

SELF ASSESSMENT REPORT – SUPERVISORY EXCELLENCE REPORT

***COMPULSORY :**

This report is to be filled up by candidate of AS 103 course 'BEFORE' the 'FIRST SESSION'.

- (a) Please provide a one-page executive summary that states your supervision philosophy, practices and your opinion on the role of research students and supervisor.

Example:

I serve three basic roles as counseling supervisor: teacher, counselor, and consultant. As teacher, I instruct supervisees in skill development and observe their counselor/client interactions. As consultant, I encourage supervisees to brainstorm alternative interventions and suggest possible alternatives. As counselor, I encourage supervisees to identify their own feelings in relation to individual clients and urge them to recognize and manage intense feelings as they occur within counseling relationships.

I continue to study and alter my supervisory skills as new research emerges. This is a field that is lacking overall in outcome assessment. The methods I have used and cited have strengths as well as weaknesses. My theoretical orientation is existential/humanistic. I help supervisees focus on their authenticity and skill development within a respectful, empathic environment. My belief that people have tremendous potential enables me to be optimistic about their possibilities of becoming effective counselors and I am very respectful of the role I play in their development.

- (b) A self-report on experiences in supervising PhD's students (of about 1-2 pages). Your report should include your supervision experience, achievement, areas of improvement and plan for future development.

Example:

As a new academic staff, my supervision experience is just under three years. To date, I am the associate supervisor of one part-time masters by research and one full-time Doctor of Philosophy student. I am also the main supervisor for two Honors students. My master student graduated last year and my PhD student is in his second year and just completed her proposal defense. I view myself as a 'Democratic' supervisor. I allow my student to decide what is best for their research. I consider this as my strength. Although my intention is to provide freedom to the student, a limitation of this approach is students tend to delay their work since there is not pressure from supervisor. I hope to overcome this by setting dateline for the student for each milestone.

Declaration: I hereby declare that the details info above are true and correct to the best of my knowledge and belief and I undertake to inform you of any changes therein, immediately. In case any of the above information is found to be false or untrue or misleading or misrepresenting, I am aware that I may be held liable for it.

Signed by:

Date:

(Mentee's Name & Official Stamp)

APPENDIX

Descriptions:

A 'mentor' is often referred to by many successful researchers as someone who was significant in their career. The mentoring role requires specific subject expertise and includes mentoring students so they can complete the research project itself, but also mentoring the intellectual development of the student, i.e. the mentor encourages publishing; encourages networking; helps with seminar and conference presentations; and assists with career goals.

A 'sponsor' can assist with funding and the identification and provision of resources. The sponsor is one who, for example, will: make sure that new candidates have access to basic resources such as desk, phone and computer; ensure, or advise how students can access funding for conferences, field work and workshops; identify administrative procedures that students need to meet and who assists in achieving these in a timely manner; introduces the student to professional and discipline networks; and gives candidates access to expertise and full participation in the research 'practice'. This includes directing students to alternative sources of expertise.

The 'progressing the candidature' role can be thought of as facilitation-related functions, these include: monitoring progress; periodically reviewing supervision arrangements; negotiating availability and initiating contact; and devoting sufficient time to the student. This last point remains so important, that it warrants scrutiny and expansion. In the context of this paper, we define this role as providing guidance on the thinking processes that lead to successful research outcomes. In this sense, the supervisor will provide opportunities for the student to expand their thinking approaches. Concurrently, through effective guidance, the supervisor assists in enriching the student's intellectual flexibility in thinking about and conceiving not only how to solve problems, but to conceive of those problems in the first place.

A supervisor in the 'coach' role involves helping candidates develop their research expertise while they are actually doing their research project. The coaching role is often performed by a range of people with varying expertise such as other academics and students, technical staff and other professionals e.g. librarians and statistical consultants. The coach role includes: establishing the coaching partnership, action planning (Zeus and Skffington 2001, 60) such as helping students with identifying the research question and theoretical framework; helping plan and refine the project; advising on critical aspects of research; being directive when needed, and continually evaluating and following up areas of the relationship in which improvements can be achieved (Zeus and Skffington 2001, 79).

PEER ASSESSMENT FORM – AS 103: GRADUATE SUPERVISION COURSE

PART A: THIS SECTION IS TO BE FILLED UP BY THE MENTEE (CANDIDATE OF AS 103 COURSE). IT RECORDS MENTEE’S AND MENTOR’S ROLE AND THE RESEARCH STUDENT DETAILS.

NOTES & TIPS:

1. The Self-Assessment Report – Supervisory Excellence form must be fill out BEFORE the first session of Peer Assessment.
2. The Peer Assessment form must be fill out for each session and VERIFIED by the Mentor.
3. The Peer Assessment form must be VERIFIED by Faculty / School after the third session.
4. The three session of Peer Assessment must be completed in a minimum duration of 3 months or more.

