIASM Consortium on Doctoral Supervision and the New Global Research Landscape

Building on the success of the three EDAMBA winter academies that took place at Grenoble Ecole de Management from 2008 to 2010, EDAMBA joined forces with its parent institution, the European Institute for Advanced Studies in Management (EIASM) and launched the EDAMBA-EIASM Consortium on Doctoral Supervision and the New Global Research Landscape. The Consortium was held at Grenoble Ecole de Management in 2012 and 2013, then it has been settled to ESADE, Barcelona since 2014.

Developing capable doctoral supervisors has become a major concern around the world as we're facing an increasing shortage of doctorally qualified faculty in Management and Business Studies. The fourth cycle in the 'Bologna process' aimed at newly appointed or/and junior faculty interested in doctoral supervision. For EIASM and EDAMBA this created a unique opportunity to collaborate on the issue of doctoral supervision as the development of capable doctoral supervisors begs for the creation of an exchange forum, where both junior and senior supervisors could reflect, discuss, and share best practices. The ultimate aim, is the development of capable doctoral supervisors for fostering research active academic communities across Europe and beyond, producing relevant and rigorous knowledge, and able to fight their way in the new, highly competitive global research landscape.

The EDAMBA – EIASM Consortium targets, on the one hand, **newly appointed doctoral supervisors and/or potential supervisors** who have recently obtained their doctoral degree and work in European Universities or Business Schools, but have yet to supervise a doctoral student to successful completion towards his or her thesis (e.g., PhD, DBA). On the other hand, our Consortium targets **senior academics interested in the issue of doctoral supervision**, who wish to reflect on their valuable experiences and to profit from exchanges with others.

Both senior and junior colleagues will benefit in multiple fronts from:

- sharing concerns and/or questions relative to doctoral supervision across institutional, disciplinary and geographical boundaries;

- engaging in a dialogue in an intellectually stimulating and still intimate environment ;
- learning from best research practices throughout Europe and beyond.

The size of the group is limited to about **30 doctoral supervisors both junior and senior faculty** from an array of Business and Management disciplines and institutions. They will be mainly selected from the respective networks of the EIASM academic council members and EDAMBA doctoral programmes throughout Europe and beyond. In addition a few places will be reserved for interested applicants from outside both the EIASM and EDAMBA communities. We have invited about a dozen Faculty from the EU and USA who have agreed to give their time free of charge. The majority of them have already contributed lectures, shared research results and taught in small groups all three previous EDAMBA winter academies.

Consortium Faculty

1. Hans Siggaard Jensen, Aarhus University, Danish School of Education (DK)
2. Pierre Batteau, IAE – Aix en Provence University (F)
3. Eduard Bonet, ESADE Business School (S)
4. Steve Fuller, Warwick University (UK)
5. Bo Carlsson, Case Western Reserve University (USA)
6. Maj-Britt Hedvall, Hanken School of Economics (FI)
7. Stanley Taylor, Durham University (UK)
8. Dimo Dimov, Newcastle University Business School (UK)
9. Marie-Laure Djelic, ESSEC Business School (F)
10. Dimitris Assimakopoulos, Grenoble Ecole de Management (F)

Consortium Organising Committee

Dimitris Assimakopoulos, Marie-Laure Djelic, Pierre Batteau, Nina Payen, Isabelle Ne

2 EVOLUTION OF PHD PROGRAMMES AT EDAMBA MEMBER SCHOOLS

2.1 AALTO DOCTORAL PROGRAMME IN ECONOMICS AT AALTO UNIVERSITY SCHOOL OF ECONOMICS¹

2.1.1 Introduction

The Aalto University School of Economics (previously Helsinki School of Economics) is Finland's largest institution providing academic business education and research. School of Economics confers degrees at the doctoral, licentiate, master and bachelor levels. Since the foundation of Helsinki School of Economics in 1911, 395 students have completed the Doctor's degree by May 16, 2011.

The doctoral degree program was established at Helsinki School of Economics (HSE) already in 1931, and in 1937 the first public defense and publication of a doctoral dissertation took place. The dissertation was written in German and it was not only the first one at HSE, but it was also the first Nordic dissertation in economics, and thus received a great deal of attention. In 1972, the first woman completed a doctoral degree at HSE. She was the 20th Doctor in the HSE's history. The formal Doctoral Program was established 1972 and it was reorganized in 1993 and 2005.

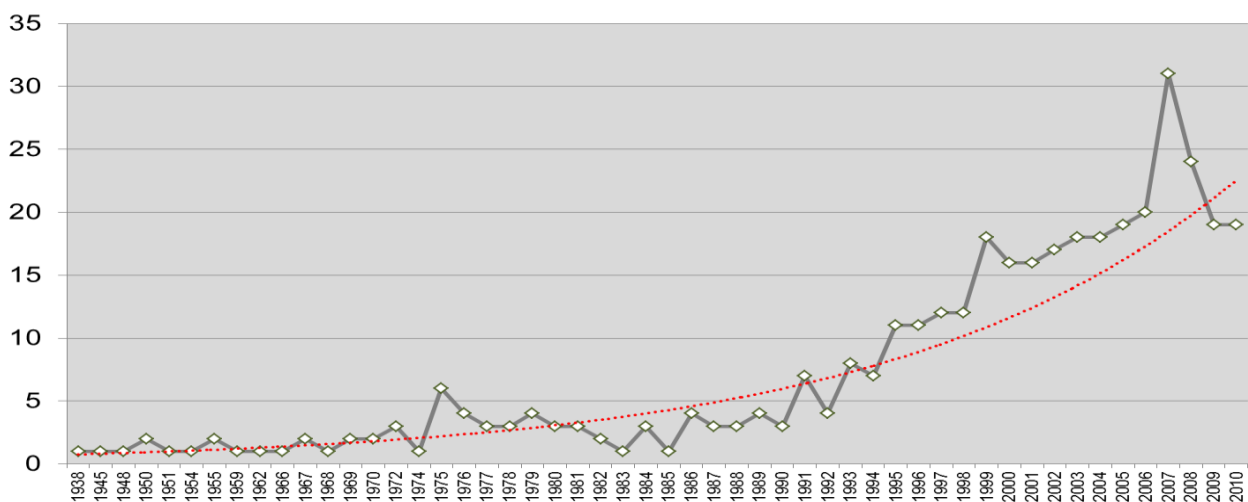


Figure 1: The Number of Students Graduated through the History of the HSE (currently Aalto ECON)

¹ Aalto University School of Economics is a part of the new Aalto University which was composed of three independent universities: Helsinki University of Technology, Helsinki School of Economics, and University of Art and Design Helsinki. It started its activities in January 2010. The official abbreviation for the Aalto University School of Economics is Aalto ECON, which is used in the text.

Since 1974 at least one doctor has graduated each year. The cumulative sum (33) of the number of doctor's exceeded our best year 2007 (31 doctors/year) in 1976. The number of doctors per year started to grow quite rapidly after 1990 as shown in Figure 1.

2.1.2 Outline of our Doctoral Program

The Aalto ECON offers a four-year international doctoral program for those seeking academic careers or high level positions in business in Finland or abroad. For the Doctoral degree, each student must complete the coursework which is composed of Common Scientific Doctoral Studies and Major Subject Studies and write a Doctoral Dissertation. Completion of the Common Scientific Doctoral Studies indicates that a student has achieved a broad grounding in the basic disciplines relating to the studies in economics, business administration, and quantitative/qualitative methods. Some of the courses are provided by the national graduate schools and some can be completed in the foreign universities and educational organizations with whom we co-operate closely.

The school promotes full-time studying. During the last few years, School of Economics has concentrated its support towards full-time doctoral students. Approximately 60-70 doctoral students are able to study full-time or nearly fulltime each year. Part-time studying is possible for many. However, especially the most active stage of research requires so much concentration that full-time studying is recommended by this stage at the latest.

Doctoral education is also internationally interactive. This is apparent in Aalto ECON's cooperation with foreign universities, the number of foreign doctoral students at Aalto ECON, the courses are mainly in English, visits abroad by doctoral students, the high quality articles written by students and published in internationally refereed scientific journals, the participation of foreign experts in the evaluation of Aalto ECON's dissertations, and the use of foreign experts as preliminary examiners and opponents. The strong assessments given by the preliminary examiners and opponents speak for the high standard of research at Aalto ECON.

2.1.3 Admission

There is no tuition fee for the doctoral studies. Anyone interested in entering the Aalto ECON's doctoral program has to fulfill certain prerequisites and apply for admission. The application process takes place once a year and the deadline is at the end of May. Acceptance is decided by

the Dean of the School of Economics on the basis of a proposal by the director of the doctoral program.

The admission happens in three phases:

1. The validity of the students is checked
2. The main subjects will rank the valid students, and
3. The dean will make a final acceptance decision.

The admission criteria are annually revised. They are mainly based on the following aspects:

1. The applicant's ability to systematically approach a research problem
2. The applicability of the research has to belong to a research area of a discipline
3. Research potential of an applicant
4. Success in previous studies

The GMAT or GRE General Test is required of all applicants who do not hold a degree from a Finnish university and apply for a major which is given in English. It is used as an additional information about the applicant.

The applicants are assigned directly to one out of 14 disciplines. For each discipline there is set up the upper bound for the number of new students they can take. The sum of the upper bound and the number of the old students cannot exceed the total quota of each discipline. The total quota is based on the resources available in the discipline and the achievements in doctoral education according to the formulae: $Q = \max\{5 \cdot p, 2.5 \cdot n\}$, where p is the number of the professors in the discipline and n is the number of the students graduated within 5 previous years. Based on the number of current students and the total quota, the upper bound for new students for year 2011 were as follows: Economics (3), International Business Communication (1), Finnish Language and Communication (1), Accounting (4), Finance (4), Business Law (0), Management Science (4), Logistics (8), Quantitative Methods of Economics and Management Science (5), Information Systems Science (6), International Business (6), Marketing (5), Organization and Management (5), Entrepreneurship and SME Business Management (3).

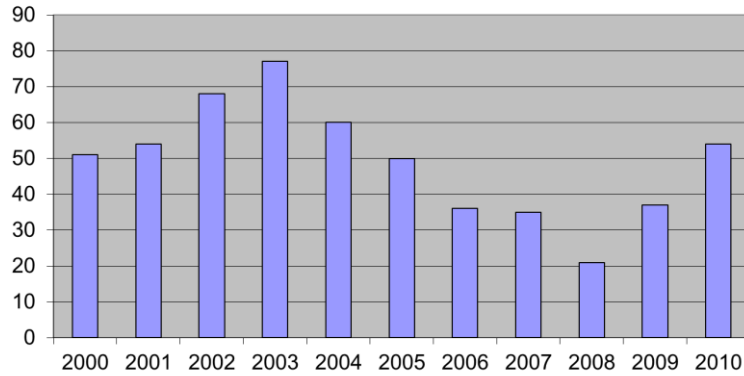


Figure 2: The Number of Students accepted to the Doctoral Program during years 2000- 2010

The use of the total quota has clearly improved the supervision of the doctoral students' study processes. The disciplines have paid more attention on the progress of the students, because the doctoral students, who do not graduate, prevent the disciplines to take new students as much they would like. So far, we have no systematic quantitative information on the impact of the use of the total quota.

2.1.4 Structure of the Program

The Center for the Doctoral Program is the unit which controls and runs the doctoral studies at Aalto ECON. For instance, the Doctoral Center prepares the instructions for admission, makes a preliminary checking for the validity of applicants, asks the disciplines to rank the valid applicants, prepares the proposal for the dean, informs new students and provide them with necessary information on e.g. possible financial support, and in the beginning of the semester organizes an orientation seminar for new students.

The Four-Year Program is composed of courses, the research seminar and the dissertation. The courses are divided into two parts:

- Common scientific doctoral studies (30 ECTS), and
- Major subject studies and related research (30 ECTS)

The courses belonging to the first part are on the responsibility of the Center of the Doctoral Program. Those courses are divided into three baskets. In basket I, there are courses providing research capabilities such as scientific principles and writing skills. Basket II consists of various courses on qualitative and quantitative research methods, and finally in basket III there are theoretical courses on economics, business administration and decision making.

Major subject studies are controlled by each discipline independently. Those special courses are often coordinated in co-operation with other universities and education organizations at a national or international level.

2.1.5 Objectives of our Doctoral Program

The main goal of our doctoral program is to provide students with a researcher's education. Courses, scientific articles, presentations in research seminars and international conferences are all part of this education. Courses enable doctoral students to familiarize themselves with research methods and their own field of research, and to acquire the skills and knowledge needed for the successful completion of a doctoral thesis. Scientific writing can be learned only by writing. Every researcher should strive for international excellence and publish at least one article related to the topic of the doctoral studies in an international, peer-reviewed scientific journal. Conferences provide a forum for presenting one's own thoughts and for scientific discussion. At the same time, they advance global networking.

2.1.6 Dissertation

The students may make a monograph, essay or article type dissertation. The monograph is like a book consisting of chapters, and other features typical to a book. The essay type of dissertation is a collection of research papers which are not necessarily published in refereed journals. The article type consists of the articles which are mostly published in refereed (preferably international) journals. We require that the number of the articles in refereed journals is four provided that there are joint articles. However, one of those ones has to be single-authored.

When the dissertation is ready, the dissertation committee will determine at least two outside-referees (called pre-examiners). When the pre-examines are ready to give an unconditional recommendation (possibly after some modifications) for public defense, the dissertation committee grants a permission to print and to defend the dissertation publicly, and further appoints an opponent. The public defense is very formal. The opponent, candidate, and chairman (called custos) are dressed formally using tails. Usually, the opponent is one of the pre-examiners. Based on the statement of the opponent, the dissertation committee accepts or rejects the dissertation. The rejection of the dissertation at this phase is extremely exceptional.

We try to maintain the quality of our dissertations as high as possible. Several domestic and international recognitions and publications in prestiged journals are a piece of evidence of the

high quality of the dissertations of Aalto ECON. For example, we have been very proud that our doctoral students have won the EDAMBA doctoral thesis competition three times (2005, 2008 and 2009)

2.1.7 Financing the Doctoral Studies

Unfortunately, we cannot promise financial support to all students willing to study full-time for the whole period of studies. Of course, there are many possibilities to get support such as assistantships, scholarships, project funding etc. After the first year studies, almost all students can find some kind of support for their studies.

In addition, we have established a special “Visiting Scholar Program” to enhance the international research collaboration of doctoral students (and researchers). The program also finance participation of the doctoral students in international special courses.

2.1.8 Incentives

To maintain the quality of the dissertation high, we choose the best dissertation of the year and award it with 4000 € (2010). Two other high-quality dissertations are awarded with an honorable mention and 2000 €. To encourage students to publish articles in prestige journals, they are awarded with 1000€ for the first article in an ISI-journal. At the university level, the other incentives are developed with an aim to shorten the time of doctoral studies.

2.1.9 Plans for the Near Future

Our main goal for the near future is to find a way to promise full-financial support for all full-time doctoral students for the four year period provided they will make a progress according to pre-set criteria.

2.2 PHD FIELD PROGRAMME IN MANAGEMENT AT DEPARTMENT OF MANAGEMENT, SCHOOL OF BUSINESS AND SOCIAL SCIENCES, AARHUS UNIVERSITY, DENMARK

by John P. Ulhøi

2.2.1 Brief History

Department of Management was founded in 1963 at Aarhus School of Business, which dates back to 1939. In the 2000s, it merged first with Department of International Management and afterwards Department of Marketing joined. In 2007, the independent Aarhus School of Business merged with Aarhus University and became a larger and broad business school - Aarhus BSS with about 17,000 students. The PhD field programme in Management is one of the biggest in Denmark with about 40 PhD students enrolled at the time of writing. The programme's PhD community is truly international with students from 9 countries.

The Graduate School is headed by the Vice-Dean for Talent Development at Aarhus BSS. The Graduate School has 7 field programmes, all managed according to a joint set of rules and regulations defining procedures for: (i) objectives, (ii) structure and management, (iii) admission, application and assessment; (iv) funding and framework of enrolment, (v) conditions of employment, (vi) content of the PhD degree programme, (vii) the PhD plan, (viii) biannual assessment of progress, (ix) advancing to PhD candidacy, (x) assessment and defence of PhD thesis, (xi) other provisions (complaints and exception requests, effective dates and interim provisions).

The PhD field programme in Management goes back to the 1980s, where PhD education first and foremost was rooted in the apprenticeship model (under the old 'Licentiate model'). From the early 1990s started the process of formalizing and harmonizing the internal procedures, rules and regulations for the PhD programme, involving a formalized administrative process, including enrolment, ECTS regulated coursework (min. no. of ECTS), supervision, thesis proposal (after Year 1) and obligatory research environment change (typical duration 6 months to a leading international research environment abroad). Since the beginning of the 1990s, the Department of Management has been member of EDAMBA.

In 2003, the department attracted a grant from the Danish National Research Council targeting quality enhancement of PhD education. This gave the opportunity to realize an inter-university programme (Doctoral programme in Organization and Management Education, DOME) with

the main objective to (i) create critical mass by gathering the rather small and scattered PhD educational environments in Denmark within the field of Management and (ii) allow for increased internationalization (by including internationally renowned scholars from abroad in the faculty) and (iii) have a better coordination of PhD activities of relevance from the partner universities on a national scale. On a yearly basis, DOME has offered between 6-14 5-full-day courses since 2004.

Today, the Department of Management has an academic core staff of 69 of whom 15 are Professors, 41 are Associate Professors and 13 are Assistant Professors/Post Docs. The vast majority has earned a PhD (or equivalent). The Department offers a range of courses at all academic levels:

- Bachelor
- Graduate Diploma
- Master of Science
- MBA
- PhD

2.2.2 Inter-university PhD collaboration

Since the grant was received in 2003 and the first doctoral 5-full-day course were held in January 2004, DOME has carried out 78 doctoral courses involving 644 students, 174 of whom came from abroad.

The DOME faculty includes internationally renowned scholars from abroad as well as from the four collaborating Danish universities (Aarhus University, Aalborg University, University of Southern Denmark, Roskilde University). Previous members of the international faculty include: Professor W. Richard Scott, Stanford University; Professor Andrew Van de Ven, University of Minnesota; Professor Howard Aldrich, University of North Carolina; Professor Charles Snow, Penn State University; Professor Richard Burton, Duke University; Professor George Huber, The University of Texas at Austin; Professor Lex Donaldson, Australian Graduate School of Management; Professor Wanda Orlikowski, MIT Sloan School of Management; Professor Linda Argote, Carnegie Mellon University; Professor Gerardine De Sanctis, Duke University; Senior Lecturer Nathalie Mitev, London School of Economics;

Associate Professor Michael Jensen, University of Michigan; Professor Emeritus Geert Hofstede, Tilburg University; Professor Hans Landström, Lund University; Professor Tom Elfring, The Free University of Amsterdam; Professor Alistair Anderson, Aberdeen Business School; Professor Saras Sarasvathy, Darden School of Business; Professor Craig L. Pearce, Claremont Graduate University.

2.2.3 The present PhD field programme in Management

The PhD field programme is an internationally recognised research training programme. The intention is to bring the students to the international research frontier and the programme is designed to prepare students for academic positions involving research and teaching, as well as for careers in business, government and non-governmental agencies. The aim is thus to provide our PhD students with high-level and structured knowledge of relevant scientific theories, methodologies and techniques.

The PhD programme in Management covers a broad range of generic sub-specialisations within Management including the following generic sub-fields: Business Policy and Strategy, International Management, Organisational Design and Behaviour, Organizational Development and Change, Human Resources and Development, Marketing, Marketing Management, Social Marketing, Consumer Policy, Consumer Relations, Technology and Innovation Management, Intrapreneurship and Entrepreneurship, Information Systems and Management, Sustainability and Business Administration, Research Methods in Business Administration.

Graduate courses are offered internally at a regular basis by the Department and by DOME.

Examples of courses that have been/are offered:

- The role of theory in business research
- Linear statistics
- Advanced qualitative research methodologies
- The research process
- Innovation theory and entrepreneurship theory
- Theories of organizing
- Social network analysis

- New organizational forms & new forms of organizational analyses
- Global and cross-cultural organizational research
- Relationship management
- Quantitative research methods
- Qualitative data collection and analysis techniques

The PhD thesis can be a self-contained piece of work (a monograph) or a collection of papers. Joint works may be accepted provided the thesis still represents independent, identifiable and documented contributions from the candidate. Each student has two supervisors, (one having the main responsibility) thus enlarging the expertise available to the student and to ensure continuity of supervision. In this way also assistant professors can gain experience of supervision activity and has been supported by mandatory supervisor training. Students are members of research groups and/or research centres (where their main supervisor is affiliated), and they are required to undertake teaching and research activities.

Students are biannually assessed and publicly present their work on a yearly basis. The students typically spend a semester abroad and they are encouraged to present their research work at relevant national and international research conferences and seminars. The majority of applicants are international applicants. The competition is tough and the standard is high and typically 1 to 8 applicants are enrolled biannually.

2.2.4 Admission

Open calls are posted on 15 March and 15 September. The key criteria applied are: (i) academic quality of the student, (ii) relevance of the topic (in relation to the Department's research strategy and (iii) quality and viability of the research proposal.

2.3 DOCTORAL EDUCATION IN MANAGEMENT AT IAE-AIX 1956-2015

2.3.1 Early history and the context

The university of Aix en Provence is among the oldest French universities (the Law School was founded in 1409). Doctorates in Law have been granted for centuries. In Economics, the doctorate has emerged in 1948 as a spin off of the Law School (*Faculté de Droit*) after World War II. In the mid sixties, some doctorates in economics were granted on subjects pertaining to management. It is only as of 1971 that a formal doctoral programme in management was launched, the first in France, associated two years later with a research centre, at the university business school, "*Institut d'Administration des Entreprises*", in short IAE-Aix.

IAE was founded in 1956 by Pierre Tabatoni (1923-2006). Appointed at 27 as full professor of economics he spent a year at the Harvard Business School, and back in France he convinced the French Ministry of Education that management was a discipline worthy enough to be taught in the university. Later on in 1968, Pierre Tabatoni was also the founder of University Paris-Dauphine. He became Chancellor of the Paris universities in the eighties and, at the end of his career, was elected "academician" at the *Académie des Sciences Morales et Politiques*. Together with Gaston Derynck, a Belgium industrialist, and Per Jonas Eliaeson, former Dean of the Stockholm School of Economics, Pierre Tabatoni has been also the founder in 1971 of EIASM (European Institute of Advanced Studies in Management) in Brussels.

In the prehistoric period (1956-1968) no such thing as a doctorate in management or business administration existed in France. There were no other solutions than relying on foreign resources for training management teachers and researchers. Tabatoni then relied on the Harvard "International Teachers Programmes" (then a one year programme on the campus). He sent there six faculty (most without doctorate), coming from the Aix "Faculté de sciences économiques", to prepare themselves for an academic career in management education.

The next year, Pierre Tabatoni, who was then the head of staff of the Minister of Universities, laid the foundations of a research centre at IAE, called CEROG (*Centre de Recherche sur les Organisations et la Gestion*). However, appointed in Washington to become Counsellor for Culture and Education at the French Embassy, he left Maurice Saias, who had been one of his students and followers, taking over the job of director of the new research centre.

To understand the context in which the doctoral programme was developed in association with a research centre, it is important to recall the role of Aix en Provence in the emerging French landscape of management education in the late sixties.

After the major role initially played by Tabatoni, Maurice Saias took the leadership of IAE in 1969. In 1966, Saias had been named himself very young at 29, as a full professor at the Aix University. Although formally appointed at the school of economics, he had prepared his doctorate on "decision theory" in North America (where he had been a student of Jacob Marschak). To help the young members of his team who had no doctorate, he created a "doctorate in business administration", specific to the university. This was feasible according to the French laws but such a doctorate had no national accreditation. The idea was to promote a doctorate in our discipline.

In 1968 Saias, speaking English very fluently (which was quite rare at that time among the French academic personnel) and acquainted with North American universities and management departments in Texas and California, was appointed as the advisor for the North American programmes of the French Foundation for Management Education (FNEGE). FNEGE had been founded in 1968 and had been endowed with a large amount of money to send French educators in North American institutions to develop their teaching and research skills. Saias paved the way for hundreds of people who were sent to the US during the seventies, for one year or longer periods. Most of them participated in programmes built around MBA and PhD courses and teaching development seminars. Some of them were enrolled in PhD programmes, in particular at Kellogg and at the University of Texas at Austin. Pierre Batteau, honorary president of EDAMBA, was one of the first persons sent to Kellogg for a PhD in the early seventies with a FNEGE scholarship.

To prepare the French participants to the US management education environment, FNEGE had set up a summer programme, held in Aix, and supervised by Jean Greffeuille who had just spent one year at Harvard in the ITP programme. During that programme two dozens of prominent professors from American business school spent some weeks in Aix and this increased the visibility of the place in North America.

2.3.2 The birth of a doctoral programme

In the prehistoric period (1956-1968) no such thing as a doctorate in management or business administration existed in France. There were no other solutions than drawing on foreign resources for training management teachers and researchers. Tabatoni then relied on the Harvard "International Teachers Programmes" (then a one year programme on the Boston campus). He sent six faculty there (most without doctorate), coming from the Aix *Faculté de sciences économiques*, to prepare themselves for an academic career in management education.

In 1971 the decision to create a doctoral programme in Aix was made, but there were not yet a legal framework to settle it. At the same moment, in Brussels, EIASM was created, under the leadership of Tabatoni and Derynck, and a set of doctoral seminars (still operating today under the name of EDEN seminars) was offered. EIASM was endowed with faculty slots. Reputed academic people were invited to spend time in Brussels and teach in the programme. An agreement was passed with IAE-Aix to enrol at EIASM the first Aix doctoral students, recruited by Maurice Saias. At that time, there were no official doctorate in management in France and it was not clear which type of doctorate those students would eventually get. The first participants were betting on the imminent emergence of a French doctorate in management, but at their risks.

Fortunately Saias managed to obtain an important grant from the Ford Foundation associated with an endowment from FNEGE and he proposed to the French Ministry of Universities a project to develop an ambitious doctoral programme. The Minister, Mrs Saunié-Séité, under the advice of her first counsellor, Pierre Tabatoni, decided to create an official *Doctorat en Sciences de Gestion* and delegated to Aix the task of launching the first programme in France. Aix was granted nine full professorships and fourteen associate professorships. This endowment of twenty three slots, immediately available was one of the greatest that a French university has ever obtained at a time.

Thanks to the Ford foundation Grant, a research centre, called CEROG, was created at IAE-Aix, the university business school initiated by Tabatoni.

The first intake of the new official doctoral programme was enrolled in Oct 1973. There were fifteen people recruited. The recruitment was conducted by Jean Greffeuille. Greffeuille was travelling over the world to interview and select potential candidates. He was also with Saias the designer of the structure of the doctoral programme.

The selected students came from various backgrounds: economics, engineering, psychology...Some had a previous significant management experience. Many foreign students entered the programme. Later on, once their doctorate completed, one could find them teaching in universities and business schools in Korea, Mexico, Indonesia, Malaysia, Thailand, Cambodia, Taiwan, China, Venezuela, Brazil, Canada, Egypt, Iran, Syria, and some African countries, in particular Algeria, Tunisia and Morocco.

In France, where diplomas are strictly regulated by an innumerable set of laws, decrees, ordinances and rules, the first step before preparing a dissertation was called DEA (*Diplôme d'Etudes Approfondies*) consisting in a one year set of courses and seminars followed by the achievement of a mini-thesis defended before a jury. Aix being the sole place at first eligible for delivering the DEA "*Sciences de Gestion*", an agreement was passed with two *grandes écoles* in Paris to prepare their doctoral students: so *Ecole Polytechnique* (called l'X in familiar language) and *ESSEC* sent some of their students in Aix for the first phase of the doctoral programme. At *Ecole Polytechnique*, two theses were defended later. With *ESSEC* a further agreement allowed several of its faculty members to supervise university dissertations and sit on committees: during many years and still today, one or two PhDs every year have been granted under the double seal of *ESSEC* and *IAE-Aix*.

During the first years of the programme, the business school itself was settled on the campus downtown and was not able to provide space for the research centre and doctoral programme. A building was rented in Aix, a few blocks away, and during six years, this place became the temple of management research and doctoral education.

During his time in USA, Saias had built up a network of relationships among US academics and schools. Via this network, he invited American scholars for one or two years, using the newly granted slots to pay them. Saias focused the invitations on relatively young academics, ready to engage into a one-year or two-year period in France. They had already gained some reputation through their early publications. For instance, one of the first US faculty members was David Baron, today emeritus at Stanford GSM. Three years later, Henry Mintzberg spent two years at *IAE-CEROG* and, during that time, wrote one of his celebrated books ("*The Structuring of Organizations*"). This importation of US and Canadian colleagues gave a tremendous momentum to the research activity at *IAE-CEROG*. A broad set of courses and seminar of top quality, mostly delivered in English, were made available to the newly recruited

doctoral students. At that time, it was impossible for a doctoral student in the whole management education system in France

All along the seventies, CEROG was also a place of convergence of many North American colleagues visiting France. For instance, during that time, Igor Ansoff in strategy, Mark Rubinstein and Richard Roll in finance, Robert Green in marketing, gave seminars or conferences at IAE-CEROG.

The philosophy for the research centre was driven by the ambition of developing a unified framework for management research, rooted in field studies as close as possible of real management problems. There were no "departments" (which pleased Henry Mintzberg, old fighter against the "chimneys" which smoked above many US business schools). Many opportunities were taking place for researchers from very different backgrounds to work in common on projects.

In the late seventies and early eighties, some younger people had been appointed as full professors through the typically French procedure called "*concours d'agrégation*" (a national contest to name full professors in Law, Economics and Management). Most of them had been participants of the FNEGE programmes in America. Among the appointed people were Jean Louis Chandon and Pierre Batteau (Kellogg PhDs), Pierre Eiglier (doctor from Aix but trained at Kellogg), Michel Montebello (U.T. Austin PhD).

In 1979, Jean Louis Chandon succeeded Maurice Saias as director of the Doctoral Programme.

The activity of the research centre was quite intense during the seventies and early eighties and many articles were published in a broad spectrum of journals (including top ones). At the same time, about fifty dissertations were defended. Many recipients have pursued an academic career and are today in university, consular, or private business schools in France and abroad.

In the early 80s, the business school moved in a new property, at Puyricard, in the countryside near Aix, where it still is. The research centre and the doctoral programme were integrated into the business school. During the decade, the programme went on, producing every year some 10-15 PhDs. The needs for teaching in masters, MBA's, and executive education programmes led the business school to reinforce the role of "departments", with the threat of coming back to the "chimneys" of the standard business school. However, the experience of CEROG had

been decisive to maintain a certain unity of management approaches among the faculty. So the departments were more administrative structures than communities of research. The spirit of the initial research centre was still lying in the mind of the actors.

In 1990, IAE was selected to host the International Teachers Programme (ITP), run by a consortium formed by some business schools (HEC, INSEAD, LBS, IMD, Bocconi, Manchester BS, IAE-Aix, NYU-Stern and later Kellogg and ISB India). In the early nineties, this programme was delivered as a six-week session, in July and August. The programme directors were Pierre Batteau and Alain Roger (himself an EIASM doctoral programme participant of the early 70s and later a Kellogg PhD). Among the ITP Faculty there was a Manchester Business School professor, Anthony Berry who had been a pillar of the European version of the ITP programme, formerly given at the Harvard Business School. He was also director of the doctoral programme at MBS. Berry spent a week teaching in the ITP programme and, during an informal dinner at Pierre Batteau's place at the beginning of August 1990, was discussed an idea of his to gather doctoral programme directors to discuss our mutual concerns. Batteau had been the dean of IAE during several years in the eighties and was at that time still director of the Aix doctoral programme. He agreed on Berry's initiative and promised support. Back to UK, Berry sent a letter to a group of colleagues from INSEAD, ESSEC, HEC, ESADE, IESE, LBS, SSE, CBS and Erasmus and a meeting was convened in Manchester in the last days of 1990, before Christmas. The meeting was very fruitful and a date was taken for a general assembly of doctoral programmes in June 1991 in Stockholm, hosted by Bo Sellsted and his team. This was the birth of EDAMBA, first chaired by Hans Siggaard Jensen.

During the nineties and the early years of the new century, the Aix doctoral programme went on routinely and delivered every year 15-20 doctorates.

2.3.3 The Doctoral Programme today

A major change occurred in France in the early 2000s with the creation of the "*écoles doctorales*". In this country, the elite are essentially trained in the *grandes écoles* which are independent of the universities. Once at the leads of government and business institutions, these elite tend to spurn university graduates. At first the emergence of the *écoles doctorales* appeared as an ambiguous move: were they an artefact to remove doctoral education from the universities

(as for instance research has been withdrawn from the universities by the creation of the CNRS in 1945) and assign the task of doctoral education to separate institutions similar to the "grandes écoles"? The resistance of the universities was strong enough to keep the doctoral schools within their walls. However, being essentially funded by government funds, they needed to reach a certain size to be able to bargain their resources with the central offices. In Aix-Marseille where three universities did exist, twelve doctoral schools were created covering all disciplines, more or less aggregated. One *école doctorale* was initiated in *Economics and Management*. Economics had always been a strong component of the Aix-Marseille University. In economics three research centres existed, which delivered about 25 doctorates per year. In management, aside from IAE, two new smaller research units had been initiated in the late 90s in another university. With IAE, this represented another 25 doctorates per year. The union of economics and management represents today about 60 doctorates per year and a group of about 300 doctoral students in progress. To date, Pierre Batteau is the director of the doctoral school of *Aix Marseille Université*. As of the first of January 2012, the three universities will merge to give birth to a single mammoth university (75 000 students, 4000 professors, 3500 administrative staff), called *Aix-Marseille Université*.

In the official regulation of doctoral schools the future doctor must be trained within an *accredited* research unit (a "laboratory"). Accreditations are granted by the *Ministère de la Recherche* and/or the *Centre National de la Recherche Scientifique* (CNRS). Accredited laboratories, defined around a research theme, do not necessarily recoup the schools. The management research center in Aix includes both people who are in the business school and people who are not. Specialised doctoral programmes are settled within the accredited laboratories and the doctoral school is then a "federal institution" of laboratories, not of schools or departments.

There is in France a debate about the doctrine on doctoral schools: for some people, the real control of doctoral education must be at the level of the laboratories and the schools or university departments in which those laboratories have been fostered. In short, it is the role of the business school to develop a PhD programme. In this case, the doctoral school is just a federal institution, showing a large degree of decentralisation for the control of doctoral education and relying on a principle of "subsidiarity": the doctoral school takes care of all what cannot be solved at the lower level of the school or the laboratory. This conception conflicts with the view of the traditional "Colbertist" (mercantilist) designers of the French educational

system, who generally dislike decentralised institutions, chiefly when they are competitive, and prefer to see every action of doctoral training performed under the monopoly of the *école doctorale*, designed as an institution separate from the other schools or departments of the university. Were this view to be adopted elsewhere in Europe or America, most business schools would be forced to transfer their PhD programmes to institutions whose control would be totally out of their hands. By contrast, the philosophy of the Aix-Marseille *école doctorale* leaves the business school with a strong control of its doctoral programme.

Today the Aix doctoral school coordinates the doctoral programmes in three research laboratories in management. The merger of the universities has offered an opportunity for a better cooperation among them and will lead to further concentrations. The largest research team is formed by the faculty of the IAE-Aix business school, which is leading its own doctoral programme (the one official member of EDAMBA) within the doctoral school. In parallel the economists are doing the same with a doctoral programme, also inside the doctoral school, but attached to a new institution the "Marseille School of Economics" (MSE) and its laboratory (GREQAM), rated A+ in the French evaluation system.

Another feature of the French regulation is that doctoral education is supposed to be conducted in *three* years. Before 2006, a former degree (DEA) today called "*master de recherche*", was still considered as the first phase of a doctoral programme with courses, seminars and preparation of the thesis project before starting a doctoral research with supervision during three to four years. At Aix new entrants were selected for a four to five year period: one or two year of methodological courses and advanced seminars in the discipline plus three years to complete a doctoral research. After 2006, the doctoral school is supposed to treat its students over a three year period, which is the in-lab phase. This reinforces the role of the laboratories (the Aix doctrine). However it makes the selection more difficult because one has to be sure that the new entrants, wherever they come from, already possess full mastering of the methods and advanced knowledge in the discipline. This situation may lead to classical effects of adverse selection: before the 2006 national reform, the doctoral programmes were engaging students in doctoral research after having tested them over a one year formal programme of courses, and knowing what they knew. Today, the doctoral school and the laboratories are facing candidates for direct entry in doctoral research, in a situation of deep asymmetry of information: nobody can assess for sure the quality of the background of a candidate simply by looking at the content of its

application file, after a short interview, and in particular when he or she comes from a non European country.

To cope with this adverse selection issue, the best institutions of doctoral institutions in France have more or less reintroduced the "research master" phase as a constituent of doctoral education. IAE-Aix has maintained a research master which is compulsory for most doctoral candidates, in particular when they come from abroad. So, the government's willingness to reduce the length of doctoral education for obvious reasons of cost is conflicting with the need for raising the standards, induced by global competition of doctorates and higher and higher specialisation of knowledge. Discussion about the future of doctoral education is therefore intense in the French academic world.

During the last thirty five years, the IAE-Aix doctoral programme, briefly recalled in this paper, has produced more than 400 doctors, originated from about fifty different countries.

2.4 POLYTECHNICAL UNIVERSITY OF MARCHES – ANCONA, FACULTY OF ECONOMICS

2.4.1 History of the Institution (Faculty of Economics)

The "Faculty of Economics and Commerce" was originally set up in Ancona in 1959 as a branch of the University of Urbino, which dates back to the late medieval period. The new Faculty soon achieved national renown on account of its innovative study programmes, the quality of its teaching staff, mostly brilliant young professors from the more established National Universities and the wide scope of its research endeavours.

Paramount in the development of the new Faculty was Prof. Giorgio Fuà, a young economist who had worked with Gunnar Myrdal at the UN and later with Enrico Mattei at ENI (the state owned petroleum company). A native of Ancona, Prof. Fuà decided to come back to his hometown, to devote his intellectual and organisational abilities to the forwarding of the newly established Faculty. Under his guidance and that of other brilliant researchers grew a new generation of resident scholars. This combination of resident professors and academic staff coming from other universities proved to be particularly fruitful and it is, to date, one of the Faculty's main assets. In their respective fields of interest (whether economic, sociological, managerial etc) the Ancona scholars have always endeavoured to analyse the problems of the Italian economy and society, in the shared belief that each country's development follows a specific pattern that is shaped by its cultural and social heritage.

Back in 1963, at a time when the study programme of all the Italian Faculties of Economics was still rigidly set by a 1938 royal decree, the young Faculty came to the national attention for a bold reform of its curricula. Considering that the advancements in economic theory and business techniques, together with the pace of industrialisation of the country required diversified and more finalised study programmes the Faculty set up two majors, one in Business and one in Economics.

In 1982, the Faculty of Economics joined the more recently established (1969) University of Ancona (now Università Politecnica delle Marche). True to its tradition, the Faculty has been in the forefront in the application of the 2001 reform law that restructured the Italian university degrees along the lines of the Bologna Declaration.

The traditional Italian Laurea (4-year degree) has been substituted by two university degrees: the Laurea Triennale and the Laurea Magistrale . The Laurea Triennale is the degree obtained at the end of a full-time three-year course (180 credits). The Laurea Magistrale is the postgraduate degree that can be taken after completing successfully a full-time two-year course (120 credits).

Each Faculty offers various degree programmes in specific academic areas. Faculties set up course requirements within a grid established by the reform law. The degrees are granted after the student has completed the units required and has successfully discussed a written report or dissertation. The range of the study programmes has been further enlarged, updating the traditional lines of study and opening new ones to better meet the prospective labour market demand.

With the new structure of degrees, the recently acquired location and the widening scope of its international programmes the Faculty, renamed Giorgio Fuà after its founder and leading figure for more than 40 years, is ready to meet the challenges of European integration and international co-operation.

2.4.2 PhD Programmes

The Faculty has a long standing tradition in Doctorate Programmes. The first Doctorate Programme in Economics was started in 1985 by the Department of Economics, just after the publication of the law instituting doctorate programmes in a selected number of Italian Universities. To date approximately 180 students graduated from our PhD programmes , among them a number of international residents. In the last years new Doctorate Programmes were set up by the Departments of the Faculty : Business Management, Business Law, Economics and Management of Insurance and Financial markets, Economic and Social Change. In 2007 all the Programmes were brought together in a Doctorate School of the Faculty.

In 2013 the Doctorate School selected two PhD programmes in order to focus and specialize the doctorate's offer of the Faculty: on the one hand, the PhD in Economics, and on the other hand, the PhD in Management and Law. Even if the PhD governance is common, the latter programme is formally divided into two Curricula: Curriculum in Management, on the one side; Curriculum in Law, on the other.

The selected PhD programmes of the Faculty welcomes applications of brilliant students from all countries.

The number of scholarships available is variable and set every year by the University. A number of applicants equal of inferior to the number of scholarships available can be admitted without financial support. To be admitted students must pass a formal exam.

A further number of places is available, without scholarship, to Non EU citizens. In this case admission is granted on the basis of the Curriculum vitae of the applicant. As an alternative Non EU citizens can choose to apply to places with scholarship undergoing the relative entry examination.

The PhD programmes last three years. The first year is devoted to advanced courses. Students are admitted to the second year of the programme upon passing the exams at the end of the first year. The second and third year are devoted to the development of the PhD thesis and candidates are kindly solicited to enrich their research experiences thanks to internships in foreign University, as well as in both national and international large companies. At the end of the third year candidates submit the thesis and defend it in front of a panel of examiners.

2.4.3 Ph.D in Business Management at the Università Politecnica delle Marche, Ancona.

In 2014 a Ph.D reform has been enforced in Italy in order to allow the offer of doctorates under the condition that the PhD programme received a national Certification from the Italian Authority for the University System and Research Assessment (Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca-ANVUR). Criteria considered to obtain Certification mainly concern: PhD content; composition of the Scientific Board; qualification, in terms of quality of research outcomes, of members of the Scientific Board; financial sustainability of the PhD programme; organizational and scientific facilities offered to PhD candidates. The Ph.D in Management and Law at the University delle Marche obtained this national Certification, for the programme years 2014-15; and 2015-16. The activity of the PhD programme is going to be regularly assessed by ANVUR in order to ensure the quality and the internationalization of the research outcomes of both the Scientific Board members and PhD candidates.

The doctoral programme in Business Management has been set up on academic year 2005-2006 at the Università Politecnica delle Marche in collaboration with the Universities of Urbino and Macerata, that contribute in organizing the teaching activities. The teaching activities of

the doctoral programme are mainly held in the Department of Management of the Faculty of Economics at the Università Politecnica delle Marche in Ancona. The doctoral programme in Business Law has been set up on academic year 2009-2010 and then in 2013 it conflu as a curriculum in the doctoral programme in Management and Law.

During the first year of the doctoral programme usually the students attend the lectures; in the second and third year, there can be lectures but not on a regular basis and the students are supposed to study for their doctoral thesis on specific research subjects. Students are also stimulated to spend at least a semester abroad in a qualified research institution, or also large companies, in order to carry out research related to their PhD thesis.

The training course of the doctorate program consists of areas of research regarding Business Economics disciplines. Students are offered lectures in order to get acquainted with the research paradigms and the different research methods that can be adopted in business research. Moreover, the lectures deal with the following topics: strategic management of firms, company organization, different models and impact of new technologies, business information systems, financial and managerial accounting, strategic control systems and company evaluation models. In addition to methodological and historical aspects, the areas of research deal with typical managerial functions inside a firm aiming at systematic integration with a management of processes approach aimed at getting an insight into the complexity and articulation of business and management systems.

As regards the objectives of the course, the doctorate program provides PhD students with scientific analytical methods/means/instruments, both qualitative and quantitative appropriate for carrying out research in Business Economics disciplines.

The doctorate programme is also fundamental for the development of necessary qualifications to adequately support the decision-making process for the management of firms.

The doctorate program aims to make the students autonomous in doing research, not only for carrying out research and teaching in the academic environment/circle, but also for carrying out highly professional work in public and private firms.

2.4.3.1 Doctorate students

2005-2006: n. 20 (n.11 study grant cofinanced by firms and n 3 University grant)

2006-2007: n.10 (n.3 study grant cofinanced from by and n 3 University grant)

2007-2008: n. 4 with University grants

2008-2009: n. 11 (n.6 study grant cofinanced by firms and n. 4 University grant)

2009-2010: n. 7 (n.5 University grant)

2010-2011: n. 5 (n.3 University grant)

2011-2012: n. 10 (n. 3 study grant cofinanced by firms and n. 3 University grant; 3 foreign students)

2012-2013: n. 11 (n.2 study grant cofinanced by firms and n. 5 University grant; 2 foreign students)

2013-2014*: n. 12 (n.6 study grant cofinanced by firms and n. 4 University grant; 2 foreign students)

2014-2015*: n. 6 (n.4 study grant cofinanced by firms and n. 1 University grant)

* Ph.D in Management and Law- Management Curriculum

There are regular seminar sessions and training courses aimed at providing highly qualified practical research in firms, that have consolidated experience in organizational and managerial research. During the 12 months of the doctoral programme usually the students attend the lectures; in the second and third year they study for their doctoral thesis on specific research subjects.

2.4.3.2 Modules

The study program is divided into 12 following modules (about 12 hours each, except for Methodology of research, that 42 hours):

- 1 Methodology of research
- 2 History of the doctrines of Business Economics
- 3 Theory of the firm
- 4 Budget and accounting principles
- 5 Planning and control systems
- 6 Public firms
- 7 Business strategy
- 8 Business management
- 9 Marketing
- 10 Business organization
11. Corporate finance
12. Entrepreneurship and family firms

2.4.3.3 Evolution of the programme

Over the years the number of modules has increased and some of them are offered in conjunction with other doctoral programmes of the Faculty of Economics. A special attention is addressed to include seminars offered by international professors in order to stimulate the development of research projects of candidates well harmonized along with the foreign scientific debate, in Business Economics.

