



CARVING A CAREER IDENTITY AS PHD SUPERVISOR: A SOUTH AFRICAN AUTOETHNOGRAPHIC CASE STUDY

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ABSTRACT

Aim/Purpose	This article demonstrates how experiences of a supervisee can become foundational in carving a career identity of PhD supervisors. The purpose of the article is to analyze how South African emerging supervisors could carve a career identity as PhD supervisors.
Background	This article uses an autoethnographic case study to address the problem of experiences of poverty, marginalization and scarcity towards resilience in academia.
Methodology	The article followed a qualitative methodology anchored on the constructivist-interpretive paradigm. The design of the study was a single ethnographic case study. This was an autoethnographic non-traditional inquiry of the author's PhD journey. For a period of six years, the author used autoethnography to inquire about personal experience of PhD supervision. Central to the methods used were reflexive critical and narrative analysis, and observation as action research of the culture of PhD supervision.
Contribution	This article contributes insight into PhD supervision and carving a career by using real time experiences of a PhD Supervision journey as a student, as a supervisor and trainee in a formalized supervision program.
Findings	The article's major actual findings were: Need for training in philosophy and educational research and in-service PhD supervision training.
Recommendations for Practitioners	The study indicates that universities could examine whether they should intensify their efforts to train PhD supervisors towards developing supervision as a career. Emerging supervisors could be encouraged to consider engaging in training and carving careers out of PhD supervision.

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Recommendations for Researchers	Autoethnographic research could be intensified as it is positioned to provide first-hand information and provide dialogic spaces for silenced voices in less transformed universities.
Impact on Society	PhD supervision is recommended to be geared towards developing home-grown models and theories for resolving teaching and learning problems as well as making in-roads into socio-economic development.
Future Research	This study demonstrates the usefulness of individual experiences in selecting benchmarks for context appropriate models. The study suggests that future research could rely more on qualitative methods in addition to the widely used quantitative ones. A mixed methods approach seems to be a promising direction.
Keywords	autoethnography, career identity, PhD supervision, philosophy, reflexivity

INTRODUCTION

This article is about carving an identity as a PhD supervisor. Although PhD supervision is not new in academia, for a long time it was not a formalized process for which one had to be professionally trained in the “pedagogical aspects of supervision” (Åkerlind & McAlpine, 2017, p. 1686). Recent developments, however, indicate a high appetite from Institutions of Higher Education (HEIs) to provide professional development for emerging supervisors (Halse & Bansel, 2012). The HEIs in South Africa are incentivized by Government based on a number of PhDs produced (Mouton, Boshoff & James, 2015). The challenge though, is the availability of professionally trained supervisors who can supervise the PhD candidates to complete in record time of three years while avoiding attrition (Jairam & Kahl, 2012). PhD supervision was mainly acquired through experiential learning which was an *ad hoc* process that was, by no means, an optimum way of supervising research over a long period. Given the complexity of human nature and the diversity of supervision styles, it became imperative that PhD supervisors be trained in the art and pedagogy of supervision around the world since the 1990s (Åkerlind & McAlpine, 2017). South Africa also found herself compelled by socio-economic circumstances to train more PhD holders to meet the economic and developmental needs of the majority of the population (McCulloch & Thomas, 2013). As a young democracy (since 1994), South Africa is faced with multiple problems inherited from the apartheid system where higher education was only the preserve of a racial minority favored by the regime (Waghid, 2015). The main measure of redress therefore became transformation, trusted to address a plethora of issues such as racial discrimination within academia, low ratio of black females graduating and in leadership positions (Munro, Vithal & Murray, 2015). Vanderyer (2010) cautions that although some gains have been made in redressing the inequalities in academia, tokenism in HEIs is dangerous. This is evident generally in observing racial composition of transformation committees and inclusion of alternative voices in the transformation of the curriculum. A survey of doctoral supervisors in South Africa conducted by Mouton, Boshoff and James (2015), revealed that doctoral supervisors in South Africa face challenges such as increasing numbers of students who may be underprepared for graduate studies and less favorable conditions of supervision leading to highly stressful doctoral supervision.

This article sets out to answer the following research question: How can experiences of a supervisee help carve a career identity of emerging PhD supervisors? The article demonstrates how experiences of a supervisee can become foundational in carving a career identity of PhD supervisors. Similar studies focus more on relational issues about the supervision process, whereas this study focuses more on the technical issues related to developing supervision as a career (Dimitrova, 2016; González-Ocampo & Castelló, 2018). The purpose of the article is to analyze how South African emerging supervisors could carve a career identity as PhD supervisors regardless of the background of inequalities that persist within the South African academia (Munro, Vithal & Murray, 2015). The article

also contributes towards addressing “a dearth of scholarship on research supervision” as a career identity (Maistry, 2017, p. 120).

