



Course Guide 2015-2016

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The Netherlands Institute of Government (NIG) is an interuniversity research school in which twelve universities participate. NIG coordinates and encourages research in the area of public administration and political science and offers a training programme for PhD students.

In 2012 the research school received accreditation for a fourth term of six years from the Royal Netherlands Academy of Arts and Sciences (KNAW).

Participating institutions are:

- Faculty of Behavioural, Management and Social Sciences, University of Twente
- Faculty of Arts and Social Sciences, University of Maastricht
- Faculty of Social Sciences, Erasmus University Rotterdam
- Faculty Campus Den Haag, University of Leiden
- Faculty of Social Sciences, VU University Amsterdam
- Faculty Technology, Policy and Management, Delft University of Technology
- Nijmegen School of Management, Radboud University
- Tilburg School of Politics and Administration, Tilburg University
- Utrecht School of Governance, Utrecht University
- Department of Political Science, University of Antwerp
- Faculty of Social Sciences, KU Leuven
- Faculty of Law, Section Constitutional Law, Administrative Law and Public Administration, University of Groningen

NIG Staff

Prof.dr. Bas Denters, Scientific Director

Dr. Maurits Sanders, Executive Director

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1. Vision on education

Public administration and political science in the Netherlands and Flanders perform exceptionally well from a national and international perspective. Within the social sciences, which perform well in comparison to other academic fields according to a range of indicators, the fields of public administration and political science perform above average. Reports from national accreditation committees in Public Administration and in Political Science both confirm the excellent quality of Dutch research in these disciplines. It is NIG's ambition to consolidate and reinforce the leading position of our disciplines in the Netherlands and Flanders. NIG does this by offering a high-quality, attractive curriculum for doctoral candidates and by creating a stimulating environment in which the next generation of researchers can attain proficiency in conducting excellent, normative research at an international level. In addition to this, the NIG forms a meeting place for public administration and political science doctoral candidates from the Low Countries as well as from abroad.

Public administration and political science both focus on the question of how social issues are tackled within organisation networks as evidenced by the domain-specific benchmarks which have been formulated for the curricula of these disciplines. Addressing such issues is not only the remit of government authorities. Social organisations and social relationships (civil society), the corporate sector and hybrid organisations, too, are important in this. Both disciplines educate students so that they have the competences required to contribute to the solution of complex social issues in this context. Consequently there are obvious similarities in the requirements formulated, from the perspective of both disciplines, regarding the knowledge, skills and attitudes required of their master's degree graduates. For this reason, the intended exit qualifications for public administration and political science master's degree graduates are reasonably comparable. Following on from these basic qualifications, the NIG envisages educating qualified researchers in the third (doctorate) phase of their education. With this in mind, we offer in-depth courses in these disciplines and advanced courses for qualitative and quantitative research methods and techniques.

The courses that the NIG has developed for this purpose, either alone or together with others, are given by experienced lecturers with excellent reputations in their fields of expertise. The quality of the courses is ensured using a course and curriculum evaluation system. A periodic evaluation by the Royal Netherlands Academy of Arts and Sciences [*Koninklijke Nederlandse Akademie van Wetenschappen* (KNAW)] in the context of mandatory periodic reaccreditation provides external monitoring of the quality of the education that the research institute offers.

From one perspective, the PhD programme offers PhD's the opportunity to broaden their scope and to familiarise themselves with pertinent developments in the discipline. At the same time, the programme also offers PhD's the opportunity to improve the quality of their own doctoral thesis research by taking specialist courses and by discussing the merits of its theoretical and methodological design with lecturers and fellow students.

2. Competences

The study that the NIG offers educates researchers who meet the highest international standards. For the content and structure of the study, the competences provide a framework for those formulated within the EU in the context of the third cycle of the Bologna Process. On the basis of the general and sometimes composite qualifications, we can differentiate eight core competencies for our fields of expertise:

1. A systematic understanding of Public Administration / Political Science;
2. Mastery of the skills and methods of research associated with Public Administration / Political Science;
3. Ability to conceive, design, implement and adapt a substantial process of research;
4. Ability to respect principles of scholarly integrity in research;
5. Ability to publish research in national or international refereed publications in Public Administration / Political Science;
6. Ability to develop complex new ideas based on a critical analysis of existing knowledge;
7. Ability to communicate with peers in Public Administration / Political Science and scholars from other disciplines and with society in general;
8. Ability to promote technological, social or cultural advancement in a knowledge-based society.

The NIG research training comprises two core elements: a. Research (conducting doctoral research) and b. Education training (taking courses).

Training researchers is based to a significant degree on a master - apprentice model. This takes shape in the Research component. In this part of the research training, the emphasis is on conducting doctoral thesis research under the supervision of a doctoral thesis supervisor. The thesis supervisor, together with one or more co-supervisors/facilitators in some cases, provides individual academic supervision of the candidate and his/her doctoral research project.

In addition to the doctoral thesis supervisor, the NIG and the local graduate schools play a role in research training. NIG's role in this is twofold.

1. First and foremost, NIG guarantees the quality of research training as a whole. As far as the Research component is concerned, responsibility is shared with the member institutions. These institutions ensure the quality of theses on the basis of their doctoral regulations and internal procedures. NIG's role in this is limited to promoting and monitoring the quality of doctoral candidate supervision. In addition to this, the NIG also has a quality control system for the Training component of research training.
2. Second, NIG has developed a new curriculum. NIG is providing parts of this programme, but some components will also be offered by local graduate schools and other providers of high-quality courses.

To determine the content of the NIG curriculum and those components to be provided by the NIG, it is essential to consider what the roles of the doctoral thesis supervisor, the NIG, the local graduate schools

and any other providers are in the study. In Table 1 we show how the responsibilities of the various parties involved for the various components of the study can be usefully delegated.

Table 1: Competences and indicative delegation of responsibilities in competence development

Player Competences	NIG Promotor/ Supervisor	Local Graduate Schools at NIG- universities	NIG Research School
Ability to conceive, design, implement and adapt a substantial process of research	XXX	X	XX
Ability to develop complex new ideas based on a critical analysis of existing knowledge	XXX	X	XX
Ability to publish research in national or international refereed publications in PA / PS	XXX	X	XX
Ability to respect scholarly integrity in PA/PS research	XXX	X	XX
A systematic understanding of PA / PS	X	X	XXX
Ability to promote technological, social or cultural advancement in a knowledge-based society	X	X	XXX
Mastery of PA/PS skills and methods of research	X	XX	XXX
Ability to communicate (with scholars from PA/PS and other disciplines and with society in general)	X	XXX	

Number of 'X's represents the level of contribution (indicative) of a body to achieving a qualification

3. Duration and scope of the NIG programme

The course load (in European credits) for bachelor's degrees and master's degrees has been laid down in the 'Higher Education Qualification Framework'. However, within the context of the Bologna Process, no agreements have been reached about the duration and the scope of the doctoral programme and its training components. NIG offers a standard two-year doctoral programme with a scope of 30 EC. A PhD student who successfully completes all parts of the NIG programme will receive the NIG diploma. PhD students, who take only part of the programme, will receive a certificate specifying which courses have been taken.

Until 31 August 2015 the old curriculum was in place. From 1 September 2015 a new programme is available. The transition arrangements are outlined in the below box.

Transitional arrangement

PhD candidates who were already enrolled in the NIG programme before September 1, 2015, fall under the regime of a transitional arrangement. The provisions in this arrangement are as follows:

1. To be eligible for a NIG diploma from 1 September 2015 onwards, PhD candidates must have completed a programme with a course load of at least 30 elective credits (ECs).
2. The individual course load (30 EC or more) of a PhD is indicated on the NIG diploma.
3. PhD candidates who enrolled before 1 September 2015 can if they so wish opt for an "old style" 40 EC curriculum.
 - A. PhD candidates who wish to complete the 40 EC curriculum will be given the opportunity to do so; and
 - B. in collaboration with the PhD candidate, the Scientific Director decides of what courses the 40 EC curriculum will be comprised.
4. Alternatively, the course load for PhD candidates who have enrolled before September 1, 2015 can be reduced to 30 ECs should the PhD candidate so wish. If this (sub 4) is the case the curriculum of the PhD candidate will comprise of:
 - A. all the courses the PhD candidate has successfully completed under the old programme;
 - B. plus a number of additional courses that the Scientific Director, after having consulted with the PhD candidate, decides upon;
 - C. the EC load of the curriculum bases on the combination of courses sub 4A and 4B will be minimally 30 EC;
 - D. if this programme comprises more than 30 EC, PhD candidates will receive a separate course certificate for the additional study activities.

3.1 Outline of the curriculum

The set core of the curriculum is the same for all NIG doctoral candidates and it comprises five courses. First, there is an in-depth course in which candidates are introduced to *Classics in Public Administration and Political Science*. In this course, PhD's are given a broad idea of the 'state of the discipline' for several of the core themes from public administration and political science. During the course, they are also introduced to several key figures in the discipline. Considering the level and the way in which the course is presented, it is challenging and in-depth regardless of the doctoral candidates' backgrounds. In the compulsory course *Formulating the Research Problem* PhD's formulate their research question and set out their research design, and discuss these with other doctoral candidates and the lecturer. The seminar *Getting it Published* guides candidates in thinking systematically about their publication strategy and encourage them to develop.

In the course *Integrity and Social Responsibility in Research and Advice* important aspects related to general attitudes towards (i) academic integrity and (ii) the link between practice and science are discussed. The module *Answering explanatory and design questions*, for which *Formulating the Research Problem* is prerequisite, the doctoral candidates are asked to reflect on several aspects of research in a way that is comparable to the formula used in *Formulating the Research Problem*. One aspect of this course is the way in which data can be analysed when answering explanatory questions in either quantitative or qualitative design. Another aspect highlights how the answers to explanatory questions are also important when developing instruments for administrative and political problems and advice.

In addition to these general courses, it is considered important to offer PhD's the possibility of acquiring knowledge that focuses more on the 'state of the art' of their own field of study. In terms of research methods, there is also a demand for customised work alongside general introductions. PhD's frequently require specific courses, depending on their prior education or their own doctoral thesis research design. These may be general and introductory in nature, or even extremely specialised. As a general rule, the NIG does not offer these courses. Fortunately good courses are available internationally (for instance, through the European Consortium for Political Research) and at local graduate schools. These courses can be part of the NIG curriculum as electives.

3.2 Course schedule

PhD. students take the NIG curriculum in principle during their first two years while working on their dissertation. Ideally the course load will be split evenly over these two years. However, the courses are scheduled in such a manner that those who want to speed up or who need to catch up on courses missed may take (part of) the courses of the first and the second year in one year.

NIG PhD Course Programme

<i>Compulsory courses</i>	<i>Credits (EC)</i>
Classics in Public Administration and Political Science	4
Formulating the research problem	2
Getting it published	1
Answering explanatory and design questions Note: The course “Formulating the research problem” is prerequisite!	3
Integrity and Social Responsibility in Research and Advice	4

<i>Electives</i>	<i>Credits (EC)</i>
<u>Year 1</u> : Substantive or methodological training geared to specific needs and interests of PhD candidates	8
<u>Year 2</u> : Substantive or methodological training geared to specific needs and interests of PhD candidates	8

<i>Elective courses organised by NIG</i>	<i>Credits (EC)</i>
Leadership in the public sector	4
Network Governance: Theories, Methods and Practices	4
Public-Private Partnership: Concepts, cases and current directions Note: In case of sufficient interest, the course will be offered once every two years!	4
Data Management Note: This course needs to be followed in the second year!	4
Public Professionalism	4

	<i>Total 30 EC</i>
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3.3 Taking elective courses at other research/graduate schools

PhD's have the possibility of acquiring knowledge that focuses more on state-of-the-art knowledge and attend specialised courses about research methods. Such courses are available at international research schools and local graduate schools. Prior consultation with the NIG directors is necessary if you want to take these courses as a substitute for part of the curriculum. Therefore PhD's need to contact the NIG office, send all information about the course programme, the content and the course load.

4. Practicalities

4.1 Intake

New PhD's who will enroll in the NIG courses 2015-2016 will be invited to an intake interview with the NIG Scientific/Executive Director. The interview takes 20- to 30-minutes. The purpose of the intake interview is to gather information about the educational background of the PhD, his/her training programme and training needs.

4.2 Enrolment

To enrol in the course programme it is necessary to fill out the application form on www.utwente.nl/nig. PhD students from NIG member institutions must also be enrolled as a NIG member. **Deadline for enrolment in the 2015–2016 programme is September 1st, 2015.** Registration after this date is possible but dependent on how many students can participate in certain courses. PhD students who register after this date are therefore requested to contact the NIG office to make suitable arrangements.

Non-members of the NIG who wish to enrol for a course need to contact the NIG office directly to check availability. They should enrol no later than 4 weeks prior to a course.

For some courses a maximum number of participants is set. Early enrolment is therefore necessary. A waiting list can be used to replace PhD students who cannot attend after registration. PhD students who have enrolled but cannot attend, are urgently requested to notify the NIG office in advance; another PhD student may take your place!

4.3 Language of instruction

All NIG-provided courses are conducted in English.

4.4 Days and location

NIG courses take place from Monday through Friday, in different locations; please check the individual course descriptions for further details in chapter 5. NIG informs PhD students on the literature and assignments well in advance. Lecturers are requested to use literature which is easy to obtain by the PhD students as much as possible (electronic articles, full books rather than single chapters, etcetera).

NIG does provide lunches during the courses. Participants must make their own arrangements for dinners, travel and lodgings.

4.5 Course examinations

Specific requirements for course fulfilment can be found with each course description. Attendance is registered for all courses on all days. A PhD student who successfully completes all parts of the NIG programme will receive the NIG diploma. PhD students, who take only part of the programme, will receive a certificate specifying which courses have been taken.

After enrolment, absence from (part of) the courses is not accepted, except in the case of special circumstances. Please inform the NIG office immediately when such special circumstances occur.

4.6 Course evaluation

Every course is evaluated using a standardized evaluation form. The results are used to improve and amend the curriculum. NIG welcomes all comments and suggestions to improve the programme.

The NIG PhD council is consulted frequently about all matters of importance to the students, including the curriculum. All member institutions are represented by a PhD student in this council. For more information contact the NIG office.

4.7 Requirements for application

PhD students who wish to take part in the NIG educational programme should apply for NIG membership as soon as possible after their appointment, using the application form on www.utwente.nl/nig. Admission is conditional upon the receipt of a completed application form accompanied by an approved educational and guidance plan (“Opleidings- en begeleidingsplan”, OBP – please contact your promotor) which states that the NIG training programme will be followed. If the educational plan meets the necessary requirements, the PhD student will be admitted to the programme.

5. Course descriptions

5.1 Compulsary courses

5.1.1 Classics in Public Administration and Public Policy

Lecturers

Prof. dr. Bas Denters (University of Twente) and prof.dr. Paul 't Hart (Utrecht University)

Date and location

~~Monday 28 September – Friday 2 October 2015~~

25-28 January 2015, Utrecht

Learning objectives

Upon completion of the course students, for each of the eight key figures, will:

1. Have a good grasp of two or three areas in which this person has contributed to raising and answering a fundamental question in PA/PS, and be able to describe their distinctive contribution.
2. Understand the methodological posture and strategies used by each senior scholar, and what if any methodological innovations they have been associated with.
3. Demonstrate for the selected areas/methodologies how this person's work has subsequently inspired other prominent scholars in our disciplines.
4. Be able to articulate key criticisms of each scholar's work in the selected areas.
5. Be able to discern the practical relevance of the work done by this scholar, and to articulate practical advice to actors involved in politics/governance that is grounded in the work of each scholar.

Short description of the content

Starting in the early 20th century and accelerating in the period after the Second World War, the foundations for the fields of political science and public administration were laid. In this course we will introduce you to a sample of scholars who have been towering figures in this development. Some of them continue to work today. All have had enduring impact which will continue into the future. These scholars have served as sources of inspiration for generations of young academics, including us course conveners. The primary aim of this course is to introduce you to the work of a number of these iconic figures, to be inspired by it and at the same time to be able to engage with it critically and constructively.

One of the characteristic features of these scholars is their versatility. Whereas contemporary academic scholarship is oftentimes characterized by hyper-specialization, the scholars we have selected as key figures in PS and PA typically worked on many different themes and made contributions in different

domains. Moreover, several of these key figures did not only contribute to our theoretical understanding of politics and administration, but also were involved in the development of new research methods or were pioneers in applying innovative methods to their field of study.

In this course we will discuss the work of eight PA/PS masters (list below is provisional):

- Robert Dahl

(Themes: Power & Influence; Democracy and Polyarchy; Size and Democracy)

- Sydney Verba

(Themes: Political Culture and Democracy; Political Participation and Political Equality)

- Pippa Norris

(Themes: Gender and Politics; Digital Democracy; Political trust and dissatisfaction)

- Alexander George

(Themes: foreign policy analysis, deterrence, political psychology, leadership)

- Elinor Ostrom

(Themes: Monocentricity and Polycentricity in PA; Collaborative Governance and Collective Action)

- Aaron Wildavsky

(Themes: budgeting, policy analysis, risk management, cultural theory)

- Rod Rhodes

(policy networks, governance, interpretive methods, core executive studies)

- James March

(limits to rationality, organizational decision making, new institutionalism)

Instructional Mode

The core of the course consists of eight seminar sessions (morning or afternoon), one for each of the above scholars. Each session is prepared by a team of up to three students. Every student will a) introduce a particular theme in this scholar's work b) discuss the impact this work has had on subsequent work, and c) identify criticisms against this part of this scholar's work. This 30 minute thematic presentation is based on a short individual paper (max 1500 words). Each presentation is followed by Q&A's and a discussion (15 minutes). Finally, in a separate session the students will also be asked to identify major methodological contributions, and illustrate the practical relevance of this person's work. The other students are supposed to prepare each session on the basis of the compulsory readings.

Assignments and activities (including required preparation)

1. Write short paper on thematic contribution (see above) of one scholar (learning objective 1) and how this has inspired subsequent work (learning objective 3) and some practical implications of his work (learning objective 5).

2. Prepare powerpoint for collective presentation on methodological contributions (learning objective 2) and criticisms for this scholar (learning objective 4).
3. Prepare a presentation on your findings in a way that actively engages the entire group in discussion.
4. Prepare for class discussions on each of the 8 scholars on the basis of the compulsory reading.
5. Participate in the discussions.

Literature

To be announced

Credits

4 EC

5.1.2 Formulating the research problem**Lecturers**

Prof.dr. Sandra Groeneveld (Leiden University) and dr. Merlijn van Hulst (Tilburg University)

Date and location

9-11 December 2015, Utrecht

Learning objectives

After this course students will be able to:

- Define a research question that makes a theoretical, and possibly a societal, contribution
- Develop a theoretical framework that situates the research project within existing scholarship
- Produce a research design suitable to find an answer to the research question
- Formulate a coherent proposal, which is also practically feasible

Short description of the content

This course consists of preparing a research proposal and discussing that proposal, its research question, its theoretical framework and the general choice of a research design. The research problem is the starting point of every research project. It describes the research aim and central research question(s). The selection of the research problem and formulation of the research question require knowledge of existing literature and earlier research on the topic at hand. Once formulated, the research question guides all other choices in your research project: the use of theory and the selection and application of research methods. Hence, the quality of any research project is dependent on the quality of the research question: research projects that address poorly defined research questions are doomed to fail.

This course will offer PhD students the opportunity to improve the formulation of the research problem and research question(s) of their own research and to understand the link between the research question, theory and the research design. Students will learn to assess the quality and consistency of problem definitions in general and how to define interesting and doable research questions, sharpen the theories they use, and develop sound designs for empirical research.

Course load and assessment method

The course amounts to 2 EC = 56 hours, of which:

- Contact hours: 12 hours
- Preparation (reading, writing research proposal): 44 hours

The assessment will consist of a research proposal (60%) and class participation (40%).

Literature

Haverland, M. & Yanow, D. (2012). 'A hitchhiker's guide to the public administration research universe: Surviving conversations on methodologies and methods.' *Public Administration Review*. 72(3): 401-408.

Knopf, J.W. (2006). Doing a literature review. *PS: Political Science & Politics*, Issue 1: 127-132.

Locke, L.F., Spirduso, W.W. & Silverman, S.J. (2014). *Proposals that work. A guide for planning dissertations and grant proposals*. Thousand Oaks: Sage. (Part I; chapters 1-8)

Schwartz-Shea, P. & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. New York: Routledge. (Chapters 1 and 2)

Toshkov, D. (forthcoming). *Research Design in Political Science*. Palgrave Macmillan. (chapters 1-6)

Credits

2 EC

5.1.3 Getting it Published

Instructor

Dr. Zeger van der Wal, Assistant Dean (Research), Associate Professor
Lee Kuan Yew School of Public Policy, National University of Singapore
Associate Editor, *Public Administration Review*
Editorial Board Member, *American Review of Public Administration*

Date and location

22 March 2016
Utrecht

Core Competency

Ability to publish research in national or international refereed publication outlets in Public Administration and Political Science

Key Learning Objectives

After completing this skills course you will be able to:

1. More effectively schedule the remaining period of your PhD appointment by working towards publications as in-between milestones and building blocks of your final thesis
2. More strategically position your research to increase the interest of peers, publishers, and future employers
3. More effectively craft manuscripts for specific publication outlets, and anticipate and respond to referee comments in a way that increases your chances of getting published
4. Formulate an authentic, critical position in the “publish vs. perish” debate, and a vision on how to meaningfully distinguish between research quantity and quality (output vs. outcome)

Course Description

The central approach to this skills course is that the ability to publish your work is an essential element of successfully finishing your PhD project and a prerogative for a viable academic career in a highly competitive international (academic) job market. While recognizing some of the downfalls and negative side effects of the “publish vs. perish” culture in academia nowadays, this skills course takes the position that the proliferation of publication outlets and quantification of output actually *makes it all the more important to publish high quality work in a selective set of reputed journals.*

Developing a holistic publication strategy will help you to think strategically about the role and importance of publishing your work as an integral part of your daily activities as a PhD candidate. Nowadays, your dissertation is often the integration of high-quality publications rather than simply the only or final publication. Crafting a viable and adaptable publication plan during the first two years of your PhD appointment will help you to deliver publications in year three and year four. Such in-between products often provide extra motivation to finish on time and ensure important parts of your work have passed the test of peer review before your defence.