Intermediate tests have been introduced for the assessment of the doctoral course: the candidates are supposed to discuss in front of a commission on their own research project and its progress. The Commission is also composed of professors from other doctoral programmes to better verify the soundness of the methodological approach.

2.5 PhD PROGRAMME IN MANAGEMENT SCIENCES ESADE-UNIVERSITY RAMON LLULL (URL), BARCELONA

by Eduard Bonet and Núria Agell

2.5.1 The history of ESADE

ESADE (High School of Management) was founded in 1958, in the following historical context; the Spanish Civil War (1936-1939) ended with the victory of a dictatorship, which lasted till 1975. Due to the initial relationships of general Franco with the Italian fascists and the German Nazis, after the World War II, Spain was isolated from the democratic countries. This situation changed in the 1950's and after so many years of destruction and penury, the Spanish economy was slowly recovering. In Catalonia, a region that, in the 19th century, made an industrial revolution, small and medium companies became again very active.

Some Catalan business men were aware of the need of training managers with advanced studies and knew that in USA the most important universities had management schools. For introducing this model in Barcelona they got in touch with the Jesus Society, the Jesuites, who had an important experience and recognition in education. After some negotiations, in 1958, businessmen and Jesuites created the foundation ESADE, as the legal institution for opening the school. Its mission was to educate managers, providing them with advanced knowledge and Christian principles.

ESADE offered a university programme, "licenciatura", which as the main university degrees in Spain, required five years of studies - the degree was private-. Education was what mattered, but, later on, as legal requirements in the economic world were becoming more strict, students needed an official recognition. In 1995, ESADE became a full member of the University Ramon Llull, an institution that is constituted as a federation of centers. In this way, it solved its institutional problems. Looking back again at the beginning, 1964, ESADE offered its first master programme and, around this time, introduced other programmes on Executive Education and In-Company Training and created a Language Center. In 1993, the school created a Faculty of Law and nowadays it has many official and unofficial programmes.

On the long period of the dictatorship, ESADE tried to be a Forum of liberty. Some professors were leaders of underground labor movements and participated in the clandestine creation of the trade union "Comisiones Obreras". In the last period of repression, some political parties

made public their programmes at ESADE. Some professors collaborated with the UCA (University of Centro America) of Managua and the UCA of El Salvador, in which one of its rectors was murdered by political extremists. Nowadays a characteristic of ESADE that comes out from this tradition is its interests in moral values.

2.5.2 Creation of the PhD programme

In the last years of the 1980's, the dean of the School was aware of the fact that research is necessary for leading managements schools. He convinced the director of ESADE to create a PhD programme with the following mission: to train researches in management, who will become academics or will have responsibilities in public or private organizations. This decision meant to ESADE to take up the following challenges: to offer to the students' new possibilities for developing managerial carriers adapted to the emerging managerial, economic and social situations, and to transform a professionally oriented school into a research institution.

For implementing the programme, ESADE had doctors, not in management, but in sciences such as philosophy, sociology, psychology, economics, mathematics and statistics, who worked on managerial subjects and could supervise dissertations. The programme was offered since the academic year 1989-1990 in Spanish; it admitted both full time and part time students, some of them were professor at ESADE and others had responsibilities in private companies; some come from different regions of Spain and others from South-America. Even if at the beginning, the degree was not official; the programme followed the Spanish regulations: it required two years of courses for completing thirty two credits to obtain the "Research recognition"; after them, doctoral students worked on their research and, finally, they submitted their dissertations to doctoral commissions constituted by five members and, at least three of them were professors from other universities.

The philosophy of the courses has been maintained all along the evolution of the programme. ESADE has only one PhD Programme in Management and it includes all the fields on which the School does research. A group of courses is common for all doctoral students and it provides them with a solid educational background in the following subjects: epistemology, from logical and rhetorical points of view; the foundations of social sciences, from an interpretative approach; business ethics, based on philosophy; research methods and research design, both in

quantitative and qualitative studies. In these topics the programme tries to have high common standards. Another group of courses offers advanced theories in different areas of management and doctoral students choose those that are related to their research interests.

2.5.3 Evolution of the programme

Consolidation of the programme. The period from 1989 to 1995 meant the consolidation of the programme. In it, the number of each year intakes increased from three or four to ten. Many professors and visiting professors engaged themselves as supervisors. Doctoral students worked on their research without any requirement of publishing papers and any limitation of time. The quality of their research was evaluated by a doctoral commission when they presented and defended their dissertation. The first dissertation had an excellent international recognition. In 1995, with the integration of ESADE as a member of the University Ramon Llull, the programme was recognized as an official degree, which in Spain is delivered on the behalf of the king by the rector of the university.

The consolidation of the programme also involved making it accepted by the faculty. ESADE had many professors who were practitioners and did not care for an academic career. They felt that the PhD programme had introduced an important transformation of the School that could affect their position. After many conversations, they realized that ESADE requires different kinds of professors.

The consolidation of international academic relationships of the programme was achieved mainly through EDAMBA. In 1991, the programme participated through faxes in the founding meeting of the Association held in Stockholm. In 1992, it hosted, with IESE and the UAB (Autonomous University of Barcelona) the Second Annual Meeting. Since 1993, a member of the programme is a member of the EDAMBA Executive Committee and, since 1994, he participates in the EDAMBA Summer Schools and Academies. These activities allowed the programme to acquire an important experience on doctoral education and to organize intensive international seminars, such as those annually run by professor Hans Siggaard Jensen and later on, joined by professor Deirdre McClosky.

Internal decision for improving scientific productivity. After 1995, the main aim of the programme was to improve its scientific production, especially in terms of the time for

completing dissertations and publishing papers. With these purposes, an important decision was to accept only full-time students, even if some part-time students had completed good dissertations and if the programme constituted an intellectual opportunity for them. Since the beginning of the 2000's, the programme is fully developed in English. This decision was stimulated by the creation of the IGSOC (International Graduate School of Catalonia), in which the programme participated. This new requirement improved the academic level of the intakes and also the countries where they were coming from. The programme evolved reducing the number of Spanish and South American doctoral students and progressively increasing the number of those who come from Italy, Germany, U.K. USA, Greece, Turkey and Arabic and Asian countries.

European and Spanish changes on the regulations of doctoral programmes. The main traditional problems of doctoral education in Spain are the high level of failures, the excessive time for completing the programmes and dissertations, the small number of scientific publications and the low impact of research on the economic and technological development. With the aim of improving this situation, in the last twenty years, different governments have frequently dictated important legislative changes on the structure of PhD programmes.

In 1998, the law changed the structure of the period of courses requiring twenty credits on courses in the first year and twelve credits on tutored research work on the second years. In this way, it shortened a year on the full duration of the PhD. Moreover, after the credits and a final examination, student received a Diplome of Advanced Studies, with which they could continue the PhD, or go to the labor market and, in some cases, continue later on their doctoral research. This model came from France, where it was successful for interring in the public administration, but it has not labor consequences in Spain. At any case, students who did not complete the PhD could get a Diploma.

For stimulating the quality of PhD programmes, in 2003 the Ministry of Universities and Research created a distinction called Mención de Calidad (Quality Mention). For obtaining it, it requires many conditions on the rate of failures, time for completing dissertations and the publication of joint papers by doctoral candidates and supervisors. ESADE has this distention since the academic year 2008. More recent changes come from the aims of the European Commission for stimulating research and development, competing in a global world and introducing the European standards of Bologna.

The development of ESADE as a research institution. The creation of the PhD programme was a first step for transforming ESADE into a research institution and in the last ten years the School has defined and implemented an efficient policy for achieving this aim. It has a Director of Research, a Research Office, Research Institutes, groups and programmes. ESADE is contracting new professors for the tenure track, chosen in open international offers. They are required to do research and publish in indexed journals. Each year all professors submit a plan of work, whose achievement is evaluated at the end of the course. Research seminars are very frequent. This policy has changed the mentality of the school and changed the research capacity of the PhD Programme.

2.5.4 The present programme

Following the Bologna Convergence Process, Spain has chosen the 4+1 model, with 4 years of undergraduate studies and 1 year of a Bologna master. In this context, ESADE has created a 1 year MRes - Master of Research, which preserves the initial philosophy of the doctoral programme. Students who enroll in it have a high academic level and belong to many nationalities. When they complete this master degree, they can go to the labor market, to other universities, or, after a selection, to the ESADE PhD. The PhD programme takes a maximum of 10 doctoral students each year and they have fellowships from public agencies or from the School. They have to complete the PhD in three years and publish at least one paper in an indexed journal.

2.6 INTERNATIONAL DOCTORATE IN ENTREPRENEURSHIP AND MANAGEMENT AT THE AUTONOMOUS UNIVERSITY OF BARCELONA -UAB

by Joaquim Verges & David Urbano

2.6.1 Introduction: the Autonomous University of Barcelona and the doctoral programme

Founded in 1968, the UAB is located in Catalonia, one of the most entrepreneurial regions of Spain. This region is defined by a large population of nearly 7 million inhabitants and diversified productive structures with more than 3 million workforces. In 2010 its GDP per capita was around 30,000 euros—5,000 euros more than the national average—, and 20% of new Spanish enterprises were created in this region. In this context, the UAB records provide evidence about its evolution and help to understand its adaptation process to environmental changes.



UAB
Universitat Autònoma
de Barcelona



During the 1970s and 1980s, the UAB was oriented to developing undergraduate programmes, faculties, departments, research institutes, and knowledge areas such as Humanities, Social Sciences, Health Sciences, Experimental Sciences and Engineering were incorporated. Later, in the 1990s, the growth in research activities facilitated the creation of continuous education programmes including master and doctoral degrees. In recent years, the UAB has implemented several entrepreneurship education programmes, for example the Business Creation Office (BCO). Its philosophy is based on try to communicate the importance of having entrepreneurial expectations in the students' life. On a small scale, the BCO provides seminars oriented to scientific entrepreneurs. In the undergraduate degrees, students enrolled in business economics can take an optional course in business start-up. In the postgraduate degrees, the UAB and Växjö University (Sweden) offered a “European Doctoral Programme in Entrepreneurship and Small Business Management -EDP-” to study some subjects related to entrepreneurship and economic and regional development.

The Business Economics Department



Social Sciences Library

The Programme is organized within the Business Economics Department. It is a wide-ranging Department as for the scope of its teaching –both at undergraduate and graduate and post graduate levels- as well as of its research activities in the fields of Business Administration.

2.6.1.1 The most relevant research lines in the Department are the following: Business Organisation & Strategy, Strategic Marketing, Efficiency Analysis, Entrepreneurship and SME Management Accounting and Information Systems, Public Enterprise's comparative behaviour, Business Finance and Financial Markets, Business Economics.

2.6.2 History of the programme

In particular, the EDP Programme (the IDEM programme: *International Doctorate in Entrepreneurship and Management*, from 2008) was created in 1989 by the UAB and the Växjö University to develop scholars and promote research in the field of entrepreneurship. At that time, there was no European University capable of organizing a specialized programme in entrepreneurship, and consequently the founder established a network of 17 European universities and Business Schools to support the Programme. A common curriculum was designed to fill the gap in the study of entrepreneurship in Europe, the programme's duration was only six months, and the programme content was organized around three levels. The first level included courses related to entrepreneurship and small business management. The second level included methodology courses, and in the third level the course adopted an organizational perspective including topics about different organizational areas. Currently, the course programme lasts in two years. The courses offered in the first year are the core subjects. After the participants complete the course credits, the Programme provides two additional years for the students to work on their research. It was also common that the EDP was developed in two different countries. Also, it is interesting to stress the international dimension of the EDP, measured by the diversity of countries from which the participants come from.

The chronological history of EDP could be divided into four phases, each marked by classes of events that differ substantially from those of other time-periods (Yin, 2003): (1) design (pre-

launch), (2) launch, (3) leadership changes and (4) changes in the context and strategy; the new “old” programme.

Phase 1: 1986/87-1988/89: the design (pre-launch)

For the year 1986, the founder perceived the necessity to develop scholars in the field to satisfy the future demand for professors. He recognised that there was an opportunity to develop a Ph. D. Programme focused on Entrepreneurship and Small Business Management.

With this in mind, he presented the idea in a meeting of the European Council for Small Business (ECSB), where the idea was well received. A committee, which he chaired, was created in the ECSB to develop the proposed project.

Considering that, at that time, there was no European University capable of organising a specialised programme in entrepreneurship, the founder established a network of seventeen European universities and Business Schools in which there was a distinguished scholar working in the field of entrepreneurship to support and contribute to the Programme. A common curriculum was designed to fill the gap in the study of entrepreneurship in Europe. Specifically, the main objectives were the following: (1) to offer courses about entrepreneurship, in three main interrelated topics: entrepreneurship and enterprise formation, small business management and development and SMEs in economic and regional development; (2) to encourage participants to undertake research in the field of entrepreneurship and SMEs, developing common research themes around the world, and (3) to generate and develop a network among the participants as an international forum for research and education in the field of entrepreneurship. In this respect, the programme content was organised around three levels. The first level included courses related to entrepreneurship and small business management. The second level included methodology courses, and in the third level the course adopted an organisational perspective including topics about different organisational areas.

Phase 2: 1989/90 -1992/93: the launch

The original idea was to organise the EDP every year by two universities of the network.

In September 1989 the Autonomous University of Barcelona and the Durham University Business School began implementing the EDP. Then, joining Durham University, Copenhagen Business School, Roskilde University and Lund University were active in 1991-92 and 1992-93. Moreover, the programme began with eleven professors and without any funds (regular budget). Specifically, the contribution of the professors to the Programme was unremunerated, only the travelling expenses were covered by Erasmus grants. An initial attempt to collect a

small contribution from EDP network universities to finance the promotion of the Programme failed.

At this time, the emphasis was placed on the fact that the Programme's duration was only six months. In this period, the students' groups met for classes for four hours daily and then continued working to prepare themselves for the next day. After this period, most students returned to their countries and host universities to work on their research proposals and dissertations.

Finally, the programme began with 12 students from 8 countries, and in the following academic year the number of students doubled.

Phase 3: 1993/1994 -1999/2000: leadership change

In the third phase of the history of EDP, two important events happened: (1) a change in the direction of the programme and (2) the creation of an alumni network.

Firstly, in the 1993/1994 academic year, it was decided that the Programme would always be organised by the Autonomous University of Barcelona and Växjö University.

Secondly, in order to provide greater leadership to the old students in the organisation of the programme, an alumni network and workshops were established in May 1999. At present, this network provides follow-on activity and serves as a forum for discussing research and academic exchange as well as a vehicle to build and maintain informal contacts among members involved or interested in the entrepreneurship field. Nowadays, some former students who were integrated within the network are professors of the Programme. Other former students have created their own businesses and they are sometimes invited to explain their experiences in different seminars of the Programme.

Finally, the number of students that took part in the EDP during this period varied slightly, with an average of 10 participants per year.

Phase 4: 2000/2001 – 2004/2005: anticipation of context changes. **2008/2011:** the creation and development of a new “old” doctoral programme: International Doctorate in Entrepreneurship and Management, IDEM.

At this time, a transition process in the education context determined two important changes in the organisation of the former EDP.

Initially, the growing number of doctoral programmes in the different Universities of Europe forced those in charge of the EDP to look for new strategies to attract students. To this end, the board adopted various decisions. Firstly, one of the two Programme directors assumed

responsibility for marketing issues. Secondly, the network among new European universities was established and currently the Programme makes up part of the European Doctoral Programmes Association in Management and Business Administration. And, thirdly, to achieve a formalised distinction of quality became one of the most important priorities for the directors, and in June of 2003 the Programme was awarded the “Quality Mention” by the Spanish Ministry of Education.

The second change in the strategy adopted by EDP’s directors was motivated by the transformations concerning the new European Space of Higher Education. Specifically, the new situation forced the modification of the EDP structure, and from the 2003/2004 academic year on, the course programme lasts in two years. In particular, the students complete the course credits during the first two years at a regular doctoral programme pace. The courses offered in the first year are the core subjects. After the participants complete the course credits, the Programme provides two additional years for the students to work on their Doctoral Dissertation research. It is common that in these last few years, students return to their countries to work on their dissertation. And, as it has been pointed before, in 2008, the former EDP changes his name so that the IDEM - International Doctorate in Entrepreneurship and Management- was born.

2.6.3 Some highlights on the present programme

Core Courses:

First academic year	
Research Methodology	15 ECTS
Research Techniques; quantitative and qualitative	15
Entrepreneurship and Enterprise Formation	10
Small and Medium Enterprises (SME) Research	10
Second academic year	
Research Seminar: Preparing Doctoral Dissertation research projects	8
Workshop of Research Papers (<i>Conference of Preliminary Papers</i>)	2
Pilot Research Work *	25
Advances topics in SME and Economic Development	5
SME in Economic Development (Entrepreneurship Policies)	5
plus elective courses:	25 = total 120 cr.

Doctoral Dissertation (Thesis) defended last year (2010)*:

Thesis Title	Author
Internationalization and Technological Innovation: Empirical Evidences on Their Inter-Relationship	Diana Filipescu

Total factor productivity analysis: strategic groups and mergers in the Spanish banking industry	Mircea Epure
Quality of Governance , firm performance, firm value and the value of chas holdings: an integrated framework for analyzing the case of Spain	Eloísa Pérez de Toledo
Connecting Customers with the Company: The Role of Interactiveness and its Effect on Performance	Albena Ikova Pergelova
Linking brand and customer metrics to Firm Value and Shareholder Value Creation	Luis Fernando Angulo Ruiz
Determinants of the decision-taking process of the entry into insolvency process, evolution of the procedure and earnings management: An economic perspective of Spanish distressed companies	Yuriy Andreev Andreev
Catalan SMEs Export-Based Internationalisation: An Analysis of Internal and External Factors, Export Market Selection Strategy and Export Marketing Adaptation Versus Standardisation Strategy as Determinants of Export Performance	Maria Cristina Stoian
Corporate Governance: Determinants, Control Mechanisms and their Relations with Firm Performance	Esteban Lafuente

*From the creation of the programme more than 300 doctoral students have attended the programme and more than 100 doctoral dissertations have been defended.

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An International Doctoral Programme in Entrepreneurship and Management in Barcelona area



2.7 PHD PROGRAM – IESE BUSINESS SCHOOL, BARCELONA

by Prof. J.M. Rosanas

2.7.1 The origins

IESE Business School was founded in 1957 in Barcelona as a Faculty of the University of Navarra, and was one of the very first Business Schools in Europe that followed the American approach. Spain's economy was starting to take off at that time and the country was feeling the need for formal training for Spanish managers, which at the time was almost inexistent. So, IESE decided to start its Academic Programs in 1958 beginning with Executive Education to try to immediately satisfy that need. Specifically, with a program called Programa de Alta Dirección de Empresas (P.A.D.E.) directed to experienced top managers of Spanish firms. In the following years, two more executive programs started as well: one for people in general management positions, but requiring less experience (P.D.A.D.E) and another one for middle managers (P.D.E.). The three programs still exist today (the last two under different names) and provided IESE the opportunity to approach the real world problems. In contrast with what was happening at the time in the academic environment, which was strongly biased towards micro and macroeconomic theory, and where the teaching of management as such was considered second-rate, IESE's hands-on approach quickly succeeded and gained a lot of prestige in the real world of business firms.

In 1964, IESE launched its MBA program, the first two-year, full-time MBA Program in Europe. What the institution had learned in the previous years with its contacts with business leaders and the academic help of the Harvard Business School made it possible to start the program.

Only 5 years later, in 1969, IESE started its Doctoral Program, called at the time "Programa Doctoral en Ciencias de la Dirección y Negocios". This Program again was, according to IESE's brochure at the time, "for the first time in Europe, a complete and systematic third-cycle program for professors of management and business, with special emphasis on university management". At that time, the Doctoral Program (like any other Program at IESE) was taught in Spanish.

The same brochure described the Program as follows:

"The IESE Doctoral Program in Business and Management Sciences has a distinctive philosophy, defined by the following traits:

- 1) Integrated study of both business and the management process.
- 2) A balance between the emphasis given to training in teaching and research based on the individual needs of the candidates, and taking into account the circumstances of the country and institution from which he comes.
- 3) Orientation towards action problems.
- 4) Professional training for university professors, with special emphasis on the problems of university management.

Thus, the IESE Doctoral Program offers a new orientation in which the main objective is to train future professors in Business, Management and Socio-economic activities, and at the same time, to prepare them to understand, direct and make the university evolve in accord with the needs of the future.

It is not a question, then, of simply training the candidate in teaching, research and a field of specialization. IESE has recognized the need to provide a preparation with a realistic view of the problems associated with the management of institutions on the university level. This focus, as well as the professional character of the program, are the essence of (our) new orientation”.

There were four significant departures from the Doctoral Programs that were taught at the time in Spain. First, as we said, there were no formal Doctoral Programs in Management. Management was not recognized as a scientific field: there was only one course on “Business Economics” (not *management*) in Economics faculties. Second, most Doctoral Programs contained very little course work and consisted essentially in the Dissertation. Third, and consistently with that reason, most people did their doctoral work on a part-time basis, while being active professionally. Finally, more than training academicians, the doctoral studies were intended to be the culmination of a person’s career, by obtaining the highest degree that universities could grant. IESE’s focus on management, on a full time work, and on training academicians was new in our country.

IESE’s Doctoral Program borrowed many concepts and procedures from the Harvard Business School, and thus was much more similar to Harvard’s DBA than to the PhD’s that many other first-rate business schools were offering. Emphasis on general management, emphasis on practical problems, emphasis on the case method, and emphasis in applied research (mainly of a clinical nature, i.e., an in-depth study of a case) were the main lines of the Program.

The number of students in the program was at the beginning very small: it started with only two in 1969. They came mainly from Spain (some IESE professors followed IESE's Program) and Latin America.

The professors in charge of the Doctoral Program in its first years were Josep Faus (Director), Antonio Valero and Josep Riverola (Associate Directors).

The Program evolved to an increased academic load in the late 70's and early 80's, when one of the objectives of the Program became to train the faculty needed by the Schools associated with IESE that were being established in Latin America (Mexico, Argentina, Peru, Uruguay, Colombia, Brasil, Chile). Special field courses gained importance for each candidate's specialization and the evolution of academic research in the US conditioned the Doctoral Program of IESE.

Towards the end of the 80's and early 90's, the Program's language changed to English. Course load was reduced to essentially one year, and students that did not have an MBA degree were required to take the First Year of IESE's MBA. Research continued to be essentially clinic or of a very applied nature.

2.7.2 The 1995 reform

In 1995, a substantial change of the Doctoral Program took place. It became much more academic, but without losing the orientation towards action problems, and gaining an additional orientation in the philosophical underpinnings of management. The three stated objectives of the Program were:

- 1) To familiarize the students with the real world problems encountered in business management and to train them in solving such problems. Specifically, the program emphasizes solving unstructured problems and more specifically those that have to do with managing people in organizations.
- 2) To provide analytical tools and the basic disciplines necessary (mathematics, statistics, economics, behavioral sciences) to be able to go from the knowledge of resolution of specific problems to more general, abstract formulations. Special attention is devoted to

recent developments in subjects related with formalization and modeling of management.

- 3) To give students the anthropological, ethical and philosophical bases that permit to understand and analyze with a wider approach and rigor the problems of human organizations.

The Program thus became academically more demanding, with two full years of courses taken by the students before starting to work in their dissertations. The list of courses taught at that time was the following:

a) Basic disciplines

- Mathematics (2 courses)
- Statistics (2 courses)
- Bayesian Decision Theory
- Econometrics
- Multivariate analysis
- Economic Analysis of Business Decisions
- Microeconomics
- Industrial economics
- Game Theory
- Economics of Organization and Management

b) Management courses

- Analysis of Business Problems
- Management Classics
- Basic Accounting
- Operations Management
- Organization Theory
- Management Control Systems
- Strategic Management

c) Philosophical Courses

- Anthropology of Management

- Ethics
 - Philosophy of Action
 - Sociology of Culture
- d) Special Field Seminars

The Program at that time took, then, a generalist approach with a strong humanistic component.

2.7.3 Our current Program

The Program has evolved through the last decade in the direction of more specialization and of enabling students to have publishable papers ready as soon as possible, while retaining part of the spirit of the former design. This reinforced the Methodological Courses in the current design of the program as we will show, as well as the Special Field Seminars. Besides, IESE's Program had to adapt to the directives of Bologna and to the new Spanish regulations following Bologna.

IESE offers now two research-focused degree programs: the Master of Research in Management (MRM) and the PhD. in Management. The aim of both programs is to prepare students for research careers in academic environments. The MRM is a pre-requisite to the PhD program. Coursework is carried out within the framework of the MRM degree.

The student then begins work on the doctoral thesis, which is required for the PhD in Management degree. IESE's Master of Research in Management is designed to give our students the most complete training to excel in the academic profession. Our objective is to give a rigorous but engaging education experience to address the most demanding management questions of today. We expect our students to join leading academic institutions and become internationally recognized experts in their field.

Our program is built around each and every one of our students. Students work closely with professors to learn how to design, execute, and communicate research. We are proud to have one of the best management faculties in Europe, to whom students have access throughout the program.

The program is taught in English. The bulk of the program's 2-year duration is spent acquiring the skills needed for performing top quality research. This includes an in-depth focus on the disciplines that will underlie students' future research. Over the course of the intensive 2-year

program students are guided along a steep learning curve, at the end of which they sit a final comprehensive examination to obtain their Master's of Science degree.

The Master of Research in Management is designed to meet the following objectives:

- To develop the knowledge, skills and attitudes required to conduct world-class research on the most relevant issues in the field of management. Particular emphasis is placed on identifying and solving business problems, often in the face of uncertainty and incomplete information, and involving the management of people in organizational settings.
- To provide a deep grounding in the key disciplines and analytical tools (mathematics, statistics, economics) necessary to move from "mere" problem-solving to the elaboration of general principles of wide applicability to business situations.
- To establish the philosophical, ethical and human principles that lead to a deeper understanding of the human person in an organizational context, and to ensure that authentic human values are at the core of key business decisions.

The aim of the program is to prepare academic professionals that will continue their careers as faculty members in top business schools. During the course-work (the first two years of the program), we provide our students with the knowledge and tools to become researchers in the field of management. Courses in the first year provide the general foundations to all the specializations within the program. During the second year, students, together with their advisors, design a curriculum to gain an in-depth expertise in their chosen subject. Once students move to the dissertation stage, we furnish them with close contacts to their department's faculty, for the purpose of helping them transform from students to faculty members by the time they finish the program.

In a new design to be implemented starting next year, the program will have two tracks. Track one focuses on the sociology of organizations, while track two emphasizes the economic perspective of business issues.

The course and seminar structure of the Program is shown as Exhibit 1.

EXHIBIT 1

Pre-courses

SBS and MS tracks
1. Introduction to Logic
2. Basic Mathematics
3. Introduction to Decision Analysis
4. Basic Notions in Accounting
5. Foundations of Research

Q1

SBS track	MS track
1. Administrative Point of View	
2. Management Classics	
3. Mathematics	
4. Basic Statistics	
5. Departmental seminars / independent study**	

Q4

SBS track	MS track
Research Paper Development***	
1. Organizational Economics (A)	
2. Multivariate Analysis	
3. Economic Sociology	3. Org'l Econ (B)
4. Departmental seminars / independent study**	

Q2

SBS track	MS track
1. Anthropology and Ethics	
2. Microeconomics	
3. Econometrics I	
4. Organization Theory	4. MS Seminar *
5. Departmental seminars / independent study**	

Q3

SBS track	MS track
1. Strategic Management	
2. Econometrics II	
3. OB	3. Industrial Org.
4. Sociology	4. MS Seminar *
5. Research Methods for SBS	5. Research Methods for MS

Q5

SBS track	MS track
Research Paper Development***	
3 courses of choice among: Departmental seminars / Independent study** Alternative track compulsory course	

Q6

SBS track	MS track
Research Paper Development***	
Possibility to choose up to 2 additional courses among: Departmental seminars / independent study** Alternative track compulsory courses	



CORE
COMPULSORY FOR
TRACK
OPTIONAL

SBS -- Social and Behavioral Sciences

MS -- Management Sciences

* Depending on class composition, 2 of the following MS courses will be offered (one in Q2 and one in Q3):

- Accounting
- Finance
- Marketing
- Operations

**Sample Departmental seminars / independent studies:

- Advanced Organizational Behavior / HR Management
- Cross-Cultural Research
- Business Ethics
- Virtue Ethics Theory
- Advanced Strategy
- Strategic Decision Making
- Frontiers and Methods of Entrepreneurship Research
- Information Systems Management
- Behavioral Industrial Organization
- Contemporary Issues in Management Control
- Modelling
- Time Series Analysis
- Structural Equations Modelling

***Research Paper Development:

Empirical research paper to be developed under a Faculty member of mutual choice during the 2nd year (possibly, starting at the end of the 1st year) to be submitted by September 1st after the 2nd year; to be graded as pass/fail by the professor in charge and another one from the PhD Committee. Failure to submit the paper timely or a fail grade will preclude from admission to the PhD program

2.8 THE BENTLEY PHD PROGRAMME

**by Sue Newell (former PhD Director) with an update by Martin Conyon, PhD Director
& Patricia Caffrey, Administrative Director**

2.8.1 Bentley University Doctoral Program²

Bentley was founded in 1917 by Harry C. Bentley as a School of Accounting and Finance in Boston, Massachusetts in the USA. It became a 4-year Bachelor (of Science and later of Arts) degree granting College in the 1960s, when it also moved to an out-of-city greenfield location where it had room to expand and become a residential campus. In 1971 the name was changed to Bentley College and in 1974 a Graduate School was opened, with degrees being offered in the form of an MBA and a range of specialist master's programmes. At this point Bentley College was primarily focused on business degrees. However, because undergraduates in the USA have to take a general education component as part of any degree, about one-third of the academic staff were in the Arts and Sciences. To take advantage of this, a Liberal Studies Major was launched in 2005, allowing students to combine a specialist business degree major (like Accounting, Management, Marketing, Computer Information Systems) with a liberal studies focus (e.g., in global perspectives, ethics & social responsibility or quantitative methods). Bentley College thus looked in some ways like one of the many liberal arts colleges that are common in the USA, but with a specialist focus on business; while liberal arts colleges may offer classes in business they do not specialize in these subjects. Liberal arts colleges and business colleges are very like universities that may be found in other parts of the world, but unlike these universities, they tend to focus on undergraduate studies and do not have PhD programmes. This helps to account for some of the shortage in business faculty in particular: colleges that hire PhD faculty do not themselves produce PhD graduates.

During this development from a certificate, to an undergraduate, to a graduate degree granting institution, there had been an increasing focus on research, coinciding as well with earning AACSB accreditation and the appointment of a number of leading research-specialist faculty. In this context, and with a strategic goal of raising the profile of Bentley, both nationally and

² This section was written by Sue Newell, Bentley's former PhD director.

internationally, the idea of introducing a PhD was first discussed around 2004. The first class of students was admitted in 2006 and shortly afterwards Bentley's name changed again, this time to Bentley University. The name change followed shortly after Bentley had been granted authority to offer PhD degrees, in Business and in Accountancy, because in Massachusetts there is a regulation that an institution can only have the designation 'university' when it offers at least two distinct PhD programmes. This is not the case in all US states by any means.

Turning to the PhD programme itself, the fact that Bentley had not offered such a degree prior to 2006 meant that the committee leading the initiative could develop a programme that was not weighed down with organizational baggage about its structure, format and content. Nevertheless, existing in the US-institutional context, it was clear that the programme needed to have local legitimacy nationally while also being attractive internationally. This meant a programme with a significant taught component in at least the first two years that included subject-matter as well as methodological content, and comprehensive exams that tested knowledge of this content prior to students moving to the dissertation stage proper. However, those involved in planning the programme were also acutely aware that a distinctive feature of the US PhD context was the ABD (All But Dissertation) phenomenon. ABD indicates that a student has spent at least two years in a PhD programme and has passed the comprehensive exams but has not completed the research dissertation. The reason why there are so many ABDs in the US appears to be, at least in part, due to students moving through the taught element of the programme (in much the same way as you would move through any undergraduate or graduate programme) but without developing a clear idea of what their research focus might be. Faced with the prospect of deciding their specific research topic, and often without a supervisor having been allocated to them, many flounder, especially since many US undergraduate and master's programmes do not include a dissertation component but are instead composed solely of taught classes. The very notion of ABD seems strange to someone coming from a European doctoral tradition, where the PhD *is* the dissertation, so an ABD designation has little if any meaning. Those involved in the Bentley programme therefore looked at ways of encouraging an early dissertation focus in our students even while continuing to include the two-year taught course component and comprehensive exams, prior to research leading to the dissertation itself.

Our solution was to integrate elements of what we broadly called a European-type programme (allocation of a supervisor from the outset, based on a requirement to have a dissertation focus

on application and constant mentoring by this individual) combined with the traditional taught component of a US programme. We also introduced elements that were distinctive, building on Bentley's core values and orientation. For example, given our belief in the value of boundary spanning individuals, we included a broader curriculum so that students are exposed to breadth as well as depth of knowledge. Thus, on the Business PhD programme, students do an interdisciplinary core of Information Systems, Organization Theory and Micro-economics, plus methodological classes that include both quantitative (taught by a mathematician) and qualitative methods, and philosophy of the social sciences (taught by a philosopher), together with a signature seminar that includes focus on issues of ethics and corporate social responsibility and globalisation. The Accountancy PhD has a more disciplinary core but still includes breadth in the methodology classes and the signature seminar. All students also attend a two year series of seminars aimed at helping them become good teachers and all will teach their own class before they graduate (typically teaching a 1-1 load after their 2nd year). Both the Accountancy and Business students also take a workshop that is focused on helping them to understand the academic environment and an academic career. The workshop covers topics such as reviewing papers; writing responses to papers that have been reviewed and require to be revised and resubmitted for further consideration; presenting papers; networking; career development, and asking appropriate questions and contributing to discussion at seminars and conferences.

A major challenge for any PhD programme is funding, since it is a cost (at least for most universities) rather than an income-generating endeavour. At Bentley, we were fortunate to have an endowment plus an allocation from the strategic academic affairs budget that allowed us to provide all admitted students with a scholarship that covers tuition costs, student health insurance, plus stipends (typically \$26,500 per annum³) for living expenses for the better qualified students. Students do not, however, get paid for the teaching they undertake, unless they are a non-stipend student. While the university allocation was generous, those running the programme have also found ways to reduce the costs by obtaining external funding (for example, from the NSF and other foundations, as well as corporations) for stipends and student research.

³ Updated based upon fall 2015 incoming class.

2.8.2 The Doctoral Program in 2015⁴

At the time of writing, in October 2015, we have admitted 65 students, from a diverse range of countries, including Brazil, Canada, Columbia, China, Estonia, France, Iran, Israel, Lebanon, Russia, Turkey, Ukraine , and of course the USA. Bentley has now graduated 33 PhDs, who have mostly gone on to tenure-track positions in other American universities.

The established goal of the Bentley PhD program is to encourage our students to become knowledgeable in their chosen area and competent researchers, and then to secure competitive academic positions at high quality institutions. We have designed the program structure and processes to support and facilitate these outcomes. We will continue to measure the success of the curriculum in achieving these goals in several ways, including continuous growth in both the quality and quantity of research publications over time as well as the successful placement of our graduating students in academic institutions.

In the coming year, the Bentley PhD programme proudly celebrates its tenth anniversary. This is undoubtedly an important milestone in the life of any programme. The programme's success has been the direct result of the tireless work of all those who came before us and the support of the University. As we reflect and celebrate we must not forget to examine our foundation and build upon it. Continuous improvement will be the key to the next stage in our development.

We will be spending much of the next year reviewing our curriculum and examining how we prepare our students for the changing world of academia. We must do the work and ask the hard questions, only in doing this can we ensure we are creating scholars who will challenge convention, who will ask the important research questions, and who will teach and educate the next generation. As such, Bentley's membership in EDAMBA has never been more important. As the first US programme to join in 2010 we benefited by the examples set forth in the structure and format of other programs. We look forward to continuing to develop these international relationships as we together define what the future of doctoral business education is and how we will get there.

⁴ This section was written by Martin Conyon (Faculty Director) and Patricia Caffrey (Administrative Director).

2.9 NHH NORWEGIAN SCHOOL OF ECONOMICS, BERGEN

by Ingrid Spjeldnaes

2.9.1 Introduction – the institution

NHH Norwegian School of Economics was established in Bergen on September 7th 1936 and is celebrating its 80th anniversary in 2016. NHH is Norway's leading business school and sets out to recruit only the best students. The school currently hosts around 3,000 full-time and almost 1,000 part-time students across Bachelor of Science, Master of Science, Executive MBA and PhD programmes. As a publicly-funded university, NHH does not charge any admission or tuition fees from Norwegian or international students.

NHH is part of a global network of institutions that represent the highest degree of excellence in the fields of economics and business administration and demonstrate leadership in their geographical region. In addition to being a long-time member of EDAMBA, NHH is the Norwegian member of CEMS – the global alliance in management education – and the Partnership in International Management (PIM). The school also has partnership agreements with leading institutions worldwide⁵. EQUIS (European Quality Improvement System) accreditation reinforces a strongly held belief at NHH that excellence in research is a prerequisite for excellence in teaching.

NHH has a faculty of high standing in the international research community. There are 82 professor positions, and 40 associate professor positions. In addition, the school has 53 adjunct professors and 132 PhD research scholars. The vast majority of the academic staff holds PhDs or equivalent, and the faculty includes Professor Finn E. Kydland, winner of the Nobel Memorial Prize in Economic Sciences.

NHH has a modern campus located just outside the centre of Bergen. All research and teaching facilities are located on the same campus, together with student accommodation and sports facilities. As a place to study, the Hanseatic town of Bergen is a popular place with over 30,000 students, an international outlook and a large and diverse range of activities. It is a combination of the study and research environment, the student life, the city of Bergen and the beautiful setting provided by the mountains and sea that really make NHH a special place to study.

2.9.2 The doctoral programme – history

NHH was the first institution in Norway entitled to award a doctorate in the field of business administration. The first doctorate was awarded in 1957 to Ole Myrvoll, later professor and secretary of state. Until 2000 the doctoral programme at NHH was the only such programme in Norway, and it remains today Norway's largest doctoral programme within the fields of economics and business administration. By the spring semester of 2015, 332 graduates had been awarded a doctoral degree from NHH, and the school aims to graduate 15 – 20 doctoral candidates annually.

In recognition of its standing within research and doctoral education, NHH was appointed host of the National Research School in Business Economics and Administration that was established by the Research Council of Norway in 2009. The research school is a joint effort by 14 domestic institutions to enhance the quality of PhD education and to stimulate research in Norway.

The first doctoral degrees at NHH were inspired by the German university system. They were not the result of a supervised programme, but required a large amount of independent research work. From 1964 NHH established a *licentiate*, where the student was guided by a professor. However, the *licentiate* study was still based on self-tuition, and many students dropped out. By 1985 only 13 candidates had been awarded a doctoral degree (Dr. Oecon.) at NHH.

A new organised doctoral programme, inspired by the American PhD model, was introduced in 1983, with a structured training component and formalised supervisor responsibilities. The programme comprised a kind of research master programme, "*Høyere avdelingsstudium*", designed as a preparation for "*Siviløkonom*" students (a four year undergraduate degree) wishing to proceed to doctoral studies. During a two year programme the students attended courses in research design, research methods and theory. At the end of the programme they took a comprehensive exam and wrote a thesis formulated as a research proposal. The programme was considered rather demanding, but also successful as more than 70% of the students admitted to doctoral studies graduated within the stipulated time period. During 1985 to 2005 around 190 candidates were awarded the new degree, having the same title as the original doctorate, Dr. Oecon. NHH implemented a Bologna-compliant 3 + 2 + 3 structure for

Bachelor, Master and PhD programmes in 2004, following introduction of a new national structure for higher education in Norway by act of Parliament in 2003.

2.9.3 The PhD programme

The PhD programme is aimed at an international audience, with English as the language of instruction. There are approximately 100 full-time students in the programme, with one third of these coming from abroad. About 40% of the students are women, in line with national benchmarks for gender equality. The main source of funding for PhD students is through employment as a salaried research scholar at the school. Most of the students have four year scholarships, spending 75% of the time on their studies and 25% working as a research and/or teaching assistant.

2.9.3.1 Objectives

The strategic objective for the PhD programme is to be the leading and most comprehensive doctoral education within the fields of economics and business administration in Norway. It will be international and of an academic standard on a par with those offered by internationally recognised universities and business schools. The overall purpose is to give the student a deepened and broadened theoretical and methodological knowledge, alongside the experience of having completed a substantial piece of original scientific work of a high academic standard. The programme aims to qualify candidates for research activities at a high international academic level and other roles in the international community requiring a sophisticated level of scientific insight.

2.9.3.2 Organisation and contents

The programme offers specialisations in six different fields, reflecting the academic strengths of the institution:

- Accounting
- Economics
- Finance
- Management science
- Professional and intercultural communication
- Strategy and management

The Doctoral Programme Board, headed by a dean, bears the overall responsibility for quality assurance and coordination of the programme, in close cooperation with the academic department heads and office managers, and members of the Student and Academic Affairs Office.

The programme is organised so that it can be completed within an effective study period of three years. The programme consists of a taught component and active, independent research work (a scientific thesis) under supervision. In addition, the students are required to participate actively in national and international research communities.

The taught element includes the theoretical and methodological training that is required for work on the doctoral thesis, and to qualify the students for professions requiring a high level of scientific insight. Critical thinking is a key skill students are expected to develop, and a course in the philosophy of science and ethics is mandatory. In addition, all PhD students are offered a course in academic writing.

The school offers a comprehensive portfolio of core and special courses in research design, quantitative and qualitative methods and theory. Approximately one third of the courses are taught by adjunct professors hired, mostly from abroad, to improve the programme and support international network building. Most of the special courses are offered as intensive courses in order to facilitate participation of students from other Norwegian and foreign institutions.

In addition to offering the in-house courses, some of the specialisations cooperate closely in Nordic networks and with national research schools to enhance the taught element of the programme. The National Research School in Business Economics and Administration has increased the number of special courses offered by inviting internationally well-recognised researchers. Several of the courses also attract participants from other European and American institutions.

Research leading to a doctoral thesis of a high academic standard is the main requirement for the PhD degree. The thesis can be a self-contained piece of work (a monograph) or a collection of papers. Part of joint works may be accepted provided they represent independent, identifiable and documented contributions from the candidate.

Each student is allocated a main supervisor from the school and at least one co-supervisor who is not employed by NHH in a full-time position. The students' research work is planned so that they write their thesis as part of a research programme involving other students and researchers, from Norway and abroad. The purpose is to ensure a critical mass of supervisors, to stimulate discussion and critical thinking, and to support network building. Within the first two years of

their studies, the students are required to present and defend their research project before a specially appointed committee (pre-defence).

As part of their training and research, students are expected to take part actively in national and international research communities. The students are encouraged to spend one or two semesters abroad, usually at one of NHH's partner institutions. In addition, students are encouraged to present their research work at national and international research conferences and seminars. The international aspect of the programme is also taken into account through research collaboration in connection with their thesis project.

The Doctoral Programme Board appoints an evaluation committee to assess each thesis. The committee must comprise at least one member with no affiliation to NHH, at least one member from a foreign institution, and representation from both genders whenever possible. All members are required to have a doctorate or equivalent academic qualifications. If the committee approves the thesis, a public trial lecture and public thesis defence are arranged. In cases where a thesis is not approved, a revised version may be submitted after further six months. A new evaluation may be made only once.

2.9.3.3 Admission requirements and welcome procedures

Every year 15 – 25 individuals are admitted to the PhD programme. The programme starts in August after the main admission round with deadlines in January. To qualify, applicants must hold a Master of Science degree (indicating five years of higher education) or its equivalent, including one-and-a-half years' full time study of economics and business administration, and they must have a good, working knowledge of English. To be considered for admission, applicants are required to submit a research proposal, a statement of purpose, official transcripts of academic performance, GMAT or GRE test results, two letters of recommendation and a funding plan.

Applicants are assessed on their individual merits by a committee appointed at each of the departments. Previous academic work and the fit of the applicants' research interests with current research areas and activities are taken into consideration when assessing each applicant's qualifications. The Doctoral Programme Board bases its decisions on admission on the recommendations from the departments. Applicants may apply for a research scholar position at NHH, in which case the Academic Employment Committee makes the final decision over which of the applicants, accepted by the Doctoral Programme Board, will be appointed to the relevant positions.

Students admitted to the programme also receive a welcome pack informing them of practical matters related to life as a student at NHH, including copies of official documents to be signed. Additional information on the programme structure, regulations and courses is provided in the online Study Handbook. On arrival, foreign PhD students are met at the airport and accompanied to their place of residence.

Each specialisation has a PhD coordinator appointed from faculty to help students with academic issues. The members of the Student and Academic Affairs Office are also available to help students with any other study related issues. In addition, foreign PhD students have a contact person at the HR department who helps them with practical matters such as housing and applying for a work permit.

The academic year formally starts with a Welcome Day where the new PhD students are greeted by the Rector, the Dean, faculty members and current PhD students. They are given information on the PhD programme and core courses they are expected to take during the first semester, and about facilities at the school, such as the library.

Students are allocated a supervisor or mentor who helps them develop their research project further with a problem statement, expected contribution, research design and methods. Together with the supervisor/mentor the student also plans the taught element of the programme. Within three months, the students are required to sign a contract stating their course portfolio and expected progress milestones. The contract also states the responsibilities of the school, the department and the supervisor, and it is signed by the Dean, the head of the department and the supervisor. The main purpose of the contract is to monitor each student's progress and to detect deviations from the plan early in order to support the student as required.

2.9.4 Main challenges

NHH aims to graduate 15 PhD candidates each year.. Therate of graduation for 2015 is around 15. At present the school thus faces two main challenges that are related to each other, i.e. to improve the throughput and to increase the number of candidates.

Compared to our doctoral programme during 1985 – 2005, more PhD students are delayed in their studies. In 2006 the admission requirements and selection process was tightened up, and from 2007 a new contract was introduced with milestones in order to facilitate the monitoring of each student's progress. We have seen effects of the changes. We have introduced a research master that enable students to complete part of their doctoral training and start on their research project in the second year of the master's programme. Completion of a research master gives the students more time to their research work in the PhD programme.

