Apply

# Exercise 10.1

If you are beginning your research, ask your supervisor for a meeting to review the contents of Tables 10.3 and 10.4. Check whether these features fit his/her view of your relationship.

## Table 10.3 The effective supervisor

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|  Providing satisfactory guidance and advice during the planning of research projects   Being responsible for monitoring the progress of the student’s research programme   Establishing and maintaining regular contact with the student and ensuring his/her accessibility to the student when s/he needs advice, by whatever means is most suitable given the student’s location and mode of study   Having input into the assessment of a student’s development needs   Providing timely, constructive and effective feedback on the student’s work, including his/her overall progress within the programme   Maintaining a balance between providing guidance and encouraging a candidate’s independence   Fostering and facilitating the candidate’s development of academic skills and self-direction   Assistance with the candidate’s accessing of specialist expertise (e.g. statistics, computing, language)   Ensuring that the student is aware of the need to exercise probity and conduct his/her research according to ethical principles, and of the implications of research misconduct   Ensuring that the student is aware of institutional-level sources of advice, including careers guidance, health and safety legislation and equal opportunities policy   Providing effective pastoral support and/or referring the student to other sources of such support, including student advisers (or equivalent), graduate school staff and others within the student’s academic community   Helping the student to interact with others working in the field of research, for example, encouraging the student to attend relevant conferences, supporting him/her in seeking funding for such events; and where appropriate to submit conference papers and articles to refereed journals   Maintaining the necessary supervisory expertise, including the appropriate skills to perform all of the roles satisfactorily, supported by relevant continuing professional development opportunities   Effective arrangements made during supervisor absences |

*Source*: adapted from McCulloch, 2010

## Table 10.4 Supervisors’ expectations of students

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|  To work independently   To not usually submit first drafts   To be available for ‘regular’ meetings   To be honest about their progress   To follow advice   To be excited about their work   To be able to surprise the supervisor   To be fun to be with |

*Source:* adapted from Phillips and Pugh, 1994: Chapter 8

Further questions to consider:

 How can you ensure a good relationship with your supervisor?

 What steps would you take if your supervisor were not providing satisfactory support?

# Exercise 10.2

Here are a few activities which you might ask your supervisor to think about doing with you (adapted from Becker, 1998):

1. Offering a snap characterization of your work which you can, if you wish, deny and thereby be helped to get a better understanding of what you are doing.

2. Challenging any generalization that you come up with by asking ‘Or else what?’ You will then probably find that something you thought impossible (about your topic) happens all the time.

3. Cutting through purely theoretical characterizations of your work by giving you a limited task which asks you to begin from one situation or datum and then to theorize through it.