Basis fo	r discussion	for induction of	newly admit	ted doctoral students		
Name:						
The purpose of this document is to identify areas where the expectations of the doctoral student and the supervisor for the period of doctoral study differ. It takes the form of a questionnaire, to be filled in individually by both the doctoral student and the supervisor with the specific doctoral student/PhD project in mind. Once the questionnaires have been filled in, the supervisor and doctoral student compare their responses and have a more in-depth discussion, primarily of the differences, but also of the similarities in their expectations.						
Instruction	18					
Circle the option that best agrees with YOUR VIEW OF WHAT THE SITUATION SHOULD BE. Choose a figure between the two ends of the scale to indicate a position between the two extremes. Circle 3 if you think both options are equally important.						
General						
My view of	the period of doc	toral study as a whole:				
1	2	3	4	5		
employmen	employment education					
The goal of	the period of do	ctoral study:				
1	2	3	4	5		
to write a th	hesis	to become a competent researcher				
Indicate some other important goals of the period of doctoral study:						
Supervision						
What form should the supervision principally take?						
1	2	3	4	5		
spontaneou	s discussions			booked meetings		
How often should some form of supervision/discussion take place?						
daily	every week	every second week	every month	every six months		
Who should supervise?						
1	2	3	4	5		
One principal supervisor				One principal supervisor supported by one or more assistant supervisors		

$Who\ should$	take the initiati <sup>,</sup>	ve for supervisi	on?		
1	2	3	4	5	
supervisor				doct	oral student
How quick a	response to a n	nanuscript is it	reasonable to exp	pect from the si	upervisor?
1 day	2 days	3 days	1 week	2 weeks	1 month
Who is respo	onsible for the in	ıdividual study	plan?		
1	2	3	4	5	
supervisor				doct	oral student
The research	n work should to	ıke place:			
1	2	3	4	5	
according to a set schedule with strict deadlines					pletely freely
Who should	define any dead	llines?			
1	2	3	4	5	
supervisor				doct	oral student
Research					
Who should	define the origi	nal research pr	oject?		
1	2	3	4	5	
supervisor				doct	oral student
Who should	run the researci	h project (atten	d meetings, act as	s contact perso	n, etc.)?
1	2	3	4	5	
supervisor				doct	oral student
Who should	be responsible j	for solving scie	ntific problems?		
1	2	3	4	5	
supervisor				doct	oral student
Who should	solve practical	problems (equi	pment, fieldwork,	logistics, etc.)	?
1	2	3	4	5	
supervisor				doct	oral student
Thesis					
Who should	decide the cont	ents of the thesi	is?		
1	2	3	4	5	
supervisor				doct	oral student

The doctoral student	can decide d	on the form of t	he thesis (comp	osition or monograph):
1	2	3	4	5
to a low extent				to a high extent
The doctoral student	can decide t	he scope of the	thesis (number	of articles or chapters):
1	2	3	4	5
to a low extent				to a high extent
How should/will the	research woi	k mostly be co	nducted?	
1	2	3	4	5
individually				with others
Publication/owners	hip etc.			
Who should have the	rights to the	doctoral stude	ent's research fi	ndings?
1	2	3	4	5
Dept/univ.	Dept/univ. supervisor			doctoral student
Who should have the	right to pub	lish the doctor	al student's rese	earch findings?
1	2	3	4	5
supervisor				doctoral student
Publication of the do	ctoral studer	nt's material sh	ould take place	:
1	2	3	4	5
with the supervisor/ other colleagues				by the doctoral student him-/herself
Ethical issues influen	ice the resear	rch:		
1	2	3	4	5
to a low extent				to a high extent
Funding				
Who should apply for	r funding for	ongoing proje	ct costs (materi	als, fieldwork, etc.)?
1	2	3	4	5
project manager/supe	ervisor			doctoral student
Who should apply for	r funding for	travel to confe	erences, worksh	ops, etc.?
1	2	3	4	5
project manager/supe	ervisor			doctoral student

## Access to own computer/telephone/fax, etc.: 1 2 3 4 5 should be available doctoral student organises independently at the workplace *The work may periodically be undertaken from another location (field, other study location, etc.):* 3 Likely/desirable Not likely/undesirable Working hours/annual leave Working hours: 2 3 5 4 free working hours strict working hours Annual leave: 2 3 5 4 strict use of annual leave free use of annual leave (primarily the month of July) Working more than normal working hours: 3 4 5 right wrong Courses Who should decide what courses the doctoral student will take? 3 4 5 doctoral student supervisor The courses should be chosen: 2 3 4 5 from within the narrow broadly from across the discipline area of research **Teaching** *The doctoral student should teach:* 2 1 3 4 5

as much as possible

Workplace

as little as possible

Subject matter of te	eaching:			
1	2	3	4	5
within the narrow area of research				broadly across the discipline
Distribution of the	e activities o	over time		
	ctivity resear	rch, theoretical s	studies (courses)	k the level of activity in each of and <u>teaching</u> should be
Level of activity (	%)			
Time (years)				
Use different symb	ols for the th	nree curves.		
Miscellaneous				
Participating in shis:	ared academ	nic activities at t	he department/d	ivision (seminars, meetings, etc
1	2	3	4	5
unimportant				important
Socialising with other	her doctoral	students and res	searchers at the	department/division is:
1	2	3	4	5
unimportant				important
Participating in sh discussions, etc.) is		activities at the a	lepartment/divist	ion (coffee breaks, parties,
1	2	3	4	5
unimportant				important