

Guidelines for future doctoral students

General remarks

- > Motives for attaining a doctoral degree
- > General conditions
- > Financing

The doctoral degree programme at the University of Liechtenstein

- > Goals and structure of the degree programme
- > Academic degree
- > Study and work

Application

- > Documents
- > Formalities (submission, deadlines etc.)
- > Advice and information
- > Procedure and decision

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The aim of this brochure is to provide doctoral students at University of Liechtenstein with general information about the general conditions connected with a doctoral degree.

Some of the information presented here was taken from the "I want to work on a doctorate" booklet published by the University of Kassel. We wish to thank the colleagues at the University of Kassel's Research Department for allowing us to use the manuscript.

1. Motives for attaining a doctoral degree

Even during their Master studies, most students ask themselves what they will do after it. One route they can travel is into the world of research, with their activities in academic research culminating in an academic or a work-oriented setting.

What motives speak in favour of devoting a limited time to academia and/or research at University of Liechtenstein and seeking a doctorate?

There is one definitely bad reason:

- > When you are not sure what to do otherwise.

There are also good reasons for starting a doctoral degree programme, e.g.:

- > You want to improve your professional prospects, since without a doctorate you will not get a good job in your preferred discipline.
- > A professor offers a place with the option of a doctorate in view of the student's suitability to carry out research-based work.

And there is one very good reason for aiming for a doctorate:

- > You derive pleasure from researching an unanswered question that simply will not leave you in order to then begin a research-related career in academia (e.g. in a senior university post through a postdoctoral thesis or a professorship) or even outside a higher-learning setting.

2. Fundamental notes

2.1. Some important questions and aspects to begin with

The plan to pursue a doctoral degree is usually formed during a master's course or even, in rare cases, while studying for a bachelor's degree as part of a wish to pursue a career in research.

With the Master's thesis, the student has already researched a topic scientifically and can clearly see that further exciting questions will arise. As a rule, though, it has also become clearer whether the conditions applied to the work to date is suitable for another thesis or requires improvement.

At any rate, all considerations are founded on an intensive investigation to see if an academic career should be pursued and the necessary ardour for research is on hand, and whether the qualifications needed for it have been gained.

Questions that need answering:

- Does the prospective student have own ideas for research topics?
- Have interesting aspects already been revealed in the Master's thesis that may require more intensive work?
- Is there an academic problem that is worth spending a lot of effort, time and money on in bringing it to a positive conclusion?
- Is the problem new, original and relevant?
- Does the student have the patience, tenacity and ability to recognise and surmount difficulties?
- Have the subject knowledge and methodological skills been mastered to such an extent that they can be applied productively to the problem?
- Is the student capable of operationalising their own ideas to produce a realistic work and time plan?
- Have the formal requirements for a doctorate been fulfilled? – see Regulations Governing the Conferring of Doctorates

Other not unimportant aspects:

- The doctoral degree programme takes three to five years to complete. Is this compatible with the individual's life and/or career planning?
- Where will financing come from (regular employment by University of Liechtenstein or project-related employment; professional activity outside the university; other sources – grants etc.)?

2.2. Selecting the place of study and workgroup

Completion of the Master's degree course ends the phase of basic academic training and it makes sense to consider switching to another university if research-oriented activities are the goal. A change can be beneficial in enabling the spectrum of problems and methods to be adapted and perspectives broadened. Academics learn more about their focuses and working methods from the literature they work through, perhaps also from attending congresses and conferences. It is therefore necessary for them to consider which workgroup fits their own ideas best. As a result, the choice of place to study and/or workgroup depends on the preferred subject focus.

2.3. Team mentoring

The crucial question, however, is whether a professor is available who can and wants to advise students in their studies (doctoral adviser). Here, human relations are paramount since a more intensive personal relationship grows over several years. The human factor should neither result in a slavish dependence on that person's work over the student's own research, nor should someone be selected for their personal qualities who may not be the right person to deal with the selected subject.

The academic environment must permit creative as well as critical dialogue about the student's work and methodical problems, and allow discussion and reflection on progress and impasses. Supervisors must themselves be deeply involved in successful research and ensure that results can be published and/or presented at congresses.

Doctoral students at University of Liechtenstein are therefore supported by at least one co-supervisor who is in most cases active at other universities. They work closely with the supervisor and form the «mentor team».

