

The professional profile of PhD-holders

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Core business

PHASE 1 Evaluation

I developed this skill by critically comparing my results with values reported in the literature, especially when identical or similar parameters were used. I evaluated whether differences came from assumptions, datasets, methods, or uncertainties, rather than simply accepting published values. I also discussed my interpretations with supervisors and colleagues, exposed my work to feedback, and used this criticism to refine my analysis. This helped me judge both the quality of my own results and the relevance of other contributions.

PHASE 1 Information management

I developed this skill by systematically reviewing the literature throughout my PhD work, combining searches on arXiv, NASA ADS, Google Scholar, and bibliographic references from key papers. I learned to identify relevant and reliable sources, compare recent results with established work, and organise papers by topic, method, and relevance to my research questions. I also maintained structured notes and reference lists to track the state of the art, follow new developments, and decide when expert input or deeper investigation was needed.

Personal and relational qualities

PHASE 1 Collaboration

I developed this skill by working with researchers from different universities and adapting to different academic environments, methods, and expectations. I also participated in summer schools, workshops, and scientific meetings, which helped me build a professional network beyond my immediate research group. These experiences taught me how to exchange ideas, identify common interests, understand the limits of collaboration, and maintain productive relationships with colleagues in my field.

PHASE 1 Commitment

I developed this skill by persevering through the demanding and uncertain parts of Masters and PhD research, including setbacks in analysis, unexpected results, and the routine work required to make progress. My motivation came from the scientific questions behind my project and from improving the quality of my results. When difficulties arose, I learned from mistakes, adjusted my methods, compared my work carefully with the literature, and relied on feedback from supervisors and peers to keep moving forward.

PHASE 1 Balance

I developed this skill by working with several supervisors and collaborators across different universities, which helped me understand my strengths, limits, and areas for improvement. Their guidance and feedback taught me when to work independently and when to seek support. Through research setbacks, literature comparisons, and discussions with colleagues, I learned to place my work in a broader scientific context, communicate it more clearly, and manage pressure while maintaining a healthy balance between professional and personal life.

PHASE 1 Listening and empathy

I developed this skill by studying and working in several countries and academic environments, which exposed me to different cultures, communication styles, and ways of thinking. Working with supervisors, collaborators, and peers from different backgrounds taught me to listen carefully, adapt my explanations, and understand expectations before responding. These experiences helped me become more open to feedback, more attentive to others' needs, and better able to collaborate respectfully with people from different fields and cultures.

Business management and value creation

PHASE 1 Managing change

I developed this skill by adapting to different academic environments, supervisors, and ways of working during my Masters and now PhD. Changes in research direction, unexpected results, and comparisons with the literature required me to adjust my methods and priorities regularly. Studying and working in different countries also helped me become more flexible and open to new approaches. I learned to ask for advice from supervisors, collaborators, and peers when needed, while using new opportunities such as summer schools and collaborations to strengthen my project and professional development.

PHASE 1 Decision-making

I developed this skill by managing three research projects in parallel during my PhD, which required me to make regular decisions about priorities, methods, and next steps. For each project, I had to decide which analyses to pursue, when to revise an approach, and how to compare my results with the literature before drawing conclusions. I also supported discussions with supervisors by presenting clear results, possible interpretations, and alternative scenarios, allowing decisions to be based on evidence rather than assumptions.

PHASE 1 Producing results

I developed this skill by turning research questions into concrete analyses across my three PhD projects. I tested methods, compared the first results with the literature, identified weaknesses, and refined the analysis until the results were reliable and scientifically useful. I also learned to present outcomes in a form suitable for discussion with supervisors and collaborators, and to judge whether the best way to exploit them was through further analysis, conference presentation, or publication.

Strategy and Leadership

PHASE 1 Leadership

I developed this skill by helping supervise a Master's student and by contributing to the coordination of work across my PhD projects. This involved explaining scientific ideas clearly, giving constructive feedback, helping define next steps, and supporting progress without taking over the work. I also learned to build trust with collaborators and supervisors by being reliable, transparent, and open to discussion. These experiences helped me mobilize people around shared research goals and strengthen my ability to guide a project.