

Doctoral Supervision Perspective Questionnaire (DoSPeQ)

The purpose with the Doctoral Supervision Experience Questionnaire is to help you collect your thoughts and summarize your ideas about doctoral supervision. It can be useful in examining and reflecting on your own supervision as well as helping clarify the views of other supervisors.

Think of one of your doctoral students and focus on your present supervision, not during the whole doctoral education. It is likely that you adapt your supervision to both the progress of your doctoral student, and to different students' needs. You are welcome to do the questionnaire several times, for each doctoral student, or at different times during their doctoral education.

Remember that the questionnaire is a tool for your own reflection and development as a supervisor, and not an instrument to measure or judge your supervisor style.

For an explanation of the different dimensions, see next page.

Supervisor as mentor:

The supervisor as mentor puts an emphasis on the personal development of the PhD student. A friendly relationship facilitates the collaboration between mentor and mentee. The task of the mentor is to through questions make the student think and develop into the role of being a researcher. Obstacles and mistakes are used as a starting point for discussions and the supervisor uses inquiry as method for learning. The supervisor is eager to let the PhD student meet researchers in the field, but encourages the student to be the one who make the contact. The supervisor as mentor lets the student take responsibility for his/ her thesis work, learning and development, but is there as support and sounding board.

Supervisor as friend:

The supervisor as friend puts an emphasis on the relationship to the PhD student. A functional collaboration in research is enhanced by a positive and friendly relationship. The supervisor who puts an emphasis on the relationship devotes time to personal and private conversations as part of the supervision. The supervisor supports the PhD student in meeting researchers within the field and facilitates this by opening doors to their own research network. Feelings are acknowledged and the supervisor is attentive to the student's well being. Time is devoted to listening to the PhD students' needs. To be a supervisor is perceived as being a friend or parent, to be available but not to steer the student in terms of details. Feedback is provided when asked for.

Supervisor as enabler:

This perspective puts an emphasis on the PhD students' participation in the research community and the development as researcher. The supervisor regularly discusses what it means to be a researcher with the PhD student. The student is encouraged to participate in different research activities such as seminars, PhD defenses, the writing of research applications and ethical applications etc. from early on. The PhD student needs to try to do research on his/ her own to develop as researcher. The dialogue is central to develop thinking and the supervisor is constantly evaluating and challenging his or her own thinking as well as the thinking of the PhD student and other researchers. In this way the PhD student learns how to sharpen her/ his arguments and analyse existing arguments. The supervisor regards the PhD project as owned by the PhD student and hence, the student is the one who drives the project forward.

Supervisor as project manager:

The supervisor is emphasizing the research project and its result. The function of the supervisor is viewed as someone who guides the PhD student through the phases of the research process, a process that eventually will lead to the delivery of the final product: the thesis. The PhD student is expected to organise his or her time in an effective way to achieve the objectives of the project. The supervisor directs the work and provides deliverables and deadlines to facilitate the progress of the work. The supervisor is in great control of at the outset of the PhD project as to let the PhD student perform activities stepwise. As the PhD student can manage increasingly complex tasks the supervisor lets go of the control so that the student can manage the project on his/ her own at the end of the PhD education. The supervisor regards it as her/ his task to oversee so that the work continues in the right pace and that the research keeps to the right quality.