“Getting it published” is a skill that can be trained. It is as much about strategic and political deliberations as it is about quality thresholds. Thinking carefully about potential outlets and “writing for the journal” will greatly increase your chances of getting published.

This hands-on, “how to” skills course covers all the facets and elements of the publication process, and includes several in-class exercises. It centres around eight key topics:

1. How to make a viable and dynamic publication plan, especially related to your PhD research
2. How to target different types of publication outlets, such as (national and international) refereed and non-refereed journals, books and book chapters, professional publications, book reviews, conference papers and proceedings, contributions to media, newspapers op-eds, etc.
3. How to decide which journal ‘matters most’ to you, given your topic, peer circle, career plans, rankings and ratings, and expectations from colleagues
4. How to deal with the review process as an author
5. How to deal with the review process as a reviewer
6. How to improve your chances and develop a strategy that maximizes the chance of getting your work published
7. How to design your PhD writing process more efficiently and ensure you stay motivated throughout the process by approaching it from a “getting it published” angle
8. How to survive within the prevalent “publish or perish” culture while focusing on the quality and content of your research rather than just the “numbers game”

This skills course provides you with many tips and tricks and rich personal experiences from the instructor, in his various roles as former PhD candidate, author, editor, reviewer, and research manager.

Assignments

1. A specific publication plan in which you outline how many and which kind of publications you aim to realize during your PhD appointment based on your dissertation research, divided by year (max. 1 page A4; in table format); *this assignment, in combination with a 2-pair share in-class discussion of the publication plans, will test key learning objectives 1 and 2;*
2. A short account of your personal experiences in dealing with (tough) reviews, real or imaginary: how did you (or would you) craft your response to maximize your chances of “getting it published” (max. 250 words); *this assignment, in combination with plenary in-class sharing of review experiences, and a 2-pair share in-class discussion as a response to a referee report presented by the instructor, will test key learning objective 3;*
3. A short position statement on the “publish vs. perish” culture based on your readings of the three articles in *The Guardian*, *Times Higher Education*, and *University World News* (max. 250 words). Links are provided below. Pay attention to a) why this culture is desirable or not, b) how a different

research culture may look like, and c) how you as a senior research manager would contribute to your ideal culture (either/or) *this assignment, in combination with plenary in-class discussion, will test key learning objective 4;*

Assignments have to be submitted to the instructor by e-mail 2 weeks before the skills course is scheduled. We will discuss all three assignments during the day and the instructor will return assignments 1 and 2 to each participant in hardcopy with light written feedback.

Literature and sources

Please read before coming to class:

Belcher, W.L. (2009). *Writing your Journal Article in 12 Weeks. A Guide to Academic Publishing Success*. Thousand Oaks: SAGE. Selected chapters. About 60 pages.

See also: <https://www.youtube.com/watch?v=ng6OEckCpPY>

Van de Walle, S. & van Delft, R. (2015). Publishing in Public Administration: Issues with defining, comparing and ranking the output of universities. *International Public Management Journal* 18 (1): 87-107*.

*Pdfs of the book chapters and article will be provided to the participants by the instructor 4 weeks before the start of the skills course).

Please review for assignment 3:

<http://www.universityworldnews.com/article.php?story=20140424173116328>

<http://www.timeshighereducation.co.uk/411323.article>

<http://www.theguardian.com/science/2011/sep/05/publish-perish-peer-review-science>

Credits

1 EC

5.1.4 Answering explanatory and design questions

(Note: The course “Formulating the research problem” is prerequisite!)

Lecturers

Dr. Henk van der Kolk (University of Twente) and dr. Merlijn van Hulst (Tilburg University)

Date and location

Friday 13 May, ~~Friday 20 May~~ Thursday 26 May and Friday 27 May 2016

Utrecht

Learning objectives (as specifications of the general competences in the NIG programme description)

- This course contributes to researcher’s ability to conceive, design, implement and adapt a substantial process of research
- This course contributes to researcher’s mastery of PA/PS skills and methods of research
- This course contributes to researcher’s ability to promote technological, social or cultural advancement in a knowledge-based society

In the context of this course, students will discuss different ways to develop research answering explanatory research questions, and will also discuss how different methodological assumptions underlying research are manifested in designing research projects and in analyzing and presenting the data collected in the context of this design. Topics to be discussed are the fit between research questions and research design; the role of theory in designing research; selection of units; and strategies for enhancing the trustworthiness (e.g., reliability, validity, credibility) of research. In addition we will discuss the answering of explanatory research questions in the context of (policy) design: where do explanatory questions in the context of policy design come from and how can the answers to explanatory questions be used to inform policies.

After finishing this course, students will be better able to:

- Explain the methodological assumptions underlying their thesis research
- Assess the methodological assumptions in the work of other researchers working in this field
- Have meaningful and constructive discussions about the design of research projects answering explanatory questions
- Improve the usage of data when making explanation, defend causal claims in the context of these data and discuss the limits to these claims
- Defend the relevance of their causal research in the context of policy design.

Short description of the content

This course focusses on ways to answer research questions and more specifically research questions about causal relationships. We will discuss, for instance, the fit between research questions and research design; selection of cases or sites, settings, actors, etc.; and strategies for enhancing the trustworthiness (e.g., reliability, validity, credibility) of the research project. Participants will present how they have or plan to set up their own research. This will be drawn on as an opportunity to test abstract prescriptions against actual research practices.

Instructional Mode

The overall course plan of the course provides for three days with interactive lectures (mornings) discussing the assigned readings on the basis of input from students. In these sessions we discuss basic principles and applications of social science research. The discussions will be connected to the research proposals of PhD students too.

Assignments

In this course, students are asked to read some materials that introduce them to a variety of logics that guide social scientific research. The assignment in this course is a short paper discussing the strong and weak points of the research design in use, the way they can increase the explanatory power of their research by using data in a proper way, and the dilemmas students deal with in the course of their research.

Course load and assessment method

The course amounts to 3 EC = 84 hours, of which:

- Contact hours: 24
- Preparation (reading, presentation research proposal, writing and presentation paper): 60 hours.

The assessment will consist of a presentation of a (revised) research proposal (30%), and a paper on the pros and cons of the research design in the context of the assigned articles and book chapters on answering causal questions (30%), a solid presentation of that paper (and focusing on the relationship between research question and research design) (10%) an active contribution to the discussions in the class (15%) and systematically discuss at least one other paper (15%).