2.4. Researching in groups or teams

In the past, doctoral students were traditionally advised to «fight» for their own knowledge advances. Now the emphasis is on developing the options that exist to learn in a group of like-minded individuals. Structures have arisen in recent years that permit a different organised form of doctoral studies, the «graduate and/or postgraduate college». These can be set up at University of Liechtenstein, too, including in association with colleges at other universities. The professors can provide information about the current situation and future plans.

The college members take part in a selection process whose result may lead to the granting of a scholarship. People who finance their doctoral degree programme in another way also frequently have the option of joining a college. As a rule, they structure their work in a number of sections, grouping 10 to 20 doctoral students studying related subjects and several supervisors together. Besides that, a systematic degree programme is in place that can help students prepare for their doctorates and place their dissertations in a holistic research context.

In this way, the doctorate is no longer based solely on the individual working and/or mentoring relationship between the professor and student, but gives rise to a well-organised work phase. If there is an opportunity to join a college it should be used, even if it is not linked to a grant or a university appointment.

2.5. Study costs and financing

A productive environment also entails financing of the student's work in a meaningful way. After all, not only the costs for the student's living expenses must be covered by an income. The infrastructure (workplace), perhaps new equipment, software and literature must also be acquired, and the costs of visiting congresses and conferences must be met. There are therefore several questions that need asking and clarifying with the prospective supervisor as to whether there is adequate financing secured to cover expenses over and beyond living expenses for the entire duration of the work.

Tuition fees must be paid at the start of each semester to completion of the course (see point 3.8).

Doctoral students may be taken on as academic employees for a limited time and generally have their workplace at University of Liechtenstein. The degree programme is also possible at University of Liechtenstein without employment if financing is secured from another source.

2.6. Status of doctoral students

Doctoral students are **students of University of Liechtenstein** and as such can take advantage of various benefits (use of its libraries and online databases; subsidised catering in the cafeteria; student ID etc.). A written **study agreement** is concluded between the doctoral student and supervisor to give security to both sides and specify the student's rights and obligations.

Based on the EU's recommendations (European Charta for Researchers, 2005), doctoral students are considered «**early stage researchers**» and their work is assessed as a professional activity.

2.7. Publishing and publications

The publishing of the dissertation results occurs either as a cumulative dissertation or as a monograph. The supervisors will stipulate the form the dissertation is to take with the doctoral student. The supervisors must also ensure that publication of the research results is unhindered. In all cases, the supervisors should be consulted to determine the extent to which restrictions may apply (e.g. waiting times for granting patents) or other obligations, such as confidentiality agreements with a company if the dissertation is carried out outside University of Liechtenstein in cooperation with a partner, for example.

The publishing or publication of results always depends on the supervisors' agreement and may be subject to other conditions.

3. The doctoral degree programme

3.1. The «European Doctorate»

The doctoral degree programme at University of Liechtenstein is based on the usual international standards and features. The course of study meets the recommendations for the «European Doctorate» of the European University Association (EUA; formerly *Confederation of European Union Rectors' Conference*) and the standards set by the Bologna process. Its recommendations and features are:

- Supervisors and co-supervisors are from at least two institutes not based in the same country;
- Doctoral students are integrated in cross-border networks of universities and research institutes to guarantee a broader subject-area education;
- Doctoral students should complete at least one semester at another university or research institute in another country;
- Examinations should be held partially or wholly in another European language;
- The degree programme builds on a consecutive Master's degree programme or a comparable programme lasting at least three years.

Academic credits, the structure of the course of study and the degree are described in the diploma supplement to the doctoral degree certificate.

3.2. Aims of the degree programme

The **doctoral degree programme** at University of Liechtenstein is both an **education through research** and an **education for research**. It serves the training and furtherance of the next generation of academics **on the basis of consecutive Master's studies**.

The aim is to **provide training closely linked to research** in the disciplines with reference to the university's research focuses in preparing doctoral students for a later career in academia (academic track) or an academia-based activity (standard track) in practice. It serves to **convey independent research, presentation and publication competencies**.

3.3. Degree programmes

University of Liechtenstein offers two doctoral degree programmes:

Business Economics specialising in:

- > Entrepreneurship and Management
- > Information and Process Management
- > International Financial Services

Architecture and Planning specialising in:

- > Architectural Design Theory
- > Sustainable Design
- > Sustainable Urban Design and Planning

3.4. Structure and duration of the degree programme

The degree programme is divided into **preparation** and **dissertation phases**. The preparation phase is completed by a **colloquium** and the dissertation phase by a **disputation (defence)**.

