

Advancing Supervision. The Experience

Manual for Training Version / Website Version

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1 Introduction to Supervision Scenarios

Doctoral supervision touches on a wide range of human interactions and relationships. It goes far beyond feedback and guidance on doctoral research's academic and artistic aspects. It manages complex power relations and human emotions by navigating scholarly frameworks and institutional rules. It should aim to create productive frameworks for the project and support the well-being and work-life balance of both doctoral candidates and supervisors.

Supervision Scenarios is an interactive resource that enables you to explore the framework of doctoral supervision. The resource comes in two versions: a Training Version for in-person group training organised by a moderator and a Website version for unmoderated training by individuals or small groups. Both versions include five scenarios that address different aspects of supervision. A video introduces each scenario by presenting a supervisor and a doctoral candidate engaged in a discussion related to a challenge in the candidate's research. The users choose and watch one of the videos. Several questions follow the video. They invite the users to relate the scenario to their context and to reflect on possible responses to the given scenario.

The users can watch the video again. Or they can move on to choose one of four videos that respond to the scenario. The response videos address the challenges of the scenario in different ways and reflect distinct supervisor and candidate profiles. They are not ideal answers, and the videos do not provide guidelines or 'right' or 'wrong' solutions that resolve the challenges presented in the scenario. Instead, they are open-ended invitations for the participants to explore, reflect, and discuss additional responses and positions that could help unfold supervision. After the response video, the users can choose another response or scenario.

2 Download (Training Version)

An offline, so called desktop version of the online training resource can be requested. This version may be preferable for use in certain training and meeting settings.

Send your request for the download link via eMail to advancingsupervision@akbild.ac.at

3 Browser Settings (Training Version / Website Version)

Please use [Chrome](#) or [Safari](#) for a smooth user experience.

During the experience, please do not switch to a different browser tab as this might cause disruptions.

4 How to use the experience in the Zoom-app (Training Version/Website Version)

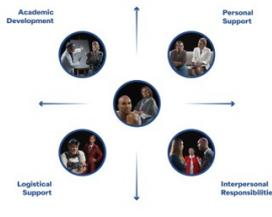
The users can use both the training and website versions for online training purposes. In the case of the website version, the moderator would also call up the website. The moderator (host) calls up the website or starts the training version via double-click in the background to share his screen with the participants. For the perfect audio setting, "Sharing Computer Sound" must be selected.

Please find more information on the Zoom website:

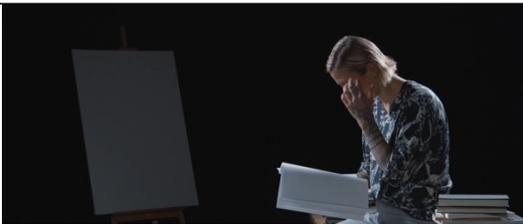
- [Share screen](#)
- [Sound sharing during screen sharing](#)

5 Description Set-up (Training Version / Website Version)

For a better understanding of the tool, an exemplary process now follows.



- 1) Start: You can now choose from 5 scenarios, organised in a quadrant (academic development, personal support, logistical support, interpersonal responsibilities).



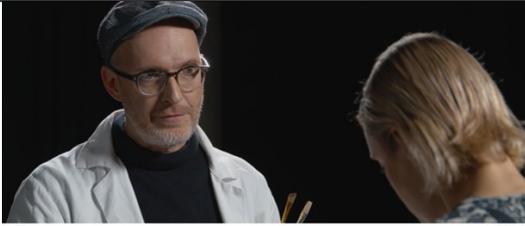
- 2) After choosing a scenario, a video will present an archetypical supervision challenge.



- 3) After the video ends, questions invite individual or group-based discussions. The button "How should the supervisor react?" will lead you to the next screen. The button "Watch again" allows you to replay the video, and you can now also use a timeline at the bottom to navigate the video.



4) You can choose from the four response options indicated by gifs and a keyword.



5) After choosing a response, a video will present the corresponding dialogue between the candidate and supervisor.



6) After the video ends, new questions invite individual or group-based discussions. You can also choose to hear the candidate or supervisor's reactions to the dialogue – or choose another response or scenario. The button "Watch again" allows you to replay the video, and you can now also use a timeline at the bottom to navigate the video.

The navigation line at the bottom of the screen

- INDEX leads to an overview of all scenarios and response videos, letting you play them individually.
- INTRO plays the introduction video
- ABOUT/CREDITS Background and contributors to the Supervision Scenarios
- WWW.ADVANCINGSUPERVISION.EU link to the project website
- SOUND - toggles sound on or off
- FULLSCREEN opens the supervision scenarios in fullscreen mode. We recommend using this mode to hide the address bar at the top of the browser for a more immersive experience.

6 Overview of the Scenarios and responses/ Cheat Sheet for moderators

The table below provides an overview of scenarios and responses and include titles, short synopses and the questions that follow the videos.

| Scenario 1 | Center of the onion |
|------------|---|
| | <p><i>The candidate has engaged deeply in academic texts and has become overwhelmed by navigating this new theoretical field. This engagement has caused the candidate to neglect their artistic practice that supports the artistic doctorate.</i></p> <p><i>Questions after scenario</i></p> <ul style="list-style-type: none"> • <i>What happened to the candidate – why don't they paint anymore?</i> • <i>Do you recognise this scenario from your institution or discipline? If so, how could a similar situation play out in your context?</i> • <i>Do you experience challenges of structuring different methods in doctoral research, for instance, balancing theoretical studies and artistic practice?</i> • <i>What would you advise the candidate to do?</i> |

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| Response 1.1 | Close the books | Supervisor personae: Psychologist |
| | <p><i>The supervisor recommends that the candidate put the books aside to focus on their social life and well-being.</i></p> <p>Questions after response</p> <ul style="list-style-type: none"> • <i>What do you think of the supervisor's approach?</i> • <i>How do you deal with candidates who are stressed?</i> • <i>Should supervision take a holistic approach to the candidate's well-being and address topics such as workloads and stress?</i> | |
| Response 1.2 | Seminar | Supervisor personae: Instructor/Pedagogue |
| | <p><i>The supervisor recommends that the candidate organise an academic seminar to discuss theoretical positions with peers to free up time to re-engage with the artistic practice.</i></p> <p>Questions after response</p> <ul style="list-style-type: none"> • <i>Can shared learning and discourse formats help with specific issues?</i> • <i>Does your institution offer any support structures or facilities outside the curriculum?</i> • <i>How common is it at your institution to work with candidates to develop, e.g. seminars?</i> | |
| Response 1.3 | Time frame | Supervisor personae: Administrator |
| | <p><i>The supervisor leaves it to the candidate to find a balance between academic studies and artistic practice but emphasise the need to stick to the projects schedule.</i></p> <p>Questions after response</p> <ul style="list-style-type: none"> • <i>Is there always the need for an elaborated schedule?</i> • <i>When are schedules helpful, and when are they restrictive?</i> • <i>How much do candidates at your institution have to adhere to deadlines?</i> | |
| Response 1.4 | I know this problem | Supervisor personae: Mentor |
| | <p><i>The supervisor recognises the problem from personal experience and recommends dividing time between theoretical studies and artistic practice.</i></p> <p>Questions after response</p> <ul style="list-style-type: none"> • <i>Should the supervisor propose solutions to the candidate's challenges based on their experience?</i> • <i>Is there an ideal answer to every problem?</i> • <i>How can the supervisor's experience be helpful? And, are there situations where it blocks exploration or progress?</i> | |
| Scenario 2 | Too many docs | |
| | <p><i>The supervisor asks the candidate to discontinue the collaboration with secondary supervisors because they do not understand the disciplinary field of artistic research and push the research in the wrong direction. The candidates find their contribution relevant and question the supervisor's motives for ending the collaboration.</i></p> <p>Questions after scenario</p> <ul style="list-style-type: none"> • <i>Do you recognise this scenario from your institution or discipline? If so, how could a similar situation play out in your context?</i> • <i>What is the ideal number of supervisors for a project? Does your institution recommend or require a particular number of supervisors?</i> • <i>"Transdisciplinarity: Everyone wants it, but when it comes down to the nitty-gritty - nobody wants it." What are the challenges for joint supervision?</i> | |
| Response 2.1 | You have me | Supervisor personae: Diva |
| | <p><i>The supervisor claims that the secondary supervisors do not understand or even respect artistic research and argues that no other supervision is needed.</i></p> <p>Questions after response</p> <ul style="list-style-type: none"> • <i>Transdisciplinarity - Blessing or Curse? Who is laughing at whom?</i> • <i>How do you balance the candidate's wishes for supervision with that of the supervisor(s) - and the host institution's policies?</i> • <i>How do you engage with other supervisors as a supervisor?</i> | |
| Response 2.2 | Understanding | Supervisor personae: Peer |