The percentages indicate the 'relevance' of the various parts.

Literature

Day 1(13 May 2016):

Basics

Brady, Henry, E. 2008. Causation and Explanation in Social Science. In Box-Steffensmeier, J.M., Henry E. Brady and David Collier (eds) *The Oxford Handbook of Political Methodology*. Oxford: Oxford UP, 217-270. (required readings: only page 226-249: 24 pages) Shadish, W. R., Cook, T. D., & Campbell, D. T.

(2002). *Experimental and Quasi-experimental Designs for Generalized Causal Inference*. Boston/New York: Houghton Mifflin. (page 1-32; 37-42 (validity threats)) (37 pages)

Research designs and threats to causal validity

Spector, P. E. (1981). *Research Designs*. London etc.: SAGE Publications. (page 1-33) (34 pages)

Dooley, D. (2001). *Social Research Methods*. Upper Saddle River: Prentice Hall. (p. 161-175) (15 pages)

Day 2 (26 May 2016):

Blatter, Joachim and Markus Haverland (2012). *Designing Case Studies. Explanatory Approaches in Small-N Research*. Houndsmills Basingstoke: Palgrave Macmillan. (Pages yet to be decided)

Day 3 (27 May 2016):

Bevir, M., & Rhodes, R. A. (2006). Defending interpretation. *European political science*, 5(1), 69-83. (14 p.)

Schwartz-Shea, Peregrine and Yanow, Dvora. 2012. *Interpretive research design: Concepts and processes*. New York: Routledge, Chapters 3-6. (69 p.)

van Hulst, Merlijn (2012). Storytelling, a model of and a model for planning. *Planning Theory*, 11(3), 299-318. (19 p.)

Credits

3 EC

5.1.4 Integrity and Responsibility in Research and Advice

Lecturers

Dr. Marcel Becker (Centre for Ethics, Radboud University Nijmegen)

Prof.dr. Cor van Montfoort (Tilburg University, WRR, National Audit Institute)

Dr. Ringo Ossewaarde (Faculty of Behavioural, Management and Social Sciences, University of Twente)

Dr. Patrick Overeem (Leiden University, Campus The Hague)

Dr. Berry Tholen (Public Administration, Radboud University Nijmegen)

Prof.dr. Margo Trappenburg (USBO, Utrecht University)

Date and Location

13-16 June 2016

Utrecht

Aims and structure of this course

When, exactly, is the integrity of a researcher at stake? Are there rules for proper conduct among researchers? Can an investigator of political phenomena be politically neutral? Are the measures a researcher applies to evaluate policies objective? Is a study of phenomena that are politically or morally controversial inevitably controversial itself? If scientific research on politics and administration involves value-choices, should such choices in a society like ours be made (or at least controlled) democratically?

As different as these questions may be, they do have something in common. They all are questions that empirical researchers face (indeed, have to face) but that cannot be answered by reference to the body of theories and methodology in their field. The reason, of course, is that these questions are of the normative kind.

Research, as any more or less complex social activity, is a practice that contains its own typical values and ethical concerns. In fact two sorts of issues might be distinguished: internal and external ones. *Internal* issues concern integrity and ethics in doing research. For example: is one obliged to share one's data with other scientists? What is the difference between being pragmatic about research design choices and doing sloppy research? *External* issues concern the scientist's societal responsibility. For instance: Is research and scientific advice on policy and politics better to the extent that is more value-free? Do social scientists have a special responsibility for 'speaking truth to power'? (A further question arises: are these two types of issues related? Does our answers to the former have implications for our answer to the latter?)

This course does not deal with empirical theories or methodology of Political Science and Public Administration – nor with philosophy of science and epistemology – but with the values of the practice of research.

After this course, the PhD student

- Is familiar with existing codes of conduct and current debates on scientific integrity and responsibility
- Is familiar with the most important theoretical positions on the fact-value distinction in (social) research and those on the scientific autonomy and responsibility of the scientist
- Is able to recognize the (implicit) value choices in existing research and advice and to discuss and evaluate these choices.
- Is able to reflect on the normative issues at stake in his/her own research project.

Course Programme

The course consists of four morning sessions and four afternoon sessions. As a starting point, we take Max Weber's classical position on the honorable, value-neutral scientist. In his speech *Wissenschaft als Beruf* (Science as a vocation, 1917) Weber presented what he saw as the basic values for scientists with consequences for both the internal and external side of his profession. In the first meeting we will try to come to grips with Weber's stance and gather questions and problems that Weber's position entails. These issues will be dealt with in the rest of this course. In the next two morning sessions we will discuss several ideal-typical positions of the social scientist's responsibility that deviate from Weber's, namely the value-aware and the (critically) involved social scientist. We will look into the arguments provided for these alternative proposals and see whether they can stand critical scrutiny.

In the afternoon sessions our approach is more thematic and practical. Guided by renowned researchers in our fields, we will identify the typical dilemma's (and ways to deal with them) in political and administrative research.

Throughout the course, we will pay special attention to questions of scientific integrity. This subject (which is much-debated in the Netherlands since the Stapel-affair) is an important element in each of the

ideal-types of scientific responsibility discussed in the morning sessions and also in the specific research field discussed in the afternoons. In the morning sessions the meaning of integrity as a basic scientific value will be addressed. In addition we devote the fourth morning session to the more practical aspects of integrity, following the recent official report on the Stapel-affair (by the Levelt commission).

The items in overview:

Ideal-Types of Scientific Integrity & Responsibility*	Values and Dilemmas in Practice
A. The honorable value-free social scientist	I. Research in a contested area
B. The value-aware social scientist	II. Evaluative research and advice
C. The (critically) involved social scientist	III. Social research as social activism
	IV. Integrity in scientific practice *
	V. Research on integrity and corruption

* = morning sessions

In all sessions, the PhD students are actively challenged to relate their own research to the issues and approaches at hand.

Course coordinators

Course coordinators of this programme are Patrick Overeem (Leiden University, Campus The Hague p.overeem@cdh.leidenuniv.nl) and Berry Tholen (Radboud University Nijmegen b.tholen@fm.ru.nl). They will also be the lecturers in the more theoretical morning sessions. The thematic sessions will be conducted by experts in the particular types of research to be discussed.

Assignments

Participating PhD students are expected to read all literature in advance and participate actively in the discussions. For the morning-sessions you also have to prepare answers to particular (reading) questions. After the set of lectures each participant writes a paper in which (s)he critically analyzes the value position or value choices in a (classical) study in Public Administration or Political Science of her or his choice. The paper should reflect that the candidate is able to use the approaches discussed in this course reflectively. Turn in your paper by email (send it to both p.overeem@cdh.leidenuniv.nl and b.tholen@fm.ru.nl) before Saturday June 9, 2016. (Word count approx. 2000.)

Active participation during the lectures and at least a 'sufficient' for the essay are a precondition for finalizing this course.

Literature (in alphabetic order)

- Flyvbjerg, B. (2001) *Making Social Science Matter* (2001). Cambridge University Press.: Ch 1, 5, 6, 9, 10 & 11.
- Honneth, A. (2012), Brutalization of the social conflict: struggles for recognition in the early 21st century, *Distinktion: Scandinavian Journal of Social Theory*, 13(1): 5-19.
- Levelt Committee Report, ch 5 on "Stapel Investigation". To be downloaded from: <https://www.commissielevelt.nl/> (English and Dutch version)
- MacIntyre, A. (1985) *After Virtue*. Duckworth ch 14.

