Key elements of Supervision

MENTORING
The supervisor as mentor supports the student's development in the context of their evolving personal and career goals, and links them to appropriate research, academic and professional networks. A mentor can offer both personal and professional support. For example, "...introduces me to relevant professional networks..."

- demonstrates genuine interest in well-being
- approachable, responsive, and affirming
- encourages publishing
- directs me to leading researchers
- encourages networking within the university
- introduces to professional networks
- conveys enthusiasm for project/research
- helps arrange for presentations at seminars and conferences
- refers me to relevant professional assistance
- collaborates leading to joint publications
- conveys enthusiasm for the research
- assists progress career goals
- advises on opportunities for relevant experience

EXPERT COACHING
The supervisor as expert and coach provides expertise on the research topic, research methodology, and in writing the thesis. Effective coaching includes assisting students to become aware of their own processes in problem solving and to develop their professional repertoire and judgement as a research practitioner. For example, "...assