

## Applied Research and Consultancy Internship

### Course coordinator

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### Duration

Max. 7.5 EC - 210 hours

### Partners

*This is the list of internship-partners at this moment. This is a living document and future updates are more than likely.*

*The program needs more than one partner-organization in order to be able to operate.*

[Andersson Elffers Felix](#)

[Nautus](#)

[Nederlandse School voor Openbaar Bestuur](#)

[OECD – Observatory of Public Sector Innovation](#)

[Significant](#)

Additional organizations are welcome to join as partners

PhD candidates can propose internship-organizations themselves

The internship is free for PhD candidates who are signed up to the NIG-program

## The internship

The idea is simple: the PhD candidate has skills (specialized knowledge, research techniques, analytical skills, writing) which can be of immediate practical relevance to applied research and consultancy organizations. During the internship, the PhD candidate as an intern is expected to use those skills in applied research and consultancy work, supporting one or more projects of the organization. In the process, she will learn how to apply those skills in different settings and will also gain relevant professional field knowledge.

The NIG curriculum offers up to 7.5 EC, which stands for 210 hours in total, which can be used for activities pertinent to one's broader professional-academic development. This implies that the applied research and consultancy internship can in principle be agreed for a time-period of up to 210 hours in total.

The internship can be organized flexibly by the partners, within the general parameters, to match the requirements, obligations, needs and ambitions of all parties concerned. There are four major choices that must be made.

### *I. Specialized or generalized?*

In principle, the PhD candidate can operate in the internship as a *specialist*, when her task during the internship is closely related to her ongoing research. Or she can function as a *generalist*, who can contribute to one or more projects outside of her immediate expertise, building on generic skills in analyzing, research or writing. Both options are fine as long as mutual expectations are aligned ex ante.

### *II. Intensity and duration*

The internship is most likely to work best on a part time basis. This ascertains that the candidate can keep the PhD-research-work going while spending some of her time on the internship. Also, it will commit the candidate for a longer period of time to the hosting organization. And in many cases, having some (more) variation in one's working week can be stimulating and productive (and fun). Any combination of intensity and duration is fine,

within the parameters of a max. of 7,5 e.c. / 210 hrs, as long as mutual expectations are aligned ex ante.

### *III. Set or emergent assignment?*

In some cases and for some organizations or for some candidates, it is important to decide up front in what project and in what specific role the candidate can operate. However, in some firms, planning and daily processes are often emergent and incremental with several projects going on simultaneously. It may not always be possible, nor even advisable, to clarify up front what assignment exactly is given to the PhD candidate. She can work in one specific project or add little bits to several projects. All of this is fine, as long as the actual work the candidate conducts is indeed applied research or consultancy work, and – again – only when mutual expectations are aligned ex ante.

### *IV. Language*

The work will be done in the language of the hosting organization. Given the current set of partners, most internships will be in Dutch only. If this internship program works, the NIG directorate aims to add further English-spoken partners to the list of partner-organizations.

## **Routing 2021**

**Application:** send an email to [nig@uu.nl](mailto:nig@uu.nl) signalling your interest. You will be contacted by the coordinator to discuss the options and process ahead.

**Match-making:** the course coordinator facilitates the best possible match between candidates and organizations. The final decision to start an internship is up to the candidate (with the consent of her supervisor) and the organization, of course.

**Actual internship:** the planning is to be decided jointly by organization and candidate.

**Relevance for the development of younger scholars**

This applied research and consultancy internship aims to contribute to the broader professional and academic development of PhD candidates. This can contribute to the PhD-candidates' ongoing research but is also relevant for her broader orientation, skills and future career options. Not all PhD-candidates will want or will be able to continue in academia after they complete their thesis. And also when they are set for academic careers, relevant professional experience outside of the university's premises offers many advantages from a scholarly perspective. In applied research and consultancy, many of the typical qualities and practical tasks of academic research work (analyzing, writing, diving into new policy fields) can be found, yet they are performed somewhat differently. This adds to the skills, the orientation, the employability and relevant experience of PhD-candidates. Beyond that, having some 'experience from the inside' of politics and public administration is of high value for academic teaching and research. This is in line with broader policy initiatives ('erkennen en waarderen'), stressing the relevance of broader academic development beyond the important craft of developing and publishing research.

### **What do the NIG PhD-candidates offer the partners?**

NIG represents [PhD candidates from 12 universities in the Netherlands and Flanders doing research in public administration and political science](#). Every year, approx. 20 new PhD candidates sign up for the program. With a little parabola we could say that NIG represents the best and the brightest young researchers in the field. The candidates generally offer state of the art knowledge of the latest insights in their specific areas of specialization. They tend to be hard-working, resourceful, dedicated and ambitious. And they have good writing skills and the capacity to swiftly master new field and insights.

### **The partnership**

The current set of partners results from the networks of the NIG-directorate. The partnership is principally open. New organizations are welcome to join this program and NIG will always communicate openly what partners are involved.

The agreement is not based on an exchange of funds.

### **Expectations and roles**

The details of the internship need to be agreed by the organization involved, the candidates' supervisors and, obviously, by the candidate herself. The course coordinator is responsible for the program and can be contacted by all parties involved.