Doctoral degree programme			
Preparation phase	Colloquium	Dissertation phase	Disputation
Method modules Subject modules Preliminary study (research plan)	Presentation of the preliminary study	Academic work - Dissertation Doctoral seminars and/or colloquiums; conference participation; PhD Summer School	Defence and presentation of the dissertation
1st and 2nd semesters		3rd to 6th semesters	

3.4.1. Preparation phase

The preparation phase is a profile-related curricular element of the course of study. It serves to promote and develop methodical, subject-relevant and interdisciplinary skills and key qualifications for the research activity. Various subject and methodical modules supplement and deepen knowledge in the selected specialisation in the named disciplines. This ensures that the subsequent research work is at a customarily high international level.

The preparation phase should also empower students to assess for themselves whether they actually meet the requirements and objectives of a doctorate.

Preliminary study - Research plan

Besides attending method and subject modules, students must also draw up a preliminary study as a research plan. This study describes in detail the plans for the dissertation and the methodical approach, and contains evidence of research work already carried out.

In the **colloquium** the preliminary study at the end of the preparation phase, the dissertation project is presented and the approach explained. The colloquium is not public.

Duration and ECTS

The preparation phase lasts two to four semesters. Course achievements in the modules are accounted for with ECTS credits. The study programme of the preparation phase covers required modules and core electives adding up to at least 20 ECTS credits.

3.4.2. Dissertation phase

In the dissertation phase an independent academic accomplishment in the form of a dissertation is written and presented. Only those students who have achieved the defined goals for the preparation phase are admitted to this phase.

Doctoral seminars and colloquia

Students must attend doctoral seminars and/or colloquia during the dissertation phase.

Dissertation

The dissertation can be submitted in the form of a monograph or as separate academic contributions (cumulative dissertation). A cumulative dissertation consists of several contributions that meet the quality standard of prestigious international journals. They must have been published or have been approved for publication by a publisher. The dissertation's form must be defined at the start of work with the supervisor. Further details of the thesis are described in Section 5.

Disputation

The disputation is an oral presentation that determines whether the dissertation meets the stipulated requirements. The examination is public.

Duration and ECTS

The dissertation phase lasts four to six semesters. Course achievements in the modules are accounted with ECTS credits.

3.5. English language skills

English language skills at least of level C1 of the Common European Framework of Reference for Languages (CEFR) are required, provided that the mother tongue is not English. Further details are published in the Admission Guidelines.

3.6. Academic degree

The following academic degrees are granted according to the Regulations Governing the Conferring of Doctorates:

Business Economics

Dr. rer. oec. – Doktorin bzw. Doktor der Wirtschaftswissenschaften

PhD – Doctor of Philosophy in Business Economics

Architecture and Spatial Development

Dr. sc. – Doktorin bzw. Doktor der Wissenschaft

PhD – Doctor of Philosophy in Architecture and Planning

3.7. Course of study and career

Doctoral students are, on the one hand, students and, on the other, are also active professionally as qualified junior academics. They are to be actively included in the teaching activity of the university and as research staff in the research activities of an institute. These activities serve to prepare them for a later academic career. The execution of the dissertation outside University of Liechtenstein is therefore only possible in well-founded exceptional cases. The supervisor and the doctoral commission have to agree. If professional work is undertaken outside the university, it must be possible to conduct the course of study and research work within the timeframe provided. This requires that the workload at the job be greatly reduced (recommendation: workload maximum 50%). The research contents and professional work have to be in the same subject area.

3.8. Fees

The currently applicable fees are published in the scale of fees.

4. Application

4.1. Fundamental notes

Based on the application documents the doctoral commission at University of Liechtenstein gives a recommendation. The acceptance requirements contained in the Admission Guidelines must be met.

Besides these formal requirements, the supervisor of the University of Liechtenstein must have consented before an application is submitted (see application form).

Two aspects are linked to an application:

Legal security

Once the doctoral commission has recommended the admission, basically there are no more formal problems and the doctoral degree programme can be begun on the planned date. If an employment relationship is entered into with University of Liechtenstein, the student takes up a temporary position. The contract details the duration of the temporary employment, the type and scope of work to be performed over and beyond the course of study.

