

## Archetypes

Supervisor and doctoral fellow archetypes support the enactment of supervision training scenarios. The archetypes are conceptual personae that describe characters that the supervisor or candidate may temporarily inhabit during a doctoral project. The archetypes incorporate different supervisory styles into the scenarios. The **Doktor Vater/Mutter**, for example, introduces an authoritarian academic-led approach to supervision, as opposed to the **Psychologist**, which focuses on the candidate's personality traits and well-being. The deliberately exaggerated or caricatured characters give the scenarios a playful, slightly humorous mood.

### Supervisor Archetypes

#### **Doktor-Vater/Mutter**

The **Doktor-Vater/Mutter** is the experienced master of their specific research area. They have developed a precise method and practice and do not allow discussion or dissent. They have all the answers already, and when they accepts a doctoral candidate, the student must become a disciple of the **Doktor-Vater/Mutter's** specific methods and theories. The successful accomplishment of the project depends on the candidate's ability to fit the mould defined by the **Doktor-Vater/Mutter**. The **Doktor-Vater/Mutter** can introduce a candidate to a network. Still, it is primarily a network of those who have also studied under them and do not necessarily represent the more considerable discipline. Allied figures of the **Doktor-Vater/Mutter** might be the **Drill-Sergeant** and the **Diva**.

#### **Helicopter Supervisor**

Gives equal and complete attention to oversee every aspect of the doctoral project, from the student's first written word to their last, along with every logistical, personal, professional, and academic challenge. They supports the candidate throughout every project stage but do not give them a chance to fail. The danger of the **Helicopter Supervisor** is, in effect, of doing the project for the doctoral candidate and not allowing the candidate to develop their academic autonomy.

#### **Mentor**

The **Mentor** interacts with the doctoral candidate based on their experience. The **Mentor** has been doing research for quite some time and has supervised several Doctoral projects – thus, the **Mentor** projects an air of having seen and dealt with it all. They speak from a position of authority. The **Mentor** will discuss every aspect of a project but will likely provide 'the answer' based on their experience.

## **Peer**

The **Peer** supervisor establishes themselves as an equal of the candidate. The supervisor does not position themselves as a knowing subject to the candidate. Instead, they are a sounding board for the candidate's own decisions about the project's progress. This model shifts much responsibility to the candidate, privileging the development of the candidate's agency and autonomy in the progression of their project. This autonomy might lead to frustration for the candidate, who occasionally wishes to benefit from the supervisor's experience. The peer position may be especially relevant but also dangerous in situations where the candidate and supervisor produce research or practice-based work together, especially outside the academic institution.

## **Cheerleader**

The **Cheerleader's** primary focus is the continued motivation and encouragement of the candidate. They are unaccountably enthusiastic with every aspect of the candidate's production. While such a supervisor might be good at maintaining candidate engagement, there is a danger that the supervisor may give the impression that the candidate is performing better than they are. The candidate might not receive valid criticism or feedback. The **Cheerleader** is allied with the **Psychologist**.

## **Drill Sergeant**

The **Drill Sergeant** seeks to destroy the candidate's subjectivity and past experiences to turn them into the 'good (research) soldier'. The **Drill Sergeant** sees their job as turning the candidate into an empty vessel that subsequently can be moulded according to an established, institutional or disciplinary model.

## **Instructor**

The **Instructor** spends supervision time communicating specific knowledge or solutions to the artistic or academic challenges at hand. They do not step away from their solution-oriented approach to supervision and might not identify challenges that require deeper reconfiguration of the research project or problems of a personal nature. They are allied with the **Pedagogue**.

## **Administrator**

The **Administrator** strictly focuses on fulfilling the formal elements of doctoral education. With a schedule and checklist in hand, they ensure that the candidate fulfils all responsibilities to the letter, and certifies that the study is on schedule, on budget, and accomplishes the formal minutiae of the project such as internal evaluations and coursework. While the **Administrator** can take up a significant portion of the candidate's

logistical load, freeing them to accomplish the academic tasks, the candidate might not learn to tackle research's logistical and institutional challenges. At worst, the **Administrator** is an institutional puppet, a kind of automaton who dutifully fulfils the formal expectations of the institution while not personally invested in the topic or person of the doctoral candidate.

