



# Researcher Identity Development

Strengthening Science in Society Strategies

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Pedagogical instrument

## PhD-PANIC

Guide for the Analysis of Critical Incidents during the doctorate

Short version



Co-funded by the  
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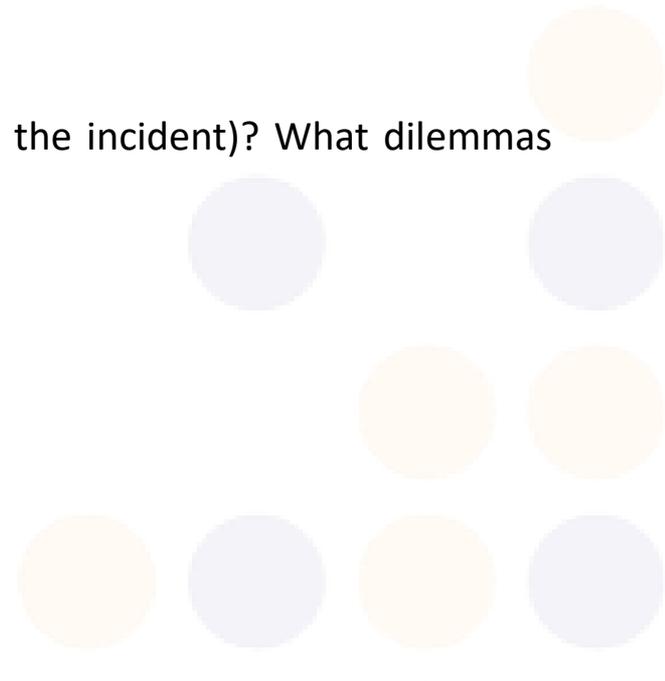


### Background (context needed to understand the incident):

- o Brief description of the characteristics and trajectories of individuals involved, and of the type of doctorate.

### Description of the incident:

- o When did the incident happen?
- o What happened?
- o What actors were involved in the incident?
- o What did they do?
- o Why was it 'critical' (feelings and perceptions regarding the incident)? What dilemmas and tensions did you experience?





I have a student, Albert, who is coming to the end of his PhD after three and a half years. The work in the lab has been very complex but we have managed to have good and publishable results. Now that his grant is about the end, he has started to get nervous: these results must be written into chapters and, moreover, in English. He has sent me a complete draft of the thesis with all the sections (introduction, materials and method in each chapter, results, and discussion), but there's still a lot of work to do. It's a good first draft to start working. I have sent him my comments, some of which ask for a thorough revision of the text, especially regarding the discussion. The student, however, has no intention of devoting more time because he has to submit the thesis in two-three months. He expects me to correct the manuscript and get it ready to be submitted.

I don't know what to do... It is true that in our department normally supervisors end up writing much of the thesis, and certainly the student has worked hard and obtained good results, he has the pressure of the end of the grant. However, writing the thesis is an important part of the doctorate and one important competence that a researcher must have.



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