

## DIFFERENT APPROACHES TO DOCTORAL SUPERVISION (Supervisors)

Place one tick in a box on each line to indicate the level of importance you attach to that item.	Unimportant					Important				
	1	2	3	4	5	1	2	3	4	5
1. I always arrange a date for the next meeting before we finish the current one										
2. My research students learn quickly to embody the ethical principles and practices of this discipline										
3. I want my students to think critically, always to recognise flaws in articles, arguments or work that they see										
4. It is important that my students question themselves and understand why they are doing this research										
5. My students can manage their own and others emotions appropriately										
6. I keep copies of records of each meeting with my student										
7. I feel disappointed if my students leave the discipline										
8. I want my students to demonstrate an independence of mind										
9. My students are transformed personally by the work they are doing										
10. I enjoy being with my research students										
11. The student has to send me something to read before I will meet with them, to demonstrate they are making progress										
12. It is important that my students understand the work of key researchers in my field										
13. It is important to me that students can put forward counter-arguments.										
14. My students go through a 'dark night of the soul' whilst doing their research, but emerge stronger for it.										
15. It is important that my students maintain positive working relationships with colleagues and help them as required.										
16. I note in my diary key dates for annual reports etc, so I can monitor progress										
17. I frequently show examples of interesting and excellent work in my field to my students										
18. Successful students are able to think in a broad or interdisciplinary way										
19. My students learn to reframe the important questions										
20. My students enthuse others with their interest in their work.										

## Scoring your profile

Add the scores up for the following numbers, and it will give you some idea of your priorities as a supervisor:

Question number	Score
1	
6	
11	
16	
<b>Total: Functional Score</b>	

Question number	Score
3	
8	
13	
18	
<b>Total: Critical Thinking Score</b>	

Question number	Score
2	
7	
12	
17	
<b>Total: Enculturation Score</b>	

Question number	Score
4	
9	
14	
19	
<b>Total: Emancipation Score</b>	

Question number	Score
5	
10	
15	
20	
<b>Total: Relationships Score</b>	

## Understanding your score

This brief questionnaire is designed to help you look at your priorities and understand a little more about each of the conceptual approaches to supervision. It is not (yet) a validated instrument.

A common pattern is for supervisors initially to feel competent in or to seek competence in one or two of the approaches. As time moves on they extend their interests into discovering the effects using some of the other approaches with their students. If there is another pattern, it might be for supervisors to move from enculturation to emancipation over time. It may be that mastery of enculturation (the supervisor is confident in their ability to successfully induct their research student into the disciplinary way of thinking) frees the supervisor to feel confident in then setting the student free to explore their potential (emancipation).

## Further information on the approaches and related material is available at

Lee, A (2012) *Successful Research Supervision*. Abingdon and New York, Routledge.

Lee, A (2009) *Some Implications of European Initiatives for Doctoral Supervision*. The Bologna Handbook.

Lee, A (2009) *Teaching Masters programmes and Doctoral supervision: at the boundary of research and teaching*. *Conference proceedings for Scholarship of Teaching and Learning Conference*. London 2008

Lee, A (2009) The postdoctoral researcher – aiming high. An initial survey of the literature. Commissioned review for Vitae UK (CRAC)

Lee A (2008) *Supervision Teams: making them work*. London. Society for Research into Higher Education ISBN 978-0-946376-13-1

Lee, A (2008) How are doctoral students supervised? Concepts of research supervision. *Studies in Higher Education* 33 (4)

Lee, A (2008) Quis custodiet? Who helps the research supervisors? Proceedings at the 2nd International Conference on Preparing for Academic Practice: Disciplinary Perspectives, University of Oxford 8-9 April

Lee, A. (2007). Developing Effective Supervisors' Concepts of Research Supervision. *South African Journal of Higher Education*, 21 (4) 680-693