CONTEXT

Doctor of Philosophy degree candidate numbers have increased significantly around the world, resulting in high demand for PhD supervision (Murphy, Bain & Conrad, 2007). For instance, According to Van de Schoot, Yerkes and Sonneveld (2012, p. 331), “...in the Netherlands, Dutch doctoral recipients have an above-average employment rate of 86 per cent”. In Malaysia, Krauss and Ismail (2010) categorize PhD supervision in a cross-cultural, non-Western context, equally highlighted by Winchester-Seeto et al. (2014). The South African PhD supervision landscape is also somewhat similar to a cross-cultural, non-Western context given the demographic texture of the student body composition in South African Universities. Most PhD candidates may not necessarily be English first language speakers, therefore, have poor writing skills (Grossman, 2016). They usually require language editing from first speakers who may be predominantly well resourced linguistically and economically. This presents serious challenges for the supervisors who put emphasis on linguistic excellence at the expense of knowledge production. Editorial work usually costs thousands of rand, often economically setting back students with fewer resources. Power relations, ethnicity, gender and personal circumstance often play a critical role in the supervision relationship as racial tensions still exist between people of different cultures in South Africa (Naidoo, 2017), rendering others, “The disempowered supervisors” (Gibbons, 2011, p. 1). Undeniably, sometimes working across races works very well, for instance in the case of the author of this article, supervision was of the highest standard and liberating. This gives impetus for “negotiating academicity” (Petersen, 2007, p. 475) with possibilities of changing postgraduate supervision practice internationally (Brew & Peseta, 2004). Humphrey, Marshall, and Leonardo (2012) state that, in the United Kingdom, professionalization of doctoral education has had a positive impact on doctoral educational outcomes. South Africa could perhaps benchmark on this best practice with its current project on sustainable collaboration between South African and Dutch higher education institutions (HEIs), about which an agreement was signed in 2017 between the National Research Foundation (NRF) – South Africa and Nuffic (Netherlands organization for internationalization in education). The Nuffic project aims at strengthening postgraduate supervision for supervisors to develop a strong scholarly identity and built their “research supervision craft” (Maistry, 2017, p. 120).

PhD supervision in South Africa generally rests on the premise that; “supervisory relationships in PhD pedagogy are negotiated and defined by the supervisors’ particular ideas and interests about scholarship and knowledge generation” (Pillay & Balfour, 2011, p. 358). This may compromise flexibility in the fiduciary training of the supervisee. However, supervisors seem to enjoy this prerogative. Although the postgraduate pedagogy presupposes scholarship transition from emerging to expert (Pillay & Balfour, 2011), South Africa experiences high volumes of PhD candidates against “underprovided supervisory capacity” (Grossman, 2016, p. 94). Van Rensburg, Mayers and Roets (2016), emphasize that the process of supervision needs to be understood. In line with this observation, Grossman and Crowther (2015, p. 1) warn against “...a backlog in research training and supervision” in South African academic institutions. It is thus, that this article sets out to analyze how South African emerging supervisors could carve a career identity as PhD supervisors.

PhD supervision pedagogy emerged as a field that requires training for those involved in the supervision of candidates. “The modern PhD developed in nineteenth century Germany where it required the completion of coursework, the performance of original research and the successful defense of a dissertation presenting the results of the research. This model proved attractive and spread rapidly to other countries so that today the PhD is the summit of formal educational achievement all around the world” (The Group of Eight, 2013, p. 5). In many Universities around the world, once a person obtained their Master’s degree or a PhD, they were deemed fit to supervise. This trend can be corroborated by cases where emerging researchers such as the author of this article, are offered lecturing

positions yet they have no qualification for supervision other than research and “discipline-specific knowledge” (Stracke & Kumar, 2010, p. 21). Persons without pedagogical training are likely to miss a lot of learning milestones important for the candidates. In the same manner, lecturers not trained in supervision may only rely on their own experiences without being formally trained to supervise. This has the potential to cause non-completion of studies (McCormack, 2005). Notwithstanding this, many self-made supervisors have successfully led students to completion. However, world Universities found it more prudent to train supervisors in order to reduce PhD completion time, to less than three years (Wingfield, 2010; van de Schoot, Yerkes, Mouw & Sonneveld, 2013; Åkerlind & McAlpine, 2017). The PhD supervisor is the guide of the supervision process (Lepp, Remmik, Karm, & Leijen, 2013).

The context in which the author of this article supervises does not afford the supervisor the opportunity to have a say into whom they will supervise and with whom they want to co-supervise. Supervisors are allocated candidates and one has to navigate their way around the kaleidoscope of supervision. Within this context, the caliber of candidates one ends up supervising has been marked by a struggle to comprehend the research process, let alone carry out reasonable research within the stipulated period. This may also speak to the congruence regarding whether one is ready as a supervisor to steer the process of supervision in the right direction based on “academic autonomy” (Henkel, 2005, p. 169). Does one have a supervisor identity yet as a PhD supervisor immediately after graduation?

The structure of supervision in the department where the author works mirrors many in national as well as international Universities. A new PhD graduate supervises with a senior staff member to help sharpen the supervisory skills until some candidates have graduated under their supervision. It is a continuous learning process for “... doctoral supervisors’ learning and knowledge” (Halse, 2011, p. 257). This is a commendable and desirable mentoring. However, it only becomes problematic where the new supervisor is overshadowed by the senior supervisors, who may not allow space for the emerging supervisor to lead the supervisory process. It also becomes seriously problematic when the skewed supervision relationship becomes obvious to the candidate (Sambrook, Stewart, & Roberts, 2008). Some lose confidence in the emerging supervisor and this may tarnish the image of the supervisory process. Despite these challenges, Schutte, Wright, Langdon, Lochner and Myers, (2013, p. 2), urge that:

Key national strategy and policy documents, such as the National Development Plan (2011)² and the National Research Foundation’s document titled ‘Scaling-up the South African Research Enterprise’ (2011)³, urge expansion in the production of highly skilled professionals, especially PhDs, to improve South Africa’s research and innovation capacity. These expansions include the implementation of interventions to grow the number of graduates produced in South Africa to an ideal 6000 PhDs per annum in 2020–2030.

