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SPECIAL ISSUE: CALL FOR PAPERS

Doctoral supervision: the supervision journey

Guest Editors: Ronel Erwee and Renee Malan

Lee's (2008) typology of research supervision approaches highlights the supervisor's activity, knowledge and skills in the functional approach, the enculturation approach, critical thinking, emancipation and relationship development approaches. Each approach has its own goals and effects on the relationship between the parties. Supervisors can follow a *functional approach* if they actively guide the student in formulating the research problem, selecting the research method, managing the timelines in completion of the project and are directive in their feedback on chapter content. Other supervisors choose to focus on *evaluation* of the student's work and challenging the doctoral student to develop their critical thinking strengths. As an example of an *enculturation* approach, some supervisors urge their external doctoral students to be active on discussion boards to become part of a research community or introduce external students to each other to create research syndicates. Supervisors who are aware of *relationship development* adapt their relationships over time as the doctoral student moves from a novice researcher to becoming a research peer. One issue is whether supervisors have preferences for specific approaches or how they adapt their approaches over time (Van Rensburg and Danaher 2009, 7).

These perspectives reflect the supervision journey from the supervisor's perspective. However, the doctoral students also hold diverse expectations about their roles in the supervisor-student relationship, the type of competencies they wish to develop, and receiving prompt and reliable feedback. There are differing perspectives about the extent to which they wish to become part of larger research networks or develop identities as academics. There could be a convergence or divergence of expectations between supervisors and their doctoral students over the three or five year time period of the on-campus or external study.

This special issues calls for any work addressing and advancing doctoral supervision from the perspective of the supervisor or doctoral student.

Important Dates

Submission of full paper by: 26 September, 2011

Review during October 2011 and notification of acceptance by: 15 November 2011

Submission of final and revised manuscripts: 16 December 2011

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Authors should prepare two versions of their manuscript. One should be a complete text; and with the second version, all document information identifying the author should be removed from files to allow them to be sent anonymously to referees. Each file should be labelled accordingly, e.g. 'Complete paper with author details', and the anonymous version as 'Main document minus author'.

Reference

Lee, A. 2008. How are doctoral students supervised? Concepts of doctoral research supervision. Guildford, UK: Information Services, University of Surrey in Van Rensburg, H., and Danaher, P. 2009. Facilitating formative feedback: an undervalued dimension of assessing doctoral students' learning. ATN Assessment conference, RMIT University, Melbourne