#### The internship organization

- Offers an internship
- Clarifies whether it is a specialized (requiring specialized expertise) or general internship
- Assigns an internship supervisor
- Ascertains all necessary physical and digital access to the organization and the support needed to successfully complete the internship.

#### The PhD candidate

- Consults her PhD supervisors and ascertains their approval of the internship in writing
- Contributes wholeheartedly to the internship-task
- Participates in the organization as-if (s)he is an employee during the internship
- Will not use insights and experiences from the internship in academic publications unless with prior written consent from the organization
- Writes a reflection report to complete the internship as a NIG-course.

#### The course coordinator

- Facilitates an efficient matching & selection process between organizations and PhD candidates, yet plays no role in the actual selection. This is up to the organizations and the candidates themselves.
- Acts as contact person and, if necessary, manager of fair and good process of the interests of both parties in the internship
- Assesses the reflection report with portfolio in light of creditation

## Appendix 1 Standard Internship Agreement

### Persoonlijke informatie kandidaat

Naam  
Adres  
Postcode en plaats  
E-mailadres  
Telefoonnummer  
Naam Universiteit  
Naam promotor  
E-mailadres promotor

### Informatie stagebiedende organisatie

Naam organisatie  
Naam stagebegeleider  
Telefoonnummer  
Faxnummer

### Artikel 1: taken tijdens stage

- **Taken van de stagiair:** verwachtingen, taken en verantwoordelijkheden.

### Artikel 2: Begeleiding en evaluatie

- De NIG zal een onderwijsbegeleider aanwijzen die verantwoordelijk is voor de stage en de stagebiedende organisatie zal een stagebegeleider benoemen. Indien er problemen ontstaan zal de stagebegeleider contact opnemen met de onderwijsbegeleider.

### **Artikel 3: Stageafspraken**

- Het aantal voorziene ECTS-studiepunten voor de stage bedraagt (met een max. van 7,5, wat overeenkomt met 210 uur):
- Afspraken over start- en eindmoment, aantallen dagen per week, verwachtingen t.a.v. beschikbaarheid van de stagiaire:
- Afspraken over reiskosten- of andere vergoedingen:
- De stagiair neemt alle regelingen van de stagebiedende organisatie in acht.
- De stagebiedende organisatie verschaft de stagiair de noodzakelijke faciliteiten om zijn/haar taken uit te voeren en doelstellingen te bereiken.

### **Artikel 4 Geheimhouding**

- De stagiair is verplicht geheimhouding te betrachten ten aanzien van zijn of haar activiteiten tijdens de stage bij de stagebiedende organisatie indien deze daarom verzoekt, tenzij anders afgesproken.
- De stagiair zal niet zonder schriftelijke toestemming van de organisatie vooraf publiceren op basis van de ervaringen tijdens de stage.

### **Artikel 5: Geschillen**

- De stagiair zal de stagebegeleider van de stagebiedende organisatie als eerste benaderen ingeval van een geschil. Indien het geschil niet minnelijk kan worden opgelost tussen de stagebegeleider en de studentstagiair zal het worden voorgelegd aan de onderwijsbegeleider teneinde te trachten een voor alle partijen aanvaardbare oplossing te vinden.

### **Ondertekening**

De ondergetekenden bevestigen de juistheid van alle bepalingen in deze overeenkomst en gaan akkoord met alle uitgangspunten en artikelen er in.

### **Namens de stage-organisatie**

- Naam stage-biedende organisatie en naam vertegenwoordiger

Handtekening en datum

### **Namens de NIG-promovenda/-us**

- Naam stagiaire

Handtekening en datum

### **Namens de promotor**

- Naam promotor

Handtekening en datum

### **Namens de NIG**

- Naam vertegenwoordiger NIG
- Handtekening en datum



## Appendix 2 Guidelines Reflective report

A reflective report is required. The reflective report and portfolio are first of all relevant to the PhD-candidate aiming to learn from the internship. Structured reflection helps to make implicit learning experiences explicit, and facilitates the encoding of experience and self-realization of strengths, lessons and future challenges. The reflective report and portfolio are secondly all relevant to the course coordinator assessing such activities in light of assigning credits.

### Requirements

#### PART 1 DESCRIPTION

- The name of the internship organization
- Timeframe
- A description of activities, as concrete as possible
- A description of the candidates' role in the activities
- A guesstimation of time spent on the specific tasks

This section has no word limits or targets. It should be factual and specific, can be written in bullets. No literary ambitions necessary. The purpose is simply to make the reader understand what it is in practical terms the PhD candidate has done. If possible, a portfolio with 'products' from the internship can be added.

#### PART 2 REFLECTION

You are kindly asked to reflect on the questions below:

- What professional-academic skills have you developed during this activity?
- In this role: what would you say was your main strength? Please elaborate on your answer and include (at least) one specific situation or example.
- After having performed this role: what would you say is the professional-academic skill you most need to develop in the future? Please elaborate on your answer and include (at least) one specific situation or example.

- Was this activity mostly relevant for your 1) specific PhD-project, 2) your general academic skills, 3) your academic networks, or 4) your general professional skills, also in relation to the non-academic job market. Please choose one of the above as the most relevant and reflect on your answer.

This part would be around 1.000 words max.