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| | <p><i>The supervisor respects the disciplinary field of the secondary supervisors but doubts if the research will benefit from the transdisciplinary input. However, the supervisor reluctantly raises the possibility to the candidate.</i></p> <p>Questions after response</p> <ul style="list-style-type: none"> • <i>Have you experienced disciplinary challenges, synergies or boundaries in transdisciplinary supervision?</i> • <i>Have you praised your candidates today?</i> • <i>How do you collaborate with supervisors from other disciplines in supervision?</i> | |
| Response 2.3 | Limits | Supervisor personae: Administrator |
| | <p><i>The supervisor agrees to the continued involvement of the secondary supervisors but only to the limited hours initially reserved for the collaboration.</i></p> <p>Questions after response</p> <ul style="list-style-type: none"> • <i>How do you schedule and organise co-supervision?</i> • <i>Do you have special agreements with co-supervisors or external supervisors within your program?</i> | |
| Response 2.4 | Frustration | Supervisor personae: Psychologist |
| | <p><i>The supervisor interprets the candidate's wish to include secondary supervisors as an outcome of personal insecurity and frustration and want to resolve this before moving on to academic challenges.</i></p> <p>Questions after response</p> <ul style="list-style-type: none"> • <i>Among colleagues: What changes when the former student becomes a doctoral candidate?</i> • <i>Should supervision engage with the candidate's emotions? Is there time for this in supervision?</i> | |
| Scenario 3 | The wish-list | |
| | <p><i>The candidate asks for support to access more space and technical equipment needed to carry out the artistic research.</i></p> <p>Questions after scenario</p> <ul style="list-style-type: none"> • <i>Do you recognise this scenario from your institution or discipline? If so, how could a similar situation play out in your context?</i> • <i>Does your institution offer spaces, materials or economic resources for artistic research doctorate programs?</i> • <i>How might access to institutional resources be handled, and by whom?</i> | |
| Response 3.1 | Know what I did? | Supervisor personae: Mentor/Peer |
| | <p><i>The supervisor cannot offer support but suggests that the candidate applies for grants and look for spaces at other institutions.</i></p> <p>Questions after response</p> <ul style="list-style-type: none"> • <i>Do some things never change? What might have changed since the first doctoral programs in artistic research started?</i> • <i>How can one's own experiences set up the basis for good supervision?</i> • <i>Does the advice to look for other grants help?</i> | |
| Response 3.2 | Sorry | Supervisor personae: Administrator / Drill Sergeant |
| | <p><i>The supervisor doubt that the institution can offer support and criticise the candidate for not taking the foreseeable needs into account when applying for the doctorate. The candidate is left to resolve the problem on their own.</i></p> <p>Questions after response</p> <ul style="list-style-type: none"> • <i>What kind of wish lists have you encountered, and how have you / your institution dealt with them?</i> • <i>When is the time to specify infrastructure needs and clarify resource expectations, and how?</i> • <i>How can supervision help realise the doctoral research potential despite the possible limitations in infrastructure?</i> | |
| Response 3.3 | Yes | Supervisor personae: Helicopter Supervisor / Cheerleader |
| | <p><i>The supervisor agrees that the institution should provide the requested resources and offers to organise them for the candidate.</i></p> | |