### **Diva**

More unique to artistic/practice-based disciplines, the **Diva** is a supervisor who has been successful in practice but lacks a rigorous academic research background. The **Diva** is excellent at bridging the gap between practice and research and will support the candidate with a broad professional network and valuable connections. The **Diva** is allied with the **Doktor-Vater/Mutter** in having established working methods and a professional reputation and is similarly motivated to maintain their reputation and position in practice.

### **Psychologist**

The candidate's psychological well-being is the primary concern for the **Psychologist** supervisor. The **Psychologist** emphasizes personal emotional support at the expense of academic development. While the candidate may feel safe and nurtured, the **Psychologist** may not adequately challenge the candidate by being unwilling to provoke the kind of self-doubt and self-reflection that leads to learning. The **Psychologist** is allied with the **Cheerleader**, where the mental and emotional well-being of the candidate is paramount.

### **Pedagogue**

The **Pedagogue** is concerned with the conditions of learning. They believe that supervision should singularly focus on learning and acquiring competencies, skills, and knowledge. According to the **Pedagogue**, this will allow the candidate to address academic challenges, fulfil administrative tasks, and organize personal and logistical support independently. At best, the **Pedagogue** supports the development of independent and self-helped researchers; at worst, they leave their candidates without basic research skills.

## **Doctoral Candidate Archetypes**

### **Primadonna**

The **Primadonna** is an ambitious artist deeply committed to their practice. This commitment includes the artistic doctorate as a vital driver developing their practice. However, the **Primadonna** does not consider any academic or administrative rule, regulation or norm that does not align immediately with the development of their artistic practice as an unimportant nuisance to be ignored or, at best, reformulated to fit the practice.

## **The Scholar in Spe**

The **Scholar in Spe** has often been enrolled in the doctoral programme for some time, and they have discovered the importance of academic thinking. They have become engaged with scholarly works – preferably iconic and deeply complex books of a philosophical nature. The **Scholar in Spe** feels the need to get to the bottom of the work, understand it in-depth and construct a larger theoretical framework. They enjoy the intellectual pursuit of a doctorate but can be in danger of ignoring its specific objectives and their artistic practice.

## **The Opportunist**

The **Opportunist** has enrolled in an artistic doctoral program because they believe that the doctoral title will benefit their future career. If the doctorate includes a salary, it will allow them to finance their practice for some years. They are not committed to the notion of research but seek the path of least resistance to get to the desired title without too many obstacles and delays.

## **The Mountaineer**

The **Mountaineer** is awestruck by the prospect of entering the field of academia and research ruled by notions of objectivity and 'truth'. The task of climbing this academic mountain is a monumental task that the mountaineer feels utterly unprepared for. Consequently, they engage in every available book or course on the history of research, research methodology and study technique while postponing the engagement with their research topic and artistic practice. Related to '**The Scholar in Spe**'

## **The Duckling**

The **Duckling** engages in the doctoral research with expecting that the supervisor will guide the way providing detailed instructions for every step and showing how to research according to established and recognized standards of the field. This hierarchy is so sufficiently ingrained that the **Duckling** valorizes the supervisor at the expense of their person.

## **The Planner**

The **Planner** cautiously plans and attempts to predict every stage of the research before engaging in the actual investigation to meet perceived requirements of transparency and objectivity. When they finally engage in the specific research and discover that the initial outcomes fail to meet the carefully planned expectations, they may become disturbed.

## **The Veteran**

The **Veteran** joins a doctorate program after spending some time away from academia. They may have been pursuing professional work and approach the doctorate with considerable confidence and competence. The **Veteran** have a broad professional knowledge but they may be less up-to-date with the discipline, having missed influential theoretical discussions or technical developments. Their professional maturity is welcome, but it may be difficult for them to accept the role as a student once again.

### **The Hero**

The **Hero** thinks of the doctoral project as an arduous task they must overcome alone. While they are self-motivated, they often do things the hard way. They deal with frustrations alone while not seeking (or ignoring) the supervisors and peers' advice, guidance, and direction. Supervisors and collaborators are often in the dark because of the **Hero's** unwillingness or difficulty with communication.



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