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2016 UKCGE
Annual Conference

4th & 5th July 2016
Liverpool

A call for supervisors with split personalities: An exploration of PhD and Prof Doc supervision roles

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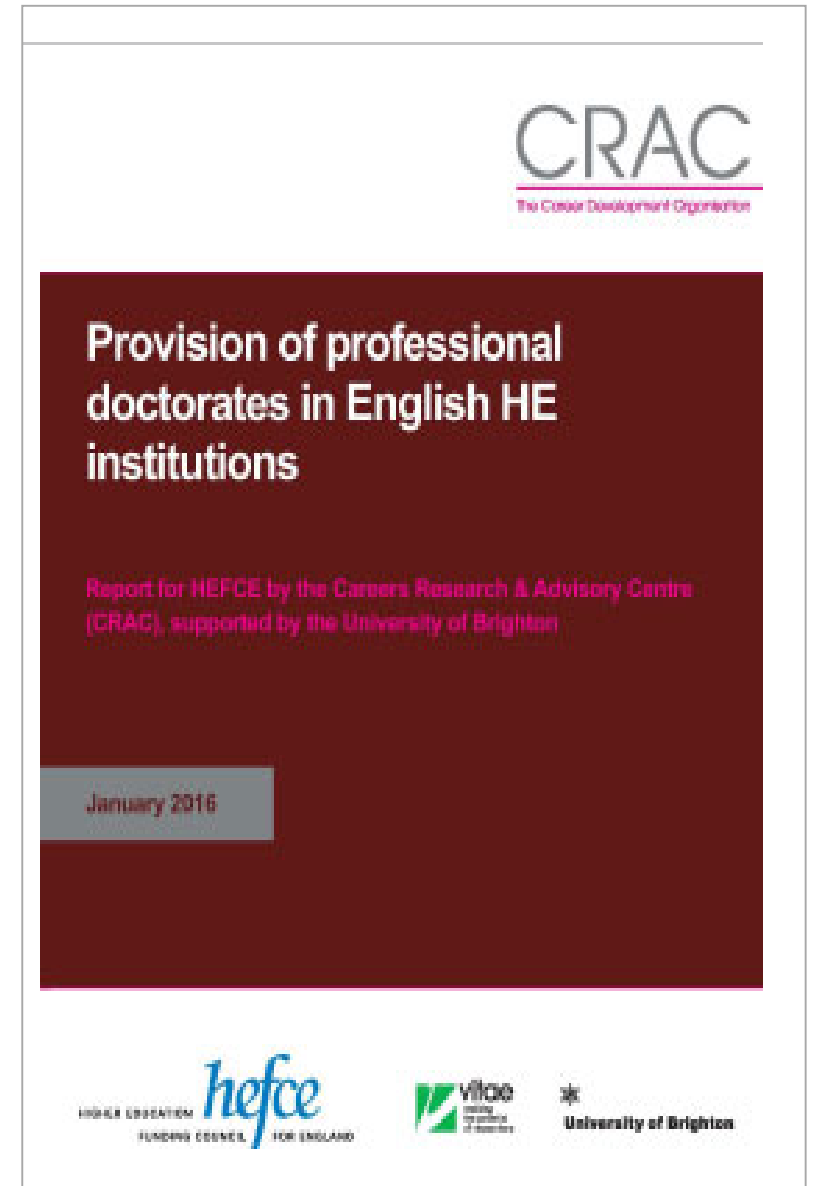
What is a professional doctorate?

‘A programme of advanced study and research which, whilst satisfying university criteria for the award of a doctorate, is designed to meet the specific needs of a professional group external to the university, and which develops the capability of individuals to work within a professional context.’

UKCGE, 2002: 62

Gill and Hoppe (2009) suggest that professional doctorates are a vital element in the wider research ecology and should not be viewed as a poor substitute for a PhD.

To its surprise, HEFCE discovered that individuals rather than employers are funding professional doctorates in England (Mellors-Bourne et al., 2016).



<http://www.hefce.ac.uk/pubs/rereports/Year/2016/profdoc/Title,107344,en.html>

Some numbers...

