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**Abstract**

In this study we explore the work and the cooperation of academic and industrial supervisors concerning single graduate students in so called industrial research schools, which are financially supported by a national research foundation and involve universities and industrial enterprises. Academic and industrial supervisors of totally eleven graduate students have been interviewed with focus on their cooperation. This cooperation entails negotiating the contract and monitoring the progress of the research project and the student. When students have problems this cooperation is particularly important. The places new demands on both the academic and industrial supervisors. In our study these demands were dealt with differently by different academic supervisors, depending whether their main orientation was towards industrial projects or traditional academic research. The way the industrial supervisors dealt with the new demands depended on their previous acquaintance with academic research, basically whether they had a doctoral degree or not. Another important

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finding was that academic knowledge had a strong position while the supervisors from the industry accepted a minor role. The main findings of the study are that industrial graduate students often require joint engagement in a way that differs from other forms of knowledge transfer between the academy and the industry. To explain the features of this type of knowledge transfer, we use the analytical concepts boundary subject and phronesis. (HRK / Abstract übernommen)

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