- Marcelo, G. (January 2013) Recognition and Critical Theory Today: An Interview with Axel Honneth, in: *Philosophy and Social Criticism*): 1-13.
- Stone, D. (2012) *Policy Paradox*, Norton: Introduction & ch 1.
- Taylor, C. (1985) Neutrality in Political Science, in: *Philosophical Papers Volume II. Philosophy and the Human Sciences*. Cambridge University Press: p 58-90. Also available on: <http://goodliffe.byu.edu/301/protect/taylorneutrality.pdf>
- Thompson, D. (1983) Ascribing Responsibility to Advisors in Government, in: *Ethics* 93/april: p 546-560
- Tonkens, E., M. Trappenburg & Dwarswaard (forthcoming, will be provided to participants)
- Weber, M.; *Science as a Vocation* (any (on-line) edition)

The text by Tonkens et al. will be distributed to the participants by the course coordinators. The other texts are available through university libraries or the internet. If you have a problem in obtaining literature, please contact the course coordinators (email addresses mentioned above).

Credits

4 EC

5.2 Electives

5.2.1 Leadership in the public sector

Lecturers

Dr. Karin Lasthuizen (VU Amsterdam), dr. Lars Tummers (Erasmus University), dr. Sandra Resodihardjo (Radboud University) and dr. Niels Karsten (Tilburg University)

Date and location

16-19 November 2015

Utrecht

General information about the course

Aim and background of the course leadership in the public sector

The popularity of leadership, as a theme about which many questions can be raised and multiple answers given, can hardly be overstated. For example, the term 'leader' results in almost one billion hits on Google and about 3 million on Google Scholar.

Often, we talk about heroic leaders, such as Martin Luther King. However, also despotic leaders can come to mind, such as Hitler or Mao Zedong. Furthermore, others talk about less visible leadership styles, such as a public manager showing 'servant leadership', or a director who is 'empowering' his

employees. Paul 't Hart states in his latest book on leadership that “The power of leadership has been loathed, feared and admired, but can hardly be denied”.

Although leadership is a powerful term, it is also often weakly conceptualized. The prominent scholar James MacGregor Burns famously stated that leadership is one of the most observed but least understood phenomena on earth. In other words, it is a ‘magic concept’, meaning everything and nothing. In this course, we want to go and look into this magic concept by making it more concrete and tangible, so that scholars can study it and professionals can use these insights in their organizations.

This course thereby focuses firstly on the ‘public’ aspect of leadership. Recently, Vogel and Masal argued, “in current research on public leadership, the emphasis is still on the aspect of ‘leadership’ rather than on the ‘public’ element” and that “research on public leadership needs to pay more attention to publicness itself”. Hence, we will especially analyze what makes leadership in public context different, such as the role of the media and politics, and in the context of crisis. Next to this, we will also discuss general leadership concepts, such as transformational leadership, transactional leadership, servant leadership and ethical leadership. In this way, this course uses insights not only from public administration, but also from political science, organizational behavior, management science and psychology.

Next to focusing on the theoretical content, this course will also let the participating PhD students dive deep into the methodological and practical side of leadership studies. This is done by means of the playing of ‘serious games’ (such as a social innovation game and ethical decision making with a 5 steps model), hands-on research (such as learning from a diversity of methodological approaches in dissertation research), exploring news articles (like the Vrij Nederland political integrity index) and writing an essay combining a topical leadership example and theoretical knowledge. This will be connected to the famous tripartite of sex and drugs (think of leadership integrity scandals) and rock & roll (think of how leadership deal with crises and major public reforms). Hence, we aim to develop a dynamic learning environment regarding leadership in the public sector, which is both highly educational and a little fun.

Learning objectives

In this course, you will learn both scientific and professional knowledge and skills. The learning objectives of this course are:

1. To become familiar with the core themes of leadership in the public sector, including dealing with a public and political environment (day 1), leading teams, people and change (day 2), dealing with ethics and integrity (day 3) and responding to crises (day 4);
2. To obtain knowledge about the distinctiveness of 'public' leadership and to integrate this knowledge with more general leadership studies in political science, organizational behavior, psychology and management;
3. To reflect on the methods of contemporary and classic works in public leadership;

4. To integrate theoretical and empirical insights into an essay on contemporary leadership in public organizations.

Objective 1 and 2 are 'content' objectives, which are explicitly related to objective 1 and 7 of the NIG: "A systematic understanding of Public Administration / Political Science" and "Ability to communicate with peers in Public Administration / Political Science and scholars from other disciplines and with society in general". Objective 3 and 4 are 'competency' objectives, which are explicitly linked to objective 2 and 3 of the NIG: "Mastery of the skills and methods of research associated with Public Administration / Political Science" and "Ability to conceive, design, implement and adapt a substantial process of research".

Related to this, after this course, you are able to:

- Define and explain key concepts and theory related to leadership in the public sector;
- Describe the difference of public and political leadership with organizational leadership and public management;
- Identify and experience some of the leadership challenges (and more about sex, drugs and rock 'n' roll for public leaders);
- Identify and analyze a leadership issue using different theoretical and methodological approaches;
- Assessing and evaluating a topical leadership issue by writing an essay.

Public and political leadership in broader NIG curriculum

This course is an elective for PhD students.

Course instructors

Course instructors of this programme are Dr. Karin Lasthuizen (VU University, www.lasthuizen.com, k.m.lasthuizen@vu.nl) and Dr. Lars Tummers (Erasmus University Rotterdam, www.larstummers.com, tummers@fsw.eur.nl). They will also be the lecturers in most sessions. Dr. Niels Karsten and Dr. Sandra Resodihardjo will give guest lectures on resp. political leadership and crisis leadership.

Workload, grading, and credits

The average workload for this course is as follows (total 120 hours = 4 ECTS):

Preparation - reading (see literature list)	30
Assignment 1: Writing a methodological reflection on the assigned leadership study	10
Preparation essay: proposal and literature review + media portfolio and 3 min presentation	25
Essay - writing	25
Course	30

Requirements

- PhD and NIG member, maximum of 16 participants

- Participating PhD-students are expected to read all literature in advance and participate actively in the discussions.

Obligatory readings

Literature

- o Paul 't Hart (2014). *Understanding Public Leadership*. Palgrave MacMillian.
- o Selected articles and book chapters

Lecture Introduction: What about leadership in the public sector?

- 't Hart, P. (2014). *Understanding Public Leadership*. Chapter 1, 7 and 9. Palgrave MacMillian.
- Van Wart, M. (2013). Administrative Leadership Theory: A reassessment after 10 years. *Public Administration* 91(3): 521–43.

Lecture Political leadership

- 't Hart, P. (2014). *Understanding Public Leadership*. Chapter 2 and 3. Palgrave MacMillian.
- Hendriks, F., & Karsten, N. (2014). Theory of democratic leadership. In: R. Rhodes & P. 't Hart (Eds.), *Oxford Handbook of Political Leadership*, Oxford: Oxford University Press, pp. 41-56.