If conditions are stated relating to additional qualifications, they have to be performed before starting of the study.

In addition, all doctoral students conclude a study agreement regarding the doctoral degree programme to provide security for both sides.

Goals

The earlier the goal of a doctorate is established the faster the focus can be trained on starting it. At the time of the application, a short **exposé** is submitted to the supervisor detailing the project (see point 4.3.2 below). It serves the decision-making process. It also serves candidates in setting out what can be achieved as part of the doctoral study course in terms of content and timeframe. Naturally this does not mean that a set framework must be slavishly followed. There are certainly good reasons for deviating from a planned course in content and schedule. Nevertheless, if carefully prepared, it will serve as a guideline for the whole. The doctoral commission is sent the exposé with the application.

4.2. Application with a research focus

Dissertations with the following research focuses are currently available at University of Liechtenstein:

- | | |
|--|--|
| > Business Process Management | Institute for Business Information Systems |
| > Sustainable Planning and Building | Institute of Architecture and Planning |
| > Growth and Complexity | Institute for Entrepreneurship |
| > Wealth Management | Institute for Financial Services |

The Doctoral study courses listed under point 3.3 with optional specialisation are oriented to these focuses. The application must clearly demonstrate that the selected research subject is anchored in one of these focuses so that it makes an overall contribution to the research work of University of Liechtenstein.

4.3. Application documents

All documents must be submitted in **English** or **German**. All required documents are listed in the application form.

On acceptance, the student must supply **notarized copies** of these documents (e.g. certified by the establishment who issued them, by the applicable authorities or by a notary) in order to verify their correctness. These documents must be supplied either in **German or English** (certified translations). The University of Liechtenstein is entitled to submit them to NARIC Liechtenstein for verification of their authenticity.

It is strongly advised NOT to send original documents to the University of Liechtenstein. The University of Liechtenstein accepts no liability for loss or damage.

4.3.1. Transcript of data and diploma

4.3.1.1. Master's degree or a comparable diploma

Applicants who did not receive their Master's at the university of Liechtenstein must submit a diploma which is issued by a government-approved university/establishment. Diplomas from continuing education programmes (Executive Master, LL.M., MBA, MAS etc.) are not recognised.

Information on recognised universities and degrees and/or accredited programmes

> **Switzerland** / Rectors' Conference of Swiss Universities: www.swissuniversities.ch

> **Austria** / Ministry of Science and Research: www.bmwf.gv.at

> **Germany** / Rectors' Conference of German Universities HRK – *Hochschulkompass*: www.hochschulkompass.de/accredited-programmes

> **Great Britain** / Department for Business Innovation & Skills / recognised and listed bodies
www.gov.uk/recognised-uk-degrees

The University of Wales, the Open University and other universities award degrees in which a study programme has been completed at another institution (often also completed abroad). If the programme was completed at a recognised English university, the diploma can be recognised.

> **France** / Diplomas are only recognised from universities belonging to one of the following conferences:
Conférence des Présidents des d'Université (CPU): www.cpu.fr
Conférence des Directeurs des Ecoles Françaises d'Ingénieurs (CDEFI): www.cdefi.fr
Conférences des Grandes Ecoles: www.cge.asso.fr
Note: Bachelor degrees awarded by the Grandes Ecoles are not national degrees!

> **India** / Diplomas are only recognised from universities holding accreditation from the UGC University Grants Commission: www.ugc.ac.in

> **USA** / In the USA the university must be accredited by one of the following agencies (candidate status is not sufficient):

- Middle States Association of Colleges and Schools (MSA): www.msche.org
- New England Association of Schools and Colleges (NEASC-CIHE): www.neasc.org
- North Central Association of Colleges and Schools (NCA-HLC):
www.nchigherlearningcommission.org
- Northwest Commission on Colleges and Universities (NWCCU): www.nwccu.org
- Southern Association of Colleges and Schools (SACS): www.sacscoc.org
- Western Association of Schools and Colleges (WASC-ACCJC): www.wascweb.org
- Accrediting Commission for Community and Junior Colleges: www.accjc.org
- Accrediting Commission for Senior Colleges and Universities: www.wascweb.org

> **China** / Degrees are only recognised from universities participating in the '211 Project':
www.daad.org.cn; to be eligible for admission, students must produce an 'APS China -Process Interview' certificate.

