

## PhD Supervisors' Workshop/ June 14, 2003

**Venue: Athens University of Economics and Business, Postgraduate Studies Building**

**47A Evelpidon Str, Athens 11362, Greece**

**Tel: +30-210-8203663, 664**

**Secretariat: Ms. Mavra Chadjidimitriou (mvc@aueb.gr)**

### Programme for the Day

8.30 – 9.15	Plenary: Welcome. Purpose. Layout (David and Jan)	
9.15 – 10.45	Workshop A. IS theory and methods: What are we building on and how do we do it?  Workshop B. The personal and professional relationship between supervisor and PhD-student	Workshop C. PhD management: Financing, deliverables, format and milestones  Workshop D. Birds of a Feather – Choose your own topic(s)
10.45 – 11.00	BREAK	
11.00 – 12.15	Plenary: Feedback from the morning workshops	
12.15 – 13.45	LUNCH – Buffet-style lunch provided	
13.45 – 15.15	Workshop E. Educating and training the PhD and Supervisory Style  Workshop F. Atypical PhDs: part time, interdisciplinary, developing countries ...	Workshop G. Apprentice vs Factory Models: North American and European styles  Workshop H. Birds of a Feather – Choose your own topic(s)
15.15 -15.30	BREAK	
15.30 – 16.45	Plenary: Feedback from the afternoon workshops	
16.45 – 17.30	Closing. Where do we go from here? (David and Jan)	
Evening	DINNER (optional)	

## **PhD Supervisors' Workshop**

### **Core working groups**

Note that each person has been allocated to one group in either the morning or afternoon session based as best we can on your statements. We have allocated one and a half hours for each group. You are expected to join this group (though a group may 'split' into subgroups). You are expected to choose your group in the other session (or form another group with others (in an area not covered by the six panels) as 'Birds of a Feather'). In thinking about your topics, also consider the following questions:

1. What is different about information systems regarding this topic?
2. What might be the structure of a chapter (or chapters) of a book on this topic?

We apologise for being so directive, but we only have one day and it is important that we are quickly down to business.

#### **A. IS theory and methods: What are we building on and how do we do it?**

Chrisanthi Avgerou	Michael Myers
Anita Greenhill	Isabel Ramos
Nathalie Mitev	Bob Wood
Anja Mursu	

#### **B. The personal and professional relationship between supervisor and PhD-student**

Chris Atkinson	Mike Newman
Joao Alvaro Carvalho	Helen J. Richardson
Julie Kendall	Duane Truex
Ramiro Montealegre	

#### **C. PhD management: Financing, deliverables, format and milestones**

Karl Kautz	Niki Panteki
Bjorn Erik Munkvold	Ray Paul
Frantz Rowe	Dave Wainwright
Markku Saaksjarvi	

#### **E. Educating and training the PhD and Supervisory Style**

Gordon B. Davis	Ken Kendall
Robert Davison	Ann Seror
Debra Howcroft	Edgar Whitley

#### **F. Atypical PhDs: part time, interdisciplinary, developing countries ...**

Carl Adams	Cherie Long
Kim Viberg Andersen	Bjorn Lundell
Pertti Jarvinen	Cathy Urquhart
Mikko Korpela	David N. Wilson

#### **G. Apprentice vs Factory Models: North American and European styles**

Richard Baskerville	Karl Kautz
Guy Fitzgerald	Steve Sawyer
Bob Galliers	Trevor Wood-Harper
Rudy Hirschheim	

