



**LUND UNIVERSITY**  
Campus Helsingborg

Department of  
Service Management and Service Studies

## **GUIDELINES FOR THIRD-CYCLE EDUCATION IN SERVICE STUDIES**

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The first doctoral students in service studies were admitted in spring 2006. Our ambition at the Department of Service Management and Service Studies is to admit at least one new doctoral student per year. It can take some time for newly admitted doctoral students to gain an overview of how the department, Faculty of Social Sciences and Lund University are organised. We have therefore compiled and revised a few general guidelines for our third-cycle education. These guidelines are based on the general syllabi for third-cycle studies that are available for the department (see website <http://www.ism.lu.se/index.php?id=541>) and the faculty's regulations (see website <http://www.sam.lu.se/forskning/forskarutbildning>) but the guidelines also serve as a guide to established procedures for third-cycle studies in service studies.

At our department, the director of research studies has overall responsibility for the content of the programme, while the head of department is responsible for doctoral studentships and admissions to third-cycle studies (operational responsibility for the admissions process is delegated to the director of research studies). The administrative director of studies coordinates the relationship between study and employment in collaboration with the director of research studies and the head of department. There is also a doctoral student representative appointed from among the doctoral students at the department and a mentor is assigned to every newly admitted doctoral student from among the other doctoral students.

For more general information on the organisation of research studies, please see the faculty and university policies on third-cycle education, the doctoral students' union, the doctoral student ombudsman and the handbook for doctoral students (<http://www.doktorandhandboken.nu/>).

**The research field**

Service studies is an interdisciplinary research field. The third-cycle programme focuses on services and their connection to interpersonal relations and the economic, cultural and social processes that these are generated by and rooted in. Research in service studies may include, but is not limited to, perspectives that problematise leadership and governance issues in relation to service operations, the production and consumption of services and their economic, social and environmental impact, as well as various aspects of the organisation, structure and complexity of services.

The research field of service studies can be regarded as the academic study of the transition from an industrial to a service society, with a shift of economic and sociocultural focus from manufacturing to services. The need to understand and explain the economic, cultural, environmental, spatial and social complexity demonstrated by services in our society is growing. In the light of this, the interdisciplinary approach taken in the research in this field is important. An overall goal is for the Department of Service Management and Service Studies to be a vigorous and leading environment for interdisciplinary research about services.

**The programme**

The aim of the third-cycle programme is to develop more in-depth knowledge of service studies and create independent and critical researchers. The programme leads to a PhD and comprises four years of full-time study (240 credits), or to a licentiate, when it comprises two years of full-time study (120 credits). The programme may be studied part-time (at least half-time) and then comprises a maximum of eight years of study. Doctoral students have the right to complete a licentiate (120 credits) as a step in their studies towards a PhD, but are not obliged to do so. If a student is admitted as a licentiate student, he or she must re-apply to the programme after graduation in order to continue studying towards a PhD.

The 240 credits are divided between a thesis (165 credits) and courses (75 credits). Of these 75 credits, 52.5 are compulsory courses and 22,5 are elective courses chosen in consultation with the supervisor (for more information about the division between thesis and courses for a licentiate, see the revised general syllabus). Teaching at the department takes the form of courses, seminars and supervision.

Of the compulsory 52.5 credits, 30 credits shall address methods (both qualitative

and quantitative). The balance between qualitative and quantitative method courses is determined on the basis of the research field and in consultation with the supervisor. Fifteen credits comprise service studies and 7.5 credits comprise theory of science. The compulsory 15 credits of service studies are regularly offered at our department. Of the remaining 22,5 credits, a maximum of 15 may be studied in the form of individual literature courses. These courses are also chosen/developed in consultation with the supervisors (including the appointment of an examiner). A maximum of 7,5 of the remaining credits in addition to the ones for compulsory courses can, following consultation with the supervisor, be earned for presentations of the student's research in academic contexts such as seminars, workshops and conferences. One such presentation is normally worth 1,5 credits. All courses are entered into the individual study plan with justification for the choices.

It is important that doctoral students can plan their thesis work and are able to plan in advance for courses and work on the thesis. Advance planning does, however, require a degree of flexibility, because third-cycle courses are often offered at irregular intervals. It is therefore expected that doctoral students will keep themselves up-to-date on the courses available at their own department and at the faculty. We also encourage students to take courses at other higher education institutions in Sweden and abroad.

