

Doctoral programmes at the School of Engineering Sciences
KTH – Royal Institute of Technology

Expectation form

This form¹ with questions can serve as a basis for discussion between supervisors and doctoral students, preferably at an early stage of the third-cycle education and then as a follow up whenever necessary. The questions can be answered separately by the supervisor and the doctoral student and then discussed. Similarities and differences in expectations about supervision, research, working hours, teaching and collaboration, work environment, et cetera, will be elucidated at an early stage. This exercise can also lead to further discussion on topics where significantly different points of view occur. The dialogue can also bring the different perspectives closer to each other and sort out misunderstandings. The intention of this exercise is to establish a good *supervisor-doctoral student* relationship from the beginning and give the doctoral student a smooth third-cycle education journey.

Name of doctoral student:

Name of supervisor:

Name of co-supervisor:

Name of co-supervisor:

Date:

Instructions

Circle the option that best corresponds to how you think things SHOULD be. Circling one of the three options in the middle means that both ends of the scale are applicable but to different extents. For example, if you find both ends of the scale equally correct/important, circle the option in the middle.

¹ This *Expectation form* is inspired by EECS School's corresponding document, which in turn was based on a template developed by the Department of Political Science, Lund University, the University of Gothenburg, and Kristianstad University's Research Platform for Collaboration for Health, January 20, 2017.

THIRD-CYCLE EDUCATION

1. My overall view of the third-cycle programme is that it is:

employment ←————→ **education**

1	2	3	4	5
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2. The aim of the third-cycle programme is to:

write thesis ←————→ **acquire tools
for becoming
a researcher**

1	2	3	4	5
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3. Other important objectives of the third-cycle programme:

i)

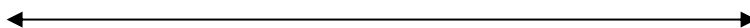
ii)

iii)

SUPERVISION

4. Supervision shall primarily take place in the form of:

**spontaneous
discussions**



**scheduled
meetings**

1	2	3	4	5
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5. In what areas, and to what extent, is the doctoral student expected to take initiatives and independent responsibility during the coming year? (incl. contact with supervisor)

i)

ii)

iii)

6. How often should supervision take place?

Every day	Once every week	Every month	Every quarter	Every six month
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7. How much practical support (hands-on help) should the doctoral student expect?

When needed	Once every week	Every month	Every quarter	Never
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8. What roles are the different supervisors to have during the coming year?

i)

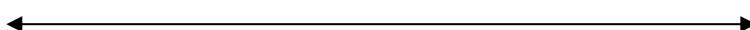
ii)

iii)

iv)

9. Who initiates supervision?

Supervisors



**Doctoral
student**

1	2	3	4	5
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10. How often should the doctoral student present new *thesis-related* text to their supervisors?

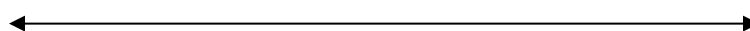
Every week	Every month	Every quarter	Every six months	Every year
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11. How many days should it reasonably take for the supervisors to give feedback on a manuscript or *thesis-related* text?

1 day	3 days	1 week	2 weeks	1 month
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12. Research is to be conducted:

**according to
an established
plan**

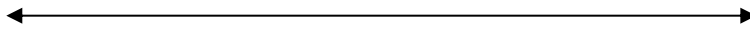


**freely with
strict
deadlines**

1	2	3	4	5
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13. Who sets the timetable and deadlines?

Supervisors



**Doctoral
student**

1	2	3	4	5
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14. Who is primarily responsible for the third-cycle project?

Supervisors

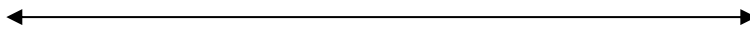


**Doctoral
student**

1	2	3	4	5
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15. Who is responsible for solving issues of research ethics?

Supervisors

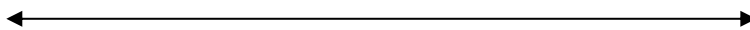


**Doctoral
student**

1	2	3	4	5
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16. Who is responsible for solving scientific issues?

Supervisors

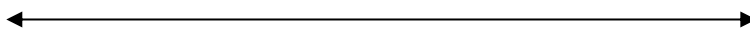


**Doctoral
student**

1	2	3	4	5
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17. Who is responsible for solving financial issues?

Supervisors

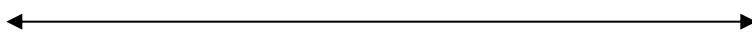


**Doctoral
student**

1	2	3	4	5
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18. Who decides which courses the doctoral student is to take?

Supervisors

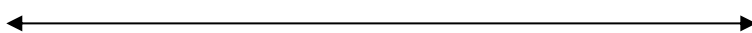


Doctoral student

1	2	3	4	5
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19. Who is responsible for individual study plan (ISP)?

Supervisors



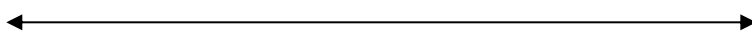
Doctoral student

1	2	3	4	5
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WORKING HOURS

20. The working hours are:

fixed

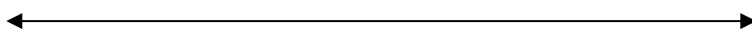


flexible

1	2	3	4	5
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21. Attendance at the department is:

mandatory



optional

1	2	3	4	5
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22. The scope of the full-time thesis project corresponds to:

< 40 h/week

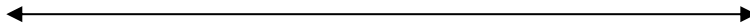
40 h/week

> 40 h/week

TEACHING & COLLABORATION

23. The doctoral student is to teach:

as little as possible

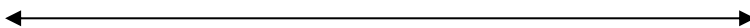


as much as possible

1	2	3	4	5
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24. The teaching is to:

be related to the research field



be as broad as possible

1	2	3	4	5
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25. Participation in research seminars is:

optional

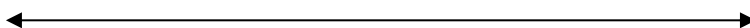


mandatory

1	2	3	4	5
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26. Social interaction with other doctoral students and researchers is:

not important



important

1	2	3	4	5
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DOCTORAL STUDENT'S FUTURE

27. When, on the programme, should you consider future career options?

**At an early
stage**



**Towards the
end**

1	2	3	4	5
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28. What career paths are there?

i)

ii)

iii)

iv)

WORK ENVIRONMENT

29. If a difference in expectations between the doctoral student and the supervisor leads to conflict, how should this be handled?

30. If the doctoral student experiences procrastination, stress or other ill health, how should this be handled? What role should the supervisor have?