**PhD Supervisors' Workshop**  
**Attendees and Major Concerns expressed in Individual Statements**

<b>WHO</b>	<b>Major concern(s) expressed in Statement</b>
Carl Adams <a href="mailto:Carl.Adams@port.ac.uk">Carl.Adams@port.ac.uk</a>	Part time PhDs
Kim Viberg Andersen <a href="mailto:andersen@cbs.dk">andersen@cbs.dk</a>	Interdisciplinary PhDs
Christopher Atkinson <a href="mailto:Christopher.Atkinson@brunel.ac.uk">Christopher.Atkinson@brunel.ac.uk</a>	The mentoring relationship: supervisor-student
Chrisanthi Avgerou, London School of Economics <a href="mailto:C.Avgerou@lse.ac.uk">C.Avgerou@lse.ac.uk</a>	The role of the supervisor The choice of method.
David Avison <a href="mailto:avison@essec.fr">avison@essec.fr</a>	Editor
Richard Baskerville <a href="mailto:baskerville@acm.org">baskerville@acm.org</a>	North American v European approaches What should be the 'package' given to PhD students
Joao Alvaro Carvalho e-mail: <a href="mailto:jac@dsi.uminho.pt">jac@dsi.uminho.pt</a>	Who should define a PhD theme: the supervisor or the student?
Gordon Davis <a href="mailto:GDAVIS@CSOM.UMN.EDU">GDAVIS@CSOM.UMN.EDU</a>	Good/bad/and ugly – supervisory styles
Robert Davison, City University Hong Kong <a href="mailto:isrobert@is.cityu.edu.hk">isrobert@is.cityu.edu.hk</a>	Supervisory styles: hand-holding v hands off
Guy Firtzgerald, Brunel University <a href="mailto:guy.fitzgerald@brunel.ac.uk">guy.fitzgerald@brunel.ac.uk</a>	Team approach to supervision
Bob Galliers <a href="mailto:rgalliers@bentley.edu">rgalliers@bentley.edu</a>	Preparatory courses for PhD students Alternative models for PhD supervisors
Anita Greenhill, Information Systems Institute, University of Salford, Greater Manchester, UK <a href="mailto:A.G.Greenhill@salford.ac.uk">A.G.Greenhill@salford.ac.uk</a>	Methodological Madness: Within the field of Information Systems the term 'method' represents a series of meanings and implications - How can we help students survive this?
Rudy Hirschheim, University of Houston <a href="mailto:rudy@mail.uh.edu">rudy@mail.uh.edu</a>	North American v European approaches
Debra Howcroft, University of Salford <a href="mailto:d.a.howcroft@salford.ac.uk">d.a.howcroft@salford.ac.uk</a>	1. Engineering v social science approaches 2. Preparing for the viva: handling different points of view 3. Building a supportive environment for research students
Karl Kautz, Copenhagen Business School <a href="mailto:Karl.Kautz@cbs.dk">Karl.Kautz@cbs.dk</a>	1: The master-apprentice relationship between supervisor and student. 2: Format of dissertation: Monograph versus Collection of Papers
Julie E. Kendall, Rutgers University, School of Business-Camden, Camden NJ 08102, USA <a href="mailto:julie@thekendalls.org">julie@thekendalls.org</a>	Working toward Unity, Complexity and Depth: Creating Synergy in a Ph.D. Student's Program