Doctoral students may undertake departmental duties, such as teaching and administration, up to a maximum of 20 % of full-time hours. The organisation and scope of departmental duties are planned in dialogue between the doctoral student, the supervisors and the department management.

The length of the programme/funding shall be extended accordingly. It shall be stated in the vacancy notice for the doctoral studentship whether departmental duties may be included in the post.

For doctoral students to be eligible for teaching duties, Lund University requires them to undergo two weeks' training in teaching and learning in higher education (corresponding to 3 credits) during their research studies. To be qualified to apply for a senior lecturership at Lund University, applicants must have undergone five weeks of training in teaching and learning in higher education (corresponding to 7.5 credits) or equivalent. This can be a reason for doctoral students to consider teacher training during their research studies. The University offers regular courses in teaching and learning in higher education. At our department, the compulsory two-week courses enable the extension of the period of employment by ten days, but doctoral students who wish to do so can also count the courses as credits within the course component of their research studies programme. Doctoral students can

transfer up to 7.5 credits from courses in teaching and learning in higher education within the course component of their research studies programme. If the two compulsory weeks of courses are taken as an extension of the period of employment, the doctoral student can count a maximum of 4.5 credits (equivalent to 3 weeks) in the course component. Teacher training courses are planned and organised in a dialogue between the doctoral student and the supervisor.

Doctoral students who fulfil specific duties for student organisations or as representatives of university bodies are entitled to an extension of their employment pursuant to a decision by the vice-chancellor:

<http://www.medarbetarwebben.lu.se/sites/medarbetarwebben.lu.se/files/forlangning-doktorandanstallning-utbildningsbidrag-061019.pdf>

Doctoral students who are representatives in formal departmental bodies are entitled to an extension of their period of employment as follows:

- Member of the departmental board: seven days per year
- Doctoral student representative in the supervisory team: five days per year
- Doctoral student representative in the gender equality group: two days per year

At Lund University, salaries are raised according to a standard salary ladder with increases when the doctoral student has completed 60, 120 and 180 credits. At the department of Service Management and Service Studies, the first stage is counted after the first compulsory seminar, or at the latest one year after the start of research studies (in the case of full-time study). The other two increases occur after the midway review seminar and the final seminar, respectively.

### **Supervisors**

Doctoral students are entitled to supervision for a period of time that corresponds to four years of full-time study. Every doctoral student shall have a principal supervisor who is a reader or has equivalent expertise, and at least one additional supervisor. The principal supervisor is appointed by the director of research studies in consultation with the newly admitted doctoral student and, if the doctoral project is externally funded, the project leader is consulted as well. Within six months, the doctoral student shall submit his or her preferences for additional supervisors. It is

important to stress that the doctoral student's preferences for both principal supervisor and supervisor should be taken into consideration as far as is possible. A doctoral student always has the right to change supervisor on request.

The funding of doctoral studentships can take different forms. A doctoral student may be funded by direct government funding or by external project funding. It is also possible to be an industry-employed doctoral student or a local government-employed doctoral student. As direct government funding is being reduced, externally funded doctoral studentships are becoming more common, and these students are known as project doctoral students. It is common for the project manager(s) also to be supervisors of the doctoral student(s) who form part of the research project. It is important for externally funded doctoral students in such projects to be aware that they have the same rights and obligations as all research students at the department. For doctoral students recruited through an externally funded project, it is recommended that at least one of the supervisors does not work on the project concerned.

### **The individual study plan**

Following admission to third-cycle studies, an individual study plan shall be drawn up as soon as possible. The individual study plan is a document that regulates the undertakings and responsibilities of the doctoral student, the supervisors and the department. The study plan is drawn up by the doctoral student and the supervisors in consultation with the director of research studies. The head of department is responsible for filing individual study plans, which are to be revised once a year. The individual study plan is one of the most important documents during third-cycle studies, besides the thesis. In it the doctoral student describes the thesis subject, its aims and the research questions. It is to include a rough schedule for each year of the programme, planned courses, work on the thesis, departmental duties, a maintenance plan, the expected date of completion, details of the supervisors and the scope of supervision. Each year the plan is followed up by the supervisors and doctoral student together with the director of research studies. If the director of research studies also serves as supervisor, the head of department shall follow up the individual study plan. The head of department signs the individual study plan and is responsible for ensuring that all research students have such a plan.