Growing trend in PD provision in the UK – particularly in post '92 universities

- Total of 320 PD programmes identified in the UK
- 86 out of the 123 UK institutions offer PD programmes
- 38 institutions offering 48 DBA programmes
- Approx. 2600 enrolments with highest mean numbers in DBA

(Mellors-Bourne et.al., 2016)

Our perspectives



Yusra Mouzoughi

- 8 years' experience Doctoral Programme provision
- Set up DBA for LJMU
- Inaugural Chair of the ABS DBA steering group
- Over 18 PhD/DBA completions to date
- Extensive experiences with doctoral students from the Gulf

Julie Davies

- Earned PhD at Warwick Business School – transfer from OU EdD
- Organised annual ABS doctoral symposia
- Teaching on DBA module
- Researching autoethnographic methods on DBAs, the doctoral journey and guidance on ethics for the student and audience

Context – business schools

University of Warwick my.wbs

wbs

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All Doctoral Courses Introduction Why WBS? Content Find a Supervisor Requirements Fees Apply Community Careers


Doctor of Business Administration

A new practitioner oriented doctoral degree for senior executives who want to research, implement and evaluate practical solutions to real organisational challenges

The Doctor of Business Administration (DBA) offers senior executives a professional doctorate or a Business and Management equivalent to a Doctor of Laws or Doctor of Medicine degree. That is, the highest level of professional and academic knowledge, coupled with the capacity to apply that knowledge to generating and evaluating novel solutions to important problems.

You will join the DBA with a specific business challenge requiring a practical solution: e.g. how to design a fast, adaptable organisation; how to employ behavioural science to improve strategic decision making; how to deploy talent management to build an army of entrepreneurs.

The DBA is structured to support you in developing your thinking, framing the challenge, and implementing, evaluating and communicating solutions which have a real, practical impact.



THE WORLD UNIVERSITY RANKINGS

PROFESSIONAL JOBS SUMMITS RANKINGS 57

Cambridge plans to charge £230K fees for business doctorate

Course for world's 'most senior business leaders' will cost 'gigantic' £80K for first year

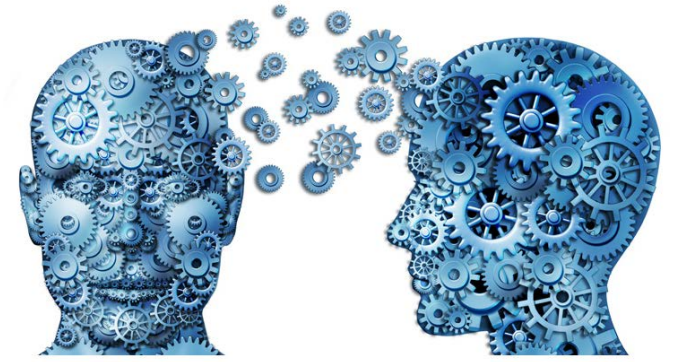
May 6, 2016

By [John Morgan](#) Twitter: [@JMorganTHE](#)



Lockhart and Stablein (2002) emphasize the importance of DBAs for enhancing practitioners' research capabilities and connecting academia with practice without compromising outputs from either.