NHH is continually looking for more highly qualified applicants both internally and externally, nationally and internationally. The demand for our master students from the business sector is high, and it is difficult to recruit them to the PhD programme. We have increased our efforts of marketing the PhD programme internally over the last years, and have succeeded in increasing the number of NHH students continuing on to a PhD at the school in 2015. We hope that the research master will draw more attention to research and the PhD programme and attract more students. In 2007 NHH started advertising PhD research scholar positions internationally. As a result there has been a strong growth in the number of applications, especially from outside of Norway – along with an increase in the size of the pool of highly qualified potential PhD students to select from. The programme has now become much more selective, where around 15 out of around 300 applicants were admitted in 2015.

2.10 PHD PROGRAMME AT BRADFORD UNIVERSITY SCHOOL OF MANAGEMENT

2.10.1 History of the Institution

Bradford University School of Management is one of the UK's oldest university-based business schools, with an international reputation in management education, training and research. We offer a full range of undergraduate, postgraduate and doctoral level degrees in business, management and law subjects to 1,000 undergraduate, 500 postgraduate and 100 doctoral students in Bradford and a further 4,500 across the world.

Accredited by both EQUIS and AMBA, the School is ranked within the top 10 Business Schools in the UK and higher than any other in the north of England (FT European Business School rankings Dec 2010). We pride ourselves on our focus on sustainability and business engagement, with strong links to business and industry providing valuable student, graduate and management development opportunities. More than a third of our academic staff are from outside Britain or have non-UK qualifications. In addition, over 70 nations are represented among the students at our Bradford campus. Our international faculty and students bring diverse perspectives on current business and management issues and help to create a stimulating atmosphere for teaching, learning and research.

We also run an extensive range of programmes around the world. On our overseas programmes there are, at any one time, over 4,000 students registered for various awards. We have activities in the Netherlands and Germany with Tias Nimbas Business School, links with universities in France, Spain, Italy, Poland, Oman, India, Hong Kong and Singapore.

Research is at the centre of all Bradford teaching and learning. In the latest research assessment exercise (RAE 2008), almost half (45%) of the Management School's research activity was assessed as being world leading or internationally excellent in terms of originality, significance and rigour, and 90% of our research assessed to be of international standing. Much of the research we do is in collaboration with individual organizations, and companies fund a substantial number of projects. Our research is also international, with co-operative links and exchange agreements with 20 universities in Australia, Canada, Denmark, France, Holland, Spain, Sweden and the USA.

We have three research centres – The Bradford Centre for International Business (BCIB), the Centre for Entrepreneurship and Innovation Management (CEIM) and the newly established Research and Knowledge Transfer Centre, the Centre for Managerial Excellence (CME).

2.10.2 Background to the Programme

The School of Management PhD programme is one of the largest and longest-established in Europe. The majority of students study on the full-time programme (three to four years full-time) though there are some part-time and extramural students also (four to seven years part-time). There are various support structures for PhD students within the School, including a designated PhD Building, Waterhead with work space and administration facilities. The Doctoral Review Board tutor system, and other services provided to our postgraduate students including a School-based career development service, computing and audio visual services and effective learning services. The programme is also fully compliant with ESRC research training requirements. We have over 400 successfully completed PhDs graduates who have taken up posts in academia in senior academic positions and many others in high profile positions in Business and Government. There are a number of very good reasons for choosing Bradford as the place to do your PhD:

Our roots in the real world

Our full-time faculty and visiting fellows have expertise covering all the main areas of business and management (listed below), obtained from their research, teaching, consultancy and practical management experience. They are highly experienced in delivering research training and in supervising doctoral theses in management. Many of them have gained this experience overseas. Their research output includes many texts that are internationally specified teaching or reference works. Much, if not most, of the research we do is in collaboration with individual organisations, and reflects real-world issues and concerns. Our past and present clients include Asda, Bayer, the BBC, Ciba Specialty Chemicals, Coca-Cola, Emirates, Ford, Kelda (Yorkshire Water), Lloyds TSB, National Power, the Royal Bank of Scotland, the Royal Mail, the Saudi Basic Industries Corporation, Siemens Communications, Unilever and the Yorkshire Building Society.

The study environment

Our self-contained site is in six hectares of parkland in Bradford's leafy suburbs, five kilometres from the city centre and the main University of Bradford campus. While two historic buildings dominate the site - a 19th century former theological college and a former wool manufacturer's mansion - modern buildings have been sympathetically integrated. Today's School of Management boasts every facility you will need for high-level study and research. We offer excellent resources for management learning, and some of the most up-to-date teaching technology. Online databases give access to the full texts of around 2,000 business and management periodicals, full-text market reports, company financial information and global industry analysis.

In taking your PhD at Bradford, you will be studying with gifted people from a wide range of backgrounds and nationalities. You will therefore benefit from an exciting and intellectually challenging study environment, and networking opportunities on an international scale.

A warm welcome for international students

We have an enviable reputation for making students from other countries feel welcome. International students bring diverse perspectives on current business and management issues and help to create a stimulating atmosphere for research. More than 30 nations are represented among the students at our Bradford campus, while some 2,000 students are registered for various awards on our overseas programmes. We recognise the extra challenges that being an international student can bring, and strive to help you to overcome them as quickly as possible. It is probable we can put you in contact with someone in your own country who has passed through our PhD programme in the past, so you can learn from him or her whether the Bradford PhD is right for you.

2.10.3 Structure of the PhD Programme

The programme comprises a number of elements, all designed to ensure your successful completion:

Induction programme

Whether full-time or part-time, you take an intensive week of seminars, exercises and social activities designed to familiarise you with the research process, to help you to meet other doctoral students and to foster a supportive research environment. The programme introduces you to our research facilities, including library and computer resources. During this week, you also begin to examine the nature of research, define your research problem and structure a research proposal.

The Diploma in Research Methods (Business and Management) training programme

During your first year (or first two years for part-time students) the Diploma in Research Methods (Business and Management) trains you in the skills and competencies you will need to undertake a sustained, original research project leading to the completion of a doctoral degree. It helps you to initiate your research, both conceptually and operationally, and to manage your project effectively.

The diploma consists of six modules:

Module 1: Research and Scholarship Skills

Module 2: Data Collection Skills and Techniques

Module 3: Philosophy of Research in Social Sciences and Humanities

Module 4: Quantitative and Qualitative Data Analysis

Module 5: Specialist Training within Specific Areas of Business and Management

Module 6: Development and Practice in Management and Business Research

You must complete the diploma in order to transfer to PhD registration. If you are studying part-time, you can attain the diploma by attending one-week on-site blocks for the modules, facilitated by distance learning materials.

The summer school

As a full-time student you take the week-long summer school at the end of your first year. As a part-timer you take it after two years. You attend lectures presented by experts in quantitative and qualitative analytical techniques. Key sessions are supported by workshops where, using our computing facilities, you gain practical experience of the taught techniques. The summer school also provides you with a valuable and timely opportunity to reflect on your chosen research approach and to evaluate the suitability of the available techniques.

The research project

By the end of your first year (if you are a full-time student) or second year (if you are a part-timer), you should have:

- carried out a detailed literature review
- selected your topic
- developed a theoretical framework
- designed the shape of your research
- formulated your research proposal

You now work for between two years (if you are a full-time student) and five years (if you are a part-timer) on your research project. This typically involves:

- developing research instruments
- carrying out fieldwork and data collection
- analysing the data
- interpreting the findings
- producing a final version of your thesis
- presenting your thesis
- defending your thesis in an oral examination

Our faculty and visiting fellows have expertise covering all the main areas of business and management, obtained from their research and practical management experience. Their

research output includes many texts that are internationally specified teaching or reference works. We provide supervision of doctoral research in the following disciplines:

- Finance and Accounting: capital markets; corporate accounting and managerial finance and accounting
- Human Resource Management and Organisational Behaviour: human resource management and development, employment and industrial relations and organisational analysis
- Marketing: consumer research; corporate identity and branding and marketing management and strategy
- Operations and Information Management: operations strategy and management; information systems and e-Business; knowledge management; quality and best practice management
- Strategy, Economics and International Business: international business; corporate social responsibility; governance and sustainable development; industrial policy; networks and clusters and insurance and financial services
- Law: Social justice and Governance in Action are the two key themes which categorise Bradford University Law School research activity.

2.11 SIGNIFICANT AID OF EDAMBA TO THE SLOVAK ECONOMIC UNIVERSITY IN BRATISLAVA

In year 1997, EDAMBA became a part of the scientific life of Economic University in Bratislava. Soon after, all young graduates became familiar with EDAMBA. The Economic University became the first and only Slovak member in this notable European forum, which became the source of many positive changes, and significantly advanced the professional level of Slovak graduates to the levels of European standards.

Our thanks and reverence is owed to prof. Ing. Juraj Štern, PhD., the former rector of the Economic university in Bratislava whose initiative lead us fulfill the entry requirements and to become part of this prestigious European institution. It is a honor to stand among more than 60 other European universities associated in the NBA association. We see it as a great opportunity to learn from the experiences of other major schools that had the chance to evolve in a democratic environment.

We thankfully accepted the hospitality of the European universities on the annual EDAMBA meetings. It also gives us inspiration to achieving the same degree of skill in preparing our graduates, and development of scholarship although with less resources than our foreign counterparts. Despite that, we compensate with great enthusiasm for achieving higher standards of knowledge and research and their implementation into economic practice.

In the last few years, there have been substantial changes in quality of the graduate studies on the Economic University, which strengthened the PhD thesis and underlined the necessary size of publication work as well as the importance of attendance on international conferences.

The membership of the Economic University in EDAMBA has helped the graduates strengthen their professional confidence and multiplied their activity in favor of international knowledge.

In the celebrated events of the 20th anniversary of the creation of EDAMBA, the Economic university in Bratislava would like congratulate to the achievements reached so far, and thanks all, most notably the three honorary presidents of EDAMBA: Mr. Hans Siggard Jensen, Mr. Eduard Bonet, Mr. Pierre Batteau.

We thank for all the possibilities and chances given in the past 15 years of membership in EDAMBA. We would also like to thank the authors, who sparked the creation of EDAMBA twenty years ago, and helped shape the relationship of young people and scholarship with continually improving results.

The rector of Economic University in Bratislava Dr.h.c. prof. Ing. Rudolf Sivák, PhD. wishes all members and representatives of EDAMBA more successful years and development of science.

I am also honored to be given the chance of representing the Economic University in this European forum, which helped further the professional level our graduates, and created good long standing relationships.

Yours faithfully,

prof. Ing. Helena Strážovská, PhD.

2.12 EVOLUTION OF THE PHD PROGRAM IN MANAGEMENT AND BUSINESS ADMINISTRATION AT CORVINUS UNIVERSITY OF BUDAPEST

by Károly Balaton and Ágnes Zsóka

2.12.1 Starting the program

The PhD Program in Management and Business Administration at Corvinus University of Budapest (at that time called Budapest University of Economic Sciences) was launched in 1993. This was the year when the Hungarian Parliament has accepted the new law on doctoral education in Hungary. Before that Hungary run the Russian type system where after the master degree a doctoral degree („Doctor Univ.”) could be obtained from a university and the „candidate of sciences” degree from the Hungarian Academy of Sciences.

The Hungarian PhD education system follows the Anglo-Saxon tradition, that is the PhD Program consists of two major stages: course work and research leading to writing and defending the dissertation.

2.12.2 Structure of the Program

The Management and Business Administration PhD program covers the profile of the Faculty of Business Administration and includes the following specialization areas:

- Business Economics,
- Organization and Management Theory,
- Strategic Management,
- Information Management,
- Behavioral and Decision Sciences,
- Corporate Finance,
- Accounting,
- Marketing,
- Production/Operation Management,
- Environmental Economics and Management,
- Healthcare Management,
- Agricultural Economics and Management
- Tourism Management

Applicants for the program have to go through written and oral entrance examination. Having a master degree with good qualification at least is a precondition for application. The written entrance examination covers the subject of Business economics, the future specialization area and statistics. The oral examination takes place in front of a committee consisting of the heads of the specialization areas of the program.

Enrollment into the program may take the form of full time PhD student status with state scholarship and part time status. Part time students have to pay tuition fee.

2.12.3 Courses

The courses taught in the program are grouped into compulsory and elective courses.

Compulsory courses:

- Econometrics,
- Business Economics,
- Multivariate Data Analysis,
- Qualitative Research Methods,

Elective courses – run by specializations:

- Accounting,
- Corporate Finance,
- Marketing,
- Organization and Management Theory,
- Environmental Economics and Management,
- Decision Theory and Methodology,
- Economic Psychology and Behavioral Economics,
- Production/Operation Management,
- Organizational Behavior,
- Strategic Management,
- Healthcare Management,
- Agricultural Economics and Management
- Industrial Organisations.

Each compulsory and elective course ends with an exam. Credit points between 4 and 6 are connected to the courses. Minimum 70 credits have to be collected to finish the course work of the program.

2.12.4 Research work and thesis defense

It is required to have a preliminary research topic when applying for entrance to the program. Research supervisors are attached to each PhD students from the beginning of the program. It is the task of the supervisor to advise the PhD candidate during the course work and the research period.

The degree-acquiring process includes three elements: to pass the doctoral rigorosum, to write and defend the thesis-proposal, and to write and defend the final doctoral thesis. The doctoral rigorosum is a complex exam including four subjects: Multivariate Data Analysis, Business Economics, plus two subject area courses closely linked to the topic of the dissertation.

The thesis-proposal can be submitted after the successful rigorosum. Defense of the proposal is in front of a committee of five members, two of them are the official opponents who supply their written evaluation of the proposal.

The final dissertation has to be defended in front of a committee of seven members; three of them are the official opponents with written evaluation of the thesis. One of the three evaluators is international. Therefore the dissertation has to be submitted both in Hungarian and on a foreign language, which may be English, German or French. The dissertation has to be submitted not later than the end of the fifth year from the beginning of the program.

2.12.5 Milestones of the program development

Soon after the starting of the program it became involved in a TEPUS project where we collaborated with colleagues from France, the Netherlands, Ireland and Portugal. We have got useful advices from the international colleagues who had longer history and experience in running successful PhD programs.

The PhD program of Corvinus University became part of the EDAMBA network in 1997. We regard this membership a rather useful connection to develop further our program. We regularly participate at the annual meetings, where we got useful information on the directions of development of doctoral education in Europe and beyond it. Our PhD students have the possibility to participate at the Summer workshop where they can discuss their research work

with the guidance of internationally renowned professors. Our university hosted the EDAMBA Annual Meeting in 2003.

As our university of member of CEMS (Community of European Management School) we participate in the activity of the Research and Doctoral Education (RDE) Committee. Three days intensive seminars are organized regularly where our students may participate. Our university also offers seminars for PhD students of other schools.

Doctoral education in Hungary has been restructured in 2001 with the formulation of Doctoral Schools instead of Doctoral Programs. Part of the aims was to reduce the number of doctoral education units. In some cases formerly independent programs were merged into a doctoral school. In our case only the name was changed, principally the structure has remained unchanged but renamed to Doctoral School.

Until 2004 the doctoral program was offered only in Hungarian. In 2004 we opened the program for international students by launching the English version of the program. Up till now 6 international students have started the doctoral program in English. When an international student registers for a course, the language of instruction is English, otherwise Hungarian.

Each year we enroll about 22 to 25 new PhD students. Up till now more than 120 students have got their PhD degree in Management and Business Administration. The governing body of the doctoral school is the Doctoral Council headed by the chairman of the program. The members of the Council are the heads of specializations and the director of the program, who is responsible for the operative running of the doctoral education.

From 1993 to 2001 Prof. József Kindler was the chairman of the program. Between 2001 and 2005 Prof. Attila Chikán, between 2005 and 2011 Prof. Károly Balaton was the chairman, between February 2011 and 2014 Prof. Imre Fertő. Since September 2014 Prof. Gábor Michalkó is the chairman. Since 2006 Ágnes Zsóka is the director of the program.

2.13 CARDIFF BUSINESS SCHOOL POSTGRADUATE RESEARCH STUDIES PROGRAMME

By Keith Whitfield

2.13.1 Introduction

The Cardiff Business School Postgraduate Research Studies Programme is one of the largest in the United Kingdom with an annual average community of around 150 students, approximately two-thirds of whom come from outside of the UK and almost half of whom are nationals of countries outside of the European Union. The community is truly cosmopolitan with current students displaying 26 different nationalities. While the biggest national grouping is from the UK, over thirty students come from the People's Republic of China and over twenty from Malaysia.

The programme has been recognised as an accredited postgraduate research outlet by the country's Economic and Social Research Council, and it has also been the annual recipient of six or seven of its prestigious quota studentships for a considerable period. The School has also received funding for postgraduate research scholarships from a wide range of bodies, particularly the Engineering and Physical Sciences Research Council, the Julian Hodge Foundation, Welsh Water (Dwr Cymru) and the Welsh Assembly Government.

The completion rates of the programme's students have been exceptionally high by any standards, above 90 per cent for a long period, and times to completion also compare well to comparable institutions, averaging between 3 and 4 years on a full-time equivalent basis. The vast bulk of students attain their degree on first examination, albeit with minor corrections needing to be completed in some cases. The quality of student performance is testified by the large number of doctoral prizes that students receive and by the glittering subsequent careers that many of them have.

Underpinning the programme are comprehensive skills development programmes, both Masters degrees focusing on foundational learning and a plethora of research-oriented courses that more precisely tailor students' training activities to their long-term needs. Additionally, funds are made available for students to take advantage of external opportunities, including attendance at the annual EDAMBA Summer School. A considerable number of doctoral graduates choose to remain in Cardiff for the first phase of their subsequent careers and many

remain well beyond this. Indeed, two of the school's five associate-deans attained their doctorates from the School.

The School has pioneered the development of two/three person supervision panels that spread the expertise available to the student, assist in guaranteeing continuity of supervision and, crucially, assist junior staff-members in attaining experience of supervision activity. This has been supported by the development of a range of supervisor training opportunities and clear lines of progression to primary supervision.

Students are strongly encouraged to become active members of their associated subject-groups and/or research centres, and many take advantage of opportunities to undertake teaching and research activities within them. The School has a very full programme of seminars and lectures and students are invited to attend all of those that are relevant.

Pen Portrait – Current Student: Ms Helena Knight

Helena is a PhD student in the School's Marketing and Strategy Section, undertaking a PhD under the primary supervision of Dr Tony Ellson on the role of marketing in the performing arts. Originally a native of Slovakia, Helena gained an MSc in Marketing with distinction from the University of Glamorgan, including the best overall dissertation prize. She has been awarded an ERSC quota studentship to undertake her research. Helena achieved a distinction in the MSc in Social Science Research Methods in her first year, and this gave her a place at the EDAMBA Summer School. She thoroughly enjoyed the experience, particularly meeting other doctoral students from across Europe. Helena is on course to complete her PhD well within the three year time-span and has received glowing reviews from her supervision time for the quality of her research thus far.

2.13.2 A Short History

Since its inception, Cardiff Business School has valued its Postgraduate Research Studies Programme highly, and has seen it as a fundamental component in its strategic policies aimed at becoming a leading internationally-acclaimed business/management school. The School was created from the Economics and Management Departments of University College, Cardiff (UCC) and the business/management group of the University of Wales Institute of Science and Technology (UWIST) when the two institutions merged in 1988. Its founding Director was

Professor Roger Mansfield, an Organisational Behaviour scholar with a passionate belief in the importance of doctoral studies. The first director of doctoral studies was Dr Paul Blyton, a lecturer in industrial sociology from UWIST.

Professor Mansfield saw the doctoral programme as a central component in establishing an internationally-reputable, research-led business school in Cardiff. The aim was that the programme would contribute a wide range of benefits for the School, primarily a flow of well-trained researchers who could join the School's staff, particularly in those areas in which there was a national shortage, the generation of a stronger research culture within the School and stronger links between the School and other schools within the university and beyond. He not only supported those involved in the programme but was instrumental in putting in place structures that would strengthen it, such as a first-year doctoral course called Business/Management Research in Practice, which introduced students to leading research in the field, including that which was "Made in Cardiff". The School also linked up with the other social science schools at Cardiff to develop the MSc/Diploma in Social Science Research Methods for first year doctoral students.

The transfer to the School from Warwick Business School of Professor Richard Whipp in 1990 added further momentum to the programme's development. The programme was given considerable autonomy, including its own substantial budget, and the in-coming Programme Director, Professor Luiz Moutinho, a quantitative Marketing specialist, was given the task of building an even stronger programme and the resources so to do. During his directorship the Cardiff Business School scholarship fund was introduced and the School became much more successful at winning external financial support for doctoral students, including the prestigious research council studentships. Professor Moutinho was passionate about external contacts and linked the programme to the fledgling EDAMBA group. The emphasis was on quality rather than quantity, but nonetheless the programme grew to becoming one of the largest at a business/management school in the UK.

After Professor Moutinho left Cardiff to work in his beloved Scotland and put a lot of time and energy into Glasgow's doctoral activities, Professor Richard Edwards, an accounting historian, took over the reins of the programme. The emphasis during this period was on consolidation and the school devoted considerable resources to strengthening the Economics programme, introducing the MSc in Economics, as a pathway to doctoral studies. Alongside the other social

science schools at Cardiff, the School also strengthened its provision of core courses in the Business/Management pathway, particularly in quantitative and qualitative analysis.

The emphasis during Professor Peter Turnbull's directorship between 1998 and 2001 was upon growing the programme in line with the expansion in the rest of the School. During this time Cardiff became one of the major doctoral training centres in both Business/Management Studies and Economics in the UK and a provider of trained staff to a range of other schools. A notable feature of this period was the increase in the number of lecturers from other countries who came to Cardiff to undertake their doctoral studies, most notably from Malaysia, Saudi Arabia, Pakistan and Egypt.

In 2002, Professor Keith Whitfield took over the programme and the focus switched to linking it to the increasingly prominent activities of the Economic and Social Research Council in the area. Considerable efforts were expended to win prestigious ESRC doctoral studentships, and when the council introduced quota awards in addition to the national competition, the focus was on acquiring as many of these as possible. The School was highly successful in this activity, winning five Business/Management and two Economics studentships per year, plus a string of awards in the various national competitions. During this period Professor Mansfield stepped down as School Director to be replaced by Professor Robert McNabb, also a fervent believer in the value of a strong doctoral programme. Unfortunately, Professor Whipp, recently appointed Pro-Vice Chancellor for Research by Cardiff University, passed away prematurely during this time, leaving a huge gap in the university's senior management.

In 2006, Professor Trevor Boyns, an economist who specialised in accounting and business history, took over the programme, and instituted another period of consolidation. Particular emphasis was placed on the development of the training programme after the first year of study. The Economics programme developed a 2+2 model with the development of an MRes in Advanced Economics after the MSc in Economics. The Business/Management Studies programme used the university's Research Skills Development Programme to strengthen the Masters/Diploma first-year training and subsequent skills development.

In 2010, Professor Huw Dixon took over the directorship and the focus has firmly been on the development of the School's engagement with the newly created all-Wales ESRC Doctoral Training Centre. The School plays a pivotal role in this development as the sole provider of Business/Management Studies doctoral training and the main provider of Economics doctoral

training, both ESRC priority areas. In 2010, the directorship of the school passed to Professor George Boyne, a public sector management specialist, who has re-affirmed the commitment to the programme of his predecessors.

Pen Portrait: Past Student: Associate Professor Sukanya Sengupta

Dr Sukanya Sengupta undertook her doctoral studies at Cardiff Business School under the supervision of Professor Keith Whitfield at Cardiff Business School between 2001 and 2004. Sukanya's previous degrees were from the University of Mumbai and the London School of Economics. Her doctoral research focused on the questions of whether and, if so, where employee share-ownership schemes (ESOS's) have made a major contribution to improving firms' performance. Her findings suggested that the positive relationship between ESOSs and performance does not operate through higher levels of commitment among workers in workplaces with ESOSs ('the golden path'), as many models in the High Commitment Management tradition have suggested, but rather through reducing employee turnover ('golden handcuffs'). The thesis was ranked in the top three in the 2005 EDAMBA Doctoral Thesis competition. Sukanya became a Research Fellow of the Advanced Institute of Management on completing her PhD and is now an associate professor of human resource management at Warwick Business School.

2.13.3 Programme Achievements

There is no doubt that the Cardiff Business School Doctoral Programme has achieved the key objectives set for it. It has made a huge contribution to the staffing of a growing School and at present more than 50 of the 160 academic staff have doctorates from the School. Many Cardiff Business School doctoral graduates have been awarded fellowships of the UK Advanced Institute of Management and inducted as Fellows of the Academy of Social Sciences. Additionally, Cardiff Business School PhD holders can be found at many leading business/management schools around the world, in a number of the leading management consultancies, and in a range of governmental and quasi-governmental organisations. School doctoral students have won many prizes in doctoral thesis competitions, including the EDAMA competition.

One reflection of the impact of the doctoral programme on the quality of the school's intellectual contribution can be seen from the rise in the School's standing in the regular UK Research Assessment Exercises (RAE), now to become the Research Excellence Framework (REF). In the 1988 RAE the school was ranked as a middle-ranking (3-star) research school. This improved to 4-star in 1992, 5-star in 1998 and was the fourth ranked school in the 2008 RAE, lower than only the London Business School, the Judge Institute of Management at the University of Cambridge and the Imperial College School of Management.

Pen Portrait: Dr Xu Zhang

Dr Xu (Nina) Zhang undertook her PhD on the efficiency and productivity of the Chinese banking industry as a part-time student under the primary supervision of Professor Kent Matthews between 2005 and 2010. She held previous degrees from the Southwestern University of Finance and Economics in China and the Cardiff Business School. Her thesis found that in the period 1997 to 2007, efficiency gains in Chinese banking were dominated by the country's city commercial banks relative to both the state-owned and joint-stock banks, and that the area of greatest inefficiency in banking operations related to their Treasury operations, partly due to restrictions that forces banks to hold lower yielding assets through their Treasury operations. Nina is currently Senior Vice-President of Citibank (China) in Shanghai.
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2.13.4 The Future

The major issue facing the Cardiff Business School Postgraduate Research Studies Programme in the immediate future is its interaction with the newly-created all-Wales ESRC Doctoral Training Centre (DTC). The DTC is led by Cardiff University and also involves the universities of Aberystwyth, Bangor and Swansea. Its aim is to improve doctoral training and postgraduate research studies across the whole of Wales. Cardiff Business School is the sole provider of ESRC-recognised doctoral training and research in Management and Business Studies and the main provider in the Economics area. The ESRC has ear-marked both as important areas for doctoral training and the School has been awarded an annual allocation of six quota studentships. The Council has also indicated that it is not averse to recruiting in Economics and Advanced Quantitative Analysis in Business/Management outside of the traditional EU domain, and this opens new opportunities for the School in its recruitment policies.

The School has also begun the process of re-defining the skills development programme that underpins doctoral studies. This involves defining the pathways through the MSc in Social Science Research Methods more clearly for the different subject-areas within the School and making more explicit the post-Masters training programme. Particular emphasis is being placed on training in the area of transferable and generic skills. The aim is to produce all-round post-doctoral researchers who are able to move smoothly across the business/management research terrain rather than narrow subject-specific specialists.

Pen Portrait: Past Student: Professor Rick Delbridge

Rick Delbridge completed a degree in Business Administration at Cardiff Business School in 1990, then becoming a research assistant on a research project examining lean manufacturing at the School. His PhD studies focused on the introduction of Japanese Management Techniques in British industry and involved participant observation while working on the production line in two multinational transplants, one of Japanese origin and the other of US origin. The research was subsequently published by Oxford University Press under the title *Life on the Line in Contemporary Manufacturing*. Rick subsequently became Professor Organisational Analysis at the Business School and, recently, Associate Dean for Research. He has also worked as a Senior Fellow at the Advanced Institute of Management.

2.14 EVOLUTION OF THE PHD PROGRAMME AT THE FACULTY OF MANAGEMENT, ECONOMICS AND SOCIAL SCIENCES AT THE UNIVERSITY OF COLOGNE

2.14.1 Short History of the Faculty of Management, Economics and Social Sciences at the University of Cologne

The WiSo-Faculty (*Wirtschafts- und Sozialwissenschaftliche Fakultät*) at the University of Cologne houses three schools: the School of Economics, the School of Management and the School of Social Sciences, the latter including the Department of Political Sciences. It is thus characterized by quite a diversity of subjects.

Originally called “Faculty of Commerce”, the school was established in 1901 at the University of Cologne. In 1925 Eugen Schmalenbach, widely considered the “Father of Management Sciences” introduced the sub-fields of *Trustee Sciences, Commerce and Retailing, Banking Business, Commercial Education* and *Industry Business*. Soon thereafter, the first of many research institutes, the FiFo Institute for Public Economics was founded. Throughout the years, the Faculty witnessed the founding of an impressive number of further institutes, the Center of Financial Research (2004) and the Center of Macroeconomic Research (2009) being the latest additions. By the mid-1940s the first chair of Political Science was introduced resulting in the foundation of the Department of Political Sciences in 1951. With the construction of a widely acclaimed building in 1956 to 1960 the Faculty also became an important architectural landmark in the region. From the late 1960s to the mid 1980s the School of Management systematically complements its post-war emphasis on the organization of teaching and research into industry branches with additional chairs specializing in the various functions of Management: Production and Manufacturing (1967), Business Planning (1970), Accounting (1972), Finance (1972), Marketing and Research (1979), and Human Resource Management (1985). As part of the Bologna process, the Faculty shifted to bachelor/master programs. With the establishment of the Cologne Graduate School in Management, Economics and Social Sciences in 2008 the University dedicated itself to an integrated, interdisciplinary PhD education.

2.14.2 Contribution of the WiSo-Faculty to Management Education and Politics in Germany

Originally focusing on teaching Economics and Legal Sciences adapted to a commercial viewpoint, the Faculty by now has developed a strong emphasis on research, particularly empirical quantitative research. However, from the very beginning the Faculty has attracted excellent and influential researcher who all left an indelible mark in the field as well as in the public and political life of Germany.

Eugen Schmalenbach (1873-1955) introduced the development of the Science of Industrial Administration (*Betriebswirtschaftslehre*), the German root of Management Science. One of his students, Ernst Walb, then developed Banking Management simultaneously with the evolution of Insurance Science. In 1925-26, Schmalenbach initiated the division of the Science of Industrial Administration into Public Accounting (*Treuhandwesen*), Trade Science (*Handelsbetriebslehre*); and Banking (*Bankbetriebslehre*). Furthermore, the Industry Institute and the Institute for Teachers of Commerce were established. Throughout these developments high priority was given to close contacts to the commercial world, i.e. various companies, etc. Following Schmalenbach, Erich Gutenberg (1897-1984) created the first complete and systematic “Theory of the Firm” with his path-breaking volumes *The Theory of Production* (1951), the *Theory of Marketing* (1955) and *The Theory of Finance* (1969) thus establishing Management as an independent scholarly discipline to that of Economics.

Alfred Müller-Armack, who taught at the Faculty until 1970 was chief advisor to Ludwig Erhard, the German Minister of Economy during Germany’s post-war period of economic recovery. Müller-Armack, though, was only the first in a long row of influential economic advisors originating with the WiSo-Faculty. Currently, former Faculty member Axel Weber is President of the Federal Bank while professors Axel Ockenfels (Leibniz Prize 2007) and Achim Wambach are both members of the Academic Advisory Board of the Federal Ministry of Economics and Technology.

2.14.3 History and Mission of the Cologne Graduate School in Management, Economics and Social Sciences

Founded in 2008, the Cologne Graduate School in Management, Economics and Social Sciences constitutes the integrated, interdisciplinary PhD program of the WiSo-Faculty. While encompassing all

doctoral candidates of the Faculty, the CGS each year also awards up to 12 fellowships for a three-year PhD program. These fellowships are awarded to excellent international students who are among the top 10% of their respective class and who will stay with CGS for the duration of their program. The school's mission is (i) to strengthen the interdisciplinary collaboration between the three departments of the Faculty, (ii) to improve doctoral training and (iii) to increase the research output of the Faculty. In recent years, the Faculty has witnessed a generational change concomitant with a growing emphasis on empirical, quantitative research. Research at the Cologne Graduate School focuses on Markets and Institutions, Social and Economic Behavior and Internationally Comparative Research.

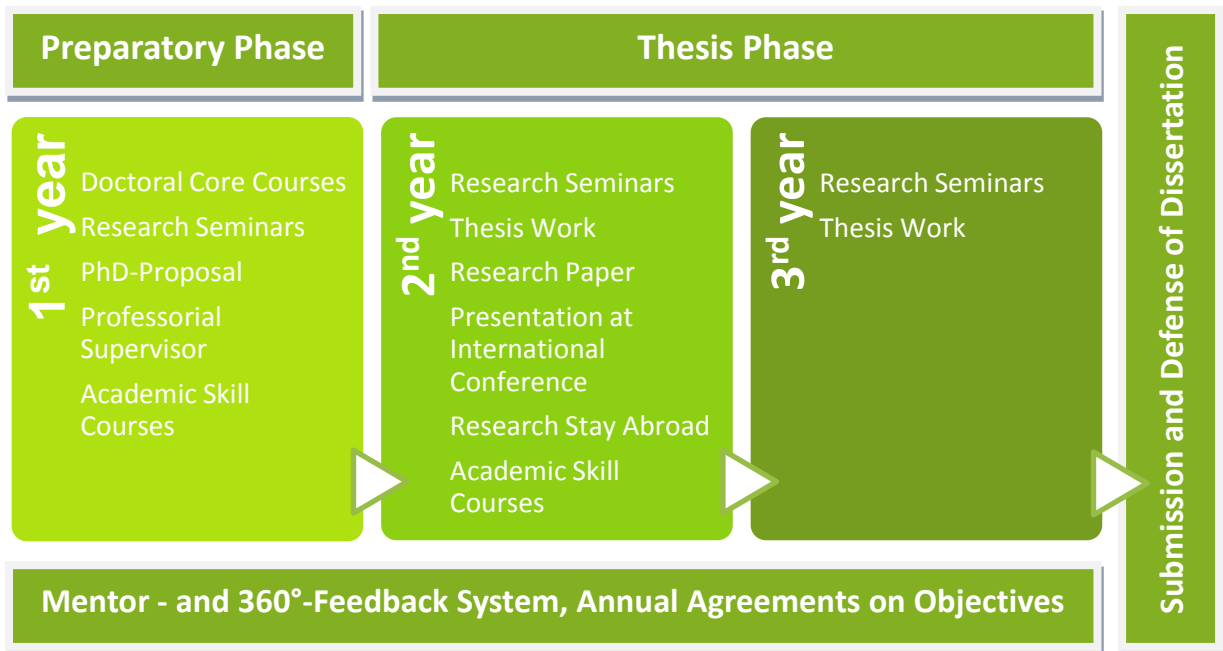
2.14.4 Admission

The WiSo Faculty offers two ways to obtain a PhD.

1. The "traditional" approach by working closely together with a supervisor as his/her Research Assistant. In this case, the student is immediately attached to a particular department, takes a certain amount of courses and teaches some seminars himself. The length of his study is mainly determined by his supervisor.
2. The CGS-approach. Each year, the Graduate School awards 10 to 12 scholarships to excellent students (among top 10% of their class). Applicants must have a documented record of academic excellence and hold a M.A., MSc or a Diploma in a discipline relevant to the School's research area. International students are particularly welcome. Fellows will be evaluated at the end of each year. Admission to each successive phase of the program depends on a positive evaluation.

2.14.5 PhD Program

While it is still possible to do a regular PhD program, that is by being linked as Research Assistant to a specific professor/department, the following information pertains to the newly established three-year program for fellows of the CGS. The three-year program employs interdisciplinary methods and courses with special emphasis on quantitative and empirical research. During the first year, students participate in doctoral core-courses including three courses on multidisciplinary methods and theories. During the second and third year students implement their empirical research and start to work on their dissertation. The preferred form for the dissertation is a cumulative dissertation consisting of at least three papers. The dissertation may be submitted in English or German.



Core courses include „Applied Econometrics“, „Advanced Econometrics“, “Advanced Macroeconomics”, “Advanced Microeconomics”, research seminars and methodologies of case studies. In addition to these courses, students have to participate in soft skill courses like “Academic Writing in English”, “Grant Writing Proposal”, etc.

Finally, CGS students are also involved in volunteer work. They visit schools with a high percentage off migrant children and advise them on possible avenues to academia.



2.15 PHD PROGRAMME IN ‘BUSINESS COMPETITIVENESS AND ECONOMIC DEVELOPMENT’ AT DEUSTO BUSINESS SCHOOL (UNIVERSITY OF DEUSTO) AND BASQUE INSTITUTE OF COMPETITIVENESS (DEUSTO FOUNDATION)

2.15.1 An overview of the institutions offering the programme

Our PhD programme in ‘Business Competitiveness and Economic Development’ has been developed jointly by Deusto Business School of the University of Deusto and the Basque Institute of Competitiveness – Orkestra, a research institution of the Deusto Foundation.

Deusto Business School is the economics and business school of the University of Deusto, which has long been distinctive for this field of knowledge. Known as the oldest academic institution in the field of business studies in Spain, “La Comercial” was founded in Bilbao in 1886, and followed by the “ESTE” , created in San Sebastian in 1956 . The doctoral programme in business studies was created in 1986/87. Deusto soon became a reference for those wishing to acquire executive and management skills to pursue a relevant career in public institutions as well as in leading private companies in the Basque Country and Spain. These institutional efforts were strengthened in 2008 with the creation of Deusto Business School, which integrates the wide range of Bachelor’s and postgraduate programs and a renewed focus on executive education. In addition, different departments and disciplines at the University of Deusto have joined in the competition for public research and training tenders within European Union programmes (Framework Program VI, VII) and succeeded in a large number of cases. The most relevant achievement is probably the design and implementation of the Tuning Project, a worldwide initiative led by the Universities of Deusto and Groningen with more than one hundred participating universities. Governments and other public and private bodies are also taking part, acknowledging its usefulness and their willingness to implement its diffusion and adaptation. Deusto Business School currently trains individuals so that they can significantly contribute to improving business strategy and administration within a comprehensive approach to competitiveness (e.g. including innovative as well as socially committed management practices).

The role that the Basque Institute of Competitiveness ‘Orkestra’ is playing in the design and delivery of the PhD programme should not be overlooked. The Basque Institute of Competitiveness was created in 2006 by public and private bodies with the aim of supporting research and educational activities to promote competitiveness jointly with public administrations, socio-economic agents and universities in the Basque Country. The Basque

Government, the Regional Council of Guipuzcoa, and some leading Basque companies (e.g. Repsol, Euskaltel, Gamesa and Kutxa) are members of the Institute of Competitiveness. In fact, Orkestra grew out of the need detected by several Basque organizations and companies for a think-tank to investigate the opportunities and potential of the regional economy in depth. Focus was also placed on setting this applied research within a proper academic framework, as most initiatives are led in collaboration with powerful international academic networks that provide meaningful feedback on the quality and validity of research. This is later presented and discussed with PhD students and possibly advanced by means of innovative PhD research supported by senior research fellows from the Basque Institute of Competitiveness as well as academic staff from the University of Deusto.

2.15.2 The considerations, challenges and aims that led to the creation of the programme

This PhD programme was created as soon as the Bologna Reform Plan led to a change in the Royal Decree on doctoral programmes in Spain (Royal Decree 1393/2007). A group of academics from Deusto Business School and the Basque Institute of Competitiveness developed a program that promotes research focused on the core topics of business competitiveness and the economic development of regional and local territories. This project centres on developing research that creates added value for society and its social and economic agents.

For these reasons, the design of this programme, which replaced the former general PhD program in 'business and economics', includes five lines of research:

- innovation and innovation systems
- clusters and regional development
- SMEs, family firms and business groups
- entrepreneurship
- corporate social responsibility

The PhD programme is supported by around 25 full and associate professors, as well as lecturers that have produced a significant volume of publications in national and international

impact journals, in addition to a large number of monographs and edited volumes in both English and Spanish.

The aim of setting up a PhD programme with this scope was not only based upon the CVs and capabilities of the faculty members, which are grounded in the five lines of research, but also on the determination to promote leading edge academic research. Special investments were made by the Basque Institute of Competitiveness together with the University of Deusto to attract international researchers as a means to upgrade the faculty capabilities and to facilitate knowledge transfer and spillovers. This has resulted in the general upgrading of the academic staff involved in economics and business studies.

Thus, the quality of PhD research theses is improving and moving from traditional practice-oriented theses to research that also makes a real contribution to scholarly debates that are relevant within universities as well as practical (e.g. identification of new policy frameworks, new management schemes and models). This is meaningful in a region that has a long-standing tradition of industry to which high level academic studies are likely to contribute significant insights, models, methods and assessments. The first results of this initiative have been interesting, both in terms of quality of production and the profile of research-oriented students.

2.15.3 The mission, philosophy and conception of the programme

The mission identified for this PhD programme endorses the aim of developing the programme in compliance with the Bologna Reform Plan. However, the model that has been identified and the channel for implementation are quite unique to this region. The philosophy and conception of the new PhD programme relates to the specific features of this territory. In particular, the Basque Country is recognized as one of the building blocks of industrial production and connection to international markets for the country as a whole. For this reason, the new programme is based on a set of particular research specializations that are relevant in the context of the region (and beyond): 1) small and medium-sized enterprises and business groups, 2) clusters, 3) innovation systems, 4) entrepreneurship and 5) corporate social responsibility represent key drivers in this dynamic regional economy and a best practice for several other regions in Spain, Europe and beyond.

In addition to being critical aspects of business and regional development and sustainability, these five specializations combine business studies with economics so as to represent a balanced mix of academic specializations, which contribute to in-depth analyses of economic development processes.

From the methodology standpoint, again in line with the EU Lisbon Agenda and the Bologna Reform Plan, the primary mission of this program was and is to promote scientific research in accordance to the so-called third role of universities. This refers to the generation of relevant knowledge that promotes innovation and development processes at the micro and meso level. This is why the programme aims to encourage students to produce relevant contributions for academia and society as a whole.

Regarding the structure of the programme, seminars are organized at the beginning of year one. Firstly, a two-week intensive seminar is organized that helps familiarize the student with a wide range of research methodologies. Secondly, a one-week intensive seminar focused on the aforementioned research specializations is taught. These two seminars are to enable the PhD students to proficiently use the tools needed to elaborate papers that are directly related to the thesis project, which is to be delivered at the end of year one. Additionally, during year one two progress seminars are organized in which the candidates present their research proposal to a wide academic public composed of faculty professors and lecturers who offer their detailed comments to the students and help them improve the overall design of their PhD project. From the end of year one, the student's work focuses directly on the elaboration of the thesis. This new framework, supported by Royal Decree 1393/2007 in accordance with the Bologna Reform Plan, reduces inefficiencies and clarifies the key aim of the entire project to the student and to the Deusto academic community as a whole.

2.15.4 Evolution of the programme

The first three years the programme has been offered have shown it to be most successful. The main advantage is the change from the former programme, which had a strong teaching/seminar component. The current program is completely centred on elaboration of academic research that contributes to theoretical and applied knowledge of the main specializations in this PhD programme. It is a change that requires a different attitude from

both academics and candidates who recognize the challenging objective of situating their research contributions within the scope of international academic knowledge production.

Simultaneously, we took on the initiative to convert the planned taught courses from Spanish to English in order to make them appealing to a wider international public. The two compulsory seminars (methodology and one among the five specializations) have gradually been converted to English. This decision opened the program to a newer and broader public represented by a pool of international students who are in part attracted by the Erasmus Mundus opportunity and, in part, by the attractive location of this PhD programme - a country/region that presents a well known strong economy, thus a potential connection between academic research and industry -. This effort led to a first change in the origin of the students from a mostly local plus Latin American basis to a wider group that includes representatives from Western Europe, East and South-East Asia, Eastern Europe, and the Middle East.

Further evolution refers to the methodological basis of this PhD programme. Based upon the increasingly broader capabilities of the faculty members, the methodology seminar has opened up a broad range of opportunities to specialize in qualitative and quantitative methods that can upgrade the overall quality of the program while offering new research opportunities to PhD students. In this sense, inclusion of the action-research and the case-study methodologies in the methodology seminar is a remarkable achievement that allows the PhD students to identify and develop projects that are closely linked to the needs of society and its agents.

Increasing efforts are being made to broaden collaboration networks with other universities, PhD programmes and academic researchers associated with the programme's current research specializations. This endeavour aims to foster the participation of international researchers in the PhD programme, which may also lead to encouraging the elaboration of European doctoral theses.

2.15.5 Adaptation of the programme to the changing European (Bologna) and national regulations

The Bologna Reform Plan led to a number of changes within the PhD programme of the University of Deusto. A few of these significant changes can be highlighted:

- 1) The first and most important aspect has been mentioned above: the transformation of the PhD programme from a taught course-based programme to a more research-oriented programme. This is guaranteed by a minimum number of seminars planned within the programme and the clear focus on research output (e.g. papers) from year one to the end of the programme.
- 2) A second aspect is the change to a specialized programme focused on some selected lines of research versus a generalist program on “economics and business studies”.
- 3) A third aspect refers to the more selective process of identification of the academic staff considered to be the most suitable to supervise PhD theses. The five criteria set by the University of Deusto include a stronger research profile, which is based on producing publications, obtaining competitive funding, teaching PhD students, leading to high value PhD theses and patenting or copyrighting products and processes.
- 4) A more careful process of thesis defence, which includes a more proactive role of the PhD programme director in co-identifying the experts that assess the thesis and who later participate in the committee responsible for assessing the final thesis defence
- 5) A more open reception of essay-based theses, which are in line with the purpose of promoting research pieces to be sent to scientific journals during the process of writing the thesis itself (instead of waiting for completion of the thesis first, as has been the tradition).
- 6) A more open reception of European/international theses that promote the formation of transnational networks of scholars (some of whom will later participate in the defence committee) in which the candidates themselves start participating. This perspective helps candidates to advance in their learning process and prospect joint research projects that can be developed later on.
- 7) In the near future, on the basis of the new Spanish regulation on Doctoral Programmes, the University of Deusto will take on the creation of a Doctoral School

with an international scope. It is conceived as a means to intensify international academic alliances that enhance the quality of theoretical and applied research.