The following reference sources also provide information on the recognition and/or accreditation of a university:

Anabin (Information portal on the recognition of foreign educational qualifications); data base of the Central Services for Foreign Educational Affairs, the German NARIC): anabin.kmk.org
This information is designed primarily for German authorities and universities.
H+: recognised or accredited university
H-: not a recognised university
H+/H-: individual programmes are recognised / accredited

An H+ rating or a listing in another reference source simply means that degrees earned at that particular establishment can be assessed for university-level equivalence. It does not allow for an advance decision to be made on whether a degree earned at that establishment can be considered equivalent to a Liechtenstein university degree.

ENIC/NARIC (network of European recognition centres; country sides contain lists of recognised universities):
www.enic-naric.net

World Education Services, WES (Information on the education system in various countries):
www.wes.org/ewenr/research.asp

4.3.2. The exposé

An exposé should illuminate the following aspects and be short and to the point (no more than ten pages). The title in particular should be succinct. Ideas developed to the latest findings in research are not the only exciting thing, but also the ability to achieve progress in work in a limited amount of time. The work schedule must therefore be given special attention.

State of the art

The state of current research does not require any great elucidation, but a targeted and strict representation of it must be made to show precisely why it is the object of any planned research work. This applies not only to bibliographical details that should be limited to the key works, and should also not merely prove that the student is well read. More important is what it says about the ability to separate what is more important from what is less so.

Personal work aims – new and innovative research

Since the research work is part of the doctoral project, it is a qualification phase limited in time. Thus, the project is consistently limited to the most interesting and crucial aspects. The questions that lead to understanding the problem and reaching the goal must therefore be clearly presented.

Means and methods in reaching the goal

The ideas are presented together with the goal of the work. Now what is needed is the key to realising these ideas. Which (secondary) questions need working through in which sequence and with which means? This does not only entail a description of the work to be performed, but how it will be performed and why in this way.

Work, time and financing plans

Do the work, time and financing plans match the notions developed in terms of content and methodology? Is the time plan perhaps merely a trick to meet the sponsor's condition of providing money for two years only?

Special aspects

In assessing the application, it is also interesting to find out whether the work is being developed as part of a larger project for the faculty and/or professorship, or whether it is a «standalone» project. Are cooperative partners included? Will outside funds go towards financing some or the entire project? Is a stay at another university or research institute planned? These aspects should also be mentioned.

The plan should make it clear that the process of developing a doctoral project do not as a rule rest solely on the student's own «genius». Here, discussions with the supervisors under consideration are indispensable. Critical dialogue with other scientists or academics also helps guarding against overestimating abilities.

If the state of research is truly reflected, are the student's ideas genuinely new?

Is a method earmarked for use or development really suited to solving the problem?

How can extensive data not only be presented, but also used to discover and interpret new findings?

These and similar questions should be treated and/or answered in the exposé.

4.3.3. Recommendation and attestation of the supervisor

The supervisor has to attest that the candidate is seen as qualified for the doctoral degree programme and to carry out the dissertation as outlined in the exposé.

Furthermore, the admission is only given if the supervisor has accepted the candidate (confirmation by signature on the application form!).

4.3.4. Application and acceptance procedure

A chart of the application and acceptance procedure is in the annex.

4.4. Application deadlines

for starting the programme the following winter semester	31 May (receipt by post)
for starting the programme the following summer semester	31 October (receipt by post)

4.5. Submission of the application

The application form must be used (Form see www.uni.li/bewerbung). The application with all required documents must be sent to:

University of Liechtenstein
Doctoral Commission
Fürst-Franz-Josef-Strasse
9490 Vaduz
Liechtenstein

4.6. Advice and information

4.6.1. General information on doctoral degree programmes

Ms. Esther Kind

Executive Director of Programme

T +423 265 12 40

doctorate@uni.li

<http://www.uni.li/doctorate>

4.6.2. Subject information and supervisors

The advising professors and those offering dissertation topics at the institutes will be happy to answer technical questions.

4.7. Process and decision

Applications for admission will only be submitted to the Doctoral Commission if all required documents have been submitted in time. The decision for admission is based on the submitted documents and other information provided.

On being allocated a university place, the applicant is requested to transfer the tuition fees within the given time period. Not until the tuition fees have been received is the student's university place secured. Should the payment not be made within the given deadline, the university place will no longer be held.