Lecture Public leadership

- 't Hart, P. (2014). *Understanding Public Leadership*. Chapter 4 and 8. Palgrave MacMillian.
- Tummers, L.G. & Knies, E. (2013). Leadership and meaningful work in the public sector. *Public Administration Review* 73(6), 859–868.
- Tummers, L.G., Steijn, A.J., Heerema, M., Nevicka, B. (2015). The effects of leadership and autonomy on vitality: Evidence from a survey and an experiment. *In Review at international journal*.
- Antonakis, J., Fenley, M., & Liechti, S. (2011). Can charisma be taught? Tests of two interventions. *Academy of Management Learning & Education*, 10(3), 374-396. [Practical 2]

Lecture Leadership and ethics

- 't Hart, P. (2014). *Understanding Public Leadership*. Chapter 3 and 7. Palgrave MacMillian.
- Bass B.M. & P. Steidlmeier (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, 10, 181-217.
- Brown, M.E., and L.K. Treviño (2006a). Ethical leadership: A review and future directions. *Leadership Quarterly*, 17 (6): 595-616.
- Lewicki, R.J. and R.J. Robinson (1998). Ethical and Unethical Bargaining Tactics: An Empirical Study. *Journal of Business Ethics*, 17 (6): 665-682. [Practical 4]

Lecture Leadership and crisis

- 't Hart, P. (2014). *Understanding Public Leadership*. Chapter 5 and 6. Palgrave MacMillian.
- Resodihardjo, S.L., Van Eijk, C.J.A., and Carroll, B.J. (2012) Mayor vs. Police Chief: The Hoek van Holland Riot. *Journal of Contingencies and Crisis Management*, 20(4): 231-243.
- Thevenaz , C., & S.L. Resodihardjo, (2010) 'All the best laid plans...conditions impeding proper emergency response'. *International Journal Production Economics*, 126: 7–21.

Assignments

Students receive a pass or no pass for all assignments. All assignments need to be passed to earn the credits of the course.

Assignment 1 – Methods in Leadership Research

Write a reflection on the method(s) of an assigned leadership study or dissertation in about 3 pages (\pm 1200 words). You will receive the study about one month before the course week starts.

Deadline: Date: Monday 9 November 2015, before 12.00h. Email your reflection to both the course instructors.

A broad range of designs and methods to study leadership will be included, such as standardized surveys, interviews, Q-study, comparative cognitive mapping and philosophy.

First, describe the study in short and pinpoint the main research question/problem the author aims to answers. Next, describe the chose method in the empirical research. Finally, reflect on the strengths and weaknesses of the chose method to answer this research question/problem. *Potential important points include:*

- Is the method appropriate for the research problem/question addressed? Which other alternative methods would be (even more) suited?
- Given the method chosen, how do you judge (when applicable):
 - o The chosen research site
 - o The sample size
 - o The operationalization of the concepts
 - o The statistical or analytical techniques used to analyze the data
 - o The conclusions derived from the methods
 - o The limitations shown
- When you would build upon this article, which other method would you recommend (please elaborate)?

Note: Make good use of the relevant texts in the course.

Additional; try to find 3 methodological articles or book chapters regarding the method used in the dissertation or on alternative methods. For example:

- Podsakoff, P.M., S.B. MacKenzie, J.Y. Lee and N.P. Podsakoff (2003). Common method variance in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology* 88 (5): 879-903.
- Seawright, J. and J. Gerring (2008). Case election Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options. *Political Research Quarterly* 61(2): 294-308.

Using additional 'own' literature (up-to-date and up-to-standard) can have a positive effect on the quality of your paper. You also might want to reflect on the usefulness of the research approach you follow in your own dissertation.

Note: This assignment is explicitly linked to learning objective 3: To reflect on the methods of contemporary and classic works in public leadership.

Assignment 2 – Essay writing on leadership topic

Write a publishable essay of about 2 pages (\pm 800 words) for a high quality newspaper (such as the NRC, The New York Times or Frankfurter Allgemeine Zeitung) about a relevant and topical leadership issue.

Think for instance of a real and topical 'leadership-crisis' in society. Examples include:

- One of the current political (party) leaders who is evaluated as a very good or very poor leader in the media (like Samson or Pechtold);
- Public leaders that did a great job in being innovative (think of Stadslab Leiden, Starters4Communities);
- Political leaders that had to resign because of an integrity scandal (recently Opstelten and Teeven, see Vrij Nederland - Integriteitsindex);
- A mayor that did or did not a good job during a crisis (for instance Mans in Enschede and the fire work explosion);
- Upcoming or finished presidential elections (for instance in the United States);
- Leadership and the economic crisis (for instance the role of Merkel in the Greek case).

Deadline 1: Date: Monday 9 November 2015, before 12.00h. Email your essay proposal (1) and literature review (2) to both the course instructors.

Before the course week starts, we would like to receive an **essay proposal (1)** and a **literature review (2)**.

1. Your approach and structure for the essay including the question or statement for your essay. See some examples in the NRC or other major nationwide newspapers to get the idea of what is expected from you.
2. A literature review of 2-3 pages (\pm 1000 words). See the requirements below.

Literature review

- Read the obligatory course materials and the suggested reading list belonging to one of the four topics that fit your essay topic best (political leadership, public leadership, leadership & ethics, leadership & crisis) and find 3-5 additional articles. Choose articles published in a relevant Public Administration or Leadership journal, such as *Public Administration*, *Public Administration Review*, *Journal of Public Administration, Research and Theory*, *Public Management Review*, *Administration & Society*, *International Public Management Journal*, *Leadership Quarterly*.
- Write a literature review (2-3 pages) in which you summarize and reflect upon the main theoretical key concepts and findings. With the essay itself, this literature review is part of your examination.

Deadline 2: During the course week (Day 3: Wednesday 18 November 2015), we expect from you to bring with you a **media portfolio (3)** and give a **class presentation (4)**. *Please make sure you are prepared!*

3. A media portfolio with relevant news and opinions regarding your topic. Bring these articles with you to the course week.
4. Class presentation. Prepare a presentation of 3 minutes about your essay for the course week in which you outline the leadership issue or problem. Make sure you highlight the “sex, drugs and rock ‘n’ roll” part (especially related to media crises).

Deadline 3: Date: Monday 7 December 2015, before 12.00h. Email your adapted final essay to both the course instructors. Furthermore, if you want, you can email it to the newspaper itself.

Note: This assignment is explicitly linked to learning objective 4: To integrate theoretical and empirical insights into an essay on contemporary leadership in public organizations.

Practicals

We have organized four in-class practicals in which you will actively work on leadership skills and professional development. During these seminars you will participate in practical exercises and role-plays. Please bring your laptop or tablet with you in class!

Practical 1: The social innovation game: It’s all about innovation and change

- *Assignment during the practical:* We will play the Social Innovation game (role play), as developed within the FP7 EU Learning from Innovation in Public Sector Environments (LIPSE) consortium.
- The goal of the game is to experience how processes of social innovation might work out and the challenges/difficulties various stakeholders experience when they embark on the social innovation journey.