The national strategy and the expansion in the production of PhDs as expressed in the national plan seem to support the spirit of the current article, which examines how South African emerging supervisors could carve career identities as PhD supervisors (Maistry, 2017, p. 120).

PHD STUDY IN SOUTH AFRICA

In South Africa, the average annual growth in PhD graduates was noted to be only 6%, which translates to approximately 45% of doctoral students who enroll but never complete their studies, as well as 29% who drop out within the first two years of their PhD studies (Council on Higher Education, 2009). Because of this, Universities in South Africa face criticism about under-production of doctoral graduates. Therefore, clarion calls are heard around South Africa to produce more PhD holders as the general belief is that a correlation exists between quantity and quality at the doctoral level to pro-

duce research and solve social and economic problems faced by the country. Indeed, South Africa has now set out ‘... to increase by fivefold the production of PhDs by 2025’ (Herman, 2011, p. 505).

The PhD supervision community of practice in South Africa is spearheaded by Rhodes University; building on case studies of postgraduate supervision across the higher education sector. This is an excellent opportunity for South Africa to build its knowledge base, which it can use to strengthen research to address South African problems. Nevertheless, it is a growing area, which requires vigilant and proactive planning, especially in the area of developing homegrown models based on “reflective practice” throughout South African Universities (De Lange, Pillay, & Chikoko, 2011, p. 15). One of the most serious problems to address locally and internationally is youth unemployment. Could acquisition of a PhD within set completion time contribute to the alleviation of unemployment in South Africa? How can the caliber of a PhD graduate bring innovativeness to the South African education system and change the life of ordinary South Africans? PhD supervision research problems within South Africa center on finding the best model of supervision, and communities of researchers (De Lange et al., 2011). Candidates could be inducted to consciously choose to participate in communities of practice. Many models may exist in South Africa given its diversity and history, for example. “The doctoral cohort model of supervision ... [developed from a] Historically Black University (HBU) in KwaZulu-Natal” (De Lange et al., 2011, p. 17). Another model developed by McMorland, Carroll, Copas, and Pringle (2003) is the Action Research/Peer Partnership Inquiry. Central to this model appears to be supervisors and students forming a peer-partnership inquiry via the PhD supervision process. The focus of most models is to balance the power relations between the supervisor and the student. According to Govender and Dhunpath (2011, p. 88), “The Collaborative Cohort Model (CCM) of higher degrees supervision is gaining increasing popularity internationally and, in some contexts, replacing the conventional Apprentice Master Model (AMM)”, where “The supervised as the supervisor” adds value to the process of supervision (Stephens, 2014, p. 537). It may be during these early stages where the supervised carve an identity as supervisors.

Although many challenges still exist, access to higher education based on race is generally no longer a problem. Universities have now opened doors to enable anyone to have a chance of higher education. The government, through bodies such as the National Research Foundation has also made available opportunities in various ways but has mainly provided financial support for PhD research and innovation (De Lange et al., 2011). Those who will enroll for PhD programs will require supervisors. Most supervisors in South African Universities learn supervision through experience and many will not have undergone formal PhD supervision training. What then is the identity of a PhD supervisor in South Africa? In the next section, I review the theoretical lens of PhD supervision.

THEORETICAL LENS OF PHD SUPERVISION

PhD supervision is not new in academia and it is at the crossroads of career development of candidates and career management of supervisors. Central to the supervision process may be power relations stemming from guidance needed for the candidate to complete the PhD thesis (Stracke & Kumar, 2010). For emerging supervisors, although they themselves have been supervised during their own PhD journey, the process of supervision may be a daunting experience (McCormack, 2005). This is due to the complexity of the supervision process (Hamilton & Carson, 2015). Sometimes PhD graduates emulate their former supervisors in the supervision process, while at other times they may try to ensure that they are not a replica of their former supervisor. This can be compared to raising children. Depending on their experiences, some adults may feel the urge to raise their children the way they were raised while others might completely abhor the way they were brought up. Thus, identity in PhD supervision becomes central as the “supervisory arrangements” become one of the most important ingredients of the whole process (McCormack, 2005, p. 234). This article is premised on the supervisory styles as developed by Gatfield (2005) as one of the viable models for PhD supervision. These styles serve as the author’s theoretical lens for PhD supervision. The styles resonate with an adaptation of a supervisory character that can be adopted by the supervisors and the super-

visees to suit personalities involved in the supervision process. Figure 1 below shows the four Gartfield (2005) styles with an adaptation related to carving a career identity as a PhD supervisor emerging from the current study.