Overall, the PhD programme in 'Business Competitiveness and Economic Development' combines the various leading competences of the faculty. It also offers students a very appealing environment – a strong manufacturing and service region – to develop cutting edge scientific research and to join existing national and international research networks that may further increase the scientific production of Deusto's and Orkestra's PhD candidates and researchers as well as their international partners'. In this way, the programme responds to the Bologna Reform Plan and supports the upgrading of the research programme that is focused on generating high-value knowledge, which is the aim of any competitive PhD programme.

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2.16 CENTRE FOR DOCTORAL RESEARCH UNIVERSITY COLLEGE DUBLIN – MICHAEL SMURFIT GRADUATE SCHOOL OF BUSINESS

by John Geary⁶, Director, Centre for Doctoral Research

2.16.1 Introduction

The UCD School of Business is a dedicated business school located within Ireland's largest university, University College Dublin. It offers a full suite of degree programmes from primary degree to specialist masters to doctoral level. It has a long and proud tradition in business education which stretches over one hundred years. In this chapter, I document the founding of UCD in brief before detailing the history of the business school and the development of its PhD programme. The PhD programme's key features and achievements are then documented before concluding with the challenges which lie ahead.

2.16.2 History of University College Dublin

The circumstances of the establishment of University College Dublin, or the Catholic University as it was then known, in 1854 were not propitious. Founded in the wake of the devastation of the Great Irish Famine (1845-'52) and devoid of state financial support and recognition of its degrees, it was a bold initiative by the Catholic Hierarchy to provide Catholics with an alternative higher level education to that offered by the Protestant university, Trinity College, Dublin, and the state founded Queen's Colleges in Belfast, Galway and Cork.

The Catholic University's first Rector was the renowned English philosopher and cleric, John Henry Cardinal Newman (subsequently Blessed Newman). Newman proved to be an extraordinarily able and ambitious rector. In his four years in Dublin, he established chairs in poetry, English literature, which was one of the first of its kind in Ireland and Britain, and of particular note were chairs in political and social science as well as political economy. While in Dublin he wrote and published his renowned series of lectures on *The Idea of a University* In one lecture, Newman with typical bravura prophesised thus:

I look towards a land both old and young; old in its Christianity, young in the promise of its future... I contemplate a people which has had a long night, and will have an inevitable day. I am turning my eyes towards a hundred years to come, and I dimly see the island I am gazing on become the road of passage and union between two hemispheres, and the centre of the world... The capital of that prosperous and hopeful land is situated in a beautiful bay and near a romantic region; and in it I see a flourishing

⁶ My thanks to my colleague, Jane O'Mara, for her comments on a previous version of this chapter.

University, which for a while had to struggle with fortune, but which, when its first founders and servants were dead and gone, had successes far exceeding their anxieties.⁷

Since then, the university founded by Newman has indeed grown and prospered to become Ireland's largest university whose staff and graduates have made substantial contributions to the formation and development of the Irish state. Counting past presidents and many taoisigh (prime ministers) amongst its graduates, other notable luminaries include internationally renowned authors such as Gerard Manley Hopkins, James Joyce, the author of *Ulysses*, Flann O'Brien, and Roddy Doyle; actors Gabriel Byrne and Brendan Gleeson; film directors including Oscar winner Neil Jordan and Jim Sheridan; and noted business people David J. O'Reilly, formerly CEO and Chairman of the Chevron Corporation; Tony O'Reilly, who previously served as the CEO of H.J. Heinz Company; Niall FitzGerald who is deputy chairman of international news agency, Thomson Reuters Group, chair of the International Business Council of the World Economic Forum and former CEO of Unilever; Redmond O'Donoghue is former CEO of Waterford Wedgwood Group; and Peter Sutherland (former EU Commissioner, head of the WTO, chairman of BP and non-executive director of Goldman Sachs International).

2.16.3 UCD Today

UCD today is a public institution funded by the Irish Exchequer which offers a broad range of degrees in business, law, arts, Celtic studies, human sciences, life sciences, engineering, mathematical and physical sciences. It is a research-intensive university where undergraduate education through to PhD training and research form a continuum of education and development. Collectively, it makes up a community of over 23,000 students and academics. UCD is ranked in the Times Higher Education Top 100 World Universities.

2.16.4 The UCD School of Business

The UCD School of Business was established in 1908 as the UCD Faculty of Commerce. In its early years, the School was primarily a professional school training graduates to enter the business world and, in particular, the accountancy profession. The 1960s marked a significant expansion in business education in Ireland generally, and specifically in UCD. New programmes were introduced, student numbers increased, and staff numbers grew to meet the

⁷ Source: UCD - A National Idea: Donal McCartney, Professor Emeritus of Modern Irish History, University College Dublin. 1999

increase in demand. In 1964, UCD Faculty of Commerce became the first business school in Europe to offer an MBA programme of study. The writing of textbooks, research monographs or scholarly articles was, however, a marginal activity conducted by a small number of staff. It was not until the 1990s that the School witnessed a ‘critical or scholarly turn’. The growing appreciation of the importance of research was due to the recruitment of staff primarily from leading schools in the US and the UK; their desire, in turn, to contribute to public policy debates and to publish in leading international journals; efforts on behalf of government agencies to measure the research outputs of Irish universities; and the ambition of the School to be recognised internationally as a school of high standing.

Currently, the School of Business has over 3,000 students and is composed of two Schools, the Quinn School of Business which is a dedicated undergraduate school and which is located on the UCD main campus at Belfield and a graduate school, the Michael Smurfit Graduate Business School, located some four kilometres away in a dedicated “ivy-league” like campus in Blackrock. The latter provides a full range of taught master programmes as well as two graduate degrees by research, the MPhil and PhD.

The School has a vibrant research community across a range of range of business and management subjects including finance, corporate governance, accountancy, human resource management, employment relations, organisation studies, organisational behaviour, information systems, supply chain management, management strategy and marketing.

UCD School of Business is Ireland’s premier business school. It is the only Irish business school, and one of a small elite worldwide, to hold the ‘Triple Crown of Accreditation’ which includes accreditation from the American Association of Collegiate Schools of Business (AACSB), the AMBA accreditation from the Association of MBA’s and the top European EQUIS award. It is also a member of CEMS, an alliance of Europe’s top business schools from 17 countries and the European doctoral consortium, EDAMBA, for which this chapter is prepared. The key differentiators of the School and its uniqueness nationally, are its research, its broad portfolio of degree programmes and its international standing and reputation. It is the most internationally diverse business school in Ireland, as evidenced by the breadth of internationally-trained faculty, and the diverse national origin of staff and students.

2.16.5 Doctoral Education

Introduction

The development of PhD-level studies was identified as a central priority by the UCD School of Business in the early 1990s. Dedicated state-of-the-art study facilities, scholarships and a suite of taught courses were provided so as to attract the most able students from Ireland and abroad.

In the mid 2000s, further efforts were made to enhance the quality of PhD education and training. New regulations and policies were introduced and increased funding under the University's Ad Astra scholarship programme was provided. Further changes included: the provision of new courses in advanced research methods training, advanced disciplinary modules, the introduction of personal development plans and training needs analysis for PhD students, the provision of generic training modules, including transferable skills, to improve the employability of doctoral graduates in academia and in other employments and the introduction of new supervisory arrangements together with new modes of assessment and progress review. In tandem, the funding for new academic positions and research increased thereby further enhancing the research capacity of the School.

In the course of the last ten years, the number of PhD students in the Business School increased from 30 to 90 students. The proportion of foreign students rose from 28 per cent to 57 per cent. A third of foreign students are from other European countries, with the bulk of the remainder coming from China, India and elsewhere in Asia. There are also students from Africa and North America.

Purpose

The purpose of the PhD program is to train and educate students to a high level of competence in research and critical thinking. While most UCD PhD graduates find employment in universities as academics, many others seek to establish careers in different professions. With this in mind, the purpose of our doctoral programme is to train young researchers to the highest standards so that society might benefit from their research expertise and analytical skills. We believe we have an institutional obligation to train our students to be independent critical thinkers and to pass on traditional standards and values of scholarship in accordance with the function of universities as societal institutions.

Structure of PhD programme

PhD students at the Michael Smurfit Graduate School of Business follow a four year structured programme of study. In the first year, students work with their supervisors to develop their research proposal and take taught modules in approaches and methodologies in research, discipline specific modules as well as courses in life long and transferable skills. In subsequent years, students dedicate their time to undertaking their research and in writing their dissertation.

Taught modules are delivered jointly with colleagues from across the Business School and the University including staff from Law, Social Sciences and Mathematical Sciences, as well as other disciplines. This pooling of university resources has had two principal benefits: it has enhanced the doctoral programme's capacity to provide a rich variety of advanced courses in methods and approaches to research, but perhaps most importantly it has been a catalyst in stimulating inter-disciplinary research. Many students now work in such mixed collaborative structures. Examples here include the recently established FMC² research cluster, the Complex Systems and Computational Social Science Research Group (CSCS) and the Centre for Innovation, Technology and Organisation (CITO). FMC² was recently awarded a Science Foundation Ireland grant of €4.7 million to support pure and applied research in finance and financial mathematics. It brings together academic staff and PhD students from the UCD School of Business and two other Irish universities with complementary expertise in financial mathematics, financial economics and computer science to create a multi-disciplinary research centre. The CSCS group are composed of staff from the Business School, the social sciences and mathematical sciences. The group are interested in understanding complex social systems through the application of computer simulation and other computer-based methods. Computational social science is an emergent area of scientific innovation with numerous applications in both the public and private as well as commercial sectors. Members of the CSCS group are engaged in a range of different types of research, some focus on core theoretical development in the field, while others' approach has clear empirical applications, often based on large scale, funded research projects. CITO is also home to a multi-disciplinary research community which is concerned with understanding the role played by information, knowledge and information and communication technologies (ICT) in organisational processes, both within and between business corporations and broader social institutions. Its staff and students draw from a variety of theoretical perspectives including philosophy, sociology, political science, psychology, economics and organisation theory.

Participation in international teaching and research networks are also highly valued and encouraged. The industrial relations and human resources group have developed strong international links through the Group's association with the ILR School at Cornell University, New York and through the European Master's in Labour Studies Programme network of leading European universities that include Milan, Louvain-La-Neuve, the London School of Economics, Warwick Business School as well as other leading institutions.

2.16.6 The Way Forward

The recent international financial crisis has hit Ireland hard; of that there is no doubt. The funding available to government financed institutions, including universities, has been reduced. This has placed enormous challenges on the Business School to raise funding by other means so as to maintain the delivery of high-quality programmes, including the PhD programme, to sustain research and to improve the School's international reputation. Still, the School remains committed to the further development of its PhD Programme and its staff have the confidence that that they retain the capability to attract the most able of graduate students and to provide them with an education of the highest international standards. The School's doctoral programme has benefitted enormously from drawing on its own internal resources and from collaborating with colleagues elsewhere in the university. The future development of PhD education will though require greater co-operation between international business schools such as that offered by participation in the EDAMBA network. Such inter-institutional collaboration is to be welcomed and presents a way forward for enhancing the learning experience of PhD students.

2.17 DURHAM UNIVERSITY BUSINESS SCHOOL

2.17.1 Background

Durham University Business School was founded in 1965 and is part of one of the UK's oldest universities. Established in 1832, Durham University is the third oldest higher education institution in England after Oxford and Cambridge.

Timeline

Durham became one of England's leading centres of medieval scholarship, along with Oxford and Cambridge. Durham University is therefore the inheritor of a continuous line of learning and scholarship dating from Bede and Cuthbert to the present day.

Durham was one of the first universities to admit women on an equal footing to men (1890), to establish medical training (1834) and the first to award Civil and Mining Engineering degrees to meet regional and national needs during the industrial revolution (1838). Durham led in the development of science and established one of the earliest observatories in England. Durham University was based in two cities for over 100 years, its medical school at King's College and other Colleges in Newcastle becoming the new and independent University of Newcastle in 1963. Durham was also the first University to establish overseas campuses a century before the concept was reinvented: in Barbados in 1875 and Sierra Leone in 1876.

2.17.2 The Business School

Now celebrating its 50th year, the Business School was refurbished and extended in 2013, with state-of-the-art lecture theatres and facilities and many sustainable features throughout. Teaching and research are also carried out at the University's Queen's Campus, located some twenty miles to the south of Durham City.

Vision Mission & Values

The vision of the School is to create a more equitable and sustainable world in which businesses and other organisations contribute to the flourishing of individuals and communities. As an organisation, Durham is dedicated to conducting internationally excellent research, developing rigorous education which inspires students and alumni and partnering with businesses and other organisations to create knowledge that leads to a more sustainable business world.

Key facts about Durham University Business School

Durham is one of an elite group of business schools worldwide to carry triple-accreditation from AACSB, AMBA and EQUIS. The Financial Times ranks Durham's full-time MBA as 79th globally, 24th in Europe and 10th in the UK. In addition, Durham's online MBA programme is ranked 6th in the world and 2nd in the UK (FT March 2015). The REF2014 (Research Excellence Framework) placed Durham joint-first in the UK for research environment, classing 79% of its research as 'internationally excellent' or 'world leading'. In addition, Durham has an active alumni network of more than 12,000 graduates in over 100 countries, with 26 'International Chapter' groups worldwide.

2.17.3 PhD Programmes

Durham University Business School has offered a PhD programme for many years. The PhD has evolved considerably, with the School now offering PhD programmes on both a full and part time basis across Accounting, Economics, Finance, Islamic Finance, Management and Marketing. In 2015 the School introduced an Integrated PhD programme in which students spend their first year studying research methods to provide a thorough underpinning for their PhD.

All PhD students are appointed a minimum of two supervisors. Durham has a commitment to conduct internationally excellent research and develop the next generation of scholars to become architects of an equitable and sustainable world.

2.17.4 DBA

The DBA (Doctor of Business Administration) is an executive doctoral programme for high achievers who want to develop their research, analytical and critical thinking skills to the highest level, with a focus on practical application in the business environment.

Delivered typically across 6 years on a part-time basis, the DBA is a combination of taught modules in years 1 and 2, with supervised research in years 3 to 6.

2.17.5 The Future

As a triple-accredited business school, Durham is committed to developing research and engaging international partners, recruiting a diverse range of high quality students; delivering research-led programmes in an international learning environment and recruiting excellent staff who are committed to their vision; in a sustainable, global and socially responsible way.

2.18 ESSEC PHD PROGRAM

2.18.1 Introduction

With its emphasis on research, the ESSEC Ph.D. Program ambition is to actively contribute to the production of dissertations that are widely recognized in the academic world. It originally started as a joint Doctoral program with the IAE of Aix en Provence in 1974 and has been successful in producing more than 180 dissertations thanks to a fruitful collaboration with its Institute partner. The program was drastically changed in 2005. Designed after the American PhD education model and taught entirely in English the program is now targeted towards an international audience and job market. The 61 program participants represent 21 different citizenships: American, Bielo-Russian, Brazilian, Canadian, Chinese, Dutch, French, German, Indian, Iranian, Italian, Japanese, Korean, Lebanese, Mexican, Nepalese, Romanian, Russian, Taiwanese, and Ukrainian. French students represent 15% of the cohorts.

At ESSEC, we believe that quality research in business administration and economics demands a wide-ranging perspective and understanding. Only this kind of broad-based knowledge can nurture truly innovative approaches and original views in tackling the complex issues of modern business and society. The curriculum thus starts with an intensive period of interdisciplinary training. This is followed by rigorous research training for the chosen field of specialization. The goal is to prepare students not only to master methodologies, but also to advance knowledge and play an active role in the international academic communities. Research is both theoretical and empirical, acknowledging the importance of both scientific rigor and the reality of the environment. Students have the opportunity to meet their colleagues and professors from a variety of other institutions, either directly or at specialized academic colloquia and conferences, so they can develop direct experience of the issues shaping the debates in the scientific community.

2.18.2 Organization of the program

The Program is a full-time Ph.D. Program in English and meets the highest international standards. Six concentrations are offered: "Accounting and Auditing", "Economics", "Finance", "Management", "Marketing", "Operation Management and Decision Sciences". Before starting their dissertation work, students must follow a two-year program of courses and seminars (minimum of 65 ECTS representing about 650 contact hours) that ends with Preliminary Examinations and a Dissertation Proposal.

2.18.3 Overview of the Program

Program covers five phases:

- General Requirement Courses
- Specialized Courses and Seminars for the chosen concentration
- Preliminary Examinations
- Dissertation Proposal
- Dissertation Defense (expected by the end of the fourth year)

The objective of the General Requirement Courses is to give students an overview of the different fields of business administration, the various methodologies used, and statistical tools. This gives students a unique interdisciplinary perspective on research in business administration and economics. The specialized courses and seminars in the concentrations focus on methodological issues and advanced research tools in the specific fields. They also examine theoretical developments in each field, the current state of the art, and the frontiers of research.

Success in the Preliminary Examinations in the chosen field is a prerequisite to enter the candidacy and dissertation phases. These phases start with the Dissertation Proposal, which must clearly define the subject of research, the debates shaping the field, and the methodological and theoretical choices made. The decision to allow the student to pursue her/his research work will be based on this Proposal. Doctoral students are expected to carry out original research in a highly scholarly manner. Finally, the Dissertation Defense can take place following authorization by the Dean of the Ph.D. Program after advices from two outside referees.

Doctoral students work with one ESSEC professor who guides and directs their research with the support of a dissertation committee. In addition, Ph.D. students in the dissertation preparation stage of the program are required to submit regular reports on the state of their research. They must also present the latest on their research to the "Student Research Seminar" several times a year.

Students participate to Faculty activities such as regular research seminars, conferences, workshops etc. They collaborate with professors on joint research and papers. As part of their training, they may also intervene in courses under the supervision of a senior faculty. They are

encouraged to actively participate at major conferences or specialized workshops to present their research. Finally, they are expected to spend time in an overseas institution to work with specialists of their respective fields of doctoral research.

2.18.4 Six concentrations

In Accounting and Auditing, students can specialize in

- Empirical Financial Accounting
- International Financial Reporting
- Auditing
- Financial Statement Analysis
- Organizational and Social Aspects of Accounting

In Economics, they have the choice between

- Industrial Organization
- International Economics (micro or macro)
- Public Economics

In Finance, students can select one of the following subfields

- Asset pricing and investments
- Corporate finance
- Financial econometrics
- Market microstructure
- Derivatives

In Management, students can choose between

- Human Resource Management
- Management Control
- Management Information Systems
- Organizational Behavior
- Strategy

In Marketing, they can select a

- Behavioral track, or
- Modeling track

In Operations Management and Decision Sciences, students can choose one of the following specializations

- Risk and Data Analysis
- Operations Research
- Operations Management

Finally, a new concentration will open in 2012: Finance completing the program offer.

2.18.5 Admission

Two sessions are organized every year when students can apply to enter the program: January 15th and May 15th. Every year the program receives about 250 applications. GMAT average for admitted students in the January 2011' session was 705 up from last year 695. Information can be found on www.essec.edu/phd

2.18.6 Awarded Degrees

The degree awarded is the “Ph.D. in Business Administration at ESSEC Business School” (AACSB and EQUIS accredited). Students who wish to register to the joint doctoral school with UCP (University of Cergy-Pontoise) may also obtain the national “Doctorate of ESSEC Business School” (Accredited by the French Ministry of Enseignement Supérieur et de la Recherche). They may also choose to enroll in the joint Doctoral Program with IAE of Aix en Provence and obtain a Doctorate from University of Aix-Marseilles III. Finally, students who pass successfully their first two years and preliminaries are granted a MS in Business Administration Research (Accredited by the Conférence des Grandes Ecoles).

2.19 UNIVERSITY OF GLOUCESTERSHIRE – DOCTORAL PROGRAMMES IN THE BUSINESS SCHOOL

2.19.1 Overview

University education in nineteenth century England was largely non-technological and very small scale, compared to the USA and Germany. This lack of university provision led to the emergence of specialized higher education institutions outside the university sector. The University of Gloucestershire grew from the provision of specialized instruction and subsequent mergers. The impetus to form what is today the University were civic interest in technological education and Church of England desire to provide for the training of schoolteachers.

The Cheltenham Mechanics' Institute began in 1834, providing training for skilled employees and managers in an increasingly industrialized nation. This provision followed the creation of institutes in Liverpool (1823), and London (London Mechanics' Institute, now Birkbeck College) and Manchester (UMIST) in 1824. Gloucester Mechanics Institute, also to become part of the University, formed in 1840.

In parallel to the mechanics' institutes, there was a national effort to establish schools of art and design. Indeed the nature of the institutions frequently overlapped in the early days. The first 'pure' school of art, the Government School of Art in London (now the Royal College of Art) was incorporated in 1837. Cheltenham School of Art followed in 1840, and it too was to become a constituent of the University of Gloucestershire.

The Cheltenham Training Institution, established in 1847, provided for the training of teachers on a residential basis. Unusually for the time, both men and women were admitted, albeit to separate departments. From its beginning, the Training Institution enjoyed the support of Privy Council. The institution existed independently of the structures of the Church of England, but was committed to providing an Anglican basis for its instruction.

In Gloucester the Gloucestershire Training College of Domestic Science was established in 1925 and Degree courses were introduced in association with Bristol University in 1926, and from 1947 the college was affiliated to the university's Institute of Education. From 1962 the

college provided general teacher training and it was renamed the Gloucestershire College of Education in 1967. It was closed in 1980.

Following these nineteenth century beginnings, the separate institutions merged in increasingly large colleges. The colleges did not themselves have degree awarding powers, but granted awards from other universities, national bodies being recognized for specific training and so on.

The various colleges finally came together as Cheltenham and Gloucester College of Higher Education in 1990. In the first instance, the Council for National Academic Awards (CNAA) granted all College degrees. CNAA was a national body that authorized and awarded degrees at all levels for higher education institutions without independent awarding powers. The partnership with CNAA lasted until 1992, when government announced the dissolution of the national body.

The College was itself granted taught degree awarding powers in 1992. From 1992, the University of Bristol became the awarding body for doctorates from Gloucestershire. By 1997, the PhD programme had reached a state where the programme, at University level, was mature enough for application for independent research degree awarding powers.

Privy Council granted independent awarding powers for doctoral programmes to Gloucestershire in the same year. After doctoral awarding powers were granted in 1997, university title followed in 2001, as the College was the only body with the full spectrum of awarding powers that did not have university designation.

2.19.2 Faculty Provision

At the University of Gloucestershire, doctoral degrees are University awards. That is, the regulations for the programmes are set at the institutional level. Faculties and Schools may determine the structure and content of any instructional elements that form part of the programme. Faculty committees are responsible for the oversight of candidates in subjects within the Faculty.

The Business School has, in various forms, been involved in formal postgraduate provision since 1947. The first doctoral candidates were enrolled in 1982/83 on the PhD programme in business and management. The first PhD completion came in 1985/86.

In the Business School, formal instruction in research methods (at all levels) became well advanced, and the colleagues produced the first edition of their research text in 1997 – Saunders, Lewis and Thornhill. This instructional approach shaped the early core of research style in the School. The PhD programme continued to expand, with a large proportion of part-time candidates. Candidate numbers in business rose steadily, passing the 100 mark in 2007. Around The PhD programme was never considered solely a training vehicle for future academics, and always engaged candidates drawn directly from business and management. Currently, around fifteen completions occur each year.

This explicit engagement with practicing managers in research developed further with the establishment of the DBA in 2007. The programme was designed following the guidelines of the UK Chartered Association of Business Schools and other relevant national frameworks. Programme design also benefitted from the insights of colleagues in other universities in the UK, especially through the annual conferences of providers. The DBA has proved attractive, particularly to candidates from elsewhere in the EU, where part-time doctoral study opportunities are more restricted. The programme was revalidated following a five-year review in 2013. It now has more than 250 participants, with rising numbers (15+) completing each year.

2.20 THE HISTORY OF DOCTORAL STUDIES AT HANKEN SCHOOL OF ECONOMICS

by Maj-Britt Hedvall and Wilhelm Barner-Rasmussen

2.20.1 Hanken School of Economics in a nutshell

Hanken School of Economics ('Svenska handelshögskolan' in Swedish) is the oldest business school in Finland and one of the oldest in the Nordic countries. Today it is also the only stand-alone university-level business school in Finland. It is a genuinely international and research-intensive business school with close ties to the corporate world. Its roots go back to 1909, when it was founded by the local business community as a private institution, 'the most advanced educational institution in Finland with instruction in the Swedish language'. Hanken awards Bachelor, Master, MBA and Doctoral degrees. Tuition is provided in Swedish and English. Hanken has been accredited by EQUIS since 2000 and by AMBA since 2008.

2.20.2 Doctoral education 1944-1969

Hanken obtained the right to award doctoral degrees in 1944, and the first thesis was defended in Accounting by Axel Grandell the same year. In the early years, doctoral degrees were scarce, only eight being awarded between 1944 and 1969. On the other hand the theses defended during those years received much attention and some attained classic status in their field, such as Reginald Jägerhorn's "The Value of Information in Audit Reports of Finnish Companies" and Sven-Erik Kock's "Management and Motivation".

A new phase began in 1970 when Hanken launched the FISH research institute, the acronym standing for 'Forskningsinstitutet Svenska handelshögskolan'. The aim of FISH was to enhance empirical management research and to constitute a solid base for doctoral education. Positions for doctoral students were introduced, and for the first time doctoral students could concentrate full-time on their studies.

The introduction of FISH was a success. During the first decade of the Institute's existence, more doctoral theses were defended than during the previous 25 years. The theses defended in the 1970s were in all sub-disciplines of Business and Management: Accounting, Finance, Marketing, and Management and Organisation. A thesis from this period that attracted much attention was Christian Grönroos' thesis "Marketing of Services".

2.20.3 Evolving structures

From the beginning of the '70s and until the end of the '90s, the vast majority of the doctoral students at Hanken were working at FISH, not at the academic departments of the School. In the latter half of the '90s, as the number of doctoral degrees began to increase significantly, the School's management concluded that its academic departments had reached sufficient critical mass to carry their own doctoral students. Hence, the decision was made to close FISH and integrate the doctoral students into the academic departments and their research programmes and projects.

Meanwhile, the early '80s had seen the introduction of a structured doctoral programme at Hanken. By and large, the programme structure for doctoral education established at that point prevails to this day. The length of the programme for full-time students is four years. The first year mainly consists of courses in methods, methodology, theory of science and the major, while the next three years are devoted mainly to thesis work. The studies can be completed in Swedish or English. The course programme is delivered in English.

In the new millennium, the programme has been further strengthened in several ways. The course programme has been complemented by a transversal skills development programme, and the support provided to applicants, accepted students and supervisors has been significantly improved. Central processes have been revised and converted into web-based format. Also, the success of Hanken in external fundraising has enabled the introduction of a competitive funding package for all new full-time doctoral students.

2.20.4 International and national co-operation

Co-operation both nationally and internationally has long been a cornerstone of doctoral studies at Hanken. Incoming doctoral students are welcomed for longer stays at Hanken, the School's own students are encouraged and supported to spend a period of their studies at a university abroad, and most of them also take several courses organised by other universities and national and international networks.

In the '70s and '80s, especially the European Institute of Advanced Studies in Management (EIASM) was crucial for Hanken doctoral students. The EIASM Workshops and the possibility to visit the Institute and its library were of utmost importance for many. The workshops and the EDEN programme administered by EIASM continue to play an important part in the Hanken

doctoral programme today; for instance, Hanken continuously organises EDEN courses. In the early '90s, Hanken joined EDAMBA and has been active in the network ever since, sending students to the EDAMBA Research Academy and doctoral theses to the EDAMBA Thesis Competition.

Also Nordic and national co-operation has been, and is, important for doctoral education at Hanken. Especially in Finance and International Business, jointly organised Nordic doctoral courses and course programmes are important sources of both knowledge and networking contacts. Hanken has also contributed significantly to the national researcher schools introduced by the Finnish Government in the mid-'90s. Hanken has been very active in KATAJA, the national researcher school in Business Studies, and the Director of KATAJA has since 1996 been a Hanken faculty member.

2.20.5 Focus, internationalisation and output

In the mid-'90s, major strategic decisions were taken concerning academic research at Hanken, the most important one being to appoint certain areas of strength to direct the School's efforts in research. While these areas have been reconfigured over time, a focus on Finance, Management and Organisation, and Marketing has remained constant, more recently complemented by Economics. The vast majority of the doctors graduated from Hanken in the 2000s have majored in one of these areas of strength.

Over the same period, the doctoral student body has continued its trajectory of internationalisation, reflecting the attractiveness of a PhD degree from an accredited, research-intensive business school on the global job market. Today roughly half of all Hanken's active doctoral students are international, up from one in three a decade ago.

The average number of doctoral degrees awarded annually is currently 16. Almost two thirds of graduates remain in the research and education sector, while the rest establish themselves in industry, the third sector, or as entrepreneurs and consultants. The increased internationalisation of the programme and the constant quality improvement efforts is reflected in the growing share of graduates recruited by international universities.

2.21 HENLEY BUSINESS SCHOOL, DOCTOR OF BUSINESS ADMINISTRATION PROGRAMME

by Dr. Claire Collins, Programme Director



2.21.1 History of EDAMBA and its links with Henley

In the early 1990s, with Professor David Birchall and Professor Arthur Money leading the PhD programme, Henley was very proud to be involved in the first EDAMBA Summer School, which had been formed by Hans Siggaard Jensen and Tom Elfring. For the first couple of years, it was Henley's full-time PhD students who attended, but it was not long before the Internationally-based participants of the new Henley DBA programme, were also keen to participate. Professor Arthur Money had a key role in assisting with the running of the Summer School from then on, and Henley has been an active member of EDAMBA ever since, with Professor David Price, then Dr Richard McBain and now Dr Claire Collins as active representatives.

2.21.2 Background of Henley Business School and the DBA

Founded in 1945, and celebrating its 70th anniversary this year, Henley was the first business school to be established in the UK and is one of the oldest and most respected schools in Europe. We are consistently ranked among the world's top 50 business schools by the Financial Times and The Economist. We are also among an elite group of business schools - the top 1% in the world – to be triple-accredited for the quality and capability of our faculty and output. As part of the University of Reading, Henley operates within an academic institution that is placed within the top 1% of all global universities.

Building on its experience of running full- and part-time PhD and MPhil programmes since the 1970s, the Henley Doctorate of Business Administration (DBA) was launched in 1992 and is one of only nine programmes globally to have gained the prestigious AMBA accreditation. The Henley DBA is thought to be the most established in Europe with one of the highest number of graduates to its name from over 30 countries around the world.

In 2008-09, the University and the Henley Business School developed a collaborative partnership with the Rotman School of Management of the University of Toronto to deliver the Henley DBA.

The MSc/DBA programme contributes to the research excellence of Henley Business School (the Business School of the University of Reading, since Henley Management College and University of Reading merged in 2008). Henley's DBA theses receive commendations from accrediting bodies and examiners alike. Candidates include prestigious competition winners and the quality of theses is regularly praised as being of the highest quality by scholars with global reputations in their field. Research Associates (DBAs and PhDs) are members of our School structure and are encouraged to take part in the activities of our research centres. By conducting original research in their specialist area, candidates are able to further their careers and build expertise to contribute to grow competitive advantage and differentiate themselves in the marketplace.

What is a DBA?

The Henley Doctorate of Business Administration (DBA) is a part-time professional doctoral degree with an international scope and reputation, designed to enhance executive and professional practice through the application of sound theory and rigorous research into real and complex issues in business and management.

It enhances the capability to develop knowledge and theory, and their application. Key to this is a programme to develop personal, consultancy and research skills in the context of rigorous and relevant research.

Aims:

The Henley DBA will enable participants to:

Develop a sound understanding of the relevant conceptual and theoretical underpinnings of their chosen area of research into business and management

Have a detailed understanding of applicable techniques for research and advanced academic and management enquiry

Create and interpret knowledge through original research. Enhance both their performance as a reflective practitioner, and that of professional practice

Develop personal, consultancy and research competences to undertake rigorous research at an advanced level that contributes to theory and practice in business and management.

DBA and PhDs – Equal but Different

The DBA has both rigour and relevance as it contributes to theory and practice in business and management. The DBA typically focuses on research ‘in’ organisations rather than research ‘on’ organisations. It is more likely to involve cross-disciplinary work and mixed methods and contributes to developing students' own practice and development.

University of Reading’s internationally-renowned expertise spans a number of key subject areas, including: International Business & Strategy Marketing & Reputation, Leadership, Organisations & Behaviour, Business Informatics & Systems and Accounting, Finance and Capital Markets (ICMA Centre) and Real Estate & Planning .

Henley’s DBA profile

Research Associates undertaking the Henley DBA programme typically complete the MSc in Business and Management Research initially, and then most progress on to the DBA. In 2015, there are currently 56 participants in the MSc phase and a further 71 in the DBA phase, with over 160 DBA graduates and over 70 MSc in BMR graduates. Research is supported by one of six faculties within Henley Business School: Business Informatics, Systems and Accounting; International Capital Market Association Centre, International Business and Strategy; Leadership, Organisations and Behaviour; Marketing and Reputation and Real Estate and Planning.

2.21.3 Profiles of some Henley DBA graduates and current Research Associates

Dr Kathryn Hall Newton, Consultant, based in Canada: As Director, Marketing and Brand Strategy for BrandingDocs Inc and lecturer in Toronto, Kathy also gained a BSc (University of Toronto) and MBA (Concordia), prior to obtaining her MSc and DBA at Henley. ‘As a branding strategist, I now have a unique point of difference in the marketplace. I am able to add value to branding strategy and marketing research because I have gained leading edge academic insight and rigour through the DBA program which I can combine with my traditional brand management work experience.’ DBA thesis: Consumer-Brand Relationships: Impact of brand and consumer personalities on relationship type.

Paul Orajiaka, Chief Executive Officer of Auldon Limited, based in Nigeria: With a Master’s and Bachelor’s degree from the University of Lagos, an Executive Master in Business Administration and an Advance Management Programme Certificate from Lagos Business

School of the Pan Atlantic University, Paul was conferred with the award of Most Outstanding Entrepreneur by the Traders' Right Protection Initiative in 2013. He has successfully grown a N5000 start-up toy business famous for African theme toys to become the preferred toy brand in Nigeria and a company with over N500million annual turnover. MSc/DBA research area: The moderating effect of the external environment on the Entrepreneurial Orientation-organisational performance relationship. The case of Nigeria.

Frank Levene, DBA researcher currently based in the UK: "How do senior leaders develop and implement a strategic vision in Russian companies? Three case studies from within the financial services sector: Insurance, Leasing and Retail Banking".

Mona Ashok, DBA researcher based in the UK : "Interplay of collaboration and internal resources for process innovation - an IT Services perspective".

Michael Roether, DBA researcher based in Germany: "Executive Coaching - An Investigation into the psychological processes and the Relationships between: Trustworthiness, Predisposition to trust, the coaching relationship, Basic psychological need, Goal self-concordance, goal effort, goal attainment and satisfaction".

2.21.4 Research and expertise

Many of our faculty are internationally-renowned and widely published in their respective fields and are engaged in academic and applied research. A large number of our academics draw upon their experiences as leaders and consultants to international organisations at the highest level. Research at Henley is both pure and applied and is driven through six academic areas and 14 internationally-recognised research centres. We work closely with governments and organisations internationally and help to drive the global research agenda across a uniquely broad range of fields. With 150 research-led faculty members, widely published academics and cited experts regularly featuring in the national media, the faculty members at Henley Business School are world-leading. Some are practitioners in the industries they teach, giving our students real-time access to business insights and expertise.

DBA participants are each supported by a team of 2-3 supervisors drawn from the University's faculty and approved external experts, and regular contact with these internationally-based, often high-calibre business people, is maintained in a variety of ways: face-to-face, telephone, email and Skype.

Henley also holds an annual DBA Supervisor Development event which is well attended and encourages good practice, peer support and the sharing of expert knowledge and current thinking, to better support research students.

2.21.5 Research Excellence Framework 2014

The Research Excellence Framework (REF), a national assessment of research quality coordinated by the Higher Education Funding Council for England (HEFCE), confirms the University of Reading's place as a world-leading research-intensive university. 98% of University of Reading research is **internationally recognised**, and 78% of our research is classed as **internationally excellent**. 27% of our research is **world leading**.

The REF places the University of Reading 19th in the UK by research intensity (a measure of quality adjusted by the proportion of researchers submitted), and 27th in the UK by research power (out of 154 submitted institutions). Research power recognises both the quality and quantity of research submitted into the exercise. More than 99% of Reading's research was rated as having an outstanding or considerable impact socially, economically and culturally.

The University is one of the top 1% of universities in the world with a global research impact that stretches from North America to Australasia. Reading benefits from an extensive portfolio of collaborators and partners, nationally and internationally. This allows Reading to tackle global problems that affect the quality of life and sustainability of our planet.

Known the world over for excellence

Henley is widely recognised for its diversity and international reach:

150 faculty from 18 countries, widely published

Over 5,000 students from more than 100 countries

2 UK campuses

17 international campuses and offices in: Canada, Cyprus, Denmark, Finland & Estonia, Germany, Greece, Hong Kong, India, Ireland, Malaysia, Malta, New Zealand, Singapore, South Africa, Sweden, Trinidad & Tobago, USA

Our alumni association has 56,000 members in over 150 countries offering networking potential and the chance to keep up-to-date with latest thinking

The Henley MBA was rated by the Economist as No1 in the world for potential to network.

2.21.6 Henley's industry connections

Our industry connections bring learning and career opportunities with leading organisations such as: Aviva, BBC, British Airways, BNP Paribas, Deloitte, DTZ, BskyB, First Direct, Lastminute.com, Telefónica, O2, Vodafone, GE Healthcare, PwC, Barclays, J Sainsbury, Virgin Galactic, Microsoft, Pfizer, Savills, The Royal Town Planning Institute

2.21.7 Challenges for the future

Henley Business School aims to empower individuals to become great professionals and outstanding business leaders who think with clarity and act with confidence and conviction. Our strength lies in our approach, enabling people to better understand themselves and their responsibilities while at the same time blending the practice and theories of successful business.

We always seek to improve upon everything we do and be recognised for:

Being a truly international business school

The excellence of our learning experience

World-class research and thinking

Our sense of community and responsibility

The strength of our networks

The breadth and depth of our relationships with industry

We will be an engaging, focused and distinctive business school

This vision is underpinned by Henley's core values:

That the learner and their continued development is central to what we do

That character and integrity are as important as capability

That wealth creation is important for society as a whole not just for individuals

That building management and leadership capability builds both wealth and the welfare of society.

2.22 DOCTORAL (PHD) SCHOOL FOR MANAGEMENT AND ORGANIZATIONAL SCIENCE OF KAPOSVÁR UNIVERSITY

2.22.1 Introduction

Kaposvár University is one of the largest universities in the Southern Transdanubian region of Hungary. Kaposvár University was founded by the Hungarian Parliament on 1st January 2000 when operating faculties and colleges were integrated in Kaposvár. Currently, education and research activities are carried out in four faculties: (Faculty of Agricultural and Environmental Sciences, Faculty of Economic Science, Faculty of Pedagogy and Faculty of Arts) and in five partner institutes: the Health Center, the PET Center, the Pannon Equestrian Academy, the Feed Crops Research Institute, and the Bószénfa Game Management and Landscape Center, where the scientific work is supported by the most modern equipment.

All of our students and teachers benefit from the primary results of the various merged institutions of higher education. Based on decades of traditions, Kaposvár University plays a determining professional, occupational and cultural role in the lives of the country and the region by offering versatile and colourful study programmes with an easy transition among the degree studies.

2.22.2 The mission of Kaposvár University

- Kaposvár University, as an innovative institution, is committed to a continuous improvement regarding the world's changing economic, technological and scientific life.
- It is capable of adjusting to the requirements of the labour market, trusting that it will influence the requirements and trends of the labour market by transferring versatile and competitive knowledge to its students.
- Besides, providing professional education, it puts emphasis on the improvement of the overall skills, abilities and practical expertise of its students.
- The University offers the students a vibrant, animated, active, and modern campus to enjoy their academic years.

Kaposvár University have four faculties and several researche centres. The four faculties:

- Faculty of Agricultural and Environmental Sciences
- Faculty of Economic Science
- Faculty of Fine Arts
- Faculty of Pedagogy

2.22.3 The main research centres

Health Center - Diagnostic and Radiation Oncology Institution

The Diagnostic and Radiation Oncology Institution participates actively in the graduate and post-graduate theoretical and practical education of the university. The Health Center of Kaposvár University is the leading provider of diagnostic imaging and radiation oncology in Somogy County. The Health Center maintains numerous partnerships with hospitals and private practitioners in the South Transdanubian Region and provides a 24-hour CT and MRI emergency imaging service for the surrounding hospitals. We offer diagnostic imaging services in the fields of oncology, neuroradiology, breast, musculo-skeletal and cardio-vascular imaging. The Institute of Diagnostic Imaging and Oncoradiology provides imaging services and experimental facilities for R&D projects for biomedical and geological sciences as well as diagnostic imaging services for the veterinary medicine.

PET Center

In Kaposvár University a worldwide unique PET / MR Center was established to raise us to the global leaders in the field of genetic, molecular biology, organic chemistry, neurological and radiobiology research. It is the first established center equipped with an MRI scanner, a complex radiochemical laboratory and a PET / CT equipment in Central Europe, from which only 50 exists in the world. The instruments not only display the anatomical lesions caused by a tumor, or by cerebrovascular disease, but also give an insight into the complex physiological processes taking place in the body, and enable the early and accurate detection of diseases as well. The Center is open to participate in research and development cooperations.

The Pannon Equestrian Academy

The Pannon Equestrian Academy is one of the main units of Kaposvár University. It plays an active role within the educational programmes of the university in many ways, specifically in the teaching and training of students who are specializing in equestrian sports. Its unique infrastructure makes it possible to learn the theory and carry out the practice at the same time at a very high level. The Academy hosts prestigious national and international championships: e.g. the Dressage CDI3*W event, show-jumping, vaulting events, and the military type of equestrian sports known also as Horse Trials. The Academy provides a training place both for full-time and correspondence students following Degree Courses in Stud Farm Manager, Animal Husbandry Engineer or Agricultural Engineer at the Faculty of Agricultural and Environmental Sciences. Pannon Equestrian Academy is one of the centers of the domestic horse specialist training, which is also a special training location of the Hungarian Equestrian Federation.

The Feed Crops Research Institute

The Feed Crops Research Institute in Iregszemcse – as part of Kaposvár University, deals with the cross-breeding of sunflower, protein-rich grain feed and roughage (soya, pea, chickpea) as well as with leguminous crops for human consumption (pole bean). It provides for the preservation of species, the production and distribution of crops, and the development of the production system.

Bószénfa Game Management and Landscape Center

Bószénfa Game Management and Landscape Center is the biggest deer farm in Hungary. Bószénfa, a small village in the hills of Zselic, hosts the Game Management Landscape Center of Kaposvár University. The center was started as an experimental program, and now, it is one of the most important stock in Middle-Europe, with a tradition going back to two decades. The 1300 hectare land provides habitat for more than 1500 red deer, 300 wild boar, 200 fallow deer, 150 mouflon and approximately 50 roe deer. We also breed domesticated animals, such as Hungarian grey cattle, racka sheep, pigs, horses, donkeys, goats and water buffalo. Its varied activity is unique in Hungary because game management, crop cultivation, forestry, hunting,

game meat processing and tourism exist in the same unit. It takes part in many research projects and contributes to the theoretical and practical qualification of Kaposvár University students.

2.22.4 FACULTY OF ECONOMIC SCIENCE

The philosophy of the faculty is characterized by a dynamic and innovative atmosphere, a direct contact with students, a constant quality control and the implementation of a practice oriented attitude through the cooperation with branches in the industry. The Faculty of Economic Science wishes to continue to play a leading role in the economic, social and cultural development of the region, and in providing professionals for this field. At the faculty BSc and MSc degree studies can be found in the field of Business Administration. The faculty offers special training programmes, and doctoral training (PhD) as well. The professionals are trained at the Faculty of Economic Science, acquiring valuable knowledge in administration, social studies, applied economics and methodologies, and are able to analyse, evaluate, and design social economic processes skilfully. They are able to make and implement decisions for economic operators, governmental institutions, local authorities, banks and credit institutions, non-profit organisations, and individual and collective entrepreneurships.

2.22.5 Doctoral (PhD) Schools of Kaposvár University

The doctoral (PhD) schools of Kaposvár University cater for the professional and intellectual development of the most talented students in the fields- of a broad programme, in **Animal Science, and Management and Organizational Science**. Both Doctoral Schools provide fresh graduates to the higher educational institutions - including research and development institutions, besides supplying innovative specialists- with a Science PhD degree, to innovative companies in the business sector.

The study programmes of the doctoral schools offer modern, comprehensive, synthesizing subjects, which include essential elements and tools for research work. PhD students are involved in the ongoing research projects, thereby improving the research performance of the institute, whilst ensuring the efficient and high-standard utilization of the research infrastructure. The best of the students also participate in the teaching, this helps contribute towards the development in their personal and professional approach, and contributes to the educational activity of the University. The doctoral activities conducted under the

aforementioned research programmes are all based upon experiments and trials, in which the students participate individually, and which guarantee that they acquire the required professional experience.

2.22.6 Doctoral (PhD) School for Management and Organizational Science

The Doctoral School was established in 1993. Initially, it was based on the graduate programme of economics in agricultural engineering, and run by the Faculty of Agriculture and Environmental Science of the University. Its field of education and research was essentially associated with the agricultural and food economy. The Doctoral Council of the University awarded a Doctoral (PhD) degree in Economic Science to candidates who successfully defended their theses. In 2002, the Doctoral School expanded its programme of education and research with the disciplines of Regional and Rural Development, and Marketing. In the course of its accreditation procedure, conducted in the same year, the Hungarian Accreditation Committee registered the Doctoral School in the category of **Management and Organizational Science**.