The supervisors and doctoral student are jointly responsible for following up the individual study plan. At the latest in conjunction with the annual appraisal, both parties are to highlight any problems and together take measures to deal with these

(see also *Föreskrifter för utbildningen på forskarnivå vid samhällsvetenskapliga fakulteten* (Regulations for third-cycle education at the Faculty of Social Sciences) reg. No S 2012/118). If a doctoral student substantially neglects his or her undertakings in the individual study plan, a decision may be made that the doctoral student is no longer entitled to supervision and other study resources (HEO 6:30). Supervisors who observe such neglect of undertakings in the individual study plan shall, if the problems cannot be solved by other means, report this in writing to the head of department and director of research studies. The doctoral student shall be given an opportunity to make a statement. The head of department then decides in consultation with the director of research studies whether to recommend that the faculty board decide to withdraw resources. The faculty board shall judge whether the department has fulfilled its own undertakings towards the research student. The doctoral student can apply to the faculty board to regain the right to supervision and other resources (HEO 6:31).

### **Seminars and academic dialogue**

Third-cycle study entails active participation in different types of academic dialogue. We recommend that doctoral students present their research and/or their findings on at least five such occasions during their studies (in addition to the three compulsory seminars). At least two of these presentations should be as part of formal participation at conferences or workshops. We also recommend that doctoral students give at least one research presentation at another department or institution. Planning and follow-up of active participation in the academic dialogue takes place in consultation with the supervisors.

For Lund University as a whole, active participation in seminar activities is to form a significant part of third-cycle studies. Each semester at the Department of Service Management and Service Studies, a joint research seminar is organised where all staff have the opportunity to follow scientific, methodological and educational developments and the debate in the field. Current research and new research findings are presented, and it is expected that all research students will take an active part in these regular seminars. New doctoral students get a necessary insight into the theories and methods with which different researchers and lecturers work, and during the work on their thesis these seminars are an important forum where they present their results. The doctoral students in service studies represent the forefront of our research in various ways and the joint seminars are therefore also an important meeting place and a learning situation for all employees.

## Thesis

The doctoral thesis can be designed in two different ways. It can either take the form of a monograph, a unified and coherent text, or a compilation of research articles, known as a compilation thesis.

A thesis which is written as a *monograph* takes the form of a book with different chapters. The division into chapters and the structure of the text is determined by the doctoral student in consultation with the supervisor, but the thesis must include an aim and research questions, an overview of relevant previous research, theory, methods and methodology, analysis and results. A monograph for a doctoral thesis is normally around 200 pages long in printed book form. As a rule, monographs have only one author, but it is possible in principle for two doctoral students to co-write a monograph. In that case, the different authors' contributions must be clearly distinguishable in the thesis, and a statement of co-authorship must be submitted.

A licentiate thesis in the form of a monograph is similar to a doctoral thesis but, since a licentiate thesis is worth half the credits of a doctoral thesis, the requirements and scope of the work are adjusted accordingly.

A *compilation thesis* is a thesis consisting of a number of scholarly papers whose content is independent, but which relate to the same complex of problems, as well as a summarising introduction to these papers ("kappa" in Swedish). Together, these elements are to constitute a whole. In the assessment of the thesis, a comprehensive assessment is made of the quality of the summarising introduction, the number and quality of the papers and the scope of the doctoral student's contribution to the papers.

A compilation thesis should consist of at least four scholarly papers. These can be articles in a scholarly journal, but also book chapters in an anthology or part of a monograph. At least two of the papers must have been accepted for publication at the time of the public defence of the thesis and the other papers are to have received strong indication that they are ready for publication. The papers are to be published or publishable in recognised peer-reviewed scholarly journals or in books with a high research standard.

At least one of the papers is to have been written by the doctoral student alone. For co-authored works, the distribution of work between the authors is to be well documented, either in the articles themselves or in the summarising introduction. Before the public defence of the thesis, the doctoral student is also to have submitted a co-authorship statement. For guidelines on what qualifies as co-authorship, we recommend the Vancouver protocol on authorship -

[http://www.research.mq.edu.au/about/research\\_@\\_macquarie/policies\\_procedures\\_and\\_conduct/documents/Vancouver.pdf](http://www.research.mq.edu.au/about/research_@_macquarie/policies_procedures_and_conduct/documents/Vancouver.pdf).