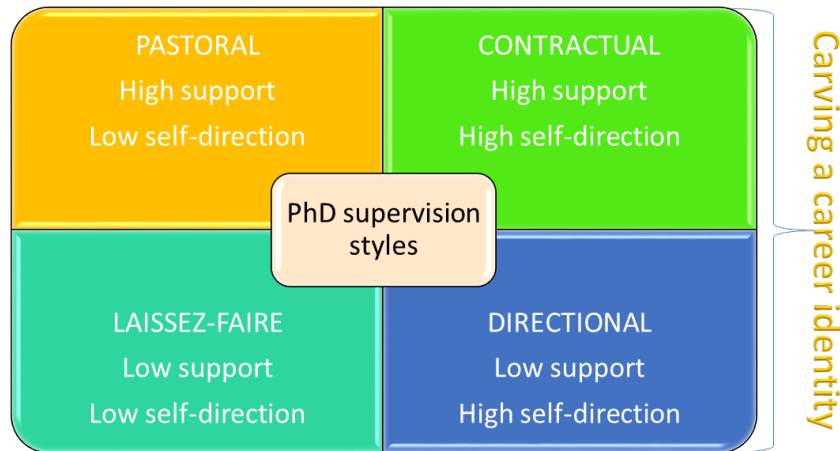


Figure 1. PhD supervisions styles adapted from Gartfield (2005)

The four styles emphasize different levels of operation. “Supervisor induction and training programs at universities” could be used to provide supervisors with requisite supervision knowledge and skills (Boehe, 2016, p. 411). In the pastoral style, the supervisor provides high support and the supervisee has low *self*-direction, depending more on the direction provided by the supervisor. In the adaptation, self was added to direction to indicate ownership to be emphasized by the supervisee. Laissez-faire supervisor style provides low support and the candidate displays low motivation for the task. In the directional style, the supervisor provides low support, but the candidate compensates through high self-direction. The contractual style provides high support and high self-direction. It is envisaged that the contractual style of supervision could provide opportunities for more robust engagement, more critical analysis and contribution to new knowledge production as the supervisor and candidate profoundly engage the subject of research. “The raison d’être of universities is knowledge production and the education of graduates who possess knowledge, competences, and skills” (Bøgelund, 2015, p. 40).

Postgraduate research supervision is generally a dynamic and complex process (K. Grant, Hackney, & Edgar, 2014). PhD supervision is an even more challenging experience both for the supervisor and the PhD candidate. The challenges inherent in this process could normally be managed as opportunities for growth; however, it is not easy for most people to construe them as such (Vilkinas, 2002). More than PhD supervision being considered metaphorically as a “doctoral journey” (Stracke & Kumar, 2010, p. 19), one sees it as a pilgrimage; even if one is not a believer; candidates have to go through it! In a pilgrimage one faces the unknown, uncertainties, disbelief in self, disgruntlement with the process, suspicion of the supervisor and many other negative emotions. There are however very fulfilling and positive moments. In both scenarios, a supervisor is inevitable.

THE PROTEAN CAREER IDENTITY OF A PHD SUPERVISOR

PhD supervision is a brick in the construction of an academic career identity: Therefore, a supervisor assumes multiple identities in the process of supervision (Sambrook et al., 2008). On many occasions there is a change of roles depending on the circumstances of supervision. At times, if not most times, the supervisor is seen as a tormentor; other times a guardian angel, a friend and a mentor as they perform their supervision work. “Work is central for people’s self-concepts ...” and career is fundamental in building one’s identity as a worker (Volmer & Spurk, 2011, p. 208). Thus, the protean identity is derived “from the Greek God Proteus, who was able to morph and change form at will” (Crowley-Henry & Weir, 2009, p. 302). Like Proteus, supervisors assume an identity, which keeps

focus on the main aim of supervision while at the same time adopts multiple identities in order to accommodate different circumstances which emerge throughout the supervision process.

The morphing of a protean identity is an attempt to establish oneself in the construction of one's career as a supervisor. PhD supervision perhaps is an important constituent part of career construction, most especially for emerging supervisors. "From a constructionist viewpoint, career denotes a moving perspective that imposes personal meaning on past memories, present experiences, and future aspirations by patterning them into a life theme" (Savickas et al., 2009, p. 246). PhD supervisors spend many years with different candidates presenting different personalities, work ethics, research knowledge and competences. Supervision could become a specific and important theme in the life of a supervisor. This is a theme which could also define a supervisor as a researcher in the construction of a career. PhD supervision could be anchored on lifelong learning based on the principles of "... andragogy as a philosophical approach and the art and science of adult learning" (Sefotho, 2015, p. 117). Andragogy's assumptions emphasize the foundations of adult learning as premised on experience from which learning is scaffolded focusing on helping adults to enhance their capacity as self-directed learners (Beavers, 2009). Self-directed learning under andragogy mirrors career identity development as PhD supervisor in this article. Andragogy emphasizes the importance of "self-image, experience and readiness to learn" as fundamental to building one's career (Terehoff, 2002, p. 65). According to Savickas (2011), career construction can be perceived as constructing self and identity. The self of a PhD supervisor sets the tone for the supervision process and impacts directly on the supervision relationship (Sambrook et al., 2008).

Within the career psychology discourse, a PhD supervisor faces a challenge of establishing a constellation of selves which can form a steady protean PhD supervisor career identity. The central question for each supervisor to answer is; 'Who am I as a PhD supervisor?' The answers will most probably point to multiple selves. These are the selves which form a protean identity within the global knowledge economy to allow for a protean career (Arthur, 2008). Nonetheless, PhD supervisors, especially the emerging ones need to be cautious not to fall into the trap of "pure reactivity or a 'chameleon'" attitude whereby they only follow their former supervisor's path without making their own new tracks (Hall, 2004, p. 6). Although it is important to stand on the shoulders of those giants who have gone before us, and not to reinvent the wheel, it is also crucial to develop one's own perspectives and strategies. Hall (2004, p. 6) identified "two careers 'metacompetencies' that help equip individuals to be more protean: adaptability and identity (or self-awareness)".

