


# Chapter 8

## PhD Research

### Training Process: Impact of Generative AI on Completion Time and Rate

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#### **ABSTRACT**

*This chapter articulates the strategies supervisors implement to play a pivotal role in guiding their PhD students in conducting organization and management research in Australian universities. It applies the talent-development-in-achievement-domains (TAD) framework to analyze PhD training programs and identify the challenges of the PhD program in the Business Schools of Australian universities. In this chapter, the authors reviewed relevant literature, visited the websites of ten business schools at Australian universities and five websites of international universities' business schools, investigated their PhD programs, and found the common objective of their PhD programs was to develop PhD candidates' capabilities of producing new knowledge. The prevalent challenges identified in Australian universities are PhD*

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*completion time and PhD completion rate. This chapter recommends taking advantage of Generative AI technology to respond to the challenges and mentions more challenges derived from introducing generative AI technology to the PhD program at Australian universities.*

## **INTRODUCTION**

This chapter articulates the strategies implemented by supervisors to guide PhD students in conducting organizational and management research within Australian universities. In an era characterized by a knowledge explosion, many individuals encounter challenges in meeting their career development needs by relying solely on the knowledge acquired through coursework (Larson & Gary, 2020). Rapid technological advancements, particularly in artificial intelligence, necessitate that companies seek employees capable of quickly learning existing knowledge while simultaneously generating new insights to adapt to these changes (Alenezi et al., 2023). This evolving demand for research-capable talent significantly impacts the labor market, leading to increased opportunities in research-based doctoral and master's programs at universities (Nankervis et al., 2022).

## **BACKGROUND**

Matthews and Ross (2010) contended that research is conducted in various contexts for different purposes, necessitating diverse definitions of the term. In their work, they provide four distinct definitions, one of which states that research is “the systematic, controlled empirical and critical investigation of hypothetical propositions about presumed relations among natural phenomena” (Matthews & Ross, 2010, p. 8). Based on this definition, we assert that not every undergraduate can be effectively trained as a qualified researcher within a limited timeframe (Lovitts & Nelson, 2000). This presents a challenge for higher education institutions (HEIs), which must locate, attract, and recruit eligible undergraduates for research-based doctoral and master's programs (Cornwall et al., 2019). The presence of research-oriented students is critical to the success of research programs (Torka, 2020).

Evidence suggests that many world-class universities leverage their prestige and resources to attract international talent (Khoshtaria et al., 2020; Oleksiyenko et al., 2021). This competitive advantage allows HEIs to create robust candidate pools from which they can select and train exceptional research-oriented undergraduates. In contrast, other universities adopt a systematic process to identify, select, and recruit talented research-oriented students, guiding them through stages such as:

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