- a. Mentee’s role : Main Supervisor/Co-supervisor
- b. Mentor’s role : Main Supervisor/Co-supervisor
- c. Mentor’s Name : _____
- d. Mentee’s Name : _____
- e. Student’s Name : _____
- f. Program of Study : _____
- g. Semester of Study : _____
- h. Title of research : _____

SESSION ONE (1)

1. Date of supervision : _____
2. Mentor is required to indicate your observation on the supervisory style of your mentee.

Description of Supervisory Practices	Not at all	Sometimes	Often
i. The supervisor adopts suitable supervisory approach based on the student’s needs.			
ii. The supervisor adopts suitable supervisory approach based on the student’s progress throughout their candidature.			
iii. The supervisor is aware on his/her role in the supervision process.			
iv. The supervisor guides the discussions.			

3. The common traits of the mentee in the supervision process (You can tick more than one answer).
*Please refer Appendix for detail explanation of the roles.

<input type="checkbox"/>	Mentor
<input type="checkbox"/>	Sponsor
<input type="checkbox"/>	Progressing the candidature
<input type="checkbox"/>	Coach

4. Areas in need of development by the mentee (You can tick more than one answer)

	Communication skill
	Critical Thinking
	Knowledge in the area of research
	Professionalism
	Others (Please specify): _____

5. Overall Comments to the supervisor (mentee):

PART B: MENTOR VERIFICATION SECTION

This section will be filled in by the **mentor after every session** of mentor-mentee supervision session.

I verify that as a Mentor, _____ (mentee name) has been evaluated during this mentor-mentee session successfully.

Signature:

Date:

.....
 (Mentor's Signature & Official Stamp)

SESSION TWO (2)

1. Date of supervision : _____
2. Mentor is required to indicate your observation on the supervisory style of your mentee.

Description of Supervisory Practices	Not at all	Sometimes	Often
v. The supervisor adopts suitable supervisory approach based on the student’s needs.			
vi. The supervisor adopts suitable supervisory approach based on the student’s progress throughout their candidature.			
vii. The supervisor is aware on his/her role in the supervision process.			
viii. The supervisor guides the discussions.			

3. The common traits of the mentee in the supervision process (You can tick more than one answer).
*Please refer Appendix for detail explanation of the roles.

<input type="checkbox"/>	Mentor
<input type="checkbox"/>	Sponsor
<input type="checkbox"/>	Progressing the candidature
<input type="checkbox"/>	Coach

4. Areas in need of development by the mentee (You can tick more than one answer)

<input type="checkbox"/>	Communication skill
<input type="checkbox"/>	Critical Thinking
<input type="checkbox"/>	Knowledge in the area of research
<input type="checkbox"/>	Professionalism
<input type="checkbox"/>	Others (Please specify): _____

5. Overall Comments to the supervisor (mentee):

PART B: MENTOR VERIFICATION SECTION

This section will be filled in by the **mentor after every session** of mentor-mentee supervision session.

I verify that as a Mentor, _____ (mentee name) has been evaluated during this mentor-mentee session successfully.

Signature:

Date:

.....
(Mentor’s Signature & Official Stamp)

SESSION THREE (3)

1. Date of supervision : _____
2. Mentor is required to indicate your observation on the supervisory style of your mentee.

Description of Supervisory Practices	Not at all	Sometimes	Often
ix. The supervisor adopts suitable supervisory approach based on the student’s needs.			
x. The supervisor adopts suitable supervisory approach based on the student’s progress throughout their candidature.			
xi. The supervisor is aware on his/her role in the supervision process.			
xii. The supervisor guides the discussions.			

3. The common traits of the mentee in the supervision process (You can tick more than one answer).
*Please refer Appendix for detail explanation of the roles.

<input type="checkbox"/>	Mentor
<input type="checkbox"/>	Sponsor
<input type="checkbox"/>	Progressing the candidature
<input type="checkbox"/>	Coach

4. Areas in need of development by the mentee (You can tick more than one answer)

<input type="checkbox"/>	Communication skill
<input type="checkbox"/>	Critical Thinking
<input type="checkbox"/>	Knowledge in the area of research
<input type="checkbox"/>	Professionalism
<input type="checkbox"/>	Others (Please specify): _____

5. Overall Comments to the supervisor (mentee):

PART B: MENTOR VERIFICATION SECTION

This section will be filled in by the **mentor after every session** of mentor-mentee supervision session.

I verify that as a Mentor, _____ (mentee name) has been evaluated during this mentor-mentee session successfully.

Signature:

Date:

.....
(Mentor’s Signature & Official Stamp)

PART C: FACULTY VERIFICATION SECTION

This section will be filled in by the Deputy Dean (Academic) / Chair / Assoc. Chair of Faculty **after the 3rd session** of mentor-mentee supervision session.

I verify that _____ (mentee name) has attended the three supervisory session and is qualified to be a main supervisor for Doctoral student in the future.

Signature:

Date:

.....
(Signature & Official Stamp)