5. The dissertation

5.1. Fundamental notes

The basic conditions and requirements concerning the dissertation are presented in the Regulations Governing the Conferring of Doctorates. Naturally different specialist subjects and academic traditions may be subject to different requirements. Courses with the focus on Wealth Management/International Financial Services, Business Process Management/Information and Process Management and Entrepreneurship/Management differ from those in Architecture and Spatial Development. In all cases supporting seminars or colloquiums will be held and, as mentioned above, the results presented or defended as part of a disputation.

5.2. Requirements

The dissertation should meet the following requirements:

- > It must contain an adequate theoretical treatment of the academic problem. This is usually in the form of a discussion of various theoretical approaches.
- > The work must describe a theoretical scientific position.
- > It must demonstrate an adequate methodological approach.
- > The dissertation must contain new scientific aspects. These aspects can be of an empirical, methodical and/or theoretical nature.

5.3. Form and scope

The scope of a dissertation in the form of a **monograph** is not prescribed. At any rate, it is not a life's work of a thousand or more pages. A brief anecdote on this subject:

Einstein's dissertation with its trail-blazing findings on determining molecular sizes covered just 17 pages and was initially returned with the note that it was too short. Once he had added a single sentence, it was accepted.

In other words, it is always the content and results that count, not the work's length.

The dissertation can also be submitted as a **cumulative dissertation**. This generally consists of several published articles that meet the quality standards of prestigious international journals by having undergone peer review. Cumulative dissertations are usually prepared by early stage researchers aiming for an academic career (e.g. tenure track, postdoctoral qualification). The specifications are described in detail in the «Regulatory statutes for the doctoral degree programme». Choosing and agreeing to this path will probably entail a period of study far exceeding three years since it can often take several months for a publisher to accept an article for publication.

The form of dissertation will be determined between the candidate and supervisor by the latest on completion of the preparation phase.

Based on a sensible work and time plan, and constant consideration of what has already been achieved (and what still remains to be achieved), the doctoral student must decide whether a doctorate can be gained with good results after three to four years.

5.4. Bibliography

Knigge-Illner, H., (2015). *Der Weg zum Dokortitel. Strategien für die erfolgreiche Promotion*. Frankfurt / New York: Campus Verlag, 290 S. ISBN: 978-3593503201

This book is helpful in developing motivation focused on success and supports PhD studies with case studies, concrete tools and exercises for practical use. From the contents: - The PhD as a work and life situation - Recognising and isolating problems - Managing the dissertation - Project management and work planning - The project's initial phases - Limiting the subject-matter - Academic writing as a living process - Overcoming writer's block - Defending your position - Presenting the dissertation to outsiders.

Gunzenhäuser, R., & Haas, E. (2015). *Promovieren mit Plan. Ihr individueller Weg von der Themensuche zum Dokortitel.*, Heidelberg: C.F. Müller (UTB Taschenbuch), 3. Auflage, 1334 S., ISBN-13: 978-3825243647
This book can help in avoiding painful disappointments on the difficult path to a PhD. Despite all the differences in motivation and starting position, there are many obstacles that all must surmount. The book provides tips and information for consideration and how to master the hurdles.

Stock, S., Schneider, P., Peper, E., & Molitor E. (2014). *Erfolgreich promovieren. Ein Ratgeber von Promovierten für Promovierende.* Berlin: Springer, 3. Auflage, 388 S., ISBN: 978-3-642-41662-0
This guide to gaining a PhD covers the entire process, from making study decisions to presenting the final dissertation. It is aimed at doctoral students in all disciplines with clear case examples.

Eco, U. (2010). *Wie man eine wissenschaftliche Abschlussarbeit schreibt. Doktor-, Diplom- und Magisterarbeiten in den Geistes- und Sozialwissenschaften.* Heidelberg: C.F. Müller (UTB Taschenbuch), 13. unveränderte Auflage der dt. Ausgabe, 270 S., ISBN-13: 978-3825215125
This guide for planning, structuring and writing academic works by Professor Umberto Eco of the University of Bologna is as thorough as it is brilliant. In Eco's own words (introduction), his book provides «information on (1) what is meant by a dissertation, (2) finding a topic and planning the time for its treatment, (3) searching for literature, (4) evaluating the material located and (5) designing its outward appearance». Eco's book shows the art of writing in focusing on and serving the reader.