Research focus



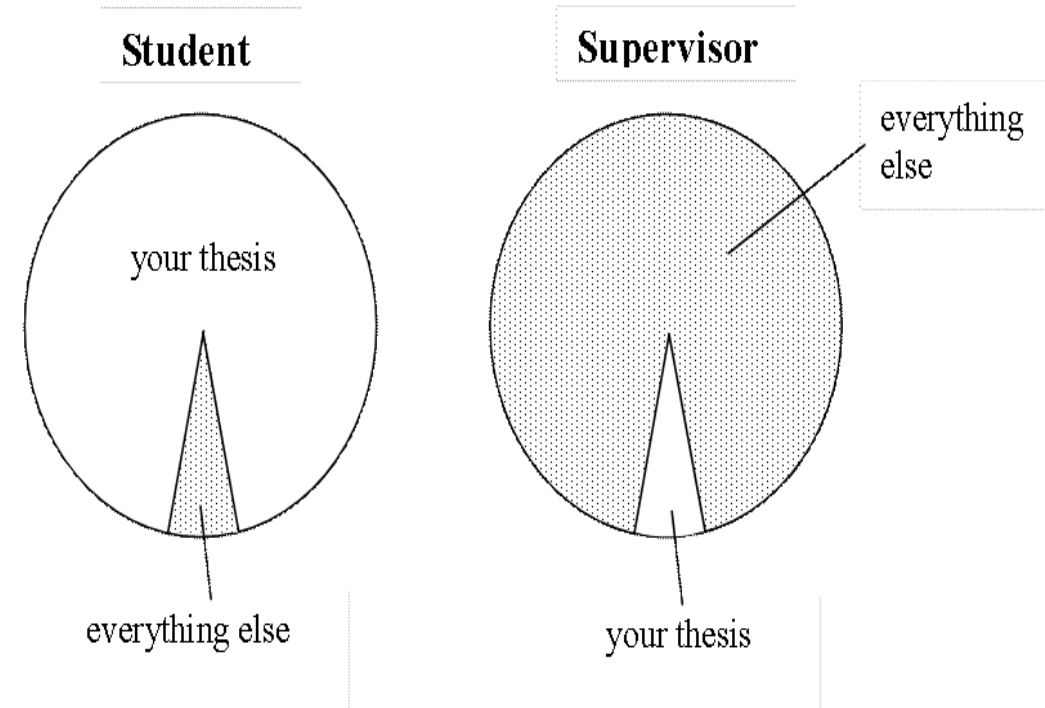
- How does supervision of professional doctorates differ from traditional **supervisor-supervisee relationships** for emerging economy students?
- E.g. how would you supervise a Minister of Education on a DBA whose research will steer national HE policy in a rich Gulf state?
- Our contribution: internationalisation of professional doctorates and power differentials in the supervisor/supervisee relationship

Styles of Doctoral Supervision

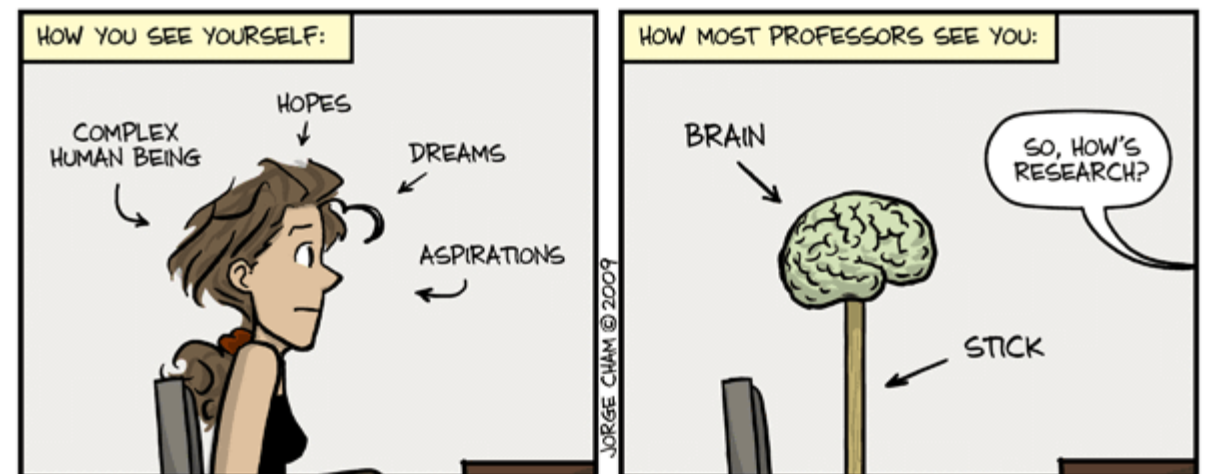
What is the role of a PhD supervisor?

- Steer you through the University processes for doing a PhD
- Make sure you follow the regulations
- Guide you in doing your research to make sure it is the right level for a PhD
- Help you with contacts and networking
- Answer your questions and help you identify appropriate learning
- They don't: do things for you, tell you what to do, organise you, take responsibility for the conduct of your research.

