

Please place a tick in one box on each line to indicate the level of importance do you attach to that item (1 = unimportant .... 5= very important)						
		1	2	3	4	5
1	I always allocate time well ahead for preparation, teaching and marking work for my doctoral students.					
2	My doctoral students learn quickly to embody at the ethical principles and practices of this discipline.					
3	I want to my doctoral students to think critically, always to recognize flaws in articles, arguments or work that they see.					
4	It is important that my doctoral students question themselves and understand why they are doing this research.					
5	My doctoral students can manage their own and others' emotions appropriately.					
6	I consciously plan my teaching and supervision sessions so that my candidates will reach the appropriate level.					
7	I feel disappointed if a good doctoral student does not want to continue studying or working in the discipline					
8	I want my doctoral student to demonstrate an independence of mind					
9	My doctoral students are frequently transformed personally by the work they are doing					
10	I enjoy being with my doctoral students.					
11	A candidate has to send something they have written, to demonstrate that they are making progress before I meet them.					
12	It is important that my doctoral students understands the work of key researchers in the field.					
13	It is important to me that the candidates can put forward counter-arguments.					
14	My students often go through a dark night of the soul whilst doing their research but emerge stronger for it.					
15	It is important that my candidates maintain positive working relationships with colleagues and help them as required.					
16	I note in my own diary key dates related to my students8 e.g. annual reports which are required etc.) so that I can monitor their progress.					
17	I frequently show examples of interesting and excellent work in my field to my candidates.					
18	Successful candidates are able to validate or evaluate their arguments in a broad or interdisciplinary way.					
19	My doctoral candidates learn to reframe the important questions.					
20	My doctoral candidates enthuse others with their interest in their work.					

A. Lee (2014, p 161)