PhD supervision could benefit from frameworks like clinical supervision, especially those in the helping professions such as educational psychology where internship helps them to develop their personal, professional and practice identity (Milne, Aylott, Fitzpatrick & Ellis, 2008; Milne, Sheikh, Pattison & Wilkinson, 2011). Various types of internships help emerging professionals to strengthen their competency base; such as business internship, law internship, medical internships, engineering, teaching practice and many others. These help entrants to carve their professional identities and enter their respective fields well prepared to be critical practitioners.

CARVING AN AUTONOMOUS ACADEMIC IDENTITY AS PHD SUPERVISOR

Academic identity construction is a *conditio sine qua non* for emerging PhD supervisors as well as the seasoned supervisors (Mahlomaholo, 2009). Identity is not a static quality; it is an on-going effort to make sense of "academic ontology (how academics come to be)" (Quigley, 2011, p. 21) and "... supervision is an ongoing ontological process of 'becoming a supervisor'" (Halse, 2011, p. 557). An academic identity may change depending on the career path one follows. For PhD supervisors, an academic identity could develop mainly through teaching and research as well as mentorship (Schutte, Wright, Langdon, Lochner & Myers, 2013). If teaching and research are harmonized for "finding the academic self" (Schulze, 2014, p. 1), as well as development of students, the supervisor could be known for a trajectory in certain subject specialization and an established research area. Ramsden in Winter (2009, p. 123) identifies the following values required of a PhD supervisor: "discipline schol-

arship, intellectual curiosity, a community of practice, accountability to peers and professional autonomy.” In this article, the word autonomy is used as an oxymoron indicating that the PhD supervisor, who is also a researcher, is likely to establish a unique academic identity while at the same time not divorced or de-linked from the community of researchers in their area of research. These could be some of the values, which drive an autonomous academic identity. In addition, although they may belong to a local community of practice, it may be necessary for PhD supervisors to make their voices heard globally and to be accountable to peers in the same discipline. Therefore, it may be crucial for PhD supervisors to make their research areas widely known in South Africa and internationally in order for candidates to benefit from their research via career adaptability.

CAREER ADAPTABILITY

Career adaptability is a relatively new concept within career psychology (Maggiori et al., 2013). According to Savickas (2005), it represents how a person constructs a career. Within the PhD supervision discourse, career adaptability could represent how a PhD supervisor constructs a career within the realm of their research area in order to carve an identity specific to them, both as a supervisor and as a researcher. Notably, “people’s adaptability is relative to the person-environment relationship” (Maggiori et al., 2013, p. 438). Thus, it could become important for career adaptability to occur within conducive environments where learning becomes a central part of life (Brown, Bimrose, Barnes, & Hughes, 2012). Given the complexity and the ever-changing world of work today, career adaptability could facilitate lifelong learning for the PhD supervisor. The protean identity would therefore morph as lifelong developmental process evolves.

ESTABLISHING A RESEARCH AREA TO ENHANCE ONE’S ACADEMIC CAREER

Establishing a research area draws from years of efforts of mentorship, apprenticeship, training and re-training within a focused research area (Johnson, 2011). Academic identity may lead to professional autonomy in scholarship, but this takes many years and a lot of effort to establish. A PhD supervisor, while embracing the values mentioned by Ramsden above, deepens his or her discipline scholarship in a specific area through teaching and research. It may be important that supervisors teach in an area that also triggers their intellectual curiosity leading to research in that particular area. It is also imperative that supervisors become innovative and develop new areas of research that add value to the community of practice they belong to or to humanity in general. The relationship between the supervisor and the student is a continually dialectical one (Yandell & Turvey, 2007).

As societies grow, new challenges accompany the growth that require new methods of addressing the emerging problems. While PhD supervisors teach and conduct research, accountability to peers via peer reviewed and credible publications is crucial. This adds value to teaching using properly researched and credible sources. One’s academic voice becomes more meaningful in teaching in the classroom if based on research as well as the same voice becoming globally identifiable. However, central to research and teaching could be the desire to solve local problems through homegrown models and theories. Nations could benefit from research that is used to resolve local problems.

DEVELOPING AN INTELLECTUAL LEGACY THROUGH PHD SUPERVISION

Backhouse (2009, p. iii) regards “... the PhD as ongoing personal development through an engagement with knowledge.” By carving an autonomous identity through PhD supervision emerging supervisors equally establish professional autonomy. Ironically, institutions of higher learning encourage PhD supervisors’ autonomy as researchers and scholars but equally impose a plethora of controls on them. Once focused and well-intended, these control measures are very important. They are meant for continued mentorship by more experienced supervisors and to assist in striving for excellence. PhD supervision helps emerging researchers to build a regional, national and/or international reputation within a community of practice and beyond.

An intellectual legacy can be developed in any field (Murphy, 2013). Therefore, any researcher has the potential to bequeath a legacy for future generations. An intellectual legacy may be a theory, a conceptual framework, a model or a breakthrough that a PhD supervisor has achieved which continues to exist after they retire or are no longer alive. It is a mark that distinguishes such a supervisor and bears their name for generations to come and has a long-standing effect. This is crucial especially within the African settings, and more so within South Africa. Within African scholarship, an intellectual legacy is imperative as most South African Universities are now on a drive to produce PhDs who can research and write about Africa and its contribution to humanity (Cloete & Mouton, 2015; De Jager, Frick & Van Der Spuy, 2017). African scholars need to develop ways to address Africa's problems using African resources. Answers to African problems may lie within Africa. The intellectual legacy current scholars can bequeath to future generations is through re-visiting indigenous knowledge systems. South Africa can proudly look at the legacy left by Nelson Mandela through his writings, his way of life and the speeches he gave which remain in the minds of many. Through his legacy of "ICON OF FORGIVENESS AND RECONCILIATION", Mandela established a global self (Maanga, 2013, p. 98). How can PhD supervisors as educators and researchers establish a global self in developing an intellectual legacy through PhD supervision?