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| | <p>Questions after response</p> <ul style="list-style-type: none"> • How far might doctoral supervision go? • Is it the school's responsibility to ensure the success of the project? • What response would you expect from your institution? | |
| Response 3.4 | Collaboration | Supervisor personae: Administrator |
| | <p>The supervisor suggests that a collaboration with a nearby institution might provide the needed resources and asks the candidate to initiate the bureaucratic procedure to apply the vice dean for a partnership.</p> <p>Questions after response</p> <ul style="list-style-type: none"> • Do you recognise this situation from your institution? If so, how could a similar situation play out in your context? • How might supervision balance between encouragement and actual implementation? • How can supervision address potential bureaucratic conditions in a supportive way? | |
| Situation 4 | Simply Socialising | |
| | <p>The doctoral candidate has attended a conference with their supervisor and experienced inappropriate behaviour towards another doctoral candidate.</p> <p>Questions after scenario</p> <ul style="list-style-type: none"> • Do you recognise this scenario from your institution or discipline? If so, how could a similar situation play out in your context? • Does your institution have rules and procedures for dealing with inappropriate behaviour? • What characterises the relations between supervisors and candidates at your institution? Is there a student/teacher relation, or are they peers or colleagues? | |
| Response 4.1 | Drinks | Candidate personae: Duckling |
| | <p>The doctoral candidate disregarded the incident as the supervisor probably had too much to drink.</p> <p>Questions after response</p> <ul style="list-style-type: none"> • How do you evaluate the advice on how to handle the situation? • Shouldn't the candidate talk about it if they felt so uncomfortable observing the situation at the conference? • How do you engage with very shy candidates? | |
| Response 4.2 | Abuse | Candidate personae: / |
| | <p>The doctoral candidate confronts the supervisor and announces that their collaboration must end.</p> <p>Questions after response</p> <ul style="list-style-type: none"> • How do you evaluate the advice on how to handle the situation? • What role should you take as an outsider who did not witness the situation? • How can a candidate/supervisor collaboration continue after a confrontation and loss of trust? And should it? | |
| Response 4.3 | Apologise | Candidate personae: / |
| | <p>The doctoral candidate confronts the supervisor and demands that the supervisor apologises for the inappropriate behaviour.</p> <p>Questions after response</p> <ul style="list-style-type: none"> • How do you evaluate the advice on how to handle the situation? • Should the candidate confront the supervisor on their own? • Can a simple apology defuse the situation? And is it an appropriate way to conclude it? | |
| Response 4.4 | Tell | Candidate personae: / |
| | <p>The doctoral candidate reports the incident to the institution's management and requests to change supervisor.</p> <p>Questions after response</p> <ul style="list-style-type: none"> • How do you evaluate the advice on how to handle the situation? • Should the candidate confront the supervisor directly or alert the management? | |

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| | <ul style="list-style-type: none"> How should the administration of the institution respond to the candidate's call? | |
| Situation 5 | 18 Months... and now? | |
| | <p>The doctoral candidate's research is developing well, and the candidate plans to extend the research into new fields that the original research plan did not include.</p> <p>Questions after scenario</p> <ul style="list-style-type: none"> How would you describe the relationship between candidate and supervisor? How can supervision address situations where the candidate's excellence or field of interest goes beyond the supervisor's expertise and experience? | |
| Response 5.1 | Just as good | Candidate personae: Opportunist (C) |
| | <p>The doctoral candidate considers how extending the project might complicate its completion and sticks to the original plan.</p> <p>Questions after response</p> <ul style="list-style-type: none"> How can supervision find a balance between delimiting the research to make it manageable and opening up new relevant research areas? How do you decide whether the research has progressed to a satisfactory stage? Should supervision take the skill and ambitions of the candidate into consideration or refer to general standards for doctoral research? | |
| Response 5.2 | Learn | Candidate personae: Scholar in spe / Hero |
| | <p>The doctoral candidate decides to expand the research project and invites the supervisor to study relevant theories that are unfamiliar to them both.</p> <p>Questions after response</p> <ul style="list-style-type: none"> Would you be interested in the candidate's approach? Should the candidate and supervisor both learn from the supervision? Should supervision be based on a teacher/student or peer to peer relation? | |
| Response 5.3 | Symposium | Candidate personae: Planner |
| | <p>The doctoral candidate suggests organising a symposium addressing their field of research.</p> <p>Questions after response</p> <ul style="list-style-type: none"> Do your institutions support that candidates organise symposia as part of their research training? What should the supervisor's role be in the organisation of the symposium? Can a symposium help? What is your experience with symposia? | |
| Response 5.4 | Sellout | Candidate personae: Primadonna |
| | <p>The doctoral candidate considers signing an agreement with a private research institution.</p> <p>Questions after response</p> <ul style="list-style-type: none"> Have you experienced candidates who transfer their research to other universities or private research institutions? How can the host institution and the supervisor respond to such a situation? How would it influence the candidate/supervisor relation? | |