Imperial College Healthcare 
NHS Trust



<http://1.bp.blogspot.com/-4ArM6Rb6y6I/Uuj4BhrF5qI/AAAAAAAAASI/gaqa4SKgrGE/s1600/Picture3.gif>



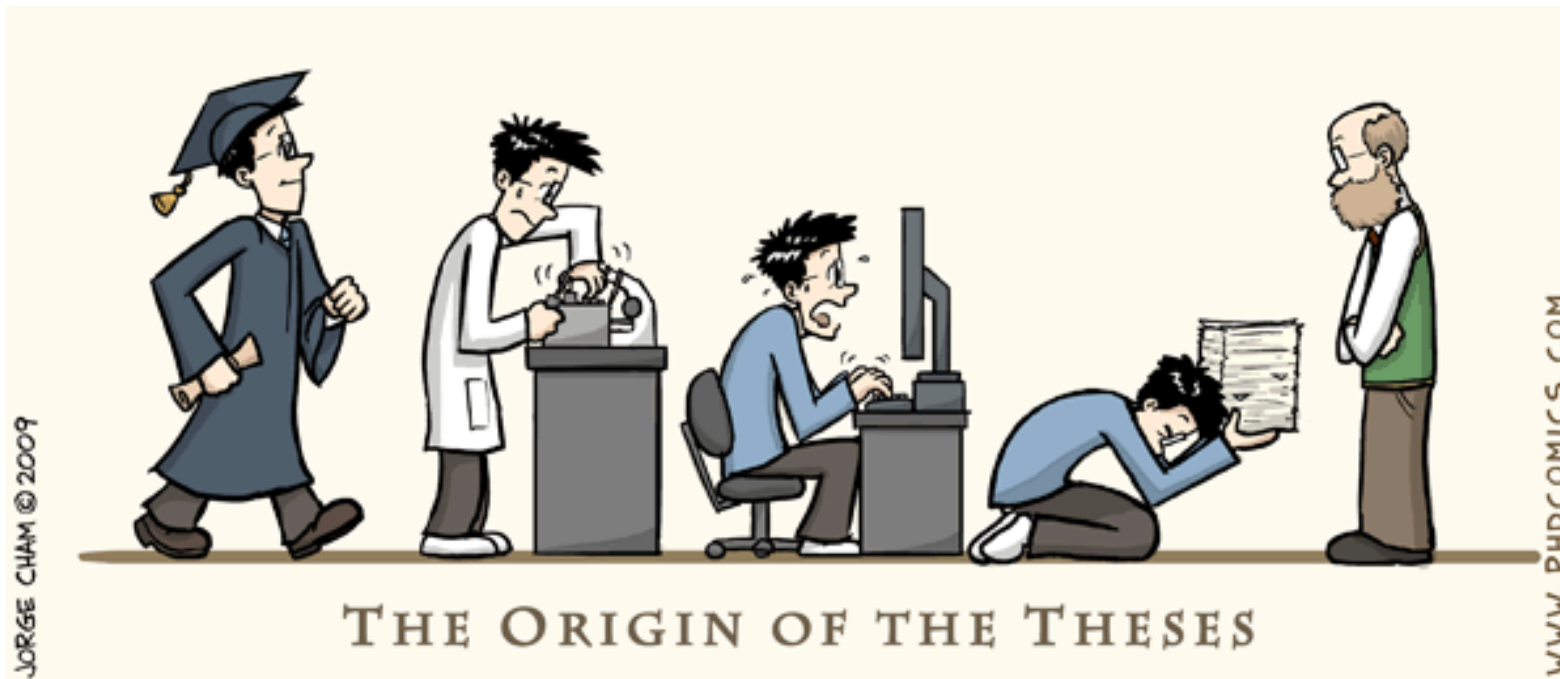
The Role of the Supervisor

- The supervisor as **project advisor**.
- The supervisor as **academic guide**.
- The supervisor as **quality assurer**.
- The supervisor as **pastoral supporter**.

At the PhD level, the role of the supervisor is more that of a colleague and advisor than one of being a subject-matter expert. From the beginning, you will know more about your topic than your supervisor will. He will be able to advise on technical and methodological issues, and discuss the content with you, but he will not be the subject expert.