Since 2004 the Doctoral School has functioned within the Faculty of Economic Science of the University. Its present research profile is aimed at studying the regional and financial aspects of economic competitiveness, and covers the following subfields:

- Finance and Economic Policy (agricultural economics and agricultural policy, analysis and planning of financial processes)
- Management and Marketing (corporate economics and business management; market research and marketing)
- Regional Economics and Sustainability (regional and rural development, environmental management)

This research profile complements well the research and development strategy of the Faculty and University, and constitutes a significant part of it. The majority of doctoral activities are based on study trips in and outside Hungary, the students' own studies, and the latest local and international scientific findings.

The doctoral training is primarily provided by the teaching staff of Kaposvár University. In addition, researchers and professors from several other renowned Hungarian, and foreign, research institutes and universities participate in the work of the Doctoral School too.

The compulsory subjects included in the education programme of the Doctoral School are modern, comprehensive, synthesizing subjects, and important elements and tools of research work. The scope and content of the elective subjects are closely related to the research activities of the candidates. The curricula of the subjects included in the programme are continuously improved, upgraded and amended with the latest scientific findings. In addition, besides to being trained in the scientific disciplines, students are also trained in the knowledge of how to apply the research results in practice, and how to access research resources.

The Doctoral School facilitates the further professional development of its best graduates, and equips them to be capable of carrying out independent scientific innovative work. Graduates obtaining their doctoral degree can successfully apply for jobs at higher scientific levels, requiring a broad theoretical and practical knowledge, offered by local and international organizations operating in various areas of the business sector.

The Doctoral School facilitates the professional and intellectual development of its most talented students in a wide range of fields. It guarantees a new generation of professionals, for our own institution and well as for other higher educational and research institutions. It produces innovative experts with PhD qualifications for the economic, social and R&D sectors, as well as for Hungarian and international organisations.

Kaposvár University's Doctoral School for Management and Organizational Science has been one of the most modern and innovative doctoral schools for many years. One of its unique strengths is in the fact that it transmits up-to-date, non-depreciating and applicable multi-and interdisciplinary knowledge to the students. The fields of study within the programme of the Doctoral School provide ample answers to current social and economic issues - i.e. the complex system approach to agriculture, regional and rural development, marketing, finance, and international relations.

The doctoral education matches the research profile, thus it is aimed at the theoretical and methodological foundation of scientific research, and it focuses on the acquisition of modern

synthesizing subjects within the scope of the social sciences, as well as on the learning of the fundamental elements of research methodology.

The doctoral education and PhD graduation are managed by Kaposvár University's Doctoral and Habilitation Council, in compliance with the requirements of the Doctoral Regulations. The Doctoral School's Council is there to assist in this work. The members of the Doctoral School play an important role in the scientific foundation, and in the high standards of the doctoral education and graduation.

Statistics of the doctoral school from 2002

Features	Persons
Member of academic staff (including also all below)	<u>48</u>
Announcer of research topic (in this doctoral school)	<u>32</u>
Supervisors	<u>21</u>
Core members	<u>9</u>
Council of the Doctoral School	<u>19</u>
Habilitation Committee and Doctoral Council of the University	<u>23</u>
PhD students enrolled	<u>34</u>
Students with degree granting in process	<u>22</u>
All students enrolled once in the school until now	151
Number of students who completed course requirements	95
Number of students who successfully defended their thesis	44

Application Procedure

Applicants are accepted into the PhD schools through an admission procedure. Standards for evaluating the applicants' achievements, when being considered for admission to the programmes, are grades obtained in graduate school, research activity carried out both before and after graduation, articles published, and an interview. These criteria ensure that only the most suitable applicants are chosen for the PhD School.

PhD students start their studies and research activities by following individual schedules that are approved by the Doctoral Council, under guidance of the students' supervisors. The students' activities are related to the topic of a specific department or research group, i.e. they contribute towards research work in that specific department and research group. Notwithstanding the main task for the students is to implement the training and research programme specified in the annual work schedule, they also take part in the teaching activities of the department (including conducting practical exercises), and in additional research work.

Requirements for admission to Doctoral studies:

Depending on the chosen scientific field (in the case of a maximum 5 year old diploma)- a Masters level university diploma, with a minimum 'good' final result

1. a certificate of English language skills
2. a research plan prepared in agreement with the supervisor to be
3. a well outlined, and up-to-date, knowledge of the literature within the chosen field of research
4. practice in the experimental and methodological questions
5. a written recommendation from two well-known Scientific experts
6. submission of the written application
7. payment of the application fee.

Requirements for the PhD degree:

To be awarded the doctoral degree candidates are required to sit all examinations necessary for the degree and to present a public defense of the dissertation. The comprehensive examination for the doctorate degree includes testing the candidate's knowledge of the sciences connected to his topic. The examination takes place in the presence of the examining board, whose members are the most respected representatives in their scientific fields.

PhD students write their dissertation in accordance with the requirements concerning content and form. When the student finishes the dissertation, a defense is organized in the department where the research was conducted. If this defense receives a positive evaluation, the Doctoral Council approves the committee for public defense and the public defense can be held. In the

minutes of the defense it shall be indicated whether the candidate met the minimum requirements for publication and proved the originality and successfulness of his work by publication of proper papers. It is considered very important that candidates publish their research results in foreign journals, too.

It is the Doctoral Council which decides to award the title of doctor. Conferring the degree of doctor is solemnly realized twice a year at public council meetings; one at the beginning, and the second at the end, of the academic year.

2.22.7 Requirements and evaluation of the doctoral period

The doctoral period takes a total of 36 months (3 years/6 semesters). In each semester of the 3 year studies a mean of 30 ECTS has to be earned, with a minimum of 15 ECTS. The study programme consists of compulsory courses and elective courses accordant to the PhD project. The ECTS value is approved after the student complies with the requirements of the course. ECTS can also be earned for research, publication, and teaching activities.

Courses

In the educational programme of the Doctoral School there are 6 compulsory courses- these are synthesis courses which provide up-to-date information to all students, irrespective of their field of research; moreover these courses provide essential research tools. All students need to choose 3-5 additional facultative courses for the successful fulfillment of the pre-defined minimum educational requirements. The fields of interest and scientific content of the facultative courses are strictly bound with the research field of the PhD student. In the case of special topics, it is possible, and advised, to attend courses in other national or foreign doctoral schools; these courses are accepted together with their relevant credit values by the local doctoral school.

Research activity

The PhD student entering doctoral education has to carry out scientific research. This activity is led by a supervisor or, in reasoned cases, by a second co-supervisor. In the case of research topics of the Doctoral Schools of Kaposvár University, the supervisor of the research topic is a professor or senior researcher of the University who lectures in the given topic. Fulfillment of the research criteria is confirmed yearly by the supervisor and co-supervisor.

Requirements for the PhD dissertation: The dissertation has to fulfill the professional and formal requirements of the Doctoral Roles of Kaposvár University. The following criteria are examined:

1. whether the scientific results of the dissertation are the candidate's own results;
2. whether the dissertation contains new scientific results;
3. whether the written publications comply with the minimum requirement of the University Doctorate and Habilitation Board (a minimum of 3 scientific publications, including one paper in an international peer reviewed journal, and one in a journal of high standing), the candidate has to be the first author on at least one of the published papers.

Public defence of the PhD dissertation: The public defence is completed in front of the Exam Committee within two years from the application for the degree awarding procedure. The Exam Committee consists of a minimum of 7 members, including the Chair and the Secretary of the Exam Committee, 3 further members, and 2 opponents. The Committee examines whether the dissertation fulfills the professional and formal requirements of Doctoral Roles of Kaposvár University. The main issues are: whether the scientific results of the dissertation are the candidate's own results, whether the dissertation contains original scientific results, and whether the written publications comply with the minimum requirements of the University Doctorate and Habilitation Board.

At the public defence the candidate briefly summarizes his/her research work in a 20 minute presentation. The opponents deliver their comments and suggestions, and the candidate responds. The Exam Committee generates discussion on the research, or on related topics, and members of the audience also have the possibility of posing questions to the candidate. After the discussion is closed, the Exam Committee decides whether the defence has been successful. The minimum requirement is 66% of the maximum score.

2.23 THE ROLE OF POST-GRADUATE TRAINING AT KYIV NATIONAL ECONOMIC UNIVERSITY IN STRENGTHENING THE COUNTRY'S INTELLECTUAL POTENTIAL

With over 100 years of tradition in higher education Kyiv National Economic University (KNEU) is the oldest and the largest economic university in Ukraine. It ranks first among the leading universities of economics in the country. The university counts leaders in academics, government and business among its thousands of graduates. The prestige of the University is accounted for by the fact that it has successfully coped with preserving its historical tradition and meeting the challenges of up-to-date economic education.

The year 2010 witnessed an outstanding event which has become a major prerequisite for further development of Kyiv National Economic University. According to the decision of the Cabinet of Ministers of Ukraine of 3 January 2010 it was granted the status of an autonomous research national university, which is a proof of its effective performance of the previous years.

The concept of Research University is based on close integration of education and research within the university, including their implementation in the process of education. Its importance can be explained, first of all, by the fact that the university is to contribute greatly to the formation and development of countries' intellectual capital; secondly, by its major role in providing innovational educational services and creating new aspects of knowledge to solve the society's vital problems.

As the world experience shows, research universities have become important business partners in the process of integrating science and education and play the role of core entity in national innovational systems. In knowledge-based economies there is a need of creating new jobs for millions of highly-skilled professionals, and research universities possess the highest potential for their training, since they are able to ensure high-quality education for a great number of students.

The program of Kyiv National Economic University innovational development includes strategic targets incorporating the main directions of the university's innovation activity aimed at final results. Only by achieving all strategic targets, by evaluating and expressing the results obtained in terms of certain figures a university has grounds for rising to a new level of development, when its achievements can be characterized as innovational.

KNEU has the country's greatest economic research potential and well-known scientific schools in economic theory, finance, international economics, accounting, marketing, statistics and related subjects. The university by its research contributes greatly to achieving the nationwide objectives of the country's social and economic development and integrates education of specialists across the range of economic disciplines and economic research in order to improve its competitiveness.

Taking into account the existing potential and the role of KNEU in the system of national economic education, realizing the responsibility for further development and support of practical activities with a scientific basis and specialists of the 21st century, the university staff define their mission in the following way:

making a substantial contribution to social development through research, generating new science-based ideas, their implementation in training competitive professionals and creative personalities.

Kyiv National Economic University is to carry out its mission by achieving the following strategic targets:

- I. Contributing to the university's establishing itself as a leading national research and educational centre.
- II. Ensuring students' personal professional development and the formation of their competence, which determines the competitiveness of graduates.
- III. Comprehensive development of the creative potential of the University research staff.
- IV. The formation of the University image as a global educational and research centre.
- V. Contributing to the formation of harmoniously developed personalities, active members of the society and patriots of Ukraine.
- VI. The formation of an up-to-date infrastructure and management system aimed to ensure effective performance of the research university.

To accomplish these tasks a special importance is attached to education and development of the academic staff through the system of post-graduate (doctoral) studies.

The main aim of the post-graduate (doctoral) school in KNEU is to train researchers to the highest skill levels to pursue a research career and teaching in the university, or other universities and research institutions of the country. The doctoral education enhance the

competence of the first two cycles of higher education in the process of research, preparation and defense of theses.

The post-graduate school in KNEU functions in two forms: full-time and part-time. In recent years the annual enrolment to the post-graduate school has amounted to 150 people, approximately half of them being admitted for a full-time course (for a 3-year period), and the other half for a part-time course (for a 4-year period).

A specific feature of this kind of education is that post-graduate (doctoral) students are trained in certain specialities and specializations rather than following special doctoral programs, which is the case in Western countries. In economics and management the standard list approved by the Certifying Commission operating under the Ministry of Education and Science of Ukraine include 18 specializations which are grouped into 10 units. Every specialization in economics and management has its passport, that is the document specifying the range of problems and the ways of solving them in the research process. And this is similar to doctoral programs.

At KNEU post-graduate (doctoral) students pursue their research following specializations:

- Economics Theory and History of Economics Theory
- World Economy and International Economic Relations
- Economics and Company Management
- Economics and National Economy Management
- Demography, Labour Economics, Social Economics and Policy
- Finance and Banking
- Accounting and auditing
- Statistics
 - Mathematical Methods, Modelling and Information Technologies in Economics

The above-mentioned lists of scientific specializations in economics and management as well as in other disciplines and their corresponding passports are reviewed and adjusted periodically (every 3-4 years) according to the needs of economic practice.

Admission of Masters graduates to doctoral education is on a competitive basis by taking examinations in 3 disciplines: a subject of specialization, philosophy and a foreign language. The candidates are also required to present their thesis proposals.

A part of doctoral students are state-funded and some of them are privately-funded. State-funded doctoral students get fellowship. The educational and research process is divided into three stages: during the first year doctoral candidates deepen their knowledge in the field of their specialization, economic theory, philosophy and a foreign language for academic purposes and take examinations in these disciplines. The second stage is completely devoted to research in their chosen field and its chapter by chapter discussion at corresponding departments. The third (final) stage is preparing for presentation and defense of a thesis by the candidate at one of the specialized Academic Councils which consist of 15-20 professors-leading researchers in the corresponding field representing various universities and research institutions of the country.

All through the period of post-graduate education doctoral candidates as well as their academic supervisors, appointed by the university, are responsible for the scope, direction and progress of their research project. They meet formally and informally several times a month. Doctoral candidate's research progress is annually assessed at the sittings of the corresponding department in the presence of supervisors and peer researchers. If a candidate fails to meet the objectives set in her/his plan she/he is expelled from the post-graduate (doctoral) school.

The university has 6 Specialized Academic Councils which review and assess theses in 9 specializations. Specialized Academic Councils include leading research staff or representatives of other universities and research institutions of Ukraine. The members of the Specialized Academic Councils are approved by the Certifying Commission operating under the Ministry of Education and Science of Ukraine, and reviewed every three years. During the last three years 279 theses were presented and defended at the University.

The essential requirements for accepting a thesis for consideration by the Specialized Academic Councils are:

- a recommendation of the department with the academic staff competent in the sphere of research,
- a certain number of papers in leading scientific journals,

- presentations at conferences and congresses,
- practical application of the research results,
- positive reports on the research.

Kyiv National Economic University became a member of EDAMBA in 2005. The decision was taken by the EDAMBA General Assembly in Grenoble as a result of long preparatory work, presentation of KNEU post-graduate (doctoral) studies in Dublin and positive assessment of the university research programs by EDAMBA experts.

As KNEU aims to implement the best European quality standards in education and research, it is one of the first universities in Ukraine to develop doctoral programs in economics, management and finance. So the University hopes to get international support of its research activities and relies on close cooperation among European Universities.

The EDAMBA membership is of exceptional importance for the University as it contributes to promoting the best practices, setting up similar requirements, developing ways of communicating ideas and results to a wide variety of audiences and to mutual recognition of doctoral programs and degrees.

2.24 PHD PROGRAMME AT LEEDS UNIVERSITY BUSINESS SCHOOL

2.24.1 History of Leeds University Business School

Leeds University Business School can trace its roots back to 1874 when the Yorkshire College was first founded. Day and evening classes in Political Economy were taught by Cyril Ransome, Professor of Modern History and English Language and Literature and father of author Arthur Ransome. The first business course was offered in 1888, comprising bookkeeping, foreign currency, shorthand, mathematics and at least one foreign language. The first Professor of Economics, John Harold Clapham, was appointed in 1902 and a year later in 1903, the Department of Commerce was created within the Faculty of Arts. In 1904, the Yorkshire College became the University of Leeds and was granted its own Royal Charter.

As a University, Leeds began to expand its business and economic provision. In 1905, a Bachelor of Commerce Degree was introduced alongside a BA and MA in Economics and a Diploma in Accountancy and our first recorded graduate gained their BA Economics degree in 1919. In 1926, a Master of Commerce (M Comm) was offered by the Department. New Faculty, such as the appointment of John H Richardson as the first Montague Burton Professor of Industrial Relations, enhanced Leeds' reputation and in 1933, the Faculty of Economics and Commerce was created.

During the 1940s, the department continued to expand, with the introduction of the Degree of Bachelor of Commerce (B Comm) for students training as accountants. Significant developments in the area of economics were also made by Leeds Faculty. For example, Arthur Brown, appointed as Professor of Economics in 1947, contributed greatly to the development of economic theory in the areas of monetary theory, inflation, international trade and regional economics. In 1949, University of Leeds Professor Walter Newlyn and AWB Phillips of the London School of Economics developed the Newlyn-Phillips Machine, an innovative hydraulic computer prototype which modelled the flow of money in the economy. The machine was later immortalised in an Emmet cartoon in Punch magazine.

By the 1960s, the department had expanded further with the introduction of lectureships in Management Accounting and Industrial Management and the creation of the Schools of Economic Studies and of Management Studies. Further expansion continued throughout the

1980s, with a single honours degree in Management Studies introduced in 1982 and the Executive MBA in 1987. In 1988, the School of Economics and Department of Management Studies merged to form the School of Business and Economic Studies and introduced the first full-time MBA programme at Leeds in 1993.

Leeds University Business School as we know it today was formed in 1997 and we moved to our current home, the Grade II listed Maurice Keyworth Building, in 1999. The School has since gone from strength to strength, with the full-time MBA first gaining accreditation with the Association of MBAs (AMBA) in 1999, EQUIS (European Quality Improvement System) first awarding accreditation in 2002 and most recently gaining accreditation from the Association to Advance Collegiate Schools of Business (AACSB) in 2015.

To find out more, please visit business.leeds.ac.uk/about-us/our-history.

2.24.2 Leeds University Business School today

Today the Business School is a leading, full-service business school and one of the most highly regarded in Europe. We are proud to hold the ‘Triple Crown’ accreditations from AACSB, AMBA and EQUIS, placing us in the top 1% of business schools globally. The School is a faculty of the University of Leeds, one of the leading and top-ranked higher education institutions in the UK and a member of the prestigious Russell Group of research-intensive UK universities. We deliver a rigorous academic education at undergraduate, masters, MBA, PhD and executive education levels, to around 3000 students from more than 80 countries. Our aim is to produce outstanding graduates and develop citizens of the future who will contribute to society. We are a top ten business and management research institution, according to the 2014 Research Excellence Framework (REF) and one of a small, elite group to appear in the top ten across multiple categories of research. Our research power, size and diversity mean that we are able to offer interdisciplinary study and research opportunities.

We have over 200 academic staff from across the globe and our people share a passion for excellence in research and teaching. Our International Advisory Board and other industry and professional collaborators ensure close links with contemporary businesses around the globe, informing our research and teaching and helping shape our strategic direction.

The Faculty is divided into six divisions (Accounting and Finance, Economics, International Business, Management, Marketing and Work and Employment Relations), which form the framework for our teaching and research. However, much of our research involves cross-divisional, cross-University, cross-institutional and international collaborations organised through cross-disciplinary Research Centres. Our research is organised under four key themes, which act to focus our activity and define interdisciplinary opportunities. Our research centres connect knowledge with user communities, promote impact and provide a vibrant, stimulating and supportive environment for students, early career researchers and academics.

For further information on Leeds University Business School and our research, please visit business.leeds.ac.uk

2.24.3 The PhD programme

At the heart of Leeds University Business School are our Postgraduate researchers. We consider our Postgraduate researchers as early career researchers, rather than as students and they are an integral part of our research community. As such, Leeds University Business School Postgraduate Researchers contribute fully to the advancement of knowledge within the Business School. As well as being part of one of our academic divisions, our Postgraduate Researchers work with staff of the highest calibre within our internationally-recognised research centres. We have grown in both size and influence to become one of the most highly regarded business schools in the country - offering a challenging and vibrant atmosphere that encourages our Postgraduate Researchers to stimulate their thoughts, focus their work and prepare them for a successful future.

The PhD programme encourages our Postgraduate Researchers to undertake research training, help publish their findings and provide the support needed to complete their PhD thesis. From the first PhD we awarded in 1933, our PhD numbers have expanded and we currently have approximately 180 PhD researchers in the Business School across our six divisions. Our Postgraduate Researchers are supported on their research journey by their supervisors, research centre contacts and the Graduate School office.

The aim of the Leeds University Business School PhD is to produce not only a high quality doctorate, but also independent researchers who have the opportunity to acquire teaching skills as well as developing both intellectually and personally. The key learning outcomes from the PhD programme are:

- to discover, interpret and communicate new knowledge through original research and/or scholarship of publishable quality which satisfies peer review;
- to present and defend original research outcomes which extend the forefront of a discipline or relevant area of professional/clinical practice;
- to demonstrate systematic and extensive knowledge of the subject area and expertise in generic and subject/professional skills;
- to take a proactive and self-reflective role in working and to develop professional relationships with others where appropriate;
- to independently and proactively formulate ideas and hypotheses and to design, develop, implement and execute plans by which to evaluate these;
- to critically and creatively evaluate current issues, research and advanced scholarship in the discipline;
- to demonstrate systematic knowledge of and be able to critically assess, analyse and engage with the ethical and legal context of their research and any ethical and legal implications of their research.

To find out more about our PhD programme, please see business.leeds.ac.uk/phd

2.24.4 Research training

A distinguishing feature of the Leeds University Business School research degree is the PhD training programme, which helps our Postgraduate Researchers to develop their skills and build networks with colleagues in the Business School and across the region. When entering the PhD programme, each Postgraduate Researcher opts for one of our three core training pathways:

- Accounting and Finance
- Management and Business
- Economics

All three pathways include both a core element (taught modules attended by all first year Postgraduate Researchers) and more specific training relevant to the individual's area. Our Postgraduate Researchers have the opportunity to develop a range of skills that underpin their successful achievement in a wide range of future careers, such as communication (written, oral and visual), enterprise, knowledge transfer, teaching, working in multidisciplinary teams and academic engagement.

Our Postgraduate Researchers also benefit from the Economic and Social Research Council (ESRC) accredited White Rose Doctoral Training Centre, a collaboration between the universities of Leeds, Sheffield and York. The White Rose Doctoral Training Centre is one of the largest consortia in the country and offers a wealth of supervisory expertise across the social sciences for Postgraduate Researchers. It brings together a vibrant community of doctoral researchers and provides numerous training opportunities, particularly focused upon maximising the social and economic benefits of their research. Leeds University Business School is the pathway lead for the Management and Business, Accounting and Finance, and Work Psychology pathway.

Find out more at business.leeds.ac.uk/phd/training-and-development

2.25 THE PHD PROGRAMME AT ISCTE BUSINESS SCHOOL, LISBON UNIVERSITY INSTITUTE

by Paulo Rita

ISCTE-IUL is one of the most dynamic and innovative universities in Portugal. Strategically located in the centre of Lisbon, ISCTE-IUL is a public institution established in 1972 accounting for 8,000 students, 55% undergraduates and 45% graduate students. It has a faculty of approximately 450 and a support and administration staff of 200.

ISCTE Business School (IBS) is a leading Portuguese business school with a growing international reputation. Its goal is to contribute to the advancement of management by offering high quality education, provided by faculty recognized for its dedication to teaching and research. With articles published in the most distinguished scientific journals and a large number of books published, our faculty has made significant contributions to the field of management. IBS is the most international Portuguese business school due to innumerable partnerships and protocols with universities all over the world. Its student centric philosophy is built upon a close relationship between student and professor and a strong emphasis on student's personal competencies. The School's recognized practical approach and the strong relation with the corporate world has been responsible for a strong demand for its students in the job market and unique employment ratios.

Research plays a central role in the ISCTE Business School overall activities. Our faculty is fully committed in producing research according to the highest international standards as vital part of our mission of exploring the frontiers of management and contributing to the dissemination of knowledge. IBS offers an integrated package of Bachelor, Master and PhD programmes in terms of the three cycles of the Bologna agreement in each of the following scientific areas: (1) Accounting and Finance; (2) Economics; (3) Global Management and Strategy; (4) Human Resources Management; (5) Marketing; and (6) Operations Management. Most of these programmes are taught in English. A dual PhD degree in Finance and Economics with the University of Delaware is also in place. In addition, the School has been running for several years a Doctoral of Business Administration (DBA) programme.

Our doctoral programs cover the major management areas, allowing, through a dedicated school program, a level of expertise appropriated to a third cycle program, in addition to an acquisition of knowledge that is highly focused in the area of specialization in which the student intends to develop the research project. IBS faculty hold PhD degrees from top international schools, and is fully committed in developing research activities, with an outstanding track of international publications and strong international links. Doctoral students are involved in regular workshops and seminars organized by the School, enhancing the quality of the School's networking and reputation and offering unique opportunities for research advice and counseling.

IBS offers a state-of-the-art research infrastructure - data bases, financial lab, journals and working papers search tools - available both locally and remotely (on-line), only seen in top ranked research schools, leveraging the potential of each student in conducting a high quality research project. Funds are also available to finance the presentation of working papers in international scientific conferences, in order to monitor and improve the quality of the research outputs.

ISCTE Business School Doctoral Programmes in Management began in September 2001. The experience gained in the first six years, with doctoral students from all over the country and some from foreign countries, provided a wealth of experience that led to the launch in 2008 of Doctoral Programmes in different scientific areas within the realm of Management. With reputed researchers in this arena, Ph.D. in the best European universities, some of whom have won international awards, the faculty of the Doctoral Programmes in Management provides the expertise, accuracy and requirements that should rule any research project integrating Bologna 3rd cycle. Our programmes aim to create conditions and incentives for a qualified and motivated crew of master degree holders can access the Ph.D. degree. Programs are structured around two major objectives:

- To provide doctoral students a set of knowledge and skills which enable them to develop independent, skilled and innovative research;
- To encourage and support doctoral students in disseminating the results of their research through papers presentation at conferences and publishing articles in international journals.

Programmes involve theoretical, conceptual, methodological and research deepening,

providing specialized training that enables doctoral students to do research on specific problems, to generate innovative knowledge and to build a high level academic or professional career. The pedagogical organization and monitoring regarding scientific guidance seeks to ensure the development of doctoral researcher's skills to design and conduct research, analyze and report the results, disseminate their research at national and international levels and to defend the doctoral thesis in a three-year-timeframe.

The PhD Programmes comprise 180 credits corresponding to a 3-year-study cycle. Doctoral Program structure is anchored around three complementary courses: joint seminars, specialized seminars and classes. There is also a series of workshops and meetings involving internal and external speakers, which are organized in order to develop the PhD student research skills.

The first year consists of three types of units:

- Course units of methodological nature (30 credits), approaching epistemological issues and the nature of scientific knowledge, issues of major research paradigms and stages in the research process, ethics in scientific research, research problems, literature review and conceptual models development (Philosophy of Science and Research Strategies), specific research design issues (Research Design) and issues relating to personnel management processes in conducting research projects of long duration (Research Development and Publication).
- Course units devoted to trends and theoretical foundations (Foundations and Theoretical Trends in the respective scientific area) with 12 credits.
- Curricular Unit of Research Project in the scientific area with 18 credits.

It is expected to award a doctoral course diploma (no degree), encompassing courses aimed at training for research in the 1st year of the course (60 credits).

The successful completion of the 1st year of research skills acquisition (School Year) as well as the approval of the research panel at the end of the school year allows the doctoral candidate to continue with his/her research project in the respective Doctoral Program.

The second year comprises:

- The modules of Qualitative Analysis, Quantitative Analysis, Advanced Quantitative Analysis, and Model Testing . These courses account for 36 credits and focus on the methodological aspects of research.

- The Research Project (24 credits).

The third year:

- It is essentially a year of progress and maturity of the Research Project / Thesis in the scientific area (60 credits). The development of the PhD thesis is a process of individual work under supervision, which must be completed, preferably within the three years of the doctoral program.

More than one hundred PhD students have been awarded the doctoral degree at our Business School. Twenty nine in Global Management and Strategy, twenty five in Human Resources Management, twenty two in Marketing, seventeen in Finance, nine in Accounting and five in Operations Management.

Currently there are about ninety doctoral students doing research in our PhD programmes at different years in their process. Thirty one in Global Management and Strategy, eighteen in Marketing, fifteen in Human Resources Management, thirteen in Finance, twelve in Accounting, and five in Operations Management.

From the very beginning of the doctoral programmes, students are highly encouraged to submit their work to major conferences in order to be exposed to international academia and develop network relationships worldwide. As a recent example, IBS had a large number of doctoral students actively participating at the European Marketing Academy 2011 both in the Doctoral Colloquium and the Main Competitive Conference. When reaching an advanced stage in terms of the doctoral research, students are required to focus their particular attention to international refereed scientific journals in order to target these as outlets for their research outcomes. Despite the critical role of sound research contributions within the framework of Doctoral programmes, in our School we always drive researchers to consider also the managerial implications of their findings so that the academic community may bring added value to the business world.

2.26 DOCTORAL PROGRAMME IN ECONOMICS AND BUSINESS AT THE UNIVERSITY OF LJUBLJANA, FACULTY OF ECONOMICS

2.26.1 Introduction – the institution

The Faculty of Economics, University of Ljubljana (the FELU) was established in 1946. It is one of the 23 faculties and 3 art academies of the University of Ljubljana, which is the largest public university in Slovenia with approximately 50,000 students. With 5,384 students in the 2013/2014 academic year the FELU is one of the biggest schools within the university. It employed 175 teaching staff and 97 staff providing administrative support in the 2013/2014 academic year. Reflecting the FELU's expertise in various business and economics disciplines, education and research are carried out within 10 academic units. FELU's students can choose among 20 study programmes on three different study levels. Almost all of them are aiming at an international audience and are consequently offered in English (in parallel to constitutionally demanded Slovenian study tracks).

FELU is positioned as a leading multiple-accredited (AACSB, EQUIS, TEDQUAL, CEQUINT) business school in South-East Europe with global teaching and research outreach. It is a member of several international organisations, some of the key organisations are: the EFMD - the European Foundation for Management Development; the EIASM - the European Institute for Advanced Studies in Management; AACSB International – the Association to Advance Collegiate Schools of Business; the EDAMBA – the European Doctoral Programmes Association in Management; CEEMAN – the Central and East European Management Development Association; the NIBES - the Network of International Business and Economics Schools; the EAIE - the European Association for International Education; NAFSA - the Association of International Educators; the NICE network - the Network Involving Citizens of Europe; and the ACE – the Strategic Alliance of Chinese and European Schools.

2.26.2 The doctoral programme – history

The Faculty has a long standing tradition in Doctorate Programmes. It has throughout its history been the main source of doctoral graduates in business and economics for the Slovenian economy. The first doctoral degree in Economics was awarded by the Faculty in 1958.

The doctoral programme was until 2008 organised in the traditional continental way as an individual academic and research activity of the doctoral candidate under the supervision of an advisor. Students could earn a doctorate in the areas of Economics, Business administration and Management information science. As of the beginning of 2015 the FELU had awarded PhD degrees of this type to 356 candidates. Several of the doctoral students have received prestigious international and national rewards for the excellent research presented in their thesis. Many doctoral graduates are now occupy important positions in the science, business and public sectors in Slovenia and abroad. The classical type of individual doctoral programme is being phased out with the last doctorate of this type expected to be awarded in the 2015/16 academic year (to candidates enrolled in 2008/09).

Number of PhD Degrees Conferred in the 2009-2014 Period (Individual Doctoral Programme)

Year	PhD in Economics	PhD in Business Administration	PhD in Information Management	Total
2009	8	9	4	21
2010	6	7	6	19
2011	0	7	4	11
2012	4	12	1	17
2013	4	5	1	10
2014	4	5	2	11
Total	26	45	18	89

2.26.3 The doctoral programme today

In the 2008/09 academic year the FELU started with a third-cycle Bologna type doctoral programme in economics and business – the last programme to complete the range of Bologna-type programmes and one of the first programmes of its kind in South-east Europe. The main difference with the old doctoral programme is the coursework required and that the official language for all courses, exams and the doctoral thesis is English. In the school year 2014/15 a total of 89 students are enrolled in the Bologna doctoral programme and one third of them are international. The current intake of students is capped at 25 students in the first year.

Number of enrolled students

Study year	Number of students			No. of foreign students
	Economics track	Business track	Total	
2008/09	10	14	24	6
2009/10	19	37	56	12
2010/11	25	62	87	22
2011/12	32	76	108	30
2012/13	27	79	106	26
2013/14	24	71	95	28
2014/15	26	63	89	30

The first doctoral degree was awarded in June 2012 and by June of 2015 the FELU had awarded PhD degrees to 40 candidates. Several students have received prestigious national and international rewards for their excellent research presented in their theses. In 2014 and 2015, for example, 3 PhD students received international awards (e.g. IMU Research for Practice Award 2015, 2014 EDAMBA Thesis Competition).

The programme is closely connected with the Faculty's research areas. In the past five years the doctoral students published a total of 116 scientific papers in international, as well as national peer-reviewed publications, quoting FELU as their affiliation. In the past five years doctoral students presented their work in progress on international scientific conferences 184 times. Among others, students, mostly with their mentors, published in Academy of Management Journal, Journal of Management & Organization, Eastern European Economics, International Journal of Information Management and others.

2.26.4 Overview of the doctoral programme in economics and business

Admission requirements and selection procedure

The program is accessible to all students that have completed at least a second-cycle (master's) program at a faculty in Slovenia or a university abroad. The applicants are ranked by a committee of three members according to the following criteria: The student's academic work to date; Scholarly research potential; The student's motivation and ability to devote enough time to work on the doctoral dissertation; The student's research work to date; GMAT or GRE scores, awards, recognitions, etc.

Objectives and competences

The basic goal of the doctoral program is for doctoral students to obtain an extensive understanding of their broader and more focused area of research; to develop skills for independent and critical thinking; and to be capable of independently creating new knowledge. The final goal is therefore to provide doctoral candidates with prominent research backgrounds, outstanding internationally validated research, and the ability to do quality independent research.

After the completion of the programme, doctoral graduates are capable of carrying out the most demanding research in their chosen area of economics or business, but at the same time achieved broad recognition and are capable of conducting interdisciplinary research as well as the most demanding professional work.

The doctoral graduates have the following general skills:

- Greater familiarity with the broader field of economics or business and connections with other disciplines;
- Critical thinking and judgment;
- Ability to define relevant research problems;
- Use of the most up-to-date research methods, tools, and procedures;
- Ability to analyze, synthesize, and predict suitable explanations, with the ability to use an interdisciplinary approach;
- Ability to apply the latest theoretical knowledge (especially for those doing applied research);
- Ability to effectively communicate research findings;
- Autonomy and self-initiative in work and the ability for lifelong learning and adaptation to new conditions as they arise; and
- Ability to work in research teams and in an international environment.

2.26.5 Study programme details

The program lasts for three years and encompasses 180 ECTS. It consists of organized forms of teaching and research. Organised teaching comprises of 60 credits; the remaining 120 credits are intended for research work for elaboration of the doctoral thesis. Within the business track we offer majors in management and organisation, marketing, financial management, accounting, entrepreneurship, tourism, international business, information management, operations research and business logistics. Within the economics track the following doctoral candidates may choose majors in economics, international economics or money and finance.

Structure and courses

The structure of the program requirements is designed so that in the first year three subjects are mandatory for all majors and two track methodology subjects are mandatory for students in individual tracks (one for the economics track and one for the business track).

In the second and the third year there are elective major seminars totalling at 18 ECTS credits and participation through presentations at academic conferences, research workshops, doctoral seminars, and scholarly seminars totalling at 12 ECTS credits.

The structure is set up from general subjects to special ones. Mandatory core subjects present the essential background knowledge necessary for research. They first of all provide the broadest philosophical framework for research with a special emphasis on economics and business, and then the history of research in economics and its transition to individual areas of business. They then take a broader approach in treating research methodology, research methods, and methods of reporting the findings of research in economics and business. In each major of the program, two to three major seminars present relevant theory and the results of empirical research, first of all in the broader area of the program major and then in the more focused area of the student's doctoral dissertation.

The presentation of one's own research ideas, as well as presentations at scholarly seminars, doctoral seminars, research workshops, and academic conferences, is a form of organized instruction that further strengthens familiarity with the selected area of the doctoral dissertation.

Subject or form of study	Type of subject or form of study	ECTS
Philosophy and History of Economic and Business Research	Core program subjects	6
Mathematics for economists	Core program subjects	6
Research methodology	Core program subjects	6
Advanced econometrics (Economics track)	Track program subjects	12
Qualitative and quantitative research methods (Business track)	Track program subjects	12
Two (each at 9 ECTS) to three (each at 6 ECTS) seminars that will cover the broader and more focused areas of theoretical and empirical research for an individual major.	Major program seminars	3×6 or 2×9
Participation through presentations at academic conferences, research workshops, doctoral seminars, and scholarly seminars	Individual forms of study	12
Other educational components		
Doctoral dissertation		120

Preparing the dissertation

The doctoral dissertation is the result of several years of research. It must represent a contribution to the discipline that is positively evaluated by the dissertation evaluation committee and as a rule also by independent reviewers with regard to suitability for publication. It must especially follow three principles: the issue dealt with must be relevant, the student must have a command of the research methodology, and the findings must be original.

The doctoral dissertation is possible in one of two forms. A doctoral dissertation as a collection of published articles, articles accepted for publication, and published material is a collection of scholarly material in a particular area to which an introduction and conclusion are provided. A

doctoral dissertation in the form of a monograph is a broad, comprehensive, and in-depth treatment of particular issues in the field.

To complete the program, the student must fulfill all academic requirements for all organized forms of instruction in the academic program and the major, and must successfully defend his doctoral dissertation. Before defending a dissertation, the student must distinguish himself with the content of at least one article (in publications recognized as appropriate by the Faculty of Economics).

2.26.6 Main challenges – future

In the seven years since the program in its current form started it followed a steep learning curve and achieved a certain level of maturity. However, challenges for the future still remain.

The first challenge we plan to tackle is to revamp the structure of the courses to better fit the needs of the candidates. The aim of the reform is to provide the doctoral candidates with more flexibility and at the same time maintaining excellence and rigor.

Another challenge is to insure a high rate of timely completion of the doctorates. Several steps were taken in this respect, from regular presentations of annual progress of the students and supporting regular meetings with review committee among others. Linked to that is a constant struggle to insure stable financing of doctoral study.

2.27 LUND UNIVERSITY PHD PROGRAMME IN BUSINESS ADMINISTRATION

2.27.1 Description of the programme

The PhD programme in Business Administration at Lund University is a two-year educational programme for the licentiate degree and a four-year programme for a doctoral degree. The licentiate degree consists of courses (45 ects credits) and a thesis (75 ects credits). The doctoral degree also consists of two parts, courses (90 ects credits) and a thesis (150 ects credits).

It is up to you to decide whether you want to study full or part-time. Normally, most of the PhD courses are taken at this Department in Lund, but you may also attend PhD courses at other departments or schools that are closely related to your area of research.

The dissertation is usually written individually. As a PhD student you will have continuous contact and discussions with your supervisors to check your progress. In addition, you will have the opportunity to discuss your work at seminars at the department, and to attend international research conferences and to present your work there.

We regard PhD students as valuable associates, and you will be offered office-space at the Department which will allow you daily contact and discussions with other PhD students as well as with senior faculty members. If you are interested, you may also spend part of your time as a PhD student at a foreign university.

2.27.2 General Syllabus for Third-Cycle Studies in Business Administration for the Degree of Licentiate at Lund University

1 Aim of the programme and learning outcomes

The third-cycle programme for the degree of Licentiate in Business Administration at the Lund University School of Economics and Management aims to provide students with in-depth knowledge of the subject of business administration, fundamental knowledge of different research methods and understanding of the common research issues and their practical application. The overall aim of the programme is to train students to become critical and

independent researchers in business administration. The programme can be studied on its own or as a stage towards a degree of Doctor.

On completion of the programme, the doctoral students shall be able to:

- demonstrate knowledge and understanding in the field of business administration, including current specialist knowledge in a defined part of the field and a deeper knowledge of scientific methods in general and of methods in the specific field of research in particular;
- demonstrate an ability to identify and formulate issues, critically, independently and creatively, and proceeding with scientific precision; to plan a limited research project and other advanced tasks and to carry them out using appropriate methods within specified time limits, so as to contribute to the development of knowledge; and to evaluate this work;
- demonstrate an ability to clearly present and discuss research and research results in dialogue with the scholarly community and society in general, orally and in writing, in both national and international contexts; and
- demonstrate the skills required to independently participate in research and development work and to work independently in other advanced contexts.
- demonstrate an ability to make ethical assessments in their own research;
- demonstrate insight into the possibilities and limitations of science, its role in society and people's responsibility for how it is used; and
- demonstrate an ability to identify their need of further knowledge and to take responsibility for developing their knowledge.

For the overall aims of the programme, see also Instructions for Third-Cycle Studies at the School of Economics and Management and the System of Qualification for third-cycle degrees (licentiate and doctor) in Swedish Code of Statutes 2006:1053.

2.27.3 Admission Requirements

An applicant has general eligibility for third-cycle studies if he or she has been awarded a second-cycle degree, has completed course requirements of at least 240 higher education credits¹, including at least 60 credits at second-cycle level, or has acquired the equivalent knowledge in some other way, either in Sweden or abroad (Higher Education Ordinance 7:39). An applicant is eligible to be admitted to third-cycle studies in Business Administration if he or she fulfils the general admission requirements (see Instructions for Third-Cycle Studies at the School of Economics and Management) and has documented qualifications worth at least 90 credits in Business Administration, as well as an independent project (degree project) worth at least 30 credits, of which 15 credits are in Business Administration.

Students admitted according to the previous provisions have general eligibility if they have graduated from a degree programme comprising at least 120 credits according to the previous provisions, or if they have the equivalent knowledge. An applicant is also eligible if he or she has acquired the equivalent knowledge in some other way, either in Sweden or abroad.

2.27.4 Admission and selection

Admission to third-cycle studies takes place twice a year. A student admitted to studies for a degree of licentiate must apply again to be admitted to studies for a degree of doctor. The Head of Department decides on admission to the programme in consultation with the director of research studies and, when necessary, a specialist in the area of the applicant's planned research project. The overriding selection criterion is the applicant's ability to benefit from the programme. Other selection criteria are the applicant's study record, research achievements, written work, reports etc., as well as the research project plan that the applicant will be expected to submit. First- and second-cycle degree projects are accorded particular significance.

Prior to admission, the department considers to what extent appropriate supervision can be offered, i.e. that there is at least one member of the academic staff who has the qualifications of a Reader and adequate knowledge of the applicant's research field, and who is available for supervision. A financing plan must also be submitted on admission, showing that the applicant's entire period of study is appropriately financed.

Before studies can commence, the student must register for the programme and state the degree of activity for the studies. Subsequently, the research student must register at the beginning of each semester and state the degree of activity, decided in consultation with the supervisor.

1 240 higher education credits correspond to 160 credits in the previous provisions, so that 1.5 higher education credits correspond to 1.0 "old" credit.

2.27.5 Programme structure and content

Programme structure

The licentiate programme comprises courses and thesis work. Tuition is offered in the form of lectures, seminars and supervision. The programme demands four years of full-time study. If the student is granted a doctoral studentship and carry out departmental duties to an extent of no more than 20 per cent of the post, the duration of the period of study will be extended correspondingly.

An individual study plan shall be drawn up for all licentiate students, stating the structure of the studies and the financing. The study plan is drawn up in consultation with the supervisor and approved by the Head of Department. It is to be reviewed once every year. If a student fails considerably to follow what is stated in the study plan, the right to supervision and other resources may be revoked. Further instructions regarding study plans can be found in the faculty instructions concerning third-cycle studies. The programme encompasses 120 higher education credits, divided into a course component of 45 credits and a thesis component of 75 credits.

Courses and other components

The course component consists of the following compulsory elements:

- Overview of research methods comprising 15 credits
- Qualitative research methods comprising 7.5 credits

-Quantitative research methods comprising 7.5 credits

Information on which of the courses offered at the department that correspond to the compulsory elements is to be found in the current course information. The remaining 15 credits consist of optional courses that can be selected from the full range of third-cycle courses at the department. Second-cycle courses passed during first- or second-cycle studies may be transferred to the third-cycle programme. Other courses taken at Lund or other higher education institutions (including institutions abroad) may also, if approved by the Head of Department, be included in the licentiate programme. This also applies to courses equivalent to the compulsory elements of the programme.

As a part of the studies and thesis work, the student shall actively participate in seminars on the research activities of the department and the thesis work of doctoral students. During work on the thesis the licentiate student is expected to present the thesis work at the compulsory departmental seminars. It is a minimum requirement that the licentiate student has two internal seminars during the period of study; one is to take place at an early stage and consist of a critical discussion and assessment of the planned subject of the thesis; the other is to take place at a late stage and consist of a discussion and assessment of the complete thesis.

Licentiate thesis

The licentiate thesis shall be based on independent research. If the thesis is co-authored, it must be possible to discern the contributions of individual authors. The thesis is assessed by a grading committee usually consisting of three members. Further instructions regarding the thesis, public defence, grading committee etc. can be found in the instructions concerning third-cycle studies at the Faculty of Social Sciences.

Supervision

All licentiate students at the department are entitled to at least two supervisors, one of which is to be appointed main supervisor and have the qualifications of a Reader. Admitted students are entitled to supervision corresponding to two years of full-time study and with a duration of no more than four years from the time of admission. The supervisors should provide the student

with advice on which courses to choose and how to focus the thesis work as well as support throughout the work.

2.27.6 Tuition and examination

Tuition is carried out through courses and seminars. The course provision at the department is planned annually, taking into account the resources available in terms of academic staff and funding. Besides the organised course provision, general seminars and guest lectures are provided.

Doctoral students with teaching duties should attend at least two weeks of the University's teacher training and all doctoral students shall be offered the opportunity of taking courses in teaching and learning in higher education.

For a degree of Licentiate, the student must have passed all examinations included in the programme and the licentiate thesis.

2.28 MANCHESTER METROPOLITAN UNIVERSITY BUSINESS SCHOOL MMUBS

**Manchester Metropolitan
University**

**Business School
MMUBS**



We have a long history of providing skills for the public and commercial organisations that underpin effective management. The University was established over 120 years ago as a Commercial Evening School in the centre of Manchester (UK) founded to support the growing industrial economy and to provide ‘higher levels of business training’. It became Manchester Polytechnic in 1970 and was awarded university status in 1992 by the Privy Council. MMU is home to 37,000 students studying at Bachelors, Masters and Doctorate degree levels. With 56,000 applications each year, MMU is one of the most popular universities in the UK in the most vibrant city outside London.