THE GLOBAL SELF AS A PHD SUPERVISOR AND POWER RELATIONS

Carving a PhD career identity mostly depends on establishing a global self, and it extends to and could be supported by institutions that employ PhD supervisors. Countries as the major stakeholders in the provision of education and training and as major beneficiaries of the economic returns brought about by highly trained global citizens, could also support efforts for global linkages under academic citizenship (Nørgård & Bengtsen, 2016). At the individual level, the PhD supervisor has the duty to develop his or her own repertoire as an academician. This could be achieved through various ways paramount to which are teaching and research (Halliwell, 2008). Teaching informs research and research is disseminated through conference presentations and publications. Teaching and research as "two central academic missions" create spaces for dialogue on topics of interest (Lueddeke, 2008, p. 1). These two aspects equally promote the supervisors sometimes beyond their local contexts. Publications become a vehicle through which supervisors can be known globally and improve on their academic careers (Elliott, 2013). The global self could be established through writing for high impact journals that are internationally recognized. Articles published in highly recognized journals are more likely to yield further research, thus assisting PhD supervisors to establish their global self, which urges scholars to move from the periphery to the center of dialogue.

Moving to the center of the dialogue implies negotiating power relations inherent to academic PhD supervision because supervision is a contested and complex space (Manathunga, 2007). Supervision is sometimes notoriously referred to as a "Hegel's master and slave hierarchical bond that ties supervisor and student together" (B. Grant, 2008, p. 9). If the student happens to be a colleague, at times the umbilical cord is seldom cut, leaving the student with feelings of perpetual supervision and powerlessness. Where the relationship is liberating, it quickly develops into healthy mentorship acceptable to both student and supervisor, until the emerging can feel ready to supervise alone. Most of the time, supervision is trial by fire (Amundsen & McAlpine, 2009), with emerging supervisors left to their own devices.

METHODOLOGY

The research adopts a qualitative methodology anchored on the constructivist-interpretive paradigm (McIlveen, 2008) as a philosophical stance guiding my enquiry (Antwi & Hamza, 2015). The design of the study was a single ethnographic case study (Rule & John, 2011) that allowed me reflexivity as an emic approach to reviewing and analyzing, as well as suggesting how to carve an identity as a PhD supervisor. This case study is a preliminary modest contribution to knowledge, which draws heavily on an individual case, other two supporting cases and literature to support the autoethnographic ac-

count of the author (Rowley, 2002). The rationale for using a case study was to provide for an intensive study of a single individual, focusing on a specific phenomenon (Heale & Twycross, 2018). Two things motivated this research: First, it was motivated by my struggle during my thesis writing to understand philosophical terminology underpinning research. The second motivating factor was my desire to carve a career identity as a PhD supervisor. This included reflecting on the PhD journey of one of my supervisees and another PhD candidate the author supported but did not directly supervise. I found it worthwhile to investigate the matter more rigorously, starting with an autoethnographic non-traditional inquiry (Wall, 2006) of my PhD journey as researcher-practitioner (McIlveen, 2008). Autoethnography is explained by Alexander (2005) as an engaging ethnographical analysis of personal lived experience. “In an autoethnography, the researcher is not trying to become an insider in the research setting. He or she, in fact, is the insider” (Duncan, 2004, p. 30). I gained more motivation from the demands of Masters and PhD students after series of support sessions lectures to help them better understand the philosophical jargon used in research. For a period of six years, I used autoethnography to inquire about my personal experience of PhD supervision (Méndez, 2013). I also reflected on the experiences of one of my supervisees and another PhD candidate. I observed and reflected on how our experiences starting from early days as students and later as supervisors would benefit those new in PhD supervision. Central to the methods used were reflexive critical and narrative analyses, and observation as action research of the culture of PhD supervision and social context of academia (Strydom & Bezuidenhout, 2014). Overarching these methods was the “inner dialogue ... that encouraged systematic reflection” that prompted me to action for six years (Wall, 2006, p. 7).

My observation was a form of a participant observation where I started by observing my own feelings as well as those of the other two about supervision. I noted down my thoughts, fears and joys and those of others as they reflected. I also formulated questions to reflect on with students during the support sessions as well as using this information to improve on my presentations. I engaged in writing reflection notes about my experiences. I wrote down the questions from students upon which I would later reflect and use to inform my workshop material. In order to improve my PhD supervision, I joined a one-year Nuffic program where as emerging supervisors; we were trained on how to supervise. It was during this time that I used the essays I wrote as my own narratives and analyzed them to have a better perspective of whether I was improving or not. This also provided me the opportunity to analyze the comments I made on the documents of those I supervise and reflect on where I needed to improve for effective supervision. These were retrospective accounts that provided me a platform for critical reflection on my practice as a supervisor. I similarly took advantage of the expert advice of our trainers for further critical reflection. Conducting this autoethnographic study provided me with an opportunity to edit a book which I currently use to help students better understand the process of research. My reflection helped formulate themes as I immersed myself in the process of simultaneous reflection and thematic analysis.

