

## Approaches to Research Supervision

### Some core values and the skills that link to developing them through feedback

	<b>Functional</b>	<b>Enculturation</b>	<b>Critical thinking</b>	<b>Emancipation</b>	<b>Relationship Development</b>
<b>Core Values</b>	Performativity	Belonging	Rigour	Autonomy	Love Agape
<b>What researchers/ supervisors might be seeking</b>	Certainty  Clear Signposts  Evidence of progress	Belonging  A sense of direction, direction towards career openings  Role models	Opportunities to think in new ways  Ability to analyse and recognise flaws in arguments	Opportunity to set own direction and discover a personally meaningful framework  Reframing  Self-actualisation	Friendship  Empathy  Emotional intelligence
<b>Theoretical bases</b>	Organisational development Economics	Sociology Epistemology	Philosophy Scientific logic	Humanistic psychology	Social psychology Virtues
<b>Identified by the intent to</b>	Achieve objectives	Include	Analyse	Develop others	Be altruistic
<b>Skills to develop these core values include</b>	Negotiation and project management	Creating and managing groups. Networking.	Logic	Counselling Reflecting	Nurturing
<b>Typical feedback could be</b>	By when do you think you can achieve this?  Where will this fit into your overall structure?  What resources do you need to complete...  What risks or difficulties are there that you might encounter in the lab/field work etc?	How you compare your work to XX's?  What do you think our colleagues would say about this?  I think peer reviewers would say....  I find this methodologically confusing, could you do it this way..?	What framework are you using to develop your argument here?  How could we critique this?  What do you think (another discipline) would focus on here?	Tell me what you think of what you have achieved so far?  Where do you think this is leading?  Write to me about what you have learned most about in this session.  Whose work do you most admire?	When I met this problem, I felt .....

## Establishing a Good Relationship from the Beginning

*Supervisor and student can complete separately and then discuss.*

		1	2	3	4	5		
<b>DESIGN</b>								
1	It is the supervisors' responsibility to select the research topic							It is the student's responsibility to choose the research topic
2	The supervisor decides the appropriate theoretical framework							The student decides which theoretical framework or methodology they should use
<b>OWNERSHIP OF KNOWLEDGE</b>								
3	Supervisors need to have detailed knowledge of the research topic							Supervisors need a general knowledge of the research topic
4	The supervisor is the specialist							The student is the specialist
5	The supervisor is an authority figure							The supervisor is a colleague, acting as a sounding board
6	Supervisors should go with students to academic conferences							Students should attend academic conferences independently
7	The supervisor is responsible for the standard of the final thesis							The student is responsible for the standard of the final thesis
<b>TIMING</b>								
8	The supervisor should have a timetable in mind and ensure the student keeps to it							The student should create their own timetable for their research and monitor their own progress
9	Supervisors should arrange the appropriate number of meetings							Students should ask for meetings when they need them
10	The supervisor should initiate a discussion about the timing for submitting the final thesis							The student should initiate a discussion about the timing for submitting the final thesis
11	Students should always adhere to agreed deadlines							Agreed deadlines are guidelines rather than absolute targets
<b>WRITING AND FEEDBACK</b>								
12	Supervisors should correct style, grammar and spelling as well as content							Supervisors should only correct content, not grammar and spelling
13	Supervisors should encourage students to publish in academic journals before their thesis is submitted							Writing academic articles before submission takes too much time
14	Supervisors should make explicit how often they are willing to give written and/or oral feedback							Supervisors should give as much feedback as the student needs
15	The supervisor should assist in the writing of the thesis if the student has difficulties							The supervisor advises only, and leaves all decisions concerning content, format and style to the student
16	The supervisor should insist on reviewing drafts of every section of the thesis							It is up to the student to ask the supervisor to review drafts of the thesis
17	Students need fully honest feedback, even when it is very critical							Supervisors need to judge how much feedback to give