Messing, B., & Huber, K.-P. (2009). *Die Doktorarbeit, Vom Start zum Ziel. Ein Leit(d)fad(en) für Promotionswillige.* Berlin: Springer Verlag, 4th edition, 220 pp., ISBN: 978-3-540-71204-6
Topics covered by this guide include: Academic life, time management, creative techniques, scientific writing and publishing, dealing with self-doubt. Studying for a PhD outside of university, preparing for the doctoral examination. The appendix contains an annotated bibliography, relevant internet addresses and worksheets on all topics.

Trapp, S. (2007). *Wie man tatsächlich eine wissenschaftliche Arbeit schreibt.* Books on Demand, 140 pp., ISBN-13: 978-3981038149
From finding a topic, limiting its scope all the way to managing literature and proofreading, this book covers all steps involved in academic publishing. The section on organising the work process is particularly helpful (preparing monthly, weekly and daily schedules!).

Phillips, E.L., & Pugh, D. (2010). *How to Get a PhD: A Handbook for Students and Their Supervisors.* Maidenhead, UK: McGraw-Hill Education EMEA, Open University Press, 5th edition, 280 S., ISBN-13: 978-0335242023
This is a handbook and survival manual for PhD students, providing a practical, realistic understanding of the processes of doing research for a doctorate.
It discusses many important issues often neglected, such as time management, and how to overcome the difficulties of communicating with supervisors; and considers the particular problems of groups, such as women, part-time and overseas students. The book also provides practical insights for supervisors, and assists senior academic administrators by examining the responsibilities that universities have for providing an adequate overall service for research students. This edition has been extensively revised and updated throughout with new material added on information and communication technology, publishing, teaching and working towards a PhD in a practice based

discipline. Additional material has also been provided for supervisors with new sections on the outcomes of good supervision and on how to examine.

Clark, I. L. (2007). *Writing the Successful Thesis and Dissertation. Entering the Conversation*. Upper Saddle River, NJ: Prentice Hall, ISBN: 9780132348331

Coverage includes

- > Getting started: overcoming procrastination and writer's block
- > Understanding the genre of the thesis or dissertation: connections between function and form
- > Speaking the «language of the academy»
- > Identifying topics, and transforming them into workable research goals
- > Writing compelling proposals: understanding the proposal as argument
- > Developing and revising drafts
- > Engaging critically with complex texts
- > Constructing effective literature reviews
- > Working with tables, graphs, and other visual materials
- > Improving manageability and coherence
- > Working with supervisors and dissertation committees
- > Avoiding inadvertent plagiarism

Dunleavy, P. (2003). *Authoring a PhD: How to Plan, Write and Finish a Doctoral Thesis or Dissertation*.

Basingstoke, UK: Palgrave Macmillan, 312 pp., ISBN: 1403905843

«Authoring a PhD» involves the development of creative ideas, working out how to organize them, writing up from your plans, upgrading your text, and finishing it speedily and to a good standard. It also includes being examined and getting your work published. This title provides a huge range of ideas and suggestions to help you cope with both the intellectual issues involved and the practical difficulties of organizing your work effectively. It is a useful and time-saving aid for doctoral students and their supervisors, and should also interest anyone writing creative non-fiction.

Rugg, G., & Petre, M. (2010). *The unwritten rules of PhD research*. Open University Press, 2nd edition, 288 S., ISBN-13: 978-0335237029

Refreshing advice for life at university: 'tacit knowledge, craft skills'. The authors are British.

Bolker, J. (1998). *Writing Your Dissertation in Fifteen Minutes a Day. A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. New York: Holt Paperbacks, 184 pp., ISBN-13: 978-0805048919

Joan Bolker offers suggestions on how to create a writing addiction so that you feel incomplete if you don't write every day and stresses the need to set reasonable goals and deadlines for yourself to keep from getting discouraged. She also offers strategies for dealing with both internal and external distractions and for fending off writer's block. Even more important is the advice on some of the more awkward issues related to dissertation writing, such as how to choose your adviser carefully. The book even includes a helpful appendix for advisers that could become the basis for an honest discussion of what student and adviser can expect from each other. Throughout this excellent book, Bolker acts as a therapist, cheerleader, and drill sergeant, all rolled into one.

6. Annex

> Schematic procedure of application and application process