- *Watch in advance:* Future leaders: <https://www.youtube.com/watch?v=i8WRz3CxafE>
- *Film tip:* War Book, North Country

Practical 2: Charisma Leadership Tactics: It's all about looking good and feeling fine

- *Read in advance:* Antonakis, J., Fenley, M., & Liechti, S. (2011). Can charisma be taught? Tests of two interventions. *Academy of Management Learning & Education*, 10(3), 374-396.
We start with watching TedX Talk by Professor John Antonakis:
<https://www.youtube.com/watch?v=SEdVd1IICfE>
- *Assignment during the practical:* Learning Charismatic Leadership Tactics: Prepare an elevator pitch. Use minimally 2 of 12 Charismatic Leadership Tactics to present your dissertation in 2 minutes to the group.
- *Film tip:* Invictus, Coach Carter, Chicken Run, Ghandi

Practical 3: Ethical decision-making: It's all about good-versus-good dilemma's

- *Read in advance:* Lawton, A., Rayner, J. & Lasthuizen, K. (2013). *Ethics and Management in the Public Sector*. Textbook. Chapter 2 and 7 (handout). Routledge.
- *Explore in advance* the Political Integrity-index of Vrij Nederland: <http://www.vn.nl/Politieke-Integriteitsindex.htm>
- We start with watching *What is the right thing to do?* by Professor Michael Sandel:
<http://www.youtube.com/watch?v=18IHldzt6bU&list=PLF2900CF84737E005>
- *Assignment during the practical:* Solving an ethical dilemma for leaders with help of a 5 steps model.
- *Do the integrity test (optional)* at: <https://www.123test.nl/integriteit-test/>
- *Watch (optional):* Jeroen Smit in *Leiders Gezocht* (Dutch TV programme, with interviews in English): <http://educatie.ntr.nl/leidersgezocht/2999009/afleveringen/>
- *Film tip:* Shackleton, Apollo 13, Thirteen days, Titanic

Practical 4: The Dark Side of Leadership: It's all about power, greed and the love of money

- *Read in advance:* Lewicki, R.J. & Robinson, R.J. (1998). Ethical and Unethical Bargaining Tactics: An Empirical Study. *Journal of Business Ethics*, 17 (6): 665-682.
- We start with watching some negotiation tactics:
<https://www.youtube.com/watch?v=xjQ5OomkVpg> (Pirates of the Caribbean)
- *Assignment during the practical:* Learning Negotiation Leadership Tactics: We will explore the dark side of leadership in a negotiation game. Use minimally 2 of 5 Negotiation Lies in the role-play.
- *Literature tip:* Joris Luyendijk *Dit kan niet waar zijn* (2015)
- *Watch (optional):* Joris Luyendijk: <http://www.jorisluyendijk.nl> and <http://t.co/wK9ethvCf7>
- *Film tip:* Pirates of the Caribbean, The Wolf of Wall Street

Credits

4 EC

5.2.2 Network Governance: Theories, Methods and Practices

Lecturers

Prof.dr. Erik Hans Klijn (Erasmus University of Rotterdam, The Netherlands), Prof.dr. Joop Koppenjan (Erasmus University of Rotterdam, The Netherlands), Guest lectures: prof. Kimberly Isett, prof. Jenny Lewis (**CANCELLED**)

Date and location

9-12 April (before IRSPM conference April 13-April 15 2016)

Hong Kong, China (City University Hong Kong & Poly Technic University Hong Kong) (**CANCELLED**)

Aim of the course

Recent transformations of state and society have increased the importance of governance networks in formulating, determining and implementing public policy. Governance networks engage public, private and civil society actors at transnational, national, regional and local scales in shaping the future of our societies. Governance networks however may fail due to many causes. Network management is often mentioned to mitigate the risk of failure and enable governance networks to achieve desired outcomes in terms of more effective and democratic governance and more innovation policy making.

Research into governance networks is developing rapidly all over the world. It is offering important opportunities for theoretical and methodological development, and for the generation of new knowledge with both academic and policy relevance. National and local differences demonstrate the need for theoretically and methodologically sound comparative research.

This course is offered by the Netherlands School of Government (NIG) in cooperation with the International Research Society of Public Management (IRSPM). It will bring together PhD students and leading academics from both networks, but also be open for PhD students from other countries. It will create a learning community in which PhD students will:

- Develop their analytical understanding of governance networks;
- Strengthen their theoretical and methodological knowledge;
- Test their ideas and conclusions through dialogue with leading researchers;
- Contextualize their research in a comparative, multi-national setting;
- Build a network of young researchers in the field.

The course includes several types of activity:

- Interactive lectures which presents the state of the art of the field (= lectures)
- Discussions between lecturers and PhD-students on core readings which focus on central questions and topics (= discussions)
- Application of theoretical skills in empirical analysis (= exercise)
- Presentations by PhD students of their own work (= PhD presentations)

Credits

4 EC

5.2.3 Data Management

(Note: This course needs to be followed in the second year!)

Lecturers

Prof. dr. Kees Aarts (University of Twente, coordination), dr. Peter Doorn (DANS Data Archiving and Networking Services), drs. Harold Kroeze (CBS Statistics Netherlands)

Date and location

18-22 April 2016, The Hague (DANS, CBS)

Content

Researchers, scientific journals, funding agencies and other stakeholders attach increasing importance to the verifiability and replication of scientific research. Some of the reasons for the increased attention for these issues are:

- a sharper focus on empirical evidence as the basis of public policies (evidence based policies);
- more and better options for digital conservation of research information, and the rise of shared standards for this;
- access to new data sources of unprecedented size and detail (big data);
- recent malpractices and their consequences for scientific authority.

As a result, the management of your research information – or briefly: data management – requires detailed and timely attention during your PhD research.

Data is shorthand for research information. Data may assume a wide variety of dimensions, shapes and other characteristics. This course aims to familiarize you with the concept of data, the main typologies of data and aspects of the data management plan, and will help you to make the most of your data collection.

The field of data management is anything but new. The Dutch data archive DANS has a history of more than 50 years, and Statistics Netherlands (CBS) was founded in 1899. However, data management is currently growing very rapidly in scope and size, partly as a result of the developments mentioned above. This course is a self-contained introduction to the field. By the end of the week, you will be close to finishing a state-of-the-art, dynamic data management plan that will help you throughout your PhD research and that will make your work much more interesting and worthwhile.

The course is taught during five consecutive days. The main topics for each day are:

Day 1. Basics: data types, the concept of data management, the present state of the field, course goals. Research design and data collection plan. Ethical aspects, privacy aspects, legal aspects

Day 2. Data collection in detail (among other topics: (un)obtrusive data; qualitative and quantitative data, types of data structures, big data)

Day 3 Data curation and documentation

Day 4 Archiving and publishing data. Re-using data; journal policies

Day 5 Data enrichment, linking data, big data

Literature

Required and recommended reading will be announced about six weeks before the start of the course. Many relevant resources can be found on the following websites:

www.dans.knaw.nl, DANS

www.cbs.nl, CBS (Statistics Netherlands)

www.utwente.nl/igs/datalab, IGS Datalab at the University of Twente.

Requirements

Before the week starts, you are required to distribute a *draft data management plan* for your research. An extensive introduction to, and a format for such a plan is available on the website of DANS, www.dans.knaw.nl. During the week, the lecturers introduce and discuss various aspects of data management. Participants present their draft data management plans according to a preset schedule, and these plans will be discussed. After the week, you are required to *revise and resubmit* your data management plan. The revised data management plan will then be evaluated.

Credits

4 EC

5.2.4 Public Professionalism

Lecturer

Prof.dr. Mirko Noordegraaf (Utrecht University)

Date and location

Utrecht

Learning objectives/content/literature/assignments

To be announced

Credits

4 EC