The Business School was founded in 1992 and has grown since then to host 5500 students in six departments: Accounts and Finance; Digital Business and Management Systems; Economics; Human Resource Management and Organisational Behaviour; Marketing and Retail; Strategy, Enterprise and International Business.

Our vision is:

To be a leading professional Business School aspiring to meet the evolving needs of organisations through the contributions we make to the economic, social, and environmental sustainability of organizations.

As the leading professional Business School in the UK, research underpins our programmes and projects at MMU in Business and Management. Our research activity in Business and Management at MMU reflects our international outlook and is focused on enhancing the contribution of research to the practice of management. The Research Institute for Business and Management (RIBM) is the focus for the strategic development of research in management domains across Manchester Metropolitan University. It comprises five Research Groups, which encompass Centres with specialist research interests. RIBM also includes our Doctoral

Programmes along with the research training and seminars and the working paper series in Business and Management.

Our research strategy is to engage in knowledge creation and transfer that impacts on society and user communities. We undertake research for the benefit organizations, policy makers and agencies, by addressing problems and questions that contribute to the improvement of practice, the routines and use of knowledge in organizations with the potential to enhance economic competitiveness, improve business sustainability and the welfare of society. Our excellence in research in Business and Management is acknowledged through the Research Assessment Exercise which places us in the top group of modern universities in the UK.

MMUBS has extensive international programmes, including links with: Universite Blaise Pascal IB Dual (France); Universite de Savoie IB Dual (France); Sup de Co Montpellier IB Dual (France); Europa-Universitat Viadrina (Germany); Fachhochschule Bochum (Germany); Universita di Padova (Italy); Universidad de Murcia (Spain); ESCP-EAP European School of Management (France); Hong Kong Baptist University (China); Apollo Education (Vietnam); Institue de Formation aux Affaires et a la Gestion (France); H Lavitty Stout Community College (British Virgin Islands).

We have a wide network of professional and organisational partners with which we work to maintain academic achievement at the cutting edge of the needs of contemporary management.

MMUBS Kite Marks of Excellence & Accreditations

Chartered Institute of
Personnel Development
Centre of Research
Excellence



AMBA



CIMA, ACCA,
Chartered Institute of Taxation,
Securities Institute



EDAMBA



CIPR Accreditation



Registered Quality Partner Status
CMI & CIM



Chartered
Institute of
Logistics &
Transport



Chartered Institute of
Purchasing & Supply

MMUBS Commercial Partners

Bank of New York
Mellon



BNY MELLON



McDonald's



Tesco, Booths,
The Southern Co-op

BOOTH'S
The Southern Co-operative



Knowsley,
Halton,
Rochdale MBC's



2.28.1 The Doctoral Programme

The Doctoral Programme is recognised by the ESRC and was recognised as a centre of excellence for research students in the last Research Assessment Exercise. The Doctoral Programme is a long-standing active member of EDAMBA, a member of the Northern Advanced Research Training Initiative, and a partner in the Advanced Institute of Management Training the Trainers scheme.

Our Doctoral Programme is central to RIBM research capability development and comprises a research skills training acknowledged by both the Economic and Social Research Council (ESRC) and the Higher Education Council for England (HEFCE) as being of an excellent standard. The programme was awarded ESRC recognition in 2001 and since then has been funded by the Council for twenty bursaries, including awards sponsored by commercial and public organisations. The Research Institute for Business and Management has further funded forty candidates through similar bursaries and a number of candidates have won scholarships from the National Enterprise Scheme and Fellowships from the Leadership Academy. The International PhD programme, incorporating exchanges with partner universities in Frankfurt, Murcia, Wuppertal and St Petersburg, provides a structured period of study abroad to develop cross-cultural research skills.

We nourish a strong doctoral research community supported by the Director of Research (Prof Gillian Wright), the Director of Doctoral Programme (Prof Tony Hines), the MRes Director (Dr Peter Sandiford), subject Research Coordinators (Prof David Bennison, Dr Emmanuel Cleve, Prof David Leece, Prof Rosemary Lucas, Dr Alberto Paucar-Caceres and Dr Julia Rouse), Doctoral administrators Maddie Hickman and Diane Smith, along with individual research degree supervisors. Excellent facilities are provided for Doctoral candidates, in the RIBM Graduate School: over 1500m² of dedicated office space and infrastructure facilities including workstations with computers, laser printers, scanners, telephone access, photocopying, storage facilities, social spaces and meeting rooms. This open-plan facility, with a separate room in a quieter environment for those writing-up, develops a strong research community amongst candidates. Two full time administrators provide support to the programme.

The appointment to the MMU Business School faculty of 22 academic staff from our doctoral programme, reflects the quality of our doctoral research and our commitment to investment in the careers of next generation researchers. Other PhD graduates have taken academic posts at institutions that include Leeds, Essex, Keele, Bristol, Salford, Sheffield, Birmingham, Trinity

College Dublin, Otago (NZ), Tasmania, and the University of Economics (Czech Republic). Several graduates from the last decade are now internationally recognised professors and editors of leading journals in the field of Management and Business.

Non-academic destinations include the Department of Works and Pensions, British Council, New East Manchester Ltd, NHS. Consistent with our strategy, we extended our portfolio of doctoral degrees in 2006 to include a DBA.

Trained supervision teams are led by a Director of Studies who is responsible for overall guidance and progression. Up to two further supervisors may add specific subject/sector expertise or methods knowledge; additionally these may be ECRs trained by our MMU Research Enterprise and Development office and mentored by the director of studies. A review team comprising experienced research supervisors assesses standards of work and progress.

We are engaged with the international doctoral community as members of faculty of the EDAMBA Summer Academy and the Monash doctoral training programme (Wright) and through inputs to the doctoral conferences of the US Consortium on Competitiveness and Cooperation, which includes Stanford, Princeton, MIT, Harvard, and the DIME EU Network of Excellence PhD Programme (Windrum).

2.28.2 Research Training

Candidates participate in a rigorous research methods training in the form of a Master of Research (MRes), a one-year programme covering : the Philosophy of Knowledge, Literature Review, Principles of Research Design, Qualitative Methods, Quantitative Methods, Specialist Methods, Research Planning and a Dissertation. We also host an annual Doctoral Symposium in which Doctoral researchers present their work in the form of academic papers to doctoral colleagues and academic staff for critical feedback to help the development of their research. Employability training is also provided centrally by the Research Enterprise and Development team who also provide a full programme of broader based employment skills.

Candidates participate in two annual doctoral conferences. The RIBM doctoral symposium brings together staff and candidates at all stages of the PhD to present and debate their work. Guest contributors have included Professors Cathy Cassell, Tim Clark, Derek Pugh and Richard Thorpe. A university-wide conference exposes candidates to the research traditions and cultures of other subject domains. Each year we hold an internal competition for two places at the

EDAMBA summer academy, funding attendance of the successful candidates. We also support a candidate to be a member of the EDAMBA student board. We support all candidates in the final stages of their PhD to submit a competitive paper to a major conference such as the British Academy of Management (BAM).

Training for research degree students takes place over the full length of their registration, incorporating an MRes and specific Advanced Training Units in specialist quantitative and qualitative methods. A number of initiatives develop academic researchers beyond the attainment of their PhD. The Working Paper Series is managed by an editorial board including academics and doctoral candidates. Whilst the academic standard of the series remains the responsibility of the academics, doctoral candidates play a key role in the management of the refereeing and production processes. Most candidates take up the opportunity to acquire teaching experience in their subject domain. Candidates attend subject group and RIBM seminars and regularly present joint papers with their supervisors. These initiatives are part of our commitment to encourage integration with academic staff. In short, doctoral candidates are treated as junior members of academic staff.

Staff take an active part in the RIBM doctoral symposium, the doctoral review team and research degrees committees and programme boards as well as teaching on the MRes and mentoring new supervisors.

2.28.3 MMU Business School and EDAMBA

We have been an active member of EDAMBA since 2002 and since then, 22 candidates have participated in the Summer Academy. Prof Wright, the Director of Research is a member of the EDAMBA Executive Committee and a member of Faculty of the Summer Academy. Doctoral candidates have been successful in gaining awards of commendation in the EDAMBA thesis competition. Professor Hines and Professor Wright are regular contributors to the EDAMBA annual meeting. Doctoral candidates from our programme have entered into the EDAMBA Annual Thesis Competition and received commendations for their work.

2.28.4 Future challenges

There are a number of key challenges for the future of our doctoral programme and they include:

1. Maintaining excellence and developing doctoral programmes that are rigorous, challenging and candidate focused to help them develop research and broader based employability skills for the challenges they face in their future careers.
2. There are of course increasingly national challenges imposed by quality frameworks and the precepts that all UK Doctoral Programmes must meet (QAA). In recent inspections we have managed to exceed these standards.
3. There are the challenges of securing funded studentships to offer to the best qualified candidates from across Europe and the world.
4. There are the challenges of maintaining, developing and renewing faculty capacity to meet the demands of research training programmes and Doctoral Degree programmes. These are resource intensive programmes that demand the very best experienced well qualified staff to support them.
5. There are the challenges of engaging with external research bodies such as the funding councils in the UK that support doctoral students, for example ESRC, AHRC, EPSRC.
6. There are the challenges of drawing external support from user communities whilst maintaining ethical standards.
7. There are the challenges of external collaborations with partnering institutions in Europe and Globally to enrich the doctoral experience for candidates at the first stages of developing their research careers.
8. There are also the external challenges presented by Bologna and the European Framework at level 8 to agree and maintain quality standards across Europe.

The MMU Doctoral Programme will strive to survive these challenges and thrive as a consequence of them, by exceeding the standards set by external bodies. Here's to the next 120 years!

2.29 PHD PROGRAMME AT THE FACULTY OF ECONOMICS, UNIVERSITY OF MISKOLC

updated by Dr. Károly Balaton, Head of the Doctoral School

The Faculty of Economics of the University of Miskolc was founded in September 1987. You will read about facts and events from the nearly 20-year-long history of our Faculty, about the development process that raised Miskolc to an important basis of Hungarian economic and business education.

The most important higher education institution in the North-Hungarian Region with considerable research background is the University of Miskolc. About three quarters of more than 100 departments are involved in R&D&I activities and some of them, especially the faculties of engineering and economics, work closely together with large companies such as Bosch Hungary or MOL Hungarian Oil and Gas Company, predominantly through contract-based R&D projects. Furthermore, the recent establishment of the Robert Bosch Department of Mechatronics within the Faculty of Mechanical Engineering needs to be mentioned as an excellent example for more integrated cooperation. The initiative was supported by the Bosch consortium including four regional Bosch companies in Miskolc, Eger and Hatvan. The industry-university partnership is a tradition at the University of Miskolc and it is often supported by regional bodies also. It is the case when LCA-based researches and innovation are concerned, due to its revolutionary results and benefits for all the stakeholders. Triple- and quadruple-helix cooperation are the key elements of dynamic economic development addressed by the region.

Beyond its academic work, the Faculty of Economics as part of the University of Miskolc, offers the diversity of classical universities with several faculties, exerts its creative influence on the future generation of professionals while preserving the values and student traditions of a past of several centuries in addition to great variety of disciplines. Many years after graduation, our graduates still treasure their memories of the years spent in Miskolc and are proud of wearing the ring of the Alma Mater.

We will do our best to offer a thorough overview in our sites about our educational programs, requirements, research topics, regulations, academic procedures and all the organizations and

staff who contribute to our work in order to provide you easy and successful access to the information you are interested in.

The future is not all that it could have been, if people had used their common sense and exploited their opportunities more efficiently. The future can still be made more acceptable, if our activities stay within the borders of our knowledge and reality.

Our Doctoral School started its operation in the Faculty of Economics of the University of Miskolc more than 20 years ago. Our research areas encompass a wide range of fields including economic applications of quantitative methods, company management, world economy, regional economy, economic theory, economic policy and the history of economics. Our aim is to provide students obtaining their PhD degree at our Doctoral School with knowledge allowing them to conduct successful theoretical and practical activities both at national and international levels.

Name of Doctoral School: **Enterprise Theory and Practice**

Address of Doctoral School: **H-3515 Miskolc-Egyetemváros**

Web page of Doctoral School: **www.gtk.uni-miskolc.hu/phd**

Disciplinary classification: **social science**

Branch of science: **management and organizational science**

Branch of science of PhD degree:

- **Management and organizational science**

Accredited and taught Master Programmes:

- **Logistics**

- **Marketing**

- **Master of Business Administration**

- **International Economics and Management**

- **Regional and Environmental Economics**

- **Accounting**

- **Business development**

- **Management and Organization**

2.29.1 History of the Doctoral School

1992 – start of the experimental doctoral programme

1993 – ensurance of autonomy and exclusive rights to universities in awarding scientific degrees under Act LXXX of 1993 on Higher Education

1994 – accreditation of the Doctoral Programme in ‘Enterprise theory and practice’ by the Hungarian Accreditation Committee (number 18/1/1994, 24 May 1994)

2001 – Foundation of Doctoral School from the doctoral programme by the decree of the Hungarian Accreditation Committee of 1 July 2001 (51/2001/IV.3)

2002 - Continuation of the former PhD programme and the right to award PhD degrees for another eight years, as accredited by the Hungarian Accreditation Committee.

2009 - Continuation of the former PhD programme and the right to award PhD degrees for another five years, as accredited by the Hungarian Accreditation Committee.

2015 – Continuation of the former PhD programme and the right to award PhD degrees for another five years, as accredited by the Hungarian Accreditation Committee.

2.29.2 Leaders of Doctoral School

The programme manager is responsible for the professional content of the programme of the Doctoral School at the Faculty and the Dean of the Faculty is in charge of providing the legal backround to the programme. The implementation of the programme is carried out by the Doctoral Committee of the Faculty (DCF).

Prof. Aladár Nagy, DSc, whose professional expertise and managerial work has contributed considerably to the success of the Doctoral School, was the **Head of the Doctoral School** and the president of the DCF from its foundation till January 2009. Vice presidents were the late professor László Nagy, professor emeritus János Czabán and professor István Szintay. Between 2009 and 2013 professor István Szintay, between 2013 and June 2015 professor Klára Tóth-Szita were and heads of the Doctoral School. Since July 2015 professor Károly Balaton is the head of the Doctoral School.

At the time of the foundation of the Doctoral School, outstanding work was performed by professors and other contributors: the late Prof. Imre Bartha, Professors Lajos Besenyei, János

Czabán, László Hársing, István Mihalik, Ferencné Nyitrai, Miklós Rontó, István Szintay, Miklós Szuhay and the late István Vékás, as well as Dr. Fehér Alajos, the director of the Research Institute, and Dr. József Varga, an executive of an IT company. Later professors György Kocziszky, Iván Illés, Mária Illés, the late László Tóth, István Polonyi (DE), Tamás Tóth and Dr. Ezsébet Czakó (BCE) also joined.

The secretaries of the Doctoral Committee of the Faculty have been associate professors Mariann Somosi, Krisztina Szegedi, Sándor Karajz and Zoltán Bartha. Student representatives have also contributed to the success of the School.

2.29.3 PhD graduates

Over the time-period from September 1994 till February 2010 forty-nine students, including five foreign students, have been granted PhD degrees. The topics of their dissertations cover a wide range of areas reflecting our main strategic targets. The primary aim of the School is to widen its approach to the interpretation of economic issues, strengthen its interdisciplinary character and modernise methods of analysis. In the process of awarding the PhD degree the senior teaching staff of the university is always working in close cooperation with business leaders and academically qualified representatives of the business world in order to ensure academic acknowledgement in the business world as well.

Our Doctoral School is a member of the **European Doctoral Programmes Association in Management and Business Administration (EDAMBA)** since 2005.

The purpose of **EDAMBA** is to promote and facilitate cooperation within the European Doctoral Programmes Association in Management and Business Administration by providing and managing a network to exchange information, to exchange PhD candidates and to promote research cooperation.

In many ways, **EDAMBA** helps the participating schools to increase the quality of their PhD programmes, as well as to create an environment of excellence with a European perspective, all the while pursuing diversity.

The ultimate goal is to have the **EDAMBA** network reach as far and wide as possible, while at the same time maintaining the integrity of the various programmes within the network.

2.29.4 Our partners

Belgium

- Katholieke Hogeschool Sint-Lieven Gent
- Karel de Grote Hogeschool Antwerpen

Bulgaria

- Varna University of Economics

Finland

- Tampere Polytechnic Business School

France

- Université de Caen
- École de Management de Normandie
- Ecole Supérieure de Commerce Rouen

Germany

- Fachhochschule Aschaffenburg
- Otto-von-Guericke University Magdeburg

Italy

- University of Bergamo

Poland

- The Karol Adamiecki University of Economics, Katowice
- The Poznan University of Economics
- Graduate School of Business Economics – Higher School of Commerce and Finance, Warsaw

Portugal

- Instituto Superior de Linguas e Administracao Braganca

Romania

- Babes-Bolyai University
- Universitatea de Norda Baia Mare
- Universitatea din Oradea
- Universitatea Petru Maior din Tirgu Mures

Sweden

- Lulea University of Technology



2.30 UNIVERSITÀ DI NAPOLI PARTHENOPE

The “Università di Napoli Parthenope^[p1]” was born on 1919, at the request of the Admiral Leonardi Cattolica, in order to create an high centre of culture in which the sea was "designed as it is, as it produces and as a medium of exchange" and , alongside the development of scientific culture, to prepare the minds "conscious exploitation of the economic problems related to the sea ".

The Royal “Istituto Superiore Navale” was divided into two sections: teaching, training of teachers in nautical disciplines, armament and training of managers of ship-owners, marine insurance. It is important to notice that, since its first academic year- the 1920/21, the University has never stopped the profound link within the economic, social and cultural territory.

Notwithstanding the deep bond with the tradition, the “Istituto Superiore Navale” – that in the meantime obtained the recognition of educational institution- has been systematically adjusted to the external changes, in order to offer training routes that met new and emerging requirements.

Since the first degree program in nautical disciplines, the educational offers has been enriched by the Faculty of Economics and Sciences Water and, in the last years, Law, Engineering and Sport Science.

The importance of the institution of new faculty is twofold: the significant contribution to the rebalancing of the educational system in the region, awarded by a growth in student numbers from about 1,000 in 1985 to the current 15000, and- for the Faculty of Economy- to be the first in Italy for number of freshmen.

It was also the time when the University, thanks to the number of active faculties, actually recognized in all respects their status as Universitas Studiorum, thus ceasing to be a "University College" to become "University".

Beside the large interest to build a valuable and effective educational offers, the “Università di Napoli Parthenope” has always stimulated and sustained scientific research with the institution of high educational courses and Phd programs.

Currently 13 different PhD courses are active in different fields of study.

A public competition, by examinations and qualifications, is required for the admission to the PhD courses. Applicants must hold one of the following qualifications:

- Italian master degree, awarded in compliance with Italian rules;
- University degree (BA) awarded in compliance with the previous Italian regulation in force (minimum length 4 years);
- An equivalent degree obtained from a foreign institution.

Usually, the Ministry of Education, Universities and Research and others public or private institution provide a number of PhD scholarship awarded after a comparative assessment of merit and therefore according the order of the final list.

In particular the PhD in “*Business Sciences And Business Management*”, got to its 26th cycle, is a 3 years program which will enable students to develop both research and teaching skills.

The Department of Business Economy of University of Verona, the Department of Economic Management and Social Sciences of University of Molise and EDAMBA are partner Institutions involved in the program.

The course provides high preparation into one or more of the areas, namely Accounting, Finance, Strategy, Human Resources Management and Industrial Relations, Management Science, Marketing, and Organizational Analysis.

During the last years a specific research interest has grown on the business relationship among Italian firms and MENA countries (Middle East and North Africa).

A specific research project called INNOLAB, founded by Campania Region, is carrying on in order to visualize and deepen the mode of entry of Italian firms into MENA countries and to find the more suitable instruments to the establishment of successful business cooperation.

The 3 years PhD program is organized in different stages. During the first year it is provided a foundation knowledge of general topics such as:

- Methodology of research: different approaches and methodologies;
- Organizational theory: motivational process and knowledge development;
- Innovation: evolutionary path and innovation systems;
- Strategy: strategic planning and implementation;
- Accounting: balance sheet and its roles
- Internationalization: strategic and financial issue of internationalized companies.

The program also includes the active participation in scientific seminars and conferences.

During the following years PhD students start their active participation, defining a specific topic of research and build a research project in form of thesis to be defended at the end of the program.

The research project must be implemented with scientific method learned during the years and leading to original results in the scientific landscape. The title of “Doctor of Philosophy” is granted by completing the course, after the dissertation of the doctoral thesis and passing the final examination.

As part of the program, PhD students is encouraged and supported to spend a period (usually 6 months) in a foreign research institution in order to create and stimulate academic networking and knowledge sharing.

The great concern on providing an international education is also shown by the high number of PhD students who during the years attended EUDOKMA and EDAMBA conferences and activities.

The “Università di Napoli Pathenope” as a member of EDAMBA hosted in 2004 the “EDAMBA SUPERVISORS WORKSHOP” in order to discuss and exchange information on the role of supervisors and to develop a common basis to solve the problems and develop skills of research training.



2.31 PLEKHANOV RUSSIAN UNIVERSITY OF ECONOMICS (PRUE) MOSCOW, RUSSIA

Post-graduate Research Degree Programs

Irina Burakova: aspirantura@rea.ru



2.31.1 Introduction

Plekhanov Russian University of Economics (PRUE) is the oldest institution with a focus on economics, management, trade and commerce in Russian higher education system (established in 1907 as the Moscow Commercial Institute). Throughout more than a century of its dedicated work in higher education, PRUE has accumulated the scientific potential, teaching experience and strong links with the national and international business community to deliver results.

The University brand is based on history and traditions, expertise in Russian business and economic issues and applied education for successful employment. PRUE is positioned among the top five institutions of higher education according to all-Russian ReitOR independent education ranking system.

Using the century-long experience and traditions, PRUE encourages the development of Russian scientists in the world economy by focusing on training business leaders for the national economy through multi-profile innovative education and research.

At present PRUE has over 64000 students of undergraduate, graduate and post-graduate programs, including MBA. The number of staff and Faculty members exceeds 3 700, more than 150 professors (DSs.) are involved in training and doctoral supervision.

PRUE has significant experience of international cooperation. Its network of partners consists of more than 80 universities from 30 countries in Europe, Asia and North America. The cooperation includes exchange programs for faculty and students and 14 double/triple degree programs. More than 600 international students are studying at PRUE.

Research and development are playing a central role in PRUE's overall activities. We have a strong research infrastructure (research and development institutes, laboratories, consulting centers; 11 specialized Dissertation Councils, working in accordance with the decision of RF Ministry of Science and Education and 3 referred Science Journals are based at PRUE).

Russian educational system is under jurisdiction of RF Ministry of Science and Education at all levels. The government provides the legislative framework to regulate higher education in Russia in general. Universities have the main responsibility for the development of high quality doctoral programmes.

Training of the post-graduate students in PRUE has many years of experience. Since 1934 more than 5500 students have completed the post-graduate studies. Many of them continue scientific and pedagogical activity and are employed in higher educational institutions in Russia Federation and abroad.

Table 1. Numbers of doctoral students admitted to study at PRUE between 1970 and 2010

Year of admission	Numbers of PhD students admitted to study		Numbers of doctoral (DSc) students admitted to study
	<i>total</i>	<i>Inc. full-time</i>	
1970 - 1979	1141	694	
1980 - 1989	996	651	8
1990 - 2014	3365	2344	206
TOTAL:	5502	3959	214

2.31.2 Purpose, structure, content

The goal of our post-graduate Research Degree Programs is to train young scientists of high qualification, who will make a significant contribution to the scientific knowledge and increase the community of scientists and researchers not only in Higher Education institutions, but also in business and commerce. Our goal-oriented programs of instruction covering our core and research fields are effectively combined, such as doctoral seminars and research papers. Each student is guided and supported by one or two supervisors during the whole program. These factors enable students to identify their own research agenda as early as possible and to complete their theses within three–four years schedule.

There are two levels of post-graduated Research Degree Programs at PRUE:

1. Doctoral (analog to PhD degree - Candidate of Science)
2. Full Professorship Programs (DSc. - Doctor of Science)

Doctor of Science is the highest degree, approved in the Russian Federation. It requires significant contribution to the field of knowledge, extensive publications and dissertation. It represents a comprehensive post-doctoral research.

Currently, PRUE offers 6 Full Professorship Programs and 16 specialized PhD programs. All these programs, which are approved and supported by Ministry of Science and Education of the Russian Federation, have been launched by the Departments of Economics, Management, Business, Finance, Economics and Mathematical. The annual number of students at PhD and Doctoral programs is around 700 persons:

- 401 PhD research students (331 - funded from Federal budget, the rest – on fully-paid basis, funded by organizations or students themselves; 29 - foreign students),
- 28 Full Professorship research students (24 - funded from the federal budget),
- 102 competitors for the scientific degree.

70 % of post-graduate students are at economic specializations, at the Chairs of Economic theory, Global Economy, Marketing, Management of Innovations, Economics and Management of Enterprises, Hospitality and Tourist business.

Table 2. The overview of PRUE programs

Name of each specialization field	PhD program	Full Professorship Program
High-molecular compounds	+	-
Management in social and economic systems	+	+
Process and machines in food industry	+	-
Technology and merchandising of food	+	-
Information systems and processes	+	-
National History	+	-
Economic theory	+	+
Economics and Administration of Branches of Economics (Labor Economics, Regional economics, Economics and management of enterprises, Entrepreneurship, Innovations and investment management, HRM, marketing, logistics, recreation and tourism)	+	+
Finance, monetary circulation and credit	+	+
Accounting, statistics	+	+
Mathematical methods and tools of economics	+	+
Global Economy	+	+
Ontology and cognitive theory	+	-
Law (civil, entrepreneurship, family, International private law)	+	-
Economic sociology and demography	+	-
Social institutions	+	-

Table 3: Post-graduate Research Degree Programs at PRUE

Programs of study	Entry level	Admission requirement	Program format and standard duration			Number of students in process	
			Full time	Part time	max years		
Doctoral Programs	5 years of higher education (Diploma of Specialist or MSc)	entrance examinations, other criteria that we use to select candidates, such as: publications, public reports, availability of experience, achievements (patents, licenses, inventions)	Full time	-	max years	3	401
			Part time	-	max years	4	
Full Professorship Programs	PhD	extensive publications, public reports	Full time	-	max years	3	28
			Part time	-	max years	4	

2.31.3 Admission

Our doctoral programs are opened to highly motivated graduates with outstanding Masters's Degree or Higher Education Diploma (5 year education). Annually 110-160 persons are admitted to the post-graduate programs. The application process takes place once a year on the competitive basis and the end of May is the deadline. Admission examinations include defense of the library-research paper, interview with an adviser and exams in specialization, philosophy and foreign language. The final decision to accept candidates shall be made by Assessment Committees.



2.31.4 Structure of training

Russian PhD Program consists of two major stages: course work and research leading to write and defend the dissertation paper.

Within two months of PhD program start, the University approves a research and study plan for an individual PhD student. PhD plan is prepared by a post-graduate student and studies' supervisor for the whole period of training and has to be approved by the Faculty Council. Dissertation topic is presented in the plan and objectives are also defined.

You can find below examples of the PhD study plans for two (out of 16) selected programs:

38.06.01 Economy			
Profile:08.00.13Mathematical and instrumental methods of economy			
Year:full time form - 3; part-time form - 4			
Course(modules)	Credits	Totalworkload	Contacthours
Unit1«Courses (modules)»	30	1080	274
Basics	9	324	88
History and Philosophy of Science	3	108	32
Foreignlanguage	6	216	56
Electivecourse	21	756	186
Corecourse	12	432	90
Specialist discipline08.00.13 Mathematical and instrumental methods of economy	6	216	28
Psychologyandpedagogy	3	108	32
Logic and methodology of scientific research	3	108	30
Electives	9	324	96
Elective1	3	108	32
The strategy of innovative activity of the enterprise			
Modern directions of development finance			
Methods for dynamic analysis of the economy			32
International business and foreign trade activities of Russia			
Modern concepts and applied research in the field of economic analysis and monitoring			
Elective2	3	108	32
Methodology and History of Economic Science			
Kompletika			
Elective3	3	108	
Quantitative research methods			
Modern scientific communication			
Unit2и3(Electivecourse)	141	5076	
Unit2«Practices»	3	108	

Teachingpracticum			
Unit3«Researchwork»	138	4968	
Researchwork			20
Unit 4 «State final examination» (Basics)	9	324	20
Statefinal examination	9	324	
Optionalcourse	3	108	
The course of methodical seminars			

38.06.01 Economy
Profile:08.00.14World Economy
Year:full time form -3; part-time form - 4

Course(modules)	Credits	Totalworkload	Contacthours
Unit1«Courses (modules)»	30	1080	274
Basics	9	324	88
History and Philosophy of Science	3	108	32
Foreignlanguage	6	216	56
Electivecourse	21	756	186
Corecourse	12	432	90
Specialist discipline08.00.14WorldEconomy	6	216	28
Psychologyandpedagogy	3	108	32
Logic and methodology of scientific research	3	108	30
Electives	9	324	96
Elective1	3	108	32
The strategy of innovative activity of the enterprise			
Modern directions of development finance			
Methods for dynamic analysis of the economy			32
International business and foreign trade activities of Russia			
Modern concepts and applied research in the field of economic analysis and monitoring			
Elective2	3	108	32
Methodology and History of Economic Science			
Kompletika			
Elective3	3	108	
Quantitativeresearchmethods			
Modernscientificcommunication			
Unit2и3(Electivecourse)	141	5076	
Unit2«Practices»	3	108	

Teachingpracticum			
Unit3«Researchwork»	138	4968	
Researchwork			20
Unit 4 «State final examination» (Basics)	9	324	20
Statefinal examination	9	324	
Optionalcourse	3	108	
The course of methodical seminars			

During the program the student shall be required:

1. To carry out independent research work,
2. To attend classes due to the indicated PhD disciplines, pass tests and exams,
3. To gain experience of teaching or other form of knowledge dissemination, which is related to the student's PhD project,
4. To participate in active research environment (scientific conferences, round tables, seminars, etc.),
5. To complete the dissertation paper

For foreign students we are offering a special preparatory course of the Russian language (one year duration) to enter for studying on the Post-graduated Research Degree Programs.

Formal training in the first year includes lectures, interdisciplinary seminars and practical work. PhD dissertation paper is to present the author's ability to apply relevant scientific methods and to carry out research work meeting the national standards for PhD degree. There are some external rules. The essential requirements for accepting PhD dissertation paper for consideration by the Dissertation Councils are:

- preliminary assessment and approval of PhD dissertation paper by the Chair Council,
- a certain number of theses in leading scientific journals,
- presentations at conferences and congresses,
- practical application of the research results,
- positive reports on the research.

During the last five years more than 400 PhD dissertation papers were presented and defended at the PRUE. Selected topics of dissertations for PhD degree defended at PRUE in recent years are the following: "Diversification of economic regions of Russia basing on development of innovative process"; "Use of marketing tools in human resource management in Russian air companies"; "Mathematical modeling of optimal structure of capital of an industrial

enterprise”;“Modeling pricing indicators for Russian market of interbank crediting”;“Statistical methods of investment decisions in financial market analysis”, etc.

2.31.5 Funding

70% of post-graduate students are funded from the Federal budget, the rest - on a fully-paid basis, funded by organizations or students themselves. Most of the full-time students have three year scholarships. Annually a post-graduate student of PRUE participates at all-Russian open competition to receive Grant of the President of the Russian Federation to study abroad. One/two post-graduate students annually go to the probation period to foreign centers as a grant holder of the RF President.

University Supervisory Board is allocating around 20 scholarships every year for the best PhD students to support their research and innovative activity.

2.31.6 EDAMBA membership

We benefit from being members of the European Doctoral Association in Management and Business Administration (EDAMBA) since 2005. Plekhanov University became the first member of this notable European forum and our University research programs were highly evaluated by EDAMBA experts. EDAMBA membership is of exceptional importance for PRUE as it contributes to promote the best research practices, creates conditions for mobility of doctoral students. Our links with EDAMBA enable us to engage in collaborative research activities with partner institutions across Europe, including Copenhagen Business School in Denmark, University of Zagreb in Croatia, Bratislava University of Economics in Slovakia and others. PhD students have regular opportunities to access a variety of events such as summer and winter schools, seminars and workshops, annual dissertation theses competitions. This experience brings PRUE not only opportunities, but also challenges for improvement of doctoral studies.

Our University is grateful for all the possibilities and chances given in the past years with EDAMBA membership and we would like to express the words of our gratitude to the members of the Organizing Committee.

2.32 PHD IN BUSINESS AND ECONOMICS: BI NORWEGIAN BUSINESS SCHOOL, OSLO

By **Gabriel R.G. Benito**, Dean of Doctoral Studies
and **Dóra S. Sigurdardóttir**, Head of Program Administration

2.32.1 The beginnings

BI (*Bedriftsøkonomisk Institutt* – or the Institute of Business Economics) was established in Oslo, Norway in 1943. Initially, it was a small operation providing evening classes and consultancy services in business and accounting. Almost seventy years later it has grown into one of Europe's largest business schools, with 20 000 students across numerous programs ranging from bachelors, masters, executive, and doctoral programs.

In the first two decades, the school was exclusively teaching oriented. A decisive turn towards becoming an academic institution happened in the early 1970s when BI started recruiting staff with doctor degrees, more academically oriented programs were launched, and research activities begun, although at a modest level. The efforts to developing an academic profile gained further momentum in the 1980s when BI was granted the right to offer the prestigious *siviløkonom* degree program (today a five-year program in economics and business administration). At the same time, BI was given permission by the Ministry of Education to recruit full professors. BI, a private institution in a predominantly state-owned system of higher education, was finally recognized as a university-level business school (*Handelshøyskole*) and a legitimate member of the higher education system in Norway. Still, BI was more than a decade away from establishing its own doctoral program.

BI expanded at a very fast pace throughout the 1980s and into the 1990s, and even though much of the expansion was dealt with by hiring full-time and part-time lecturers without research qualifications, the demand for personnel with doctoral degrees also increased substantially. People with relevant doctoral degrees were a very scarce resource in Norway at the time. However, BI recognized that some graduates from the *siviløkonom* program were interested in pursuing postgraduate degrees, and also that several of their lecturers wanted to “upgrade” their formal competence. As a response, BI provided a number of doctoral scholarships for some of their graduates; most going to NHH (Norwegian School of Economics and Business

Administration) in Bergen for their doctorate. BI also facilitated part-time doctoral studies for selected members of their lecturing staff, but typically they preferred doctoral programs in the UK and USA instead of Norway.

2.32.2 Towards doctoral studies: the early phase

Work towards its own doctoral program started in earnest in the mid-1980s. BI's Board of Directors discussed the plans for a doctorate early in 1986, and the project was specifically brought into BI's strategy document in 1988.⁸

Recognizing that BI at the time probably remained at some distance from having the necessary internal resources as well as the needed legitimacy (i.e. for doctoral studies) within the Norwegian university system, as a start, BI entered formal collaboration with other institutions, specifically Copenhagen Business School (CBS) and University of Oslo (UiO). Formal agreements were signed in UiO in 1992 and CBS in 1993. The agreement with UiO focused on doctoral studies (dr.polit.) in economics and finance, whereas the agreement with CBS was geared towards PhD in the fields of strategy, organization and marketing. In both instances, the degrees were conferred by BI's partners, while BI took care of supervision and offered some courses. For example, in 1991 BI offered a Nordic doctoral course in International Business and Strategy, together with CBS, Helsinki School of Economics and Stockholm School of Economics.

Pools of doctoral students and professors with experience in supervision and teaching at a doctoral level were gradually developed at BI within the scope of these collaborative arrangements. In 1997, at the time when the application for an independent doctoral program at BI was formally submitted to the Ministry of Research and Education, a total of 21 doctoral candidates were already enrolled in BI's collaborative agreements with CBS (15) and UiO (6). The candidates were distributed as follows: 11 were in strategy and organization, 2 in marketing, 3 in finance, and 5 in other areas.

⁸ Amdam, R.P. (1993). *For egen regning: BI og den økonomisk-administrative utdanningen 1943-1993* (On its own account: BI and business education 1943-1993). Oslo: Universitetsforlaget. Page 210.

2.32.3 BI's doctoral degree accredited

The Ministry of Research and Education swiftly responded to BI's application and formed a committee, consisting of professors Arild Underdal (UiO), Birgit Grodal (University of Copenhagen) and Rolf Lundin (University of Umeå), with the mandate to provide an assessment of BI and the proposed program. The committee duly delivered their assessment report just before Christmas of 1997, which based on a fairly positive analysis of BI's resource base for offering doctoral studies, concluded that the program proposal as well as the institution met the prevailing national standards. The 26th of February 1998 was a day of celebration at BI. That day, BI got – by royal decree – examination rights for the doctoral degree. Following current practice at NHH, the chosen title was dr.oecon. (*doctor oeconomiae*).

Initially, three specializations were offered, reflecting BI's particular research strengths (and ambitions) at the time: Finance, Marketing, and Strategy. The program was structured as a three-year program, with a course load equivalent to one year of study, and the remaining two years devoted to the doctoral research project. Scholarships were, however, granted for four years, which included a year's duty with a teaching load equivalent to that of professors (roughly 50 percent of their total work load).

From the very beginning, BI chose to offer a fairly comprehensive set of courses, comprising methodology courses that were common across specializations as well as specialization specific courses.⁹ However, the benefits of cooperating with other institutions were obvious, and students were encouraged to take courses at other institutions at home or abroad. The School also became involved in the development of research schools in selected areas, such as international business (Nord-IB)¹⁰ and finance (NFN).¹¹

⁹ For example, three specialization courses were offered in Strategy; Foundations of Strategy, Key Issues in Strategy, and Research Frontiers in Strategy. Updated variants of these courses remain the core set of courses in the current strategy specialization.

¹⁰ Nordic Research School of International Business (Nord-IB) was established in 1999 as a cooperation between BI, CBS, Helsinki School of Economics (now Aalto University), Stockholm School of Economics, and University of Uppsala.

¹¹ Nordic Finance Network was established in 2006 cooperation between BI, CBS/Danish Doctoral School of Finance, Hanken School of Economics, Helsinki School of Economics (now Aalto University), NHH, Lund University, and Stockholm School of Economics.

In 1993, Professor Fred Wenstøp was appointed the first Head of BI's doctoral committee, which also consisted of representatives of the academic departments involved in the program¹². Professor Wenstøp was replaced in 2000 by Professor Svein S. Andersen. Professor Øivind Revang succeeded Andersen in 2006,¹³ and was then appointed as a new Dean of Doctoral Studies alongside the School's Deans for Bachelor, Masters and Executive programs; whereas his predecessors had been Head of the doctoral committee. In just a decade, the doctoral program had evolved from being a small operation with a handful of students and supported by one full-time administrative staff, to a substantial program with almost 100 students and its own administrative team consisting of three people.

In 2000, just two years after the formal granting of examination rights, Per Ingvar Olsen was the first to defend a doctoral dissertation at BI. He had started his studies within the agreement BI had with CBS, but was later transferred to the new program at BI. However, the cooperation agreements with CBS and UiO remained in place for a few more years, and several other candidates chose to complete their studies at CBS or UiO. In all, eight "BI candidates" defended their theses at UiO (2) or CBS (6) from 2000 to 2003.

Because BI's doctoral program only offered three specializations at first (Finance, Marketing, and Strategy),¹⁴ a good number of doctoral projects did not fit naturally into any of them thereby creating a residual category called "The Eclectic Program", which over time actually became the largest of all. In 2004, almost 40 percent of the doctoral students were enrolled in the "eclectic" category.

Initiatives towards developing new specializations – one in Leadership and Organization and one in Innovation and Entrepreneurship – were taken just a few years into the program's existence. Effectively, the new specializations also absorbed the majority of students previously enrolled in the "eclectic" category. After being assessed by external committees, the specialization in Innovation and Entrepreneurship was approved by the Ministry in 2002,

¹² Wenstøp, F. (1995). "Forskerutdanning ved BI" (Research education at BI), memo. Sandvika: BI.

¹³ Professor Revang held the position until the end of 2010, when Professor Benito took over as the current Dean.

¹⁴ The Finance specialization soon changed its name to Financial Economics, which it used until 2008 when Economics became a specialization on its own rights. The Strategy specialization also changed its name; to Strategic Management, which it is still called.

whereas the specialization in Leadership and Organization was approved in 2005 by NOKUT, the national organization for accreditation of higher education that had then just been established.

2.32.4 Getting institutional (national) accreditation (NOKUT)

BI got – as the first Norwegian institution – EQUIS accreditation in 1999, and was then re-accredited in 2004 and 2009. At home, however, the situation had taken a different turn due to the establishment of NOKUT – the Norwegian Agency for Quality Assurance in Education. Whereas state institutions were granted accreditation without having to first go through an evaluation process, private institutions such as BI had to formally apply for accreditation as a university-level institution. The state of affairs that had prevailed since the mid-1980s, in which BI de facto was recognized as a *Handelshøyskole* alongside its state-owned counterparts, was hence seemingly put into question. However, after a thorough assessment process, NOKUT granted Specialized University Institution status to BI in 2008.¹⁵ This is probably the single-most important decision with strategic impact in the recent history of BI and a sign of recognition and final endorsement by its peers of BI as a bona fide-high quality academic institution. A crucial point for BI is that its status as a Specialized University gives it full autonomy regarding decisions about which programs to develop and offer. For a market oriented institution like BI with the need of acting swiftly to market demands, the waiver of cumbersome and time-consuming evaluation processes in advance of each new program offering was an invaluable relief. The situation allows BI to set and control the standards and criteria guaranteeing the level of quality required by the authorities. Furthermore, the Higher Education Act in Norway requires that all higher educational institutions must put their quality assurance systems up for accreditation and re-accreditation every five to six years. Accreditation of the quality assurance system is necessary but not sufficient for the institutional accreditation. BI had its quality assurance system accredited for the first time in 2004.¹⁶

¹⁵ NOKUT accredits institutions into one of three categories: University, Specialized University Institution and College. A Specialized University Institution must satisfy the same quality requirements as a University, but has a narrower discipline basis.

¹⁶ Self Assessment Report 2009 for EQUIS re-accreditation. Oslo: BI.

2.32.5 Restructuring and consolidation

Initially, completion of BI's doctoral study led to the dr.oecon. degree. That degree was well-established in Norway, having being used by NHH since 1957. However, through the so-called Quality Reform of Higher Education in Norway a new degree system was introduced in 2003. In agreement with the Bologna process, the new system comprised a three year bachelor's degree, a two years master degrees and a three year PhD degree. As a result, all candidates accepted into BI's doctoral program from autumn 2003 were admitted to a PhD program. The last candidates defending their doctoral dissertation for the dr. oecon. degree did so mid 2008.

As a consequence of adding the doctoral (PhD) program as a third cycle in the Bologna Process in 2003, the focus in education at that level also shifted somewhat from research alone, to one that put somewhat more emphasis on education and training. At BI that led to:

- a) Increased focus on structure;
- b) Clarified assumptions and requirements through signed contracts between the institution and the student;
- c) Greater emphasis on progression of the individual student and evaluating work schedules;
- d) Growing concern about qualification requirements for a supervisor;
- e) Stronger student focus with demands for explicitly defined learning outcomes in all courses.¹⁷

The doctoral program is currently organized as one program with six areas of specialization. The latest re-structuring of the program was done in 2008, principally adding a new specialization in Economics and designing a comprehensively revised course structure for all specializations. With a compulsory 60 ECTS course component, it is a relatively "course heavy" program. Whereas specialization courses are distinctive for each specialization, common courses are shared across specializations. The management specializations (Innovation and Entrepreneurship, Marketing, Leadership and Organization, and Strategic Management) have a joint set of common courses and so do the economics-based specializations (i.e. Economics and Finance). A range of elective courses are also offered, but students are often encouraged to take such courses at other institutions; in Norway or abroad.

¹⁷ Ibid.

The program has evolved into a fairly large PhD program by European standards. There are currently about 80 students enrolled in the program. As shown in Table 1, the annual intake has fluctuated a lot since the inception of the program. The aim is to stabilize new admissions to a level of about 15 annually, with a focus on attracting highly talented individuals to the program. There has been a noticeable, and much appreciated, increase of female students as well as foreign students into the program, especially in recent years. Enrolment has to this point comprised a total of 19 nationalities.

Table 1. New admissions into the program, 1998 to 2010.

Year	Total	Female students	Non-Norwegian
1998	11	2	1
1999	21	5	1
2000	14	5	1
2001	22	9	1
2002	5	3	-
2003	22	15	5
2004	4	1	1
2005	11	4	1
2006	18	10	4
2007	7	5	1
2008	17	6	9
2009	8	4	5
2010	12	5	7

Obviously, a key performance indicator of a doctoral program is the number of completed PhDs: See table 2. So far, a total of 74 individuals have completed their doctorate at BI, including the four who defended their dissertations in the first months of 2011. Given the size of the program, its performance in terms of completion rates has to this point been somewhat disappointing. Whereas the average annual number of admissions is 13 over the period 1998 to 2010, the corresponding average annual figure (2000 to 2010) for successfully defended PhD dissertations is almost exactly just the half of that.

The discrepancy between admissions and completions is of course partly due to the fact that a number of students chose to leave the program for various reasons. It is nevertheless also clear that the mediocre output figures reflect overlong completion times for the doctoral projects. The average completion period for those who defended their dissertations in 2010 was more than seven years (i.e. from start of their doctoral studies to submission of dissertation).

Table 2. Number of completed PhDs, 2000 to 2010.

Year	Total	Eclectic	Finance	I &E	Marketing	L & O	Strategy
2000	1	1					
2001	6		2		1		3
2002	6				1	1	4
2003	2	1				1	
2004	10	1	3		2		4
2005	6	1		1	2	1	1
2006	10		1	2	1	4	2
2007	6				2	2	2
2008	7		1	2		3	1
2009	8		1	3		1	3
2010	8				2	4	2
In all	70	4	8	8	11	17	22

2.32.6 Prospects

The doctoral program at BI Norwegian Business School is still relatively young, but has already reached substantial scale and scope. From its inception, the aim has been to provide high-quality research education, since we strongly believe that a PhD program lacking in quality is a waste of valuable resources. In terms of structure, organization, and academic content we think the program performs well, but keep a watchful eye on areas for improvement. An informative measure of performance of a program is its placement track record, and we are pleased to observe that a number of persons with PhDs from BI have been hired by universities in the UK, Western Europe and North America, besides the domestic academic arena. Although it is not a rule without exceptions, BI has adopted a policy of not recruiting its own PhDs straight after completion.

