

Apprise Timeline of DANIEL

Daniel worked as a professional (science background) in Latin America, before doing a Master's in North America (English as other language) and then moved to the UK with his partner and child for a PhD (social sciences). He wanted to develop the expertise he saw as lacking in his field in order to advance his professional career, imagining being a consultant taking jobs internationally. He joined the UK study at the end of PhD Year 1 and completed the degree when he was 38. What struck us

about Daniel's story was:

Year	Personal	Work experience	Career Thinking
PhD Year 1	Child's development/opportunities and re-locations of culture and language (personal)	Impact of supervisory relationship on intellectual work; financial issues and impact of paid work during PhD (work experience)	Working towards career goals during PhD and PhD intellectual development evident in professional work (career thinking)
PhD Year 1	Family relationships provided security; partner central in decision-making and support of his PhD.	Initial positive relationship with his supervisor; concern re measuring up: 'Am I fit for this?'. Supervisor went to North America on sabbatical; sporadic Skype meetings; still felt making progress. Offered his services to a research project (another team); went as research assistant to Latin America.	Wanted to be a professional consultant in the UK, Europe, North America or possibly Latin America. Expanded academic and non-academic networks.
PhD Year 2	If partner's work in UK ended then family would move – her salary couldn't support them. Found it difficult living and working in a different culture and language. Family meant she is 'inflexible', if offered a post she could not move them to new location.	Supervisor decided to stay in North America; not sure on long-term impact, but felt he should be independent and get on with work. Assigned local co-supervisor. Did field work in home country. Paid work slowed progress.	Took on part-time consultancy work to make ends meet.
PhD Year 3	Financial concerns resolved; moved to better apartment, good office space; he could better balance work and family life.	PhD work suffered; often done at end of 12-14 hour day; still produced plan and hoped to finish in following year. Supervisory contact by Skype when necessary; his ability to plan and focus reduced. No longer a cohort since supervisor's other students had not, like him, returned to department. Noted poorer institutional resources than when studying in North America.	Offered and took 2-year part-time international consultancy; possible bridge to future career. Continued to foresee staying in Europe as a consultant, given excellent options for child.
PhD Year 4	No financial concerns. UK visa law meant he could not stay in the UK as a student with formal leave status. Wanted family to have a good life and his son the best.	Little progress on PhD, given paid work. Notified university he would not meet exam deadline; supervisor, department advised he take a formal leave. Intended to finish degree once consultancy ended.	Much travel for work. Approach to consultancy changed in beneficial way: asked more questions, engaged more in debate, pushed for evidence in achieving possible solutions.
PhD Year 5 Post-PhD Year 1	Returned to city where parents lived; child initially challenged since only knew the UK.	Completed PhD within a year of his return. Took on concurrent consultancies. Accepted permanent salaried position in an NGO he had consulted for; meeting with governments, funding agencies and businesses. His expertise rare so was able to shape the job.	Foresaw staying in position for a couple of years at least; scope to move internationally which he would like.
Post PhD Year 2	Better work balance: 'We have breakfast, lunch and dinner together; my conditions for taking the job were not staying here until 10 pm every single day'.	Role expanded as NGO became more influential; continuing to learn.	Expertise and cultural knowledge meant he could make significant contributions; 'I have the potential to influence how policy is shaped and implemented'.
What struck us	Child's development, opportunities Frequent re-locations of culture and language.	Supervisory relationship: impact on intellectual work Financial issues and impact of paid work.	Working towards career goals PhD intellectual development evident in professional work.