SUMMARY OF FINDINGS

The themes that emerged were arrived at retroactively and selectively using my past experiences and hindsight of PhD supervision (Ellis, Adams, & Bochner, 2011). I also informally engaged with students and lecturers who generally expressed a similar thematic conclusion. My observation of students' documents revealed similar problems and over the years, those problems informed the lectures I gave in the Masters and PhD support sessions. The following themes emerged:

Need for training in philosophy and educational research emerged as a theme that covered a large spectrum of students and lecturers. I had training in philosophy earlier in my undergraduate education but it was never associated or applied to education. Both my supervisee and the other PhD candidate did not have any training. While marking students' research proposals, I was constantly confronted with improper use of philosophical terminology usually applied to research methodology in qualitative research. Most students seem to struggle to understand and apply these concepts adequately in their

studies. A solid training in philosophy and educational research could lay a good foundation in the construction of an identity as a PhD supervisor. Lack thereof, is likely to render the supervision process problematic. Below are examples of the struggle of students in the application of proper terms:

Another major scientific gap is found in the methodology section. The candidate seems to confuse very fundamental terms such as paradigm and methodology, ontology, epistemology and design.

The methodological chapter is very well written, but please note the observations made in order to align the paradigmatic and methodological intricacies of educational research.

2.2.1. Observations Page 91. The candidate seems to confuse the sequence between Methodology, paradigm, ontology and epistemology. Page 96, 3.2.2 and page 97, 3.2.3 demonstrates this observation. PAR is a research methodology in this study, but phenomenology is a paradigm underpinning the study. Ontology and epistemology must be providing direction as to the ontological and epistemological stances of the researcher through the lens of phenomenology. This is demonstrative of the confusion of the use of paradigms and theoretical frameworks.

In-service PhD supervision training serves as buffer that creates reflexive practice with intentional and more systematic supervision. Reflecting on my first supervision experiences before I took part in being trained, I basically used my hunch and intuition. During training, I learned formal ways of supervision, which help the student to optimize the supervision process and be motivated to complete studies. These formal ways became tools that helped me carve an identity as a PhD supervisor. Figure 2 is a snippet of my own narrative and the comment of one of my trainers.

time frame. This may also speak to the congruence regarding whether I am ready as a supervisor to steer the process of supervision in the right direction. Do I have an identity yet as a PhD supervisor?

Carving my identity as PhD Supervisor

The journey through PhD supervision is the journey of becoming a supervisor (Halse, 2011). Becoming is a process of growth and development. It is through the process of becoming that one's identity as supervisor develops. This is the growth process which one enters almost immediately after PhD if not already during or towards completion. My own experiences of a

Comment [TS2]: Indeed a very important question – not only do we need to facilitate our students doctoralness, ie a scholarly identity, but our own identity as Phd supervisor and scholar. It might be helpful in this introduction bit to also overview the structure of your report

Figure 2. A reflective narrative

It also emerged that the opportunities for me to present lectures during support sessions allowed me to internalize the system of philosophy used for research and be able to share it effectively with the students.

DISCUSSION

Need for training in philosophy and educational research

International trends on PhD supervision seldom address the issue of carving an identity as a PhD supervisor. Literature presents a gap in relation to carving an identity as a PhD supervisor. Hence, the present study attempts to answer the question: How can experiences of a supervisee help carve a career identity of emerging PhD supervisors? The findings of the study indicate that training in philosophy and educational research may contribute to the identity of a PhD supervisor as one equipped with skills in helping students develop the ability to think critically about their research and its implications to the wider society (Ndanguza & Mutarutinya, 2017). Amran and Ibrahim (2012),

portray PhD supervision as a rite of passage for the emerging supervisor. The rite of passage may imply ‘forged in fire’ further training beyond the fiduciary training received while one was supervised (Williams & Lee, 1999). Philosophy trains the mind for critical thinking and analysis and enhances logical thinking for effective decision-making. The philosophical underpinnings of research enable supervisors to train PhD candidates to frame research questions that relate to the discourses relevant to their research studies (McCaffrey, Raffin-Bouchal, & Moules, 2012). They equally allow appropriate choice of paradigms, methodologies, designs and methods or techniques aligned to the philosophy chosen. A supervisor who cannot direct students to master the craft of making aligned and appropriate choices could be shunned by students as less well trained in the philosophical underpinning of research. Providing training in philosophy earlier in the education of South African students is likely to lay a good foundation for application at the postgraduate level, thus addressing “a quest for competence and identity” (Jones, 2013, p. 93). The PhD supervision community of practice in South Africa was prompted by the need to grow PhD production “...to an ideal 6000 PhDs per annum in 2020–2030” (Schutte, Wright, Langdon, Lochner & Myers, 2013, p. 2). The National Research Foundation (NRF), funds most formerly disadvantaged students to participate in PhD and post-doctoral research as a way to redress the inequality and low doctoral graduation rate that resulted from Apartheid (Schutte, Wright, Langdon, Lochner & Myers, 2013). Supervisors who lack training in philosophy of education are likely to struggle with understanding key concepts used in research such as paradigm, ontology, epistemology and axiology. Application and proper use of these concepts may strengthen one’s thesis and give it an international standing and the supervisor’s identity enhanced by his or her name being associated with good quality work. Once a supervisor masters the philosophical concepts used in research, the process of conducting research is likely to be properly aligned to the desire to pursue an academic career (Schutte, Wright, Langdon, Lochner & Myers, 2013). It is highly likely that a well-trained PhD supervisor would support and care for the PhD candidates under his or her supervision. That supervision is a complex exercise is not questionable, but it is in the complexity that well trained PhD supervisors work towards helping candidates to complete in record time (Hamilton & Carson, 2015). The critical mind of one trained in philosophy of education and research underpins critical decision-making about the thesis. Philosophy as a foundation for research equips supervisors with analytical skills and informed decision-making and avoidance of attrition (Jairam & Kahl, 2012). Supervisors who are well trained in the use of the philosophical terms may be regarded as knowledgeable and trusted by students and this may enhance their academic identity.