Three key challenges for the future are (a) to ensure a stable intake of high-quality and ambitious PhD candidates; (b) significantly improve completion rates and lower the time to a successfully defended PhD dissertation; and (c) further enhance the placement track record of our PhDs.

2.33 DOCTORAL STUDIES AT THE UNIVERSITY OF ECONOMICS, PRAGUE

During the nineties doctoral education at the University of Economics, Prague (hereinafter VŠE) was organized on the basis of the Higher Education Act No. 172/1990 Coll. In order to carry out doctoral studies, on 10 November, 1990, the Centre for doctoral and managerial studies (hereinafter CDMS) was established. Between 1991 and 1999 the requirements for doctoral studies were to complete at least 8 study subjects as well as to carry out pedagogical and publication activities. Doctoral studies were fully within the authority of the Vice-Rector for pedagogy. During these years the numbers of doctoral students progressively grew up (see **Table 1**). The first graduates of doctoral studies were awarded the degree “Doctor” (abbreviated as “Dr.”) in 1994.

Table 1. Numbers of doctoral students admitted to study at VŠE between 1991 and 1998

Year of admission	Numbers of doctoral students admitted to study
1991/1992	36
1992/1993	24
1993/1994	51
1994/1995	78
1995/1996	74
1996/1997	131
1997/1998	123
1998/1999	179

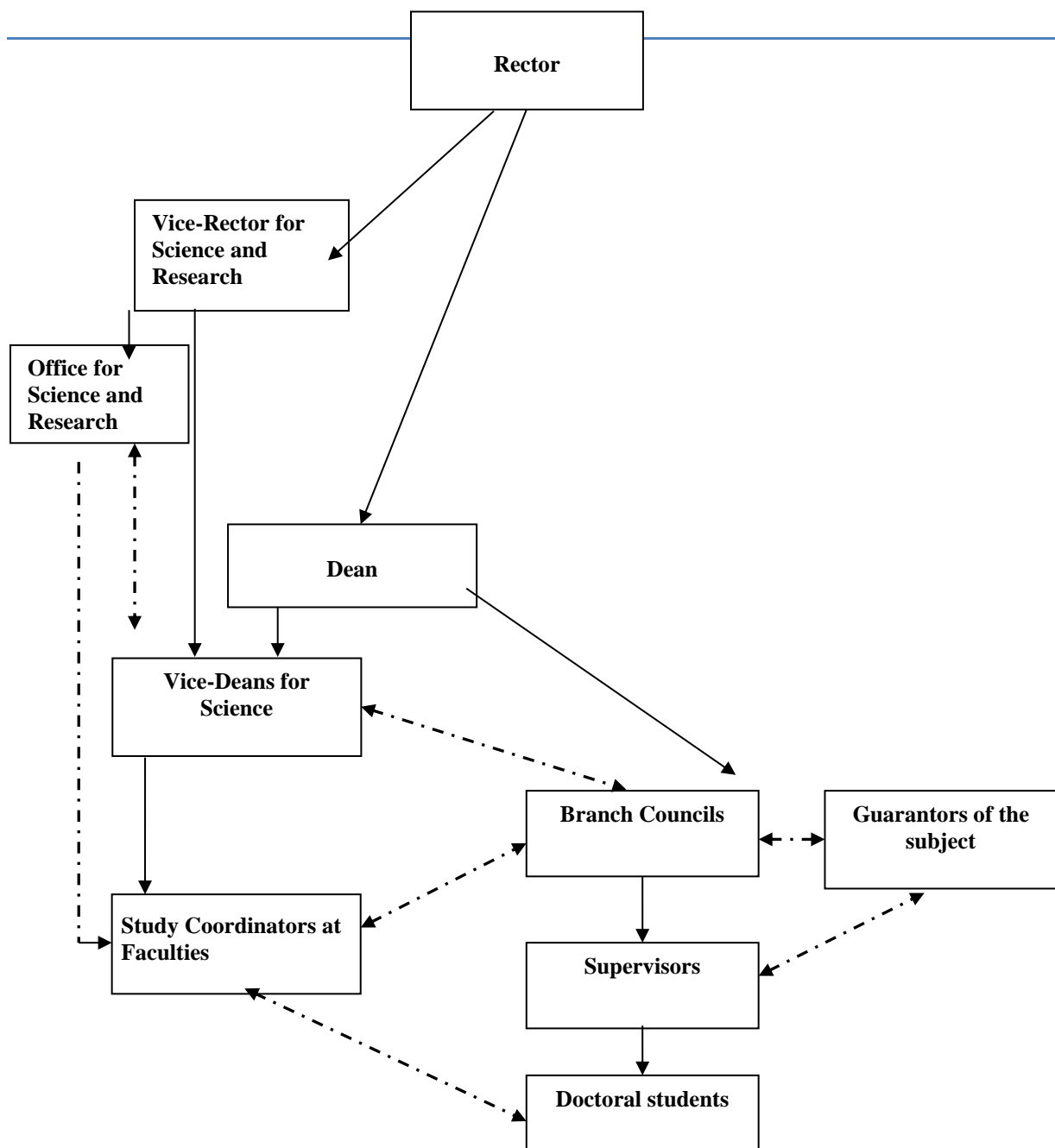
On January 1, 1998, CDMS became a legal entity. One of its integral parts was the Institute for Doctoral Studies (hereinafter ÚDS), that assured the provision of doctoral education. To emphasize the research activity, the responsibility for doctoral studies was laid upon the Vice-Rector for science and research. In connection with the endorsement of the new Higher Education Act No. 111/1998 Coll., a new structure model of responsibilities in doctoral studies was adopted and a new Study and Examination Rules for Doctoral Study were enacted. The aim of this reform was to decrease the number of compulsory subjects, thereby to increase the possibility of improving quality of doctoral students’ theses as well as to let them have more time for concrete research and publication activity.

In 2001 the Council for doctoral studies, the supreme professional and conceptual body of doctoral study, was created. The Council organized discussions of experts and took measures

in order to improve doctoral studies and to resolve conceptual problems. After finalization of the reform of doctoral education the Council was dissolved and ÚDS was closed down.

Currently, the institutional responsibility for the provision of doctoral education belongs to the Vice-Rector for science and research and doctoral studies are organized by the Office for Science and Research in cooperation with all faculties (see chart Organization of Doctoral Studies). In connection with the change of the Higher Education Act in 1998, Branch councils for the doctoral study were created at each faculty, which at present are principal professional, control and evaluation body in the field of doctoral education at VŠE. The guarantors of the subjects are professionally responsible for the development of study branches in relevant doctoral study programmes.

Organization of doctoral studies



Since 1998, the number of each year admitted doctoral students became more or less the same (see **Table 2**). The first graduates of this new form of doctoral education were awarded the doctoral degree of “Doktor” (abbreviated as “Ph.D.”) in 1999.

Table 2. Relation between numbers of applications versus admission to study between 2000 and 2014

Year	Number of applications	Number of admissions to study	Admission/application ratio (%)
2000	288	187	64,9
2001	201	143	71,1
2002	274	192	70,1
2003	270	185	68,5
2004	249	175	70,3
2005	278	193	69,4
2006	252	195	77,4
2007	261	191	73,2
2008	246	207	84,1
2009	262	191	72,9
2010	331	232	70,1
2011	290	195	67,3
2012	242	176	72,7
2013	269	183	68,1
2014	198	138	69,7

The number of study subjects was gradually reduced and more emphasis was put on the research activity (projects, conferences, publications, pedagogy, study stays).

At present accomplishing of doctoral study requires completing 4 compulsory subjects in accordance with the requirements of faculties. In addition, supervisor recommends 2 optional subjects to a student depending on his/her specialization. In accordance with the Study and Examination Rules for Doctoral Study at VŠE, doctoral students have to present their research activity in order to be enrolled in the next year. Students also have to publish results of their research activity in scientific magazines, in which the scientific papers are reviewed. The standard length of studies is 3 years.

Starting from 1994, the number of graduates of doctoral studies, who were awarded the degree of Dr. or Ph.D., has been growing up depending on the number of students admitted to study

Nowadays the number of graduates is more or less the same. The overview of numbers of graduates is presented in the **Table 3**.

Table 3. The overview of numbers of graduates since 1994

Year	Number of graduates	Total number of received titles („Dr.“ and „Ph.D.“)
1994	2	
1995	4	
1996	12	
1997	3	
1998	34	55 titles „Dr.”
1999	13	
2000	20	
2001	45	
2002	42	
2003	80	
2004	86	
2005	59	
2006	77	
2007	64	
2008	69	
2009	76	
2010	83	
2011	60	
2012	65	
2013	82	
2014	70	991 titles „Ph.D.“
Total	1046	1046

Currently, doctoral studies at VŠE are organized as follows: 9 study programmes, 17 branches, 1 programme is carried out in cooperation with the Czech Technical University in Prague. The overview of the programmes and branches can be found in the **Table 4**. There are two modes of study: full time or a combination of full time and part time (combined studies). Most of the study branches are also carried out in English.

Table 4. The overview of programmes and branches at VŠE

Faculty	Study programme	Branch
Faculty of Finance and Accounting (F I.)	Finance and Accounting	Finance
		Accounting and Corporate Financial Management
	Quantitative Economics ¹	Computational Economics and Finance
Faculty of International Relations (F II.)	International Economic Relations	International Business
		Commercial and International Economic Law
		International Political Relations
	European Studies	
Political Sciences	Political Sciences	
Faculty of Business Administration (F III.)	Economics and Management	Business Economics and Management
	Economic Theories	Economics
Faculty of Informatics and Statistics (F IV.)	Applied Informatics	Informatics
	Quantitative Methods in Economics	Econometrics and Operational Research
		Statistics
Faculty of Economics and Public Administration (F V.)	Economics and Economic Administration	Economic Theory
		Economic Policy
		Regional Studies and Public Administration
Faculty of Management Jindřichův Hradec (F VI.)	Economics and Management	Management

¹ Programme is carried out in cooperation with the Czech Technical University in Prague

The conceptual development of internationalization of doctoral studies has started quite recently. In this respect, the important role plays the University's membership in the international associations such as EUA-CDE and EDAMBA. The aim is to establish cooperation with other European high schools, to exchange information, to jointly resolve problems of doctoral education, to create conditions for mobility of doctoral students as well as to strengthen scientific research cooperation. The prime tools for implementation of these aims are participation of doctoral students in the research projects, presentation of results of their research activity at international conferences and research workshops, facilitation of establishing their professional contacts as well as support of their professional publication activity.

2.34 DEVELOPMENT OF THE PHD PROGRAMME AT THE UNIVERSITY OF STELLENBOSCH – THE EDAMBA CONNECTION

2.34.1 The institutions: The University of Stellenbosch and University of Stellenbosch Business School

The University of Stellenbosch (US), one of the oldest universities in South Africa, was established when the University Act of 2 April 1918 replaced the then Victoria College with the University of Stellenbosch. The University Act was amended over the years to reflect new developments and finally culminated in the University of Stellenbosch (Private) Act, 1992. The Business School of the University of Stellenbosch (USB) was established in 1964 in compliance with Section 12 of the University of Stellenbosch (Private) Act. As far as academic content is concerned, the USB, as an integral part (department) of the US, reports to the Senate of the US through the Dean of the Faculty for Economic and Management Sciences.

At the inception of the USB the first Director, Prof Jan van der Meulen (a Dutch citizen who prior to accepting the position at the US was a senior manager at KLM), envisaged the future of the USB as being “internationally accepted”. However, due to the apartheid policy of the government at the time, this vision was very slow in coming to fruition. Today, however, following major political change in 1994, the USB enjoys considerable international recognition as a fully accredited member of *inter alia* EQUIS and AMBA.

2.34.2 Considerations, challenges and aims leading to the creation of the PhD in Business Management and Administration programme at the USB

When Prof Eon Smit was appointed as the Director of the USB in 1996, he expressed as one of his major aims to position the USB in a visible and tangible way in the international business school context. Under his leadership various international accreditations and formal liaisons were attained. The establishment of a world-class doctoral programme constituted part of what Prof Smit wanted to achieve and in March 2003 he approached Prof Hein Oosthuizen to investigate, establish and develop a structured doctoral programme. Until this time doctoral research was exclusively dependent on personal relations between the researcher and the promoter.

Apart from the challenge to deliver a world-class programme, further challenges emerged from the fact that South Africa was a developing country in the process of major transition. Also, the programme had to be attractive to both private and public sectors, as well as be acceptable beyond the borders of South Africa, particularly to the African Continent – indeed a plethora of challenges to confront and overcome.

2.34.3 Mission, philosophy, conception and early initiatives prior to EDAMBA accreditation

a. Mission

The mission of the USB is “to be a leading Business School in the international business school community”. This is to be achieved *inter alia* by “undertaking and publishing relevant research of outstanding quality”. This particular aspect of the USB mission was adopted as the guideline for the then to-be-established doctoral programme.

b. Philosophy

From the outset the philosophy of the USB’s doctoral programme rested on three sound pillars:

- It must create intellectual capital relevant to the African Continent.
- Its emphasis must be placed on employable knowledge.
- It must be orientated towards action research, which must address challenging and real world problems.

c. Conception and early initiatives prior to EDAMBA accreditation

Having received a mandate to develop a structured doctoral programme, Prof Oosthuizen researched the content and structure of doctoral programmes globally. This eventually led him to the EDAMBA website, which he considered to represent exactly what he was looking for. Prof Arthur Money from Henley School of Management at the University of Reading, an old school friend of long standing, confirmed the reputation of EDAMBA and mentioned that he was indeed a founder member of the Association. Through the goodwill of Prof Money many EDAMBA member institutions in Europe and the United Kingdom were visited and valuable information obtained. Prof Money also arranged for Prof Oosthuizen to meet with the EDAMBA Executive Committee in Dublin during April 2004.

Culminating from the above, a framework for a doctoral programme at the USB was developed and various foundations were laid:

- Bursaries were made available and widely advertised.
- Doctoral colloquia were instituted to take place on a bi-monthly basis.
- A Working Paper series was introduced and to date 10 papers have been published.
- A clearly structured doctoral programme process was developed and introduced.
- A comprehensive website was developed.

In August 2004 a written application for membership was forwarded to EDAMBA and the USB was admitted as a candidate member at the EDAMBA Executive Committee meeting held in Paris in January 2005. Subsequent to this Prof Oosthuizen was invited to attend the EDAMBA Summer School to be held in Sorèze in July 2005 as an observer. In August of the same year Prof Hans Siggaard Jensen (University of Copenhagen) and Prof Money visited the USB and conducted the required programme audit. The outcome was favourable and a presentation made by Prof Wim Gevers (Associate Director: Academic at the USB) to EDAMBA in Grenoble during September 2005 was also well received. Consequently, at the 2005 EDAMBA AGM the USB doctoral programme received approval from the membership.

Apart from the EDAMBA membership application process three other early initiatives must be highlighted:

- Three USB doctoral students, namely Lee le Roux, Warren Brown and Marie Cruywagen, attended the 2005 Summer Academy in Sorèze prior to the USB being awarded membership. All three have subsequently completed their PhDs successfully and initiated the USB Sunflower Network, an exclusive network only of those USB students who have attended the EDAMBA Summer School. The sunflower obviously relates to the fields of sunflowers to be seen in summer around the south of France where Sorèze is located.
- Having attended the Summer School in 2005, Prof Oosthuizen approached Prof Money to develop and present a similarly-structured five-day Doctoral Research Training Programme (DRTP) at the USB. Prof Money was well experienced in this regard as he had been Director of the EDAMBA Summer School for a period of nine years. The DRTP was initially seen as a promotional exercise for the USB and about 13 participants

were expected. Eventually, a total of 82 people registered to attend the DRTP. The 7th DRTP will be held early in September 2011.

- In April 2006 the USB entered into a Private Public Partnership (PPP) agreement with Eskom (the major electricity supplier in South Africa) to present a Doctoral Research Fellowship Programme to 10 of their senior managers. Apart from South African facilitators the USB also contracted Professors Jensen and Money to facilitate the programme.

2.34.4 Evolution of the programme after EDAMBA accreditation

The USB doctoral programme's membership of EDAMBA was formally announced and received at the September 2006 AGM held in Helsinki. The USB was the first member from outside of Europe to be admitted.

An overview of the programme is available at <http://www.usb.ac.za/Degrees/Phd/Default.aspx>). The admissions, monitoring and examination processes can be summarised as follows:

- *Admission:* A relevant master's degree, the major part of which must consist of a written thesis. Application to include an initial proposal and an essay in support thereof. Application evaluated by the Doctoral Research Committee and, if accepted, a comprehensive proposal and presentation to the Admissions Panel.
- *Monitoring progress:* Relationship between promoter and student monitored, progress reports to be submitted annually, and presentations at Colloquia are required. Apart from compulsory attendance of the DRTP no other formal course-work is required.
- *Examination:* Three independent examiners not including the promoter. Public viva voce to be given.

As Prof Oosthuizen, the Head of the Doctoral Programme, was to retire at the end of 2008, he handed over to Prof Frikkie Herbst (current Head: Doctoral Programmes) late in 2007.

2.34.5 Adaption of the programme

European (Bologna) regulations

The Bologna Process aims to get academic doctoral degree (third cycle level) standards and quality on a more comparable and compatible level throughout Europe. Although, as such, it

has in geographic terms no direct bearing, the USB as a member of EDAMBA should ideally comply with the “ten basic principles” on which agreement was reached at the Salzburg Seminar in 2005, i.e. at the time of the USB’s acceptance as a member of EDAMBA.

From the outset the USB programme strongly emphasised the advancement of the knowledge via original research, meeting the needs of the employment market, and appreciating that new challenges must be met and transferable skills developed. Even prior to the development of a structured doctoral programme the USB recognised the need for excellence in supervision and assessment, as well as the importance of setting a time duration and making funds available. As a member of EDAMBA the USB programme can benefit from and contribute to the diversity of programmes achieving critical mass and mobility via education. In return the USB can learn much about the recognition of doctoral candidates as professionals in research.

Developments since the Salzburg Seminar necessitated discussion and revision of the “ten basic principles.” From the EUA-CDE Conference held in Berlin, June 2010, it emerged that (i) more attention should be afforded to transparency in the relationship between student and promoter; and (ii) these principles will also have to be promoted within the USB.

2.35 STOCKHOLM SCHOOL OF ECONOMICS PHD PROGRAMME

2.35.1 Background

The Stockholm School of Economics (SSE), one of the world's oldest business schools founded in 1909, has a long history of research. The first separate research institute was established at SSE already in 1929. Today, more than 25 research institutes and centers in Business, Economics and Finance constitute the core of research at SSE. SSE faculty members, now numbering over 100, are required to spend 50% of their time on research.

Over the years, SSE has pioneered new areas of research in Sweden:

1930s	"Stockholmsskolan" (The Stockholm School, macroeconomics inspired by J. M. Keynes)
1930s	Economic History, and later Business History
1930s – 1960s	Trade theory (Heckscher-Ohlin model, Linder theorem)
1950s	Economic Geography
1960s	Economic Psychology (consumer behavior)
1970s	Environmental Economics (environmental markets and pricing)
1980s	Financial Economics (financial markets merged with corporate finance)
1990s	Knowledge-based view of the firm (a contrast to the transaction cost model)
2000s	Behavioral Economics (economic man called into question)

In the first phase of its operations from 1909 to the 1950s, SSE recruited faculty from outside its ranks, particularly from German business schools (Handelshochschulen), Uppsala University and Stockholms högskola (the forerunner to Stockholm University). However, the school felt an increasing need to build up its own faculty from within. In 1943 a Master's program was reformed into a PhD program, introducing the "Licentiate degree" which is a first-level research degree, and three years later, in 1946, the first PhD was awarded. The PhD degree, the first of its kind in Sweden, was specified as a "Doctor of the Economy" (in Swedish "Ekonomie Doktor"), conflating Economics and Business Administration to signify the unity of the school. Over the next few decades a number of prominent PhD theses were defended, and several of these doctoral students went on to become leading professors at SSE (see Table below).

Table SSE PhDs who became leading professors at the school (1946-1979)

<u>PhD year</u>	<u>Name</u>
1946	Kristensson, Folke
1954	Frenckner, Trygve Paulsson
1961	Burenstam Linder, Staffan
1961	Johansson, Sven-Erik
1969	Mattsson, Lars-Gunnar
1970	Stymne, Bengt
1972	Ståhl, Ingolf
1973	Sjöstrand, Sven-Erik
1973	Östman, Lars
1975	Julander, Claes-Robert
1976	Hedlund, Gunnar
1977	Bergman, Lars
1979	Englund, Peter



Folke Kristensson at his PhD defense in 1946, shaking hands with future Nobel Laureate (1977) Professor Bertil Ohlin.

2.35.2 SSE PhD Today

The SSE PhD Program offers a four-year (240 ECTS) program of full-time study. Admission requirements include a one or two-year Master's degree (or equivalent) with excellent grades. The program also includes an option for a Licentiate degree, an interim degree requiring half the time it takes to complete a PhD degree. To date, the SSE PhD Program has graduated over 530 PhD students. Each year, some 25 new PhD students, a majority from outside Sweden, are admitted within three programs specializations, in Economics, Finance, and Business Administration. All PhD students receive a monthly salary or scholarship, supervision equivalent to 2.5 % of a professor's full-time workload, and access to infrastructure at SSE.

The SSE PhD Program aims to be one of the top ten PhD programs in Business and Economics in Europe. The PhD program's raison d'être is fivefold:

- The PhD program has a solid foundation within SSE as the School's bylaws stipulate that SSE's teaching shall be grounded in solid research.
- A PhD program is a natural element in the program portfolio of a leading business school.
- The PhD program produces competent alumni and generates knowledge at the frontiers of economics, finance and business administration, and both these alumni and this knowledge play important roles in society.
- The PhD program helps to ensure a dynamic research environment, which increases the attractiveness of membership in the SSE faculty.
- The PhD program is a good foundation for faculty recruitment.

During the 1980s and 1990s, the PhD program was expanded into new areas, including Economic History, Law and Economic Statistics. Starting in 2004, a new strategy that emphasized a narrower focus and more internationally-recognized faculty resulted in a streamlining of the the PhD program into the core areas of Economics, Finance and Business Administration, phasing out Economic history, Law, and Economic Statistics. Today SSE PhD offers a range of specializations:

- Economics
- Behavioral economics
- Industrial organization
- Environment economics
- Energy economics
- Health economics

- Labor economics
- Transition economics
- International trade
- Economic geography
- Development economics
- Econometrics
- Finance
- Financial markets
- Banking and insurance
- Corporate finance
- Finance and law
- Mathematical finance
- Financial analysis
- Business administration
- Accounting and financial management
- Management
- Public administration
- Entrepreneurship
- Operations management
- Leadership
- Marketing
- Consumer behavior
- Economic psychology
- International marketing
- Purchasing
- Media and business
- Strategic management
- International business

PhD students in Economics and Finance carry out course work in a joint program with Stockholm University (SDPE, Stockholm Doctoral Course Program in Economics, Econometrics, and Finance), and students in Business Administration share a first methodology

semester with students from Uppsala University (SUBS, Stockholm Uppsala Business Studies). The school also offers scholarships for PhD students to take doctoral courses abroad. SSE is involved in international PhD consortia, such as NORD-IB (International Business), and ENTER, European Network for Training in Economic Research. Developing joint PhD course packages at a regional (Stockholm-Uppsala), national and international scale, allows for increased specialization and a more efficient use of resources.

SSE PhD alumni can be found all around the world, at leading business schools and universities, in companies, in public service and NGOs. Some examples of prominent SSE PhD alumni include:

- the late Dr Staffan Burenstam Linder, former Swedish Minister of Trade, Chairman of the Bank of Sweden, and SSE President
- Dr Hans Dalborg, Chairman of Nordea
- Dr Lars Heikensten, former President of Bank of Sweden, Director of the Nobel Foundation
- Dr Stefan Ingves, President of the Bank of Sweden
- Dr Laurent Leksell, Chairman of Elekta (global leader in laser surgery)
- Licentiate Anne Wibble, former Swedish Minister of Finance

2.35.3 SSE and EDAMBA

Since the founding conference of EDAMBA was held in Stockholm in 1991, SSE has been an active member of the organization.

Over the last 20 years, SSE has participated in the EDAMBA network by sharing information about our approach to doctoral training and its development over time. SSE Ph.D. candidates have regularly participated in the Summer Academy, doctoral colloquia, consortia, and in the EDAMBA Thesis Competition.

Professor Udo Zander of SSE was elected member of EDAMBA's executive committee in 1999, where he remained active until 2007. He was instrumental in bringing the 11th Annual Meeting of EDAMBA to the SSE and Stockholm in 2002.

2.36 SURREY BUSINESS SCHOOL, UNIVERSITY OF SURREY DBA PROGRAMME

The DBA is the right programme for today's business world; it is often better received in business than a narrow PhD Doctorate. This is because the approach is broader and the thesis takes a practical subject as its basis for the research study; it is a practitioner Doctorate.

The DBA is designed to enable a significant contribution to be made towards the enhancement of professional practice in the area of management. Thus, the research undertaken has to be rigorous to be worthy of a Doctorate and immediately relevant to the world of management through addressing real problems. Each year, around seven to ten students are admitted for each programme.

The DBA is completed in two stages. Stage 1 takes approximately 18 months of part-time and distance learning. It consists of five taught modules culminating in the development and submission of a research proposal for the final study.

Stage 2 takes about two and a half years of part-time or distance learning. It consists of a supervised progression of the writing of a thesis, attending a cohort seminar, delivering a presentation on approach to date and finally the submission of a thesis.

The seminar presentations are based on the work in progress, and that of other members of the cohort, so that critical insight is gained into other students' work. Each component of the programme has to be completed successfully before advancing to the next.

2.36.1 Compulsory modules (Year 1 and 2)

Stage 1 (taught programme)

- Philosophical Underpinnings of Research Methods for Management
- Quantitative Methods of Research
- Qualitative Research Methods
- Critical Evaluation of Research
- Research Proposal

Stage 2 (thesis writing)

- Literature Review

- Methodological Approach
- Thesis and viva voce examination

Factfile

2.36.2 Typical entry requirements

An MBA or other approved Masters degree in management, with high passes. At least three years' post-degree management experience. IT skills with access to software and hardware to allow competent search and analysis. Non-native speakers of English will normally be required to have IELTS 6.5 or above (or equivalent).

2.36.3 Programme length

Normal duration is 48 months for part-time and distance learning. The maximum period allowed for completion is 72 months.

Dr Alf Crossman
Programme Director

2.37 PHD IN BUSINESS STUDIES DEPARTMENT OF BUSINESS STUDIES, UPPSALA UNIVERSITY

by Jaan Grünberg

2.37.1 Introduction

This contribution outlines the development of doctoral training at the Department of Business Studies at Uppsala University. Over the years the department has produced almost 150 doctors and nearly 50 licentiates¹⁸, the two research degrees granted in Sweden.

The department is part of Uppsala University, a large research university with a history dating back to 1477. The first time teaching and research was conducted in something resembling business and management studies was in the mid 18th century when Anders Berch was appointed to a chair in *jurisprudentiae, economiae et commerciorum* (Engwall, 1992). This did not make a permanent mark and at the end of the century the subject has vanished from the university. Therefore it was a novelty when the Department of Business Studies was founded in 1958.

In the beginning the department was a very small enterprise, with one professor, an assistant and limited administrative support. The professor was Sune Carlson, a graduate of the Stockholm School of Economics with his PhD in economics from the University of Chicago. Before his appointment he held the position as director of the United Nations Bureau of Economic Affairs (Carlson, 1983). His ideas when starting to build the department was to create something that was small, part of the university clearly separate from business life, and with a specialization in international business (Johanson, 1995).

2.37.2 Inception of the program

PhD training at the Department of Business studies started only a few years after the establishment of the department. Two things happened. Firstly Jan Johansson, then assistant at the department, finished his degree at the Stockholm School of Economics and was asked to start doctoral studies by Sune Carlson. Secondly Dick Ramström, who had received a licentiate

¹⁸ A diagram over the distribution is provided in appendix 1.

at the Stockholm School of Economics, came to Uppsala for his doctorate after having spent a year at Carnegie Tech in Pittsburgh.

The great expansion of undergraduate training in the sixties played an important role during the department's first decade, since it necessitated the recruitment of teachers and administrators. Young prospective PhD students were thus first recruited as teaching assistants and were then gradually drawn into research as ideas for projects came up and funding for projects was secured. Formal admission to PhD studies was an uncomplicated process at the time. The need for teaching staff is thus the mechanism that drives the gradual increase in the number of research students through the 1960-ies.

2.37.3 Formation of the program

Sune Carlson had a particular talent for creating an environment that was conducive to developing researchers (Johansson,1995). This included Carlson being an active researcher himself, locating the department at the distinct Red Cottage, and always presenting and discuss in his work at seminars. The weekly higher seminars usually involved discussing the texts of the department members. This was of great significance since one of the fundamental ideas was getting the research students to start writing their thesis early on and to train the candidates to write and publish in English.

The seminars were also social events and Sune Carlson brought in many guests. They included persons from business life and prominent international scholars, for example in 1959 the seminar was visited by J K Galbraith. The seminars were followed by informal post-seminars where the participants were offered sandwiches and schnapps.

Carlson broadened the horizons of the research students beyond Uppsala by arranging study trips abroad. From 1963 and on the seminar came to travel in Europe (Brussels, Paris, Geneva and the Soviet Union) and beyond to the USA and India (Hägg & Sandberg, 1969). The research students were mobile in other ways as well. Archival records show how the research students participated in conferences and applied for funding for study trips abroad, for example to the United States. Important for the intellectual development for many of the PhD students and young academics at this time were a number of summer schools that were arranged with influential American academics as speakers. They were held in Lerum outside of Gothenburg,

in Odense in Denmark and on the Baltic island Åland. Engwall (1993; 2003) describes participating as exceptional opportunities to meet and interact with prominent international academics such as Herbert Simon, James G March, Richard Cyert, and David Hickson.

Carlson himself was a model for international mobility. He travelled extensively and had a host of prestigious appointments on boards and committees (Carlson, 1983). Doctoral students in Uppsala therefore often needed to get by on their own. So, although he was able to create a local atmosphere, the program was in part governed at distance. Yet, the context of Uppsala University seems to have provided many good ideas for how to run a PhD program. For example, the archaeologists taught him that mandatory study trips may receive sponsoring from the university (Carlson, 1984) A novelty in the early 1970-ies, compilations of jointly written papers, was inspired by thesis traditions in psychology and other disciplines.

The first dissertations were completed by the end of the 1960-ies and at the beginning of the 1970-ies there is a considerable increase in the number of graduations. The approaching retirement of Sune Carlson contributed to this – the PhD candidates wanted to finish with him as their supervisor.

2.37.4 Structuration

While PhD training in business was under development in Uppsala there were regulatory reforms being prepared on the national level in Sweden. In 1963 a government commission on research had been appointed and its main study was disseminated in 1966. There it was recognized that doctoral training took too long and that the time to receive the intermediate degree of licentiate was comparable to that of an American PhD. Thus, in 1969, new legislation reformed PhD training. The old “grade” of doctorate was replaced by a new PhD degree with four years of studies, including one and a half year of course work (Högskoleverket 2006).

At the department in Uppsala this reform led to adaptive responses and the doctoral program gained more and more structure. A new study plan for the doctoral program was formulated (Hägg & Sandberg, 1969), annual plans were made for course offerings and a director for PhD studies was appointed in 1972. The archival documents show that considerable work was carried out in creating structures and routines for research training, this included the planning of courses and standards for supervision. The sub-committee for governing research and

research training (HUFO) acts independently (and sometimes at odds with the department's board). Taken together, these administrative measures lead to PhD training gaining momentum as an end in itself and at the beginning of the seventies the program seems to be well-established and to some extent independent part of the department's activities.

2.37.5 Transition

In 1975 the department moves to its current premises. Presently all activities of the Department are located there, but for many years before and also after the move primarily PhD students were allocated work space in diverse places around Uppsala. Mattsson (2009) mentions places like Klostret (the Monastery), Vita Villan (the White Villa), Barackerna (the Barracks). In the mythologies and stories of PhD training these places have a special status.

Sune Carlson retires, but as a professor emeritus he is still active at the department, but his immediate successors do not make a distinct mark on research education. After the surge of graduations preceding his retirement the number of completed thesis drops significantly and the number of graduations does not pick up until some years into the 1980-ies. When it comes to how research training is organized and managed there are no major changes. The archival records show that the position director of the PhD program becomes unclear.

In the fall of 1978 Lars Engwall takes the role of chair of the HUFO committee and a new process of structuring is initiated. In the spring of 1979 a planning conference is organized and there are signs of structure in that a form of planning contract where the PhD specifies the work to be undertaken in the coming year is introduced and a handbook for doctoral studies is introduced. Admissions are gradually formalized.

2.37.6 Towards the present program

At the beginning of the 1980-ies a decade had passed since the reform of 1969 and the reform is evaluated. An official report of the Swedish government points at several problems (SOU 1981:29) and the quality of PhD training is discussed on a national level. This is reflected in the activities at the department where a study is commissioned in 1981 to look at how PhD training is organized at other departments in Sweden. This effort is part of revising the structure of the program (Wallerstedt, 1982), which is an ongoing process through the eighties. The

management of the program gradually becomes more elaborate and the position of Director of Studies for the doctoral program is reintroduced. In the mid 1990-ies Eva Wallerstedt is formally appointed, she had however gradually been given more responsibility for the program during several years preceding this appointment.

Through the 1990-ies the ideas coming from industry concerning quality management are reflected in the actions surrounding the PhD programme (Wallerstedt, 1996). In addition to the considerable work done at the department level there is also co-operation between several of the departments within the Faculty of Social Sciences (Wallerstedt, 2000).

In 1998 yet another major reform of research education is launched. The key idea of the reform is that no student is to be accepted to the program without having sufficient funding for living expenses during their studies. In particular providing the research students with a fellowship (doktorandtjänst) that carries all the benefits of normal employment is seen as desirable. There are a number of consequences of this reform at the department level. Firstly admissions have to be extremely selective, the monitoring of the students' progress is increased through individual study plans, and there is also less flexibility when it comes to part-time studies.

2.37.7 Networking for PhD training

With the 1998 reform and the associated administrative changes the basic structure of today's system was in place. It should also be noted that the Bologna process reforms have partly redrawn the structure of undergraduate training, but the influence on research training has been limited so far. It is possible that such effects still lie in the future. The major change we have seen in the decade after the 1998 reform is the growth of collaborative projects on a national and international level. The department is involved in three major efforts.

The introductory term of the PhD program is run jointly with the Stockholm School of Economics in a program called SUBS (Stockholm Uppsala Business Studies). Each institution offers one course that deals with the fundamental questions of science and one on research methods. The cooperation offers a good platform for reaching a sufficient critical mass in terms of the number of students in the courses, but also broadens the network of the PhD students. We also see that the SUBS program provides an opportunity for knowledge sharing between institutions.

The department is active in several research schools. On the national level the department hosts the research school *Management and information technology (MIT)* since the year 2000. It was started as a part of a nation wide government funded initiative where sixteen research schools were launched in different disciplines. MIT integrates training in management, information systems and informatics from over ten different institutions for higher education. For the department the research school has provided a new setting in which to run research training. For the PhD students participation involves a number of set courses, but also the continual participation in the research schools conferences that are regularly held throughout the year. In this way the research students are firmly rooted in the context of their home institutions as well as participating in the nation wide network.

On the international level a research school in the international business field, *NORD-IB*, was founded in 1999. Initially it was funded by a Nordic research council, but the participating institutions have come to carry the costs. Today the school is run by six organizing institutions (Uppsala University, Swedish School of Economics, Manchester Business School, Copenhagen Business School, Norwegian School of Management, and the Aalto University School of Economics), there are however also another four participating schools from the Nordic countries and Europe. Within this network of schools the participants are offered a sequence of courses organized in six modules that are run over a period of one and a half years.

2.37.8 The program today

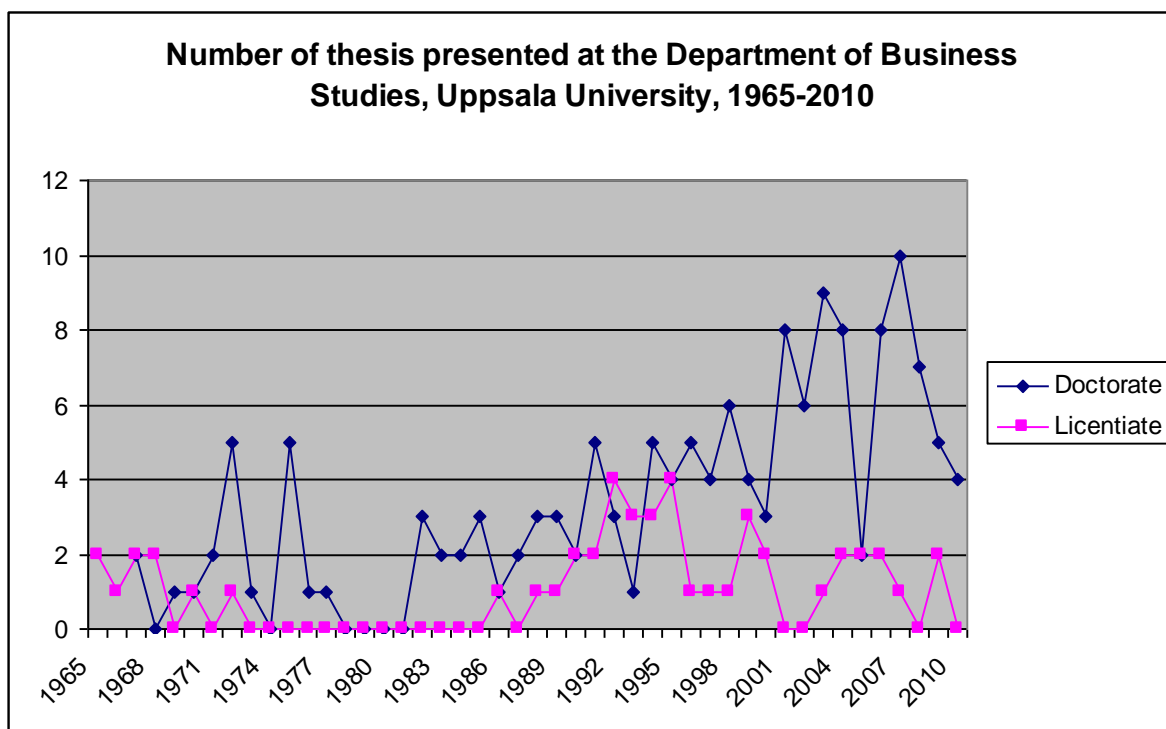
Today there are about 50 active PhD students in the program. The aim of the doctoral training is to prepare for an academic career and the program is an integral part of the research environment of the department. This is reflected in the important role research students have in the ongoing research projects and in that almost all senior faculty members are involved as supervisors of PhD students. Some of the graduates of the program find their way into business careers, but the majority stays on in academia.

The program is a tuition free four year program with full living expenses guaranteed. Coursework takes almost two years to complete and is carried out consecutively with thesis work. An extra year is usually given for teaching. There is a five week higher education pedagogy course.

Candidates are recruited primarily from Sweden, although there are international PhD students as well. The language of the program is primarily Swedish, but introductory courses are in English and the language at seminars and meetings is adapted to those attending.

Arriving at the present form and organization of PhD training has been a development over five decades, as this contribution, in a very condensed format, has demonstrated. It has shown how institutional changes and organizational context in combination with influential individuals have come to shape and change the training over time.

Appendix 1





MYKOLAS ROMERIS
UNIVERSITY
(Vilnius, Lithuania)

2.38 DOCTORAL STUDIES' HISTORY AT MIKOLAS ROMERIS UNIVERSITY, VILNIUS



Pursuant to the Bologna process doctoral studies constitute the third cycle of studies and the first cycle of a young researcher's career aimed at the advancement of knowledge on the basis of unique research. Discussions on quality, management and internationalization of doctoral studies last for years and they

become more intense when debates on joint doctoral studies on national and European level, their promotion by a university or research institution emerge.

Mykolas Romeris University is a modern and dynamic European university - the 2nd largest university in Lithuania - with a creative and contemporary research and academic community. Bachelor's, Master's and Doctoral Studies are carried out in compliance to the major principles of Bologna process in the following faculties: Faculty of Law, Faculty of Economics and Finance Management, Faculty of Politics and Management, Faculty of Social Informatics, Faculty of Social Policy and Faculty of Public Security as well as in the Institute of Humanities. Traditionally the University has engaged in research in the area of social sciences and more recently, has initiated research in biomedicine, technology and the humanities.

Major research area of Mykolas Romeris University for 2010-2014 is „Societal innovations for global growth“ as well as research sub-fields „Justice, Security and Human Rights“, „Information and Communication Technologies for Social Transformations“, „Sustainable Socio-Economic Growth in the Context of Globalisation“, „Advancing Employment Opportunities and Improving the Quality of Life“, „Continuity and Change of Values in Global Society“. All research is carried out in the framework of the research areas and the results are mostly published in six periodic, peer-reviewed scientific journals: *Jurisprudence, Social Sciences Studies, Public Policy and Administration, Social Work, Intellectual Economics and Logos* that are included in international databases.

The University currently enrolls about 21,000 students. 180 doctoral candidates study in the fields of law, psychology, management and administration. Mykolas Romeris University has the right to prepare doctoral candidates and award social sciences doctoral degrees: Law, and Management and Administration, and Psychology from 2003. Doctoral studies take four years for full-time students and six years for part-time students.

Lithuanian doctoral studies include not only doctoral exams, but also scientific research, the publication of scientific results in academic journals, and preparation and defence of thesis. From 2010 the national requirements for doctoral studies were increased: the publication of scientific results in academic journals as well as in books, dissemination of research results in scientific events. The University added supplementary requirement: at least one month of internship in a foreign research institution. The latter quality criterion is well improved:

	2006	2007	2008	2009	2010
Management and Administration	2	3	1	2	10

Seeking to ensure the quality of doctoral programmes, Mykolas Romeris University in 2003-2004 took part in the European University Association project, “The Quality of Doctoral Studies,” (EUA: Doctoral Programmes Project), and thus successfully implemented four European Commission financed projects (2005-2008): “Innovation Development at Mykolas Romeris University’s Master’s and Doctoral Studies,” “European Social Sciences Education Sphere Development: Youth Competency Forum Creation at Mykolas Romeris University”, “Social Sciences in an Information Society: Quality Assurance System Improvement at Mykolas Romeris University,” and “Effective Mykolas Romeris University Master’s Degree Internships/Doctoral Sabbatical Systems' Implementation and Creation at Mykolas Romeris

University". The University's experience in co-direction has been presented by the international project JOIMAN.

From 2010 Mykolas Romeris University as a partner institution is involved in the project "Creation of a Cross-Disciplinary Doctoral Program in Contemporary Russian and Chinese Economic Law in a Global Economy" (RUCHIN).

University doctoral candidates also successfully took part in international doctoral networks: Connex doctoral network, New-Neighbourhood doctoral network, Nordic-Baltic doctoral and young researchers' network.

The University successfully collaborates with foreign partners and is always developing bilateral guidance opportunities for doctoral thesis. At this time agreements for bilateral guidance for doctoral thesis have been signed with Aix-Marseille University (France); University of Cordoba (Spain); University of Savoie (France).

There are plans to continue the doctoral mobility programme for doctoral candidates. At this time doctoral candidates have the possibility to undertake sabbaticals, according to the Erasmus mobility programme in 40 universities within the European Union. The countries included are: Austria, the Czech Republic, Cyprus, Estonia, Finland, France, Germany, Italy, Latvia, Norway, Poland, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey and UK. The University is always seeking to enhance the quality of its programmes.

In 2006 doctoral study quality improvement methodology was prepared. There was also a self-analysis assessment implemented for Law and Management and Administration doctoral studies. The recommendations are successfully being implemented in doctoral studies.



Mykolas Romeris University has prepared over 200 social sciences doctoral thesis.

The first joint doctoral thesis prepared by the University's doctoral candidates tutored by French and Lithuanian advisors was defended in Law: Dr. Asta Dambrauskaitė was granted a degree by two universities – Mykolas

Romeris and Paul Cezanne Aix-Marseille University and Dr. Aleksandr Gončarko – Mykolas Romeris and the Pau and Adour regions' University.

In addition, doctoral candidates are highly encouraged to get engaged in internships in foreign research institutions thus enabling them broader possibilities for communication and experience sharing with foreign researchers.

doctoral candidates from foreign countries, for example, Germany, Latvia, Kazakhstan, Romania, and Turkey have engaged in doctoral studies at Mykolas Romeris University and the number of foreign doctoral candidates is growing each year.



with

Some

It is important to underline that one of the essential element influencing Mykolas Romeris University's internationalisation is participation in international networks and projects. Joining international doctoral programmes associations, such as European Doctoral Programmes Association in Management and Business Administration, European University Association Council for Doctoral Education, Nordic-Baltic Network in Psychology, and Dorich House Group has advanced cooperation with foreign universities, increased the quality of doctoral programmes, and contributed to the creation of research and study excellence.

From 2009/2010 the University is a member of EDAMBA. This membership contribution is obvious: doctoral candidates have an opportunity to take part in summer research academy on research project writing, methodological issues. Also the University has been taken part into such activities as thesis competition, external evaluators-experts. This experience brings the University not only opportunities, but also challenges for improvement of doctoral studies.

2.39 PHD PROGRAMME AT THE WARSAW SCHOOL OF ECONOMICS

2.39.1 Introduction

The history of the Warsaw School of Economics (SGH) begins in 1906 with the foundation of the Private Courses of Commerce for Men. In the XX century the School underwent numerous changes in its structure, teaching program, and name. The School's present name Szkoła Główna Handlowa, literally meaning Main School of Commerce, emerged for the first time in 1933. The outbreak of World War II did not stop the School's activity, which, under conspiracy, continued with its pre-war program. After World War II, the School was nationalized and in 1949 changed the name into Central School of Planning and Statistics .