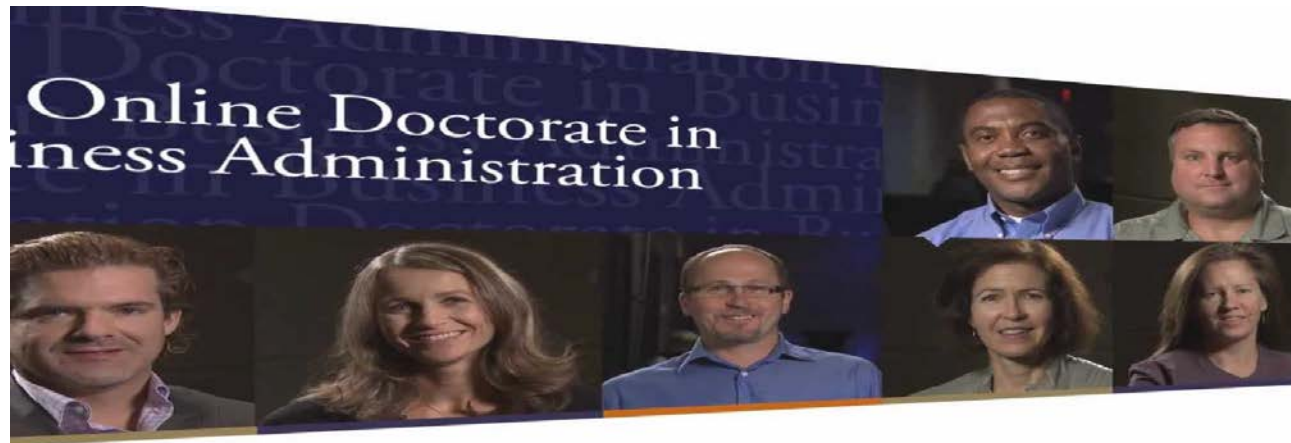
“The good old days.....”

- When PhD students were apprentices to the Professor
- When PhD students were the chosen few
- When PhD students were an extension of the Professors’ research interests
- When PhD students were local native speakers.....



“.....are gone!”

- The reality of Doctoral studies is very different now
- It is no longer simply PhDs which were a known quantity
- The rise of Professional Doctorates has added a new dimension
- Doctoral students are no longer an “extension of the Prof” but have careers and individual research interests
- Doctoral students provide a lucrative income stream for universities



Pilot study comments

- It's quite tricky when you supervise a government official who's used to giving orders
- I had a brilliant Arab woman student whose husband always sat in on our supervision sessions
- The student felt it was politically incorrect to report the thesis findings
- The parents of an Asian student kept writing to ask how he was progressing – I felt quite intimidated when this student kept demanding deferrals
- I really wasn't used to working with female professors and we had two running our DBA workshops
- It was daunting to think that the outcome of the thesis was to change national policy
- It's can be more interesting but more emotionally fraught than dealing with younger PhD students on traditional career paths. You must have tough love – assertiveness is key.

Key issues

- Power differentials, ethics – Bell & Bryman (2007) discussed self-harm for management researchers
- Expert supervisor, executive student
- Student's socialisation into scholarship, the rules of the game, typically mid career, standards, deadlines
- Supervisor's respect for great access to data, time pressures
- Both are boundary spanners, in hyphenated spaces
- Gender issues, national, occupational culture differences
- Squeezing student's brain 'into the size of a pea' cf polymathic day job
- Organisational and policy implications – impact on practice – a privilege and a peril – responsible supervision, potential for self-harm

Split personality supervision styles

- Changing trends in expectations
- Different cultural norms
- Global universities
- Online/virtual supervision
- Evidence based skills accumulation
- Varying measures of success (thesis/ publications/ impact)
- PD supervisory capacity



Being more innovative... and international

- New models of supervision – international contexts / culturally sensitive
- Closer links with industry / employers
- Bespoke PD supervisor training
- A focus on PD research outputs
- Early capture of impact



Key arguments

Supervisors of candidates on professional doctoral programmes who are international senior or mid-career working executives should be aware of asymmetries in expertise, power and access to data. These candidates must respect boundaries and the rules of the game in scholarship as boundary spanners, executive-researchers operating in hyphen-spaces (Cunliffe and Karunanayake, 2011).

Future research and publication plans

Survey and interview dyads of supervisors-supervisees
alone and together (current and past students)

Higher Education Research & Development;

Higher Education, Studies in Higher Education

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תודה
Dankie Gracias
Спасибо شكريا
Merci Takk
Köszönjük Terima kasih
Grazie Dziękujemy Děkojame
Ďakujeme Vielen Dank Paldies
Kiitos Täname teid 谢谢
Thank You Tak
感謝您 Obrigado Teşekkür Ederiz
Σας Ευχαριστούμ 감사합니다
Bedankt Děkujeme vám
ありがとうございます
Tack

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