In-service PhD supervision training

In-service PhD supervision training is key to assisting emerging supervisors to receive formal training in order to sometimes deal with “...even painful – states of unknowingness, of ‘learner-ness’, of uncertainty (B. Grant, Mitchell, Okai, Burford, Xu, Ingram & Cameron-Lewis, 2016, p. 129). Most lectures enter the supervision sphere only armed with knowledge of how they were supervised, and this may not be backed by any formal training for managing both students and research progress (Malfroy, 2005). In a study on ‘finding a supervision niche’, Singh (2017), emphasizes the importance of attending several workshops in order to establish own sense of supervision. While Universities gear themselves to becoming research-intensive, it is logical that they could invest in training supervisors to acquire supervision skills in order to augment productivity. Although workshops may be helpful, they are somewhat semi-formal. Therefore, it is logical that formal training be provided for emerging PhD supervisors. PhD supervision is about developing *academicity* of the supervisee, while sharpening supervision skills and competencies of supervisors (Petersen, 2007). In-service training presupposes that the supervisors who are already fully involved in supervision were found to be in need of training in supervision. “The need for in-service education... cannot be underestimated” (Osamwonyi, 2016, p. 83). Beyond mentorship by senior supervisors, it appears prudent to provide formal training in PhD supervision. Candidates are encouraged to no longer be exposed to trial and error supervision style if supervision could be professionalized and every supervisor be required to acquire requisite training.

In-service training provides opportunities for lifelong learning and carving an identity as PhD supervisor. Universities train emerging supervisors in order to empower them through programs for supervisor development (Pearson & Brew, 2002). It may no longer be adequate for emerging supervisors to rely on their hunch or intuition, or even solely on the experiences of how they were supervised. At the professional level, supervision transcends the traditional styles of supervision and it becomes an art and science for guiding PhD candidates through the process of research. Training in supervision borders on carving a career and developing an identity in PhD supervision. Intensification and broadening of training in PhD supervision is likely to elevate the professionalism of supervision. Once supervision becomes a career, it is more likely to be respected and ethical standards developed to guide it as a profession.

CONCLUSION

In conclusion, the article illustrates the need for PhD supervisors to be trained and supported in carving an academic career identity. The South African PhD supervision training for emerging supervisors was found to be key to addressing the training gap to be filled by a targeted 600 PhDs per annum in 2020 - 2030. In order to do this, PhD supervisors are required to develop a repertoire of 'metacompetencies' to address the contextual needs for completion of the PhD within the stipulated time. This article suggests adaptation of Gartfield's (2005) PhD supervision styles in order to address trainings need of emerging supervisors. In-service training was found to be relevant for carving a career identity as a PhD supervisor through formal training. PhD supervisors may be required to establish a research area through which they can enhance their academic careers and carve an identity as supervisors. As they carve their niche, emerging supervisors are confronted with rapidly changing identities in line with complex changes in the world of work. Continuing professional development may serve as a buffer against falling behind regarding new ways of teaching and emerging paradigms in research. In order to remain on top of the game, the author's decision to mentor upcoming young people keen on bringing about social change kept him well informed and as a lifelong scholar. Emerging supervisors could carve an identity through continuing engagement. Reflecting further on how can experiences of a supervisee help carve a career identity of emerging PhD supervisors, the author was confronted with more questions for further research such as: What has been the impact of the Nuffic PhD supervision support project since inception? How many PhD supervisors have been trained and what impact has the training had on the carving of their career identity? What are supervision experiences of students supervised by academics who underwent the Nuffic training?

RECOMMENDATIONS FOR PRACTITIONERS

The study indicates that universities could examine whether they should intensify their efforts to train PhD supervisors towards developing supervision as a career. Emerging supervisors could be encouraged to consider engaging in training and carving careers out of PhD supervision.

RECOMMENDATIONS FOR RESEARCHERS

Autoethnographic research could be intensified as it is positioned to provide first-hand information and provide dialogic spaces for silenced voices in less transformed universities.

IMPACT ON SOCIETY

PhD supervision is recommended to be geared towards developing home-grown models and theories for resolving teaching and learning problems as well as making in-roads into socio-economic development.

FUTURE RESEARCH

This study demonstrates the usefulness of individual experiences in selecting benchmarks for context appropriate models. The study suggests that future research could rely more on qualitative methods in addition to the widely used quantitative ones. A mixed methods approach seems to be a promising direction.

LIMITATIONS OF THE STUDY

The limitations of this study center mainly on the use of autoethnography as a method of data collection. Because of its emerging nature, and that it was the first time the researcher employed it, it may not be possible to extrapolate beyond the individual unique experience of this study.

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BIOGRAPHY



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