After the political change in 1989 the School implemented new curriculum and organizational reforms in order to comply with the requirements of the market economy. The school returned to its traditional name: Warsaw School of Economics (SGH). In 1991 the reform of its educational system was carried out, so that all our students could pursue individual courses of study. In 2006 the School introduced the new charter, which declares that its educational system is based on the Bologna Declaration.

The structure of SGH is made up by 5 Collegiums: Collegium of Economic Analysis, Collegium of Social and Economic Science, Collegium of World Economy, Collegium of Business Administration and Collegium of Management and Finance. All of them offer many PhD programmes. However, those programmes are addressed to Polish speaking students. Foreigners preparing their doctoral dissertations at WSE used to follow only an individual mode of studies. The breakthrough occurred in the academic year 2010/2011, when at the Collegium of World Economy the first doctoral programme, taught entirely in English, was launched. The inauguration was attended by dr May Britt Hedvall, Vice President of EDAMBA.

The development and implementation of this programme was preceded by a long time cooperation between SGH and EDAMBA. Thanks to participation by SGH's representatives in EDAMBA sessions and establishing of many contacts with professors of different EDAMBA member universities it was possible to gather profound knowledge about organization, performance and teaching content, adapted to the needs and capabilities of SGH utilizing experience of many EDAMBA member universities.

The methodological seminars, prepared for doctoral students from the whole Poland, were the first activities organized in cooperation with EDAMBA. During those seminars the speeches were given by representatives of EDAMBA Prof. Pierre Batteau – Honorary President of EDAMBA, dr May Britt Hedvall – former Vice President of EDAMBA and lecturers of EDAMBA’s Summer Academy- Prof. Maria Serena Chiucchi, Prof. Tore Kristensen, dr Stephen Gourlay, dr Therese Woodward and dr Jens Rennstam whose dissertation has been distinguished by EDAMBA. The above mentioned seminars proved keen interest of doctoral students in the methodology of science and contacts with foreign lecturers.

The next stage in developing cooperation with EDAMBA, with the aim of launching a doctoral program in English, was publishing a book entitled “Selected Methodological Issues for Doctoral Students” edited by Marianna Strzyzewska. The book was written in cooperation with lecturers of methodological seminars: Professors Tore Kristensen, Maria Serena Chiucchi and dr Jens Rennstam.

In 2009 the project of doctoral studies in English at SGH received a financial grant from the European Social Fund. Thanks to this financial support the first edition of studies is entirely tuition-free for students. Full-time students are awarded scholarships. The doctoral programme is designed for both full-time and part-time students and offers specialization in International Economics and International Management.

The newest trends in European education and the experience acquired due to participation in EDAMBA, CEMS and EUA activities were applied in creating this programme. This programme corresponds to the intentions stated in the document entitled *Mission and Guidelines of SGH’s Strategy of Development in 2008-2012*. The concept of this programme is based on the principle that constant search for the best solution will make the programme successful.

2.39.2 Mission of the Programme

Providing doctoral students with skills, knowledge in methodology and in economics and management as well as forming values corresponding to the needs of the Polish and world economies.

2.39.3 Vision of the Programme

The programme should become an outstanding European programme and an important factor fostering the improvement of doctoral education at SGH.

PhD programme consists of three educational blocks:

1/ **Courses** designed for developing knowledge, research skills and academic values of doctoral students.

Lectures are prepared especially for doctoral programme in English and delivered by SGH's and renowned foreign scholars, who meet requirements specified by the Polish Ministry of Science and Higher Education, including: R. Marschan-Piekarri - Finland, C. Welch - Australia, Oded Stark – Germany, S. Magala – The Netherlands, S. Gourlay – Great Britain, B. Czarniawska – Sweden and Rajiv Mehta – USA.

Some lecturers prepared English textbooks specifically designed for the students of our doctoral programme.

2/ **Specialization seminars** organized within the scope of the program, with the goal of helping doctoral students in preparation of their research proposals and papers publishable in scientific journals. These meetings act also as a discussion forum on parts of PhD thesis. In line with the interests of the students, seminars on economics, finance and management were established. In these specialization seminars' meetings participate doctoral students, interested scholars and students' supervisors.

3/ **Individual consultations** with supervisors and participation in research work of the departments or institutes in which the supervisors are employed. Students' supervisors can be both Polish or/and foreign scholar. It is our hope that some of our doctoral students will obtain dual degrees in cooperation with foreign universities.

The recruitment process for our programme consisted of written examination in economics, preparation of preliminary research proposal and a qualifying interview. The basic requirements were a Master's degree and certified knowledge of English. 200 people from different parts of the world applied for admission.

60 candidates with the best scores were offered admission, but it turned out that not all of them were able to meet the challenges of the programme. At the conclusion of the first semester only 47 students remained. Currently most of the participants in our program are Polish, but there are also doctoral students from China, Germany, The Netherlands, Kazakhstan, and Ukraine.

In the academic year 2011/2012 the second edition of the doctoral program in English will be launched (tuition fee payable). It will make use of all our expertise in doctoral education developed up to this point and especially the experience garnered during the first English taught doctoral programme.

Director of Doctoral Programme

Marianna Strzyżewska

2.40 WARWICK BUSINESS SCHOOL DOCTORAL PROGRAMME

2.40.1 History of Warwick Business School

Warwick Business School (WBS) is an academic department of the University of Warwick, which is located on a large 2.8 km² green field site straddling the boundary between the city of Coventry and the county of Warwickshire in the English Midlands. The University was established in 1965 as part of a government initiative to expand access to higher education. The University initially admitted a small intake of graduate students in 1964 and took its first 450 undergraduates in October 1965. The student population has grown over the years to over 21,000 with over a third being postgraduates, and students from over 114 countries represented on the campus. The University has 29 academic departments and over 40 research centres and institutes in four faculties: Arts, Medicine, Science and Social Sciences.

WBS was created in 1967 as the School of Industrial and Business Studies (SIBS) with five academic staff and 24 students enrolled on three programmes. The School took its present name in 1987 and by this time had grown to over 100 staff, 815 students and 11 programmes. The School has continued to experience rapid growth and is now one of the largest schools of its kind with 383 staff members (of which 182 are academic staff) and over 7,000 students. A brief history of the School is attached at Annex A.

WBS is a 'full-service' business school, being actively engaged in research, management education and consultancy across all the following areas:

- Undergraduate degree programmes
- Postgraduate specialist masters programmes
- Postgraduate post-experience masters programmes
- Postgraduate research programmes
- Executive Education offering tailored programmes for corporate and public sector clients
- Applied and theoretical research

As a major department of one of Europe's most successful and entrepreneurial universities, WBS attracts very able students at both undergraduate and postgraduate level. It has close

relationships with the business community locally, nationally and internationally and has an established track record of excellence in teaching and research.

The over-riding aim of WBS is to deliver both outstanding graduates and high-impact research output so as to make a significant contribution to the economy and society. Our new vision, articulated in September 2010, is to be the leading university-based business school in Europe with our mission being:

- to produce and disseminate world-class, cutting edge research that is capable of shaping the way organisations operate and businesses are led and managed;
- to produce world-class, socially responsible, creative leaders and managers who think on a global scale, regardless of the size of their organisation; and
- to provide a return on investment for our students and alumni over their entire careers.

2.40.2 The Doctoral Programme at WBS

At WBS we have a large, international doctoral research community that provides good opportunities for intellectual exchange and networking. The programme's main objectives are:

- to develop graduates who are qualified for careers in top academic institutions and in leading professional and managerial posts;
- to foster doctoral research of the highest quality, which complements the School's other research activities and reinforces our reputation for world-class excellence.

The large number of research active faculty and the range of expertise within the School ensures that we are able to match strong applicants who wish to pursue a research topic of their own choosing with a supervisor who has the relevant expertise. However, we also promote topics of particular interest to our faculty and areas in which we wish to build research capacity. This enables us to attract applicants who may not otherwise have considered doctoral study but who have the skills to flourish as researchers.

The programme has an excellent international reputation and attracts doctoral researchers from all over the world, many of whom go on to become leading researchers in their field. It has been ranked consistently amongst the top doctoral programmes in the world.

In 2007 we introduced a PhD in Finance as a separate stream within our doctoral programme. This is a three-year full-time doctoral programme specifically designed for the Finance area. It is a high-level programme including a taught first year. The aim is to produce researchers who

not only publish their results in the top journals but also have an in-depth knowledge of the whole of Finance.

2.40.3 Programme Structure and Content

The requirement for award of a PhD is satisfactory submission of a thesis of up to 80,000 words which constitutes a substantial original contribution to knowledge. Students on both the general programme and the PhD in Finance initially register for MPhil and are required to undertake compulsory research training in their first year as well as making a satisfactory written and oral presentation of their research proposal to an Upgrading panel before they can upgrade their registration to PhD.

The research training offered on both the general programme and the PhD Finance is recognised by the UK's Economic and Social Research Council (ESRC) and is intended to provide our students with the skills necessary to finish the thesis within 3 to 4 years (or 5-6 years if part-time), the normal length of a UK PhD. It is also intended to train our students more broadly as social science researchers and to give them marketable skills and competencies. Another benefit of the research training is that it enables our doctoral researchers to meet regularly to discuss common issues and provides opportunities for academic exchange and collaboration.

Compulsory Research Training on the General PhD Programme

The four compulsory modules which students on the general PhD programme are required to undertake are:

- Philosophy of Social Science
- Qualitative Research Methods
- Quantitative Research Methods
- Planning and Managing Research

The following taught courses in the first year of the PhD in Finance offer structured and specialist training in theoretical and empirical research methods in Finance:

- **Theory of Finance** covering asset pricing, corporate finance and derivative securities.
- **Quantitative Methods in Finance** covering financial econometrics and quantitative techniques.
- **Frontiers of Research in Finance** covering latest research in the fields of international finance.

- **Methodology of Social Science** covering philosophy and paradigms which underlie research in Finance, within the wider context of the physical and social sciences.
- **Elective modules – Two modules selected from the Finance Masters at WBS or one module from the PhD in Economics at Warwick.**
- **Planning and Managing Research.**

2.40.4 Additional Training and Development

Student training needs are also evaluated on an individual basis by their supervisors. The core element is supplemented by advanced training which may be organised centrally by the Doctoral Programme Office where there is a critical mass of students or by individual subject groups in the case of specialist training which is subject- specific. The size of the School and the diversity of research specialisms enable us to be responsive to postgraduate training needs both at the general and individual level. However, training may also be sourced from other departments or even from outside the institution. The policy of having two supervisors for each student further facilitates training support.

Doctoral students are also encouraged to attend the University's skills development sessions where appropriate. The University's Research Student Skills Programme provides generic skills training for postgraduate research students on a range of topics such as academic writing, time management and personal development. The University Careers Service offers advice and guidance relevant to doctoral researchers. Staff from the Careers service regularly run careers guidance sessions specifically for WBS doctoral students.

In addition to their PhD research duties, a number of doctoral researchers carry out some undergraduate teaching (seminars/tutorials) and related administrative tasks, such as marking and invigilation. The School has recently established a PhD Teaching Co-ordinator role to develop the teaching skills of PhD students engaged in teaching.

Supervision Arrangements

WBS doctoral students are allocated a first supervisor as part of the admissions process. A second supervisor is usually allocated following the upgrade to PhD. Allocation of the main supervisor is based on an appropriate match with the student's proposed research and the expertise of the supervisor. The role of a second supervisor may vary according to need and circumstances.

The School has a code of practice which sets out the bases for setting expectations of both the researcher and supervisor, and provides specific guidance on managing the student supervisor relationship. Students are required to work with supervisors to establish an appropriate timetable for their research, and to agree arrangements for meetings and support.

Resources and Facilities

Full-time doctoral researchers are allocated dedicated workspace and PCs. Part-time doctoral researchers have access to shared computer rooms including the WBS Postgraduate Network rooms and dedicated PhD rooms. The study space and facilities for doctoral students are currently being enhanced through a major refurbishment, due to be completed in September 2011. The new accommodation will help strengthen a programme-based student community.

Doctoral Community

All our doctoral students are assigned to the Subject Group or Research Centre within which their main supervisor is located. Each Subject Group has a representative on the Doctoral Programme Committee who is responsible for ensuring that doctoral students are fully integrated into their Group. Doctoral researchers in all Groups attend staff research seminars. In some Groups participation in Group seminars is compulsory. This ensures that they are familiar with leading edge research in their discipline and gives them the skills and confidence they need to disseminate their own research.

At Programme level doctoral students are encouraged to meet and network with others through the research training programme and other seminars and conferences as well as through informal meetings and events including termly socials.

Doctoral researchers are also encouraged to network externally. They have an annual travel and conference allowance which they can use both to attend and present at conferences. For the past three years, we have been running a joint annual conference for doctoral students at WBS, Judge and Said Business Schools. The conference is student led and provides them with the opportunity to be the organisers and participants.

2.41 THE DOCTORAL PROGRAMS OF WU (VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS)

by Barbara Bauer and Jenny Bingold

2.41.1 History of WU

WU (Vienna University of Business and Economics) was founded on October 1st, 1898 as the *k.u.k. Exportakademie* (Imperial Export Academy). The curriculum prepared students mainly for employment in trade. Originally a professional school, the academy soon took on the characteristics of a university and its name changed to *Hochschule für Welthandel* (Academy of International Trade) in 1919. In 1975, it finally became the *Wirtschaftsuniversität Wien* (Vienna University of Economics and Business). Between 1981 and 1993, the number of students more than doubled, from 8,000 to over 16,000. In the 1990s, numbers stabilized at about 20,000 students. Today, with about 26,800 students from Austria and abroad, WU is the EU's largest educational institution for business and economics, business law, and social sciences.

WU has long since been aware of the importance of international relations between universities and of connecting to networks. The university is a member of EDAMBA, PIM (Partnership in International Management) and was one of the first universities to join the CEMS network (Community of European Management Schools and International Companies) in 1990. In 2007, it became the first Austrian University to receive the international EQUIS accreditation. EQUIS (European Quality Improvement System) is an internationally recognised accreditation system offered by the European Foundation of Management (EFMD).

In the wake of the 2002 University Organisation and Studies Act, the Austrian universities gained autonomy from the federal government. Universities were thus enabled to develop their own sources of revenue apart from government financing. WU started a major strategic planning process and since October 2005 has been systematically replacing all its first-degree diploma programs with Bachelor's and Master's programs. With this, WU is adopting the three-cycle system promoted by the Bologna process. In the course of the process, the doctoral programs of WU also underwent significant change.

In Austria, it is common for public universities to offer doctoral program(s) in the disciplines they specialise in. Our university was granted the right to issue doctoral degrees in 1930. For many years, the doctoral program was designed to be completed in 2 semesters. The first doctoral program with a four semester-duration started in 2001. From 2007 onwards, the

doctoral programs have been modelled into 3 year programs, a process which has been completed in 2009.

Given its extensive size, WU is able to offer a series of doctoral and PhD programs in business and economics. Currently, the university offers two doctoral programs and two specialised PhD programs: the Doctoral Program in Social and Economic Sciences, the Doctoral Program in Business Law, the PhD program in Finance and the PhD program in International Business Taxation. WU's PhD programs have only been installed recently (PhD in Finance in 2005 and PhD in International Business Taxation in 2011); more PhD programs are currently in planning stage. The specialised PhD programs are taught exclusively in English; the doctoral program in Social and Economic Sciences offers an English track. This is important because about 20% of WU's doctoral students come from abroad; in the specialised PhD programs, 50% of the students have an international background.

About 80 students complete one of WU's doctoral programs each year. The doctoral programs of WU are full time programs; apart from writing a dissertation, students have to attend courses and pass examinations. While it is not possible to do the programs as distant study courses from abroad, it is possible (but at the same time very demanding) to study the programs sideline; however they will then in all probability take the students longer than six semesters to complete. In all the doctoral and PhD programs, students need to find a supervisor for their dissertation. About 200 professors at WU are entitled to act as supervisors for a doctoral thesis. It is the supervisor's task to advise students in all matters concerning their dissertation. He/she is also responsible for introducing students to the scientific community. Depending on the availability of appropriate prae-doc positions, it is possible for students to work in their supervisor's department as research and/or teaching assistants.

While a stay abroad is not compulsory for WU's doctoral students, young researchers are nevertheless strongly advised to gather international experience during their doctoral studies. To encourage and facilitate international exchange, WU has installed mobility grants for doctoral students, which cover part of the travelling and accommodation costs as well as conference fees incurred during the stay abroad.

Apart from mobility scholarships, there is also the possibility to apply for Merit or Need-based scholarship grants. Merit-based scholarships are granted annually to students with an outstanding academic record to reward exceptional performance. Need-based scholarship grants provide support to students working on an academic paper such as a thesis or a dissertation. Besides these WU-specific scholarships, doctoral students can apply for other grants available to students in Austria.

Students who are citizens of Austria, an EU/EEA country or Switzerland currently do not have to pay tuition fees at public universities – except in certain cases, in which regulations stipulate the payment of € 363.36 per semester plus a membership fee to the Austrian Students' Union (ÖH).

2.41.2 The Doctoral Program in Social and Economic Sciences

Of WU's doctoral students, over 90% are enrolled in the Doctoral Program in Social and Economic Sciences. The program is intended to develop the students' ability to conduct independent research in the Economic and Social Sciences and to educate future generations of academic professionals. In the course of this program, students devote themselves to theoretical or applied social and/or economic research.

Participants of the program receive a research-oriented education; they are introduced to the basics of the philosophy of science, theories/paradigms of their field, data sources, quantitative and qualitative research methods and publication strategies.

Admission

The prerequisite for admission is the successful completion of a first-degree or master program in a relevant field, a pertinent program at a university of applied sciences (*Fachhochschule*), or another, equivalent program at a recognised post-secondary educational institution in Austria or abroad. Since access to universities in Austria is free, there are no further conditions for admission.

Structure

The courses and examinations to be passed in the Doctoral Program in Social and Economic Sciences add up to 57 ECTS credits. The focus, however, lies on the writing of a dissertation.

Courses can be divided into two groups. Six research seminars (20 ECTS in total) provide the opportunity for subject-specific discussion and a forum for students to present their own research. Apart from these courses, which students attend in the subject they write their dissertation in, there are several more general mandatory courses in research methods, academic writing and philosophy of science (23 ECTS in total). All courses are classes with continuous assessment of students' performance and have to be attended on a regular basis. The research seminars I to IV are assessed as “participated successfully” (*mit Erfolg teilgenommen*, the

positive grade) or “participated without success” (*ohne Erfolg teilgenommen*, the negative grade). Research seminars V and VI, as well as the general method courses, are graded on a 1 (“excellent”) to 5 (“fail”) scale.

In the course of their studies, students are required to submit a research proposal which is a concise paper of 10 to 20 pages introducing the dissertation project, providing details about the state of the field, the research question and the principles of the methodological, theoretical and methodical procedures of the dissertation. The research proposal is published on the Intranet for one month and assessed by a Doctoral Committee consisting of the supervisor and the second examiner of the dissertation as well as of two members nominated by the head of the department to which the topic of the dissertation is allocated. In order to pass, at least three of the committee members have to give a positive grade.

Towards the end of their studies, students have to pass two oral examinations: the subject examination in the main subject (4 ECTS) and the *defensio dissertationis* (4 ECTS). In the *defensio*, the dissertation has to be defended in front of the Doctoral Committee.

Upon finishing all requirements, students are awarded the degree “*Dr. rer. soc. oec.*” (Doctor rerum socialium oeconomicarumque, Doctor in Social and Economic Sciences).

2.41.3 The Doctoral Program in Business Law

Building on WU’s Master Program in Business Law and on other master or diploma programs in the legal sciences offered at other universities, the Doctoral Program in Business Law provides a specialised, academically-oriented education with a particular focus on the writing of a dissertation in business law. It is intended for students who wish to improve their theoretical and academic profile and gain qualifications for legal positions in top management with strategic responsibilities.

Admission

The prerequisite for admission to the program is the successful completion of a diploma or master program in a legal field or of another equivalent program at a recognised post-secondary educational institution in Austria or abroad.

Structure

In the course of the program, five seminars have to be attended: two in the subject of the dissertation, one in legal methods, one in a second legal subject and one in a third subject, which need not necessarily be a legal subject, but can be chosen from the subjects offered at WU. All seminars together amount to 30 ECTS credits.

As in the Doctoral Program in Social and Economic Sciences, students of the Doctoral Program in Business Law also have to write a Research proposal (worth 6 ECTS credits), which is a concise paper about the dissertation project giving details on the research question, state of the field, applied methods, the theoretical-conceptual procedure, the expected results and the importance of the dissertation.

The research proposal is published on the Intranet for one month. During this time, the professors can give their comments. The proposal is graded with “participated successfully” resp. “participated without success” by the four members of the Doctoral Committee (composed of the supervisor, the second examiner and two members who are nominated by the head of the department which deals with the topic of the dissertation).

The *defensio dissertationis* (6 ECTS) is an oral examination in which the dissertation has to be defended in front of the Doctoral Committee. The *defensio* is held after the dissertation has been given a positive grade by the two appointed examiners of the dissertation.

Upon finishing all the requirements, students are awarded the degree “*Dr. iur.*” (Doctor iuris, Doctor of Law).

2.41.4 The PhD Program in Finance

The PhD in Finance is offered by the Vienna Graduate School of Finance, a joint initiative of the Austrian Science Fund (FWF), the Institute for Advanced Studies, the University of Vienna, and WU.

The program teaches students the skills and abilities to comprehend financial issues by means of scientific methods and models and to perform their own research in this field. Graduates of the PhD Program in Finance have a comprehensive academic qualification with in-depth specialist knowledge of key issues of modern finance and of subject-related scientific methods.

Accordingly, the PhD Program in Finance is intended for students who wish to obtain qualifications for an academic career in Austria or abroad, e.g. (future) staff of universities or other research institutions.

Admission

The following requirements have to be met in order to be admitted to the PhD Program in Finance: successful completion of a relevant master's program or a relevant equivalent degree program at a recognised Austrian or foreign post-secondary institution of education, proficiency in financial economics and mathematics and/or statistics, adequate English proficiency and achievement potential.

Applications are evaluated by an admission committee; only the best applicants are invited for an interview. Based on all available evidence the admission committee decides on a final ranking of applications. The applicants at the top of the ranking list are given an admission offer.

Structure

Students of the PhD Program in Finance have to attend core courses (in Quantitative Methods, Financial Econometrics, Corporate Finance, Asset Pricing, Continuous Time Finance, Paper Reading and Paper Writing, plus two Research Seminars, in total 36 ECTS) as well as elective subjects (24 ECTS). All courses are taught in English.

Besides, students write a dissertation in the form of one or several academic papers. The academic paper(s) relating to the dissertation have to be allocable to the subject Quantitative Methods, Financial Econometrics, Corporate Finance, Asset Pricing or Continuous Time Finance.

Other than in the Doctoral Programs in Social and Economic Sciences and Business Law, the dissertation in the PhD Program in Finance is graded by three examiners; at least one of the assessors should be from a foreign university or a foreign educational/research institution equivalent to a university. All the assessors together form the examination panel, which is also present at the *defensio* (4 ECTS).

2.41.5 PhD Program in International Business Taxation (DIBT)

The PhD Program International Business Taxation is the youngest of WU's doctoral programs to date; it has started in October 2011. DIBT is an initiative of three leading WU academic institutes: the Institute of Tax Management, the Institute for Austrian and Tax Law and the Institute for Fiscal and Monetary Policy.

Students can expect to obtain a top-quality education preparing them for a rewarding academic career or a highly specialised position in other, non-academic national or international institutions. DIBT's faculty is comprised of renowned scholars and well connected in the academic community; it draws on extensive expertise to provide training for doctoral students and supervise their research. The visiting professors are internationally recognised leaders in their respective fields and form an integral part of DIBT.

DIBT provides interdisciplinary training in taxation, drawing on and combining the core disciplines public finance, international tax law, and cross-border tax management. By expanding tax training to non-traditional yet highly relevant disciplines such as economic psychology, history, political science, ethics, and legal philosophy as well as organizational behaviour and decision making, a broadening of horizons and a more comprehensive approach to research questions is achieved.

Admission

The program is open to students with a master or equivalent degree in law, business, economics, psychology or, in exceptional cases, in other disciplines, if they have a sufficient background in taxation.

DIBT is funded by the Austrian Science Fund (FWF). Only a small number of students can be admitted. Applications to the program are evaluated by an admission committee which invites the best applicants for an interview. The admission procedure is similar to the one for the PhD Program in Finance.

Structure

The program takes three years to complete and awards a PhD degree to graduates. During the first year, participants acquire the basic knowledge necessary for working in an interdisciplinary manner. Building on this foundation, the second and third years are dedicated to seminars in related fields, a research stay abroad, additional optional workshops, and especially to doing research on the PhD dissertation. For the duration of the entire program, students attend an accompanying research seminar. The mandatory coursework amounts to 81 ECTS credits in total; to complement the mandatory courses, a variety of additional courses is on offer. All courses are taught in English.

The dissertation may consist of one or several academic papers and is graded by three assessors. After receiving a positive grade on the dissertation, students then have to defend their dissertation in front of a committee consisting of four professors, one of which should come from a university abroad. The *defensio* is worth 4 ECTS credits. The assessors of the dissertation may not be appointed into the Thesis Defense Committee.

2.41.6 Outlook

WU intends to continue its doctoral programs in Social and Economic Sciences and Business Law while at the same time expanding its choice of PhD programs. It has always been among the prime aims of WU to further improve its international standing and to maintain highest academic standards. We are also continually striving to cater to our students' needs, for example by offering more courses in English. In order to make it easier for doctoral students with full time jobs to attend classes, WU organises evening and block courses. Moreover, we increasingly involve students in the conception and organisation of doctoral programs, for example by asking them to participate in workgroups and give their opinions in questionnaires.

2.42 POSTGRADUATE RESEARCH AT THE YORK MANAGEMENT SCHOOL, UNIVERSITY OF YORK

2.42.1 Introduction

The University of York, although now just over 50 years old, is a member of the elite Russell Group of leading research-intensive universities in the UK and is consistently ranked in the world's top one hundred. The York Management School is just over ten years old, and has a recognised active research environment with a profile at national and international levels rated in the top 35 business schools in both research evaluation exercises in 2008 and 2014. When formed as a department from the merger of the Centre for Management Studies and the Centre for Leadership and Management in 2004 it had no PhD programme, just two PhD students attached to individual members of staff as supervisors. The first formal programme was established in 2005, with Dr. Alison Linstead and Dr. Robert McMurray directing it, Professor David Higgins taking over as Director with McMurray as Deputy in 2006. In 2011 Prof Stephen Linstead took over as Director, with Dr Jenna Ward as Deputy. Dr Ward was replaced by Dr Carolyn Hunter in 2012. At this point greater structure was injected into the programme, with an MRes introduced, which enabled the School to win coveted ESRC 1+3 recognition, allowing studentships to be attached to research grants. In 2009 Dr Beth Kewell replaced Dr McMurray as Deputy Director and in 2010 the School moved to a brand new campus with state-of-the art facilities and much improved accommodation for PhD students. In 2015, the programme has over 50 students, and has achieved over 30 successful completions.

School specialist expertise links closely to key themes affecting the modern workplace: globalisation, the on-going revolution in information technology, risk and financial stability, changing financial markets, change management and leadership, ethics and business behaviour and the transformation of public services. The school believes that to be effective in management requires knowledge of its social, historical and economic context as well as an understanding of its practical application. These twin goals are provided by a mix of academic expertise and frequent practitioner contact. The school is keen to take on ambitious research students who match and develop our current research interests. We have an interdisciplinary approach to research, with established links between our research areas and other world-rated departments within the university including the sciences, social sciences and humanities.

The School hosts established research centres in the Centre for the Study of Working Lives and the Centre for Evolution of Global Business and Institutions, and new Centres for Management History, Risk, Complexity and the study of Corruption are in the process of being established

for 2015-16. Membership is drawn from a variety of subject groups and students are attached to one of the Centres.

Several members of the School edit or are board members of leading journals in their fields, and play policy roles in peak academic associations such as the British Academy of Management.

2.42.2 Supervision, training and support

Students have two supervisors throughout the process. In addition, students are provided with an independent thesis advisory panel (TAP) member who offers advice and support at key stages throughout the PhD. We also have a dedicated academic and administrative team supporting the PhD programme.

As part of our commitment to developing excellence in doctoral research we offer a range of training programmes and opportunities, which include an induction, methodology and skills training and personal development at School and University levels. PhD students have open access to audit all Masters modules offered by the School. As a member of the White Rose Doctoral Training Centre for the Social Sciences, The York Management School also provides for and has access to, advanced research methodology training in our partner Universities, Leeds and Sheffield. Within the WRDTC, students have the opportunity to meet doctoral students and staff from other universities, present their work in a supportive environment in an annual conference, and obtain advice on how to manage their PhD and their research career. The cost of attending White Rose events for our students is covered by the York Management School. The School is also an active member of and contributor to the Northern Advanced Research Training Initiative (NARTI) a wider group that provides intensive advanced theory and methods training courses in more specialist areas. The School operates several parallel seminar series, and the research centres encourage students to participate in the annual collaborative Summer Research Conference.

More generally, the University of York Graduate Training Unit offers a range of courses designed to promote professional development during and beyond the period of your study. For international students whose first language is not English, dedicated support is available from the Centre for English Language Teaching (CELT). Areas of research excellence are currently

Accounting and Finance

Accounting history; risk management; empirical finance; behavioural finance; econometrics

Human Resource Management

Job quality, work intensity, and well-being; employee participation and engagement; human resource development; women and management; employee ownership; HRM and creativity; comparative employment relations

International Business and Strategy

Determinants and impact of foreign direct investment; Innovation and multinational enterprises; Internationalisation of a firm; Evolution of organisation structures and the relationship to strategy; Evolution of the supply chain; High technology industries and firm level resource contingencies; Knowledge based view of the firm; Management History.

Marketing

International marketing and strategy, entrepreneurship and the evolution of global business. More specifically international marketing and strategy in brands, marketing knowledge, distribution networks, the use of trademarks, growth and survival of multinationals and the internationalization of firms, changing nature of value and competitive resources and the marketing of ethical brands such as Fair Trade companies and social enterprises.

Operations Management

Strategic operations management: business model design; locating manufacturing and service operations; innovation; change management; supply chains. Tactical and operational issues: facility layout; production scheduling; inventory management; quality control and inspection; traffic and materials handling; equipment maintenance policies

Organisational Behaviour, Theory and Technology

Working lives and culture; managing change; responsible management and leadership; creativity, aesthetics and arts and humanities in management; technology studies; integrative approaches to systems management and system change; Critical Management Studies and organization theory; qualitative and particularly innovative ethnographic methods.

Annex A

Year	Historical event at WBS
1965	The University of Warwick is founded by Royal Charter.
1967	Warwick Business School is created as the School of Industrial and Business Studies (SIBS), with 5 staff, 24 students and 3 courses (including the Doctoral Programme).
1977	SIBS is 10 years old and has 204 students and 41 staff.
1981	The Warwick MBA brand is launched.
1984	SIBS is rebranded as Warwick Business School.
1986	The Warwick MBA by Distance Learning is launched.
1987	Warwick Business School is 20 years old, with 815 student and 104 staff.
1989	Warwick Business School achieves 5* rating for teaching excellence from the Higher Education Funding Council for England (HEFCE).
1997	Warwick Business School is now 30 years old, with 3,160 students and 263 staff.
2000	2,000 th person graduates with the Warwick MBA by Distance Learning.
2003	<i>The Guardian</i> survey of top employers rates Warwick Business School graduates as the most employable in the UK.
2004	<i>The Financial Times</i> ranks the WBS Doctoral programme as number one in the world.
2006	<i>The Times Good University Guide</i> rates WBS as the best overall undergraduate business education provide in the UK.
2007	Warwick Business School is 40 years old and has experienced rapid growth over the past eight years. It now has 7,000 students, 357 staff and 26 courses. The PhD in Finance programme is launched.
2010	The WBS Undergraduate Programme is ranked #1 in the UK by the <i>Complete University Guide</i> , <i>The Times</i> , <i>The Guardian</i> and <i>The Sunday Times</i> . Professor Mark Taylor is appointed Dean of WBS.

2.43 DOCTORAL STUDY PROGRAMME IN BUSINESS ADMINISTRATION UNIVERSITY OF ZAGREB, FACULTY OF ECONOMICS AND BUSINESS, CROATIA

**by Lovorka Galetic
Head of Doctoral Programme**

2.43.1 History of the Institution

The University of Zagreb is one of the oldest universities in Europe. Its history dates back to the decree signed by the Roman Emperor and Emperor of kingdoms of Austria and Hungary, Leopold I, on 23 September 1669 which granted the *Jesuit Academy* permission to conduct the study of philosophy under the title *Neoacademia Zagrabensis* as a public institution of higher education. In 1861 the Croatian Parliament passed the *Zagreb University Foundation Act*. In 1869 Emperor Franz Joseph I, signed the *Act* that came into force in 1874 when four faculties: Law, Theology, Philosophy and Medicine were inaugurated by the Croatian Governor Ivan Mažuranić. New faculties were added only after the WW I. Today the total number of faculties within the University of Zagreb is 30, in addition to 3 Art Academies and numerous associated institutions. It is one of the biggest universities on the world scale with more than 67,000 students enrolled in numerous undergraduate, graduate and postgraduate programmes.

The *Faculty of Economics and Business* (hereafter *FEB Zagreb*) is a constituent part of the *University of Zagreb*. In 2010 *FEB Zagreb* celebrated its 90th anniversary. The *Advanced School of Commerce and Transport* established in 1920, which was later in 1925 named as *The Advanced School of Commerce*, is the founding institution of today's *FEB*. Having received its title in 1947 *FEB Zagreb* is the oldest and largest institution of higher learning for the study of economics in Central and Eastern Europe enrolling students of different age groups into undergraduate, graduate and post-graduate degree programmes. *FEB Zagreb's* work is independent as it is based on the principle of academic autonomy and academic freedoms.

In the period between 1947 and 2010 there were many organizational changes in the structure of *FEB Zagreb*. Today it has an academic staff of some 200 positioned in 17 departments. The total number of students at all levels and courses is almost 12,000. The Faculty boasts its rich and modern library dating since 1921 and containing over 200,000 volumes and 50,000 periodicals in the area of about 2000 sq m² usable space. The Faculty publishes two internationally reputed scientific journals: *Acta Turistica* and *Zagreb International Review of Economics and Business*. In addition to *EDAMBA*, *FEB Zagreb* is a member of *EFMD*,

CEEMAN, AACSB, UNITED NATIONS GLOBAL COMPACT, PRME and EAIE.

Apart from the courses taught in Croatian, *FEB Zagreb* has two English-taught programs: Economics and Business International program (EBIP, non-degree) and Bachelor Degree in Business (BDiB, degree program) - both awarded the *EPAS* accreditation by the *EFMD*. It is the only institution of higher education in Croatia that has successfully undergone the ISO 9001:2000 certification in 2008.

2.43.2 National context

Croatia as an independent nation at the very heart of Europe that emerged, both socially and politically, in 1991. Until then it was a constituent part of the Republic of Yugoslavia, characterised by the self-management of political, social and economic institutions with a partial market economy. After the War of Independence in 1990s, the country moved on fast track to become a full-fledged parliamentary democracy and market economy. It is currently an EU membership candidate aspiring to join the EU by 2012.

Croatia's educational system is under the jurisdiction of the Ministry of Science, Education and Sports on all levels. The Croatian higher education system comprises seven universities, with some eighty faculties, art academies, and schools of professional higher education; five polytechnics; six independent schools of professional higher education and private accredited schools of professional higher education. The mission of the universities is scientific, artistic and developmental research, especially the implementation of scientific research programmes that are of strategic interest to Croatia; artistic endeavour and professional work, as well as the undergraduate, graduate and postgraduate education.

The activities of faculties are regulated on three consecutive levels: government level, university level and faculty level. The government provides the legislative framework, i.e. laws, by-laws and regulations set out to regulate higher education in Croatia in general. The universities cover the legal and statutory basis as well as the work of the university bodies, academic mobility and quality management, research, international cooperation, financial matters and spatial development. Faculty regulates the work of studies offered on all levels, as well as the activities of the faculty bodies and other departments. The Statute is the fundamental act of the *FEB Zagreb* which defines the Faculty of Economics and Business –Zagreb as the

legal entity enrolled in the courts registry of higher education institutions, scientific and research legal entities kept with the Ministry of Science, Education and Sports.

2.43.3 Creation and evolution of the Doctoral Study Programme

The *Doctor Scientiae* degree award is a long tradition of the Zagreb University. After the WW II, the first doctoral degree in Economics was awarded by the Faculty in 1952. The doctoral programme concentrates on preparing students for high-level research activities that meet international standards. Between 1967 and 1997 seventeen students from Syria, Japan, China, Egypt, Iraq, Kenya, Jordan, Germany and Iran obtained their doctoral degrees at the *FEB*. In 1999 *FEB* launched a three year *Doctoral Study Programme*. The programme had a strong emphasis on methodological and theoretical issues and was addressed to young professionals in economics and business. As such it was admitted to the *European Doctoral Programmes Association in Management and Business Administration (EDAMBA)* the very same year.

Originally, the 1999 doctoral programme emphasized upon the study of content and processes of development of science with an overall objective to forge and develop autonomous research capacities the candidate needs for pursuance of future academic, research or business career. The doctoral study had one semester teaching programme in methodology, while the specialized courses took place in the second semester. The following four semesters were reserved for the research and preparation of doctoral theses. By the end of the sixth semester the participants had to be ready to complete their dissertation. On request by the Ph. D. candidate an extension of three years could be granted for completion of his/her work before after which he/she was considered to be a drop-out.

The candidates for admission to the Ph. D. programme, according to the *1995 Act*, could apply provided that they fulfil the following conditions: (a) possess an undergraduate degree in economics, (b) have a M.Sc. degree, and (c) have published at least two papers in scientific journals. The candidates competed for a limited number of seats. Applications were invited by public notices. Furthermore, until 2006 the candidates seeking admission to the doctoral programme were required to comply with the general rules laid down by the statutory regulations of the University of Zagreb (NN 29/17. IV. 1996) implying their compliance with the Education Law of 1996.

2.43.4 Overview of the current Doctoral Study Programme

Following the Bologna Declaration signed by Croatia in May 2001 the three Bologna cycles were introduced and the studies were reorganised to comply with the new agendas and to those in the developed EU countries. The new *Act on Scientific Activity and Higher Education* (2003, amended in 2004) established a mixed system supporting the specialist education at polytechnics, schools of professional higher education and universities, on the one hand, and on the other, the academic education conducted solely at universities. The Act treats private and public higher education institutions equally. Under the Act, academic and professional education is organised according to the system of transferable credits (*ECTS*).

The accreditation of the *FEB Zagreb*'s current doctoral study programme started at the beginning of 2006. The process is initiated by the faculties: faculties make their own decisions on launching doctoral study programmes and send requests to the University Senate. Having received a positive peer-review and obtained the permission from the University Senate the faculty submits a request for accreditation of the programme to the *Ministry of Science, Education and Sports* which is supported by the *Agency for Science and Higher Education (ASHE)* and the *National Council for Higher Education (NCHE)*.

FEB's current doctoral programme is a modified version of the initial programme.

Candidates can enrol on the doctoral programme after having completed the graduate study programme and acquired 300 ECTS. Additionally, candidates who have received their qualifications (degrees) before the Bologna system, i.e. at end of the academic year 2009/2010, can also enrol on the programme with a remark that a certain number of ECTS will be recognised for such candidates.

Among the prerequisites for the enrolment is the student's active participation in a scientific or similar project. The student is also obliged to be fluent in English as the programme envisages participation of visiting lecturers and attending compulsory seminars held at universities abroad.

The Doctoral programme at *FEB Zagreb* is a full-time programme lasting three years (six semesters). The curriculum consists of lectures held in the first three semesters, and work on the dissertation during the next three semesters.

First semester: The aim of the first semester is to teach students the basic knowledge of mathematics and econometrics necessary for mastering the programme and carrying out independent research. The semester includes two compulsory courses, Mathematics for Economic Analyses and Introduction to Econometrics, each bearing 5 ECTS and 45 hours of lectures.

Second and third semester: The two semesters encompass all the courses that need to be attended and passed in order to obtain a doctor's degree. The second semester consists of the basic courses, compulsory for all students, and the third semester contains the courses belonging to the module/major chosen by the student. The third-semester courses are aimed at ensuring specialisation chosen by students according to their research interests. The emphasis is primarily on theoretical education, understanding theoretical approaches and the most recent research findings in the specific study area.

Figure 1: Doctoral Study Programme in Business Administration

1 st semester	Mathematics for Economic Analyses	5
	ECTS 45h + 135h IWS	
2 nd semester	Introduction to Econometric Methods	5 ECTS 45h+5
	ECTS 45h + 135h IWS	
3 rd semester	Methodology of Research and Qualitative Methods	5 ECTS 45h + 135h IWS
	2 compulsory courses	
4 th - 6 th semester	Microeconomic Analysis	5 ECTS 5
	Theories of Business Administration	5 ECTS 5
4 th - 6 th semester	Philosophy of Science and Research Ethics	5 ECTS 5
	Selected Topics in Business Administration	5 ECTS 5
4 th - 6 th semester	Seminar on research methods held in one of the EDAMBA universities	5 ECTS
	3 elective courses (depends on the dissertation)	3x5 ECTS 3x30h + 150h IWS
		Total 60 ECTS

Remark: IWS = independent work of a student

The second semester contains courses providing the basis for research methodology: Quantitative Methods, Methodology of Research and Qualitative Methods, Microeconomic Analysis, Philosophy of Science and Research Ethics. Each of the 4 compulsory courses includes 45 contact hours and 135 hours of students' independent work amounting to 5 ECTS points.

In the third semester, students can choose between two programmes: Business Studies and Economics. Furthermore, Business Studies' students opt for different tracks (e.g. Management, Marketing, Finance, Accounting, Tourism etc.) according to research interests and the dissertation topic. Each study programme contains 5 courses, two of which are compulsory and three elective courses. The compulsory courses for the Business Studies programme are: the Theory of Business Administration and Selected Topics in Business Administration. Students can also choose among 57 fully specialised elective courses.

In addition to writing and defending the dissertation which represents the minimum requirements for doctoral students, candidates can also engage in a large number of activities common to other research activities at the Faculty: passing all required exams (55 ECTS), writing a draft research proposal (12 ECTS), attending at least one seminar on research methods held at one of the EDAMBA universities (5ECTS), teaching (undergraduate seminars and tutorials) (24 ECTS), preparing the dissertation and presenting the elaborated content of the research (needs to be explained and defended before the Commission early in the third semester) (24 ECTS), publishing an article in an internationally recognized journal (10 ECTS), participating in an international conference with a paper published in the conference proceedings (10 ECTS), writing and defending the dissertation (40 ECTS).

The students enrolled on the programme can attend courses and take exams for the courses taught at other faculties within the same university, at other economics faculties, as well as at universities members of the EDAMBA. Furthermore, students can continue their studies at the same level in higher education institutions either in Croatia or in partner institutions abroad.

2.43.5 The future

The *FEB Zagreb* cooperates with many universities, faculties, colleges and other further educational institutions in Croatia and abroad. The mission of *FEB Zagreb* is its commitment to educate highly qualified experts who will successfully respond to contemporary business challenges, hence raising the quality of higher and scientific education in Croatia.

In the 2006-2011 period 85 students in total obtained PhD degrees from *FEB*, this number including 20 students who defended doctoral dissertations within the Bologna Doctoral Study Programme. The number of students in the doctoral programme is constantly increasing; the new Bologna Doctoral programme started with 21 students in 2006 whereas the 5th generation of students enrolled in academic year 2010/2011 consists of 60 students divided into two groups.

The vision of the *Doctoral Study Programme* is to distinguish itself as a demanding scientific programme that provides top quality education. *FEB Zagreb* strives to develop even further as a unique and internationally recognized institution within the University of Zagreb. Its goals are to be the best in the region with the highest scientific and teaching standards, to provide quality study programmes aligned with the international and European norms while respecting Croatia's particularities. Hence, the *FEB Zagreb* considers the Doctoral programme to be the pillars supporting these strategic objectives.

3 EDAMBA ANNUAL MEETINGS

Year	Place	Major themes
2003	Budapest University of Economic Sciences and Public Administration (BUESPA)	Academic – practitioner collaboration in Doctoral Programs
2004	University of Dublin	The Irish Business System, Education and Economic Performance Sessions on Global Challenges in Doctoral Education in Business and Management
2005	Grenoble Ecole de Management	The Role of Technology in Doctoral Education in Business and Management From Global Challenges to global partnerships in doctoral education in Business and Management
2006	Hanken School of Economics	Preparing for the future of business schools and doctoral education. Accreditation, evaluation and ranking of doctoral programmes.
2007	University of Economics in Bratislava	Challenges for Doctoral Education: Recent developments, decisions and actions in the Bologna Process. Challenges for Doctoral Education: Evidence of quality, practices and methodologies.
2008	Newcastle University	Building Research Capacity through Doctoral Education
2009	Warsaw School of Economics	Is there or is there going to be a European Doctorate in Management and Business Administration
2010	ISCTE/IUL Business School - Lisbon	Key Performance Indicators and beyond: the impact of doctoral education in society.
2011	ESADE Barcelona	An Opportunity for Reflecting on Challenges, Opportunities and Trends on Phd Education in the Next 20 Years
2012	University of Uppsala	Changing context - developing practice New technology for PhD training and collaboration
2013	Corvinus University of Budapest	Supervisory practices in doctoral education. European Doctoral Supervision – Code of practice, standardisation, and quality assurance
2014	University of York	Creative Supervision Making international doctoral programs creative
2015	IAE Aix Marseille, Aix-en-Provence	Knowledge production and doctoral education: global trends and the future. How do we create sustainable academics and practitioners. 25 years of EDAMBA and the future: new developments formentoring and accreditation of doctoral programmes and schools.