If several papers are co-authored, the doctoral student's total contribution should be clearly predominant. The doctoral student is to be the sole author of the summarising introduction.

As a guideline, the summarising introduction should be 20 000–40 000 words long. It is to place the individual papers in an overall context and clarify their mutual relationship and collective contribution. The summarising introduction is also to present the overall aim and research questions of the thesis; it also usually addresses theoretical approaches and presents an account and discussion of methods, methodology and empirical data.

A licentiate thesis in the form of a compilation thesis consists of a summarising introduction and at least two papers. At least one of the papers is to have been accepted for publication at the time of the final seminar and the other papers are to have received strong indication that they are ready for publication. At least one paper must have the doctoral student as sole author. Otherwise, the same guidelines apply as for a doctoral thesis, but as a licentiate thesis is worth half the credits of a doctoral thesis, requirements are adjusted accordingly.

The progress of the work on the thesis is verified and quality assured through three seminars.

It is important for newly admitted doctoral students to spend the initial period focusing on the structure of the thesis and the research questions. The first seminar, *the presentation seminar*, should normally be held six months after admission. At the seminar, the doctoral student shall present the aims, research questions and contributions of the planned thesis in relation to the field, theoretical approaches and methodological considerations. A researcher at the department is appointed to read the thesis.

The second seminar, *the mid-way seminar*, should be held after roughly two years of full-time study. The student is expected to report the results produced so far from the selected theoretical approaches, research questions and methodology. At least one finished chapter from the analytical part must be presented. From this chapter it shall be possible to judge the quality and feasibility of the thesis. The text that is sent out should be fairly long and two researchers at the department are appointed to read it.

The third seminar, *the final seminar*, should be held when roughly six months' work remains on the thesis. At this seminar, the doctoral student presents his or her thesis as a largely finished product. The seminar serves to assure the quality of the



thesis and provide necessary feedback for the completion of the thesis. Two reviewers are appointed to read, comment on and discuss the manuscript. One of the reviewers shall be from another department or institution. Both the external and the internal reviewer shall submit a written judgement within three weeks of the seminar with reflections, criticisms and recommendations for the thesis manuscript. Neither of the reviewers will be appointed as the external reviewer at the final public defence of the thesis. However, they may sit on the examining committee.

When adjustments, based on comments received during the final seminar, have been made, the thesis is to be assessed by a so called *third reader*. The third readers' objective is to recommend whether the thesis is to be defended orally at a public defense or not. The assessment is delivered to the doctoral student, the supervisors and the director of research studies.

In conjunction with the completion of the thesis, the doctoral student should also apply for a printing grant, and arrange proofreading and/or translation. The department website has documents about these procedures. The principal supervisor is responsible for booking a date for the public defence with the faculty and for proposing an external reviewer and members of the examining committee in consultation with the director of research studies and the head of department. The head of department passes these proposals on to the faculty for approval. It is the responsibility of the doctoral student to get an ISBN for the thesis, submit the manuscript for printing, submit the printed manuscript to the faculty, register the thesis electronically, send out the thesis to the obligatory list of recipients and announce the date of the public defence (*spikning*) – all in good time before the public defence and in accordance with the procedures posted on the website by the administrative director of studies.

### **Organisation of third-cycle studies**

Being both employed and admitted to a programme of study is a somewhat unusual situation. As an employee of the University, you are covered by certain agreements, and as a doctoral student you also have certain rights and obligations. You should pay attention to areas such as annual leave and salary development. It is important for newly admitted doctoral students to get to know how Lund University and the Faculty of Social Sciences are organised. The faculty organises introduction days for the new doctoral students on a regular basis. The board of the Faculty of Social Sciences has overall responsibility for third-cycle studies. The board has delegated operational responsibility for admissions to third-cycle studies, approval of individual study plans, and appointment of examiners and supervisors

to the head of department. At our department, the role of the director of research studies includes processing admissions to third-cycle studies (the formal decision is taken by the head of department), heading the supervisor team, appointing examiners (the formal decision is taken by the head of department) and supervisors, and ensuring a functioning dialogue between the supervisors and the doctoral student. The head of department follows up the individual study plans in consultation with the supervisors and the director of research studies. However, the faculty has ultimate responsibility for third-cycle studies and in cases of disagreement makes decisions on the individual study plan.