Kenneth E. Kendall. Rutgers University, School of Business-Camden, Camden NJ 08102, USA ken@thekendalls.org	Enabling Ph.D. Students to Build a Desirable Skill Set: Providing the Blue Prints
Mikko Korpela <a href="mailto:mikko.korpela@uku.fi">mikko.korpela@uku.fi</a>	PhD students from developing countries
Pertti Jarvinen <a href="mailto:pj@cs.uta.fi">pj@cs.uta.fi</a>	1 reviewing the research students work 2 Part time researchers
Cherie Long, <a href="mailto:longc@fiu.edu">longc@fiu.edu</a>	Challenges Faced by Women in Information Systems Academia
Bjorn Lundell <a href="mailto:bjorn@ida.his.se">bjorn@ida.his.se</a>	Externally funded project and PhD
Nathalie Mitev, LSE <a href="mailto:N.N.Mitev@lse.ac.uk">N.N.Mitev@lse.ac.uk</a>	Theoretical advancement, diversity, or fad... Which theory or theories?
Ramiro Montealegre <a href="mailto:Ramiro.Montealegre@COLORADO.EDU">Ramiro.Montealegre@COLORADO.EDU</a>	The mentoring relationship: supervisor-student
Bjorn Erik Munkvold, Department of Information Systems, Agder University College, Serviceboks 422, 4604 Kristiansand, Norway E-mail: <a href="mailto:Bjorn.E.Munkvold@hia.no">Bjorn.E.Munkvold@hia.no</a>	Topic 1: The supervisor's 'mode of engagement' in the student's project: Minimal or extensive? Topic 2: Time Management – for example milestones – in the PhD project
Anja Mursu, University of Kuopio, Finland <a href="mailto:anja.mursu@uku.fi">anja.mursu@uku.fi</a>	How to advice on research methods?
Michael D. Myers University of Auckland <a href="mailto:m.myers@auckland.ac.nz">m.myers@auckland.ac.nz</a>	Doing qualitative research for the PhD: Is more research training needed? Research methods
Mike Newman, School of Accounting and Finance, University of Manchester, Manchester M13 9PL, UK. e-mail (amsterdam) <a href="mailto:mnewman@econ.vu.nl">mnewman@econ.vu.nl</a>	1. How much freedom to afford a student in selecting and pursuing a researchable topic. 2. Joint publications with PhD students. What is good practice in this area?
Niki Panteli, University of Bath, <a href="mailto:mnsap@management.bath.ac.uk">mnsap@management.bath.ac.uk</a>	Embarking on the PhD Adventure -The Supervisor's Role
Ray Paul <a href="mailto:ray.paul@brunel.ac.uk">ray.paul@brunel.ac.uk</a>	Programme for PhD supervisors
Jan Pries-Heje <a href="mailto:jph@itu.dk">jph@itu.dk</a>	Editor
Isabel Ramos, Universidade do Minho, Guimarães, Portugal <a href="mailto:iramos@dsi.uminho.pt">iramos@dsi.uminho.pt</a>	Performing research according to the epistemological and methodological assumptions underlying the interpretative and constructionist paradigms.
Frantz M. Rowe, University of Nantes, France	The impact of financing on PhD success
Helen J Richardson, Lecturer in Information Systems, Information Systems Institute, University of Salford, M5 4WT, UK <a href="mailto:H.Richardson@salford.ac.uk">H.Richardson@salford.ac.uk</a>	Writing papers with students
Markku Sääksjärvi ( <a href="mailto:saaks@hkkk.fi">saaks@hkkk.fi</a> )	1 Evolutionary role the dissertation proposal: collect and evaluate various practices used in university doctoral programs to control progress of doctoral students 2: Guidelines on publishing together
Steve Sawyer, Penn State Univ, <a href="mailto:sawyer@ist.psu.edu">sawyer@ist.psu.edu</a>	1. Factory v Apprentice models 2. Managing research students

Ann Séror, Faculté des Sciences de l'Administration, B.P. #3804, Pavillon Palasis-Prince, Université Laval Québec, Québec, Canada G1K 7P4 email: <a href="mailto:ann.seror@mng.ulaval.ca">ann.seror@mng.ulaval.ca</a>	Experiences from design of a web-site helping doctoral students
Duane Truex email: <a href="mailto:duane.truex@fiu.edu">duane.truex@fiu.edu</a>	Topic: The Holistic Dissertation Relationship: managing the whole person
Cathy Urquhart, University of Auckland <a href="mailto:c.urquhart@auckland.ac.nz">c.urquhart@auckland.ac.nz</a>	Part-time PhD students
Dave Wainwright, University of Northumbria <a href="mailto:David.Wainwright@durham.ac.uk">David.Wainwright@durham.ac.uk</a> ,	Preparing for the viva
Edgar Whitley, LSE	<ol style="list-style-type: none"> <li>1. Why send your students to doctoral consortia?</li> <li>2. How to deal with a 'too talented' student who has far too many good ideas for a focussed thesis? * (Related) How to balance the supervisor's intuition about what are likely to be good and bad ideas to pursue with the (misguided) ideas that the student wants to pursue enthusiastically? * (Related) How to balance a reasonable coherent research plan?</li> <li>3. How to deal with a small cohort of PhD students?</li> </ol>
David N Wilson, Birkbeck College <a href="mailto:dave@dcs.bbk.ac.uk">dave@dcs.bbk.ac.uk</a>	IS research in a computer science department
Bob Wood, University of Salford <a href="mailto:p.todd@salford.ac.uk">p.todd@salford.ac.uk</a>	Addressing the shortcomings of IS Research
Trevor Wood-Harper, University of Salford <a href="mailto:atwh@synergy.u-net.com">atwh@synergy.u-net.com</a>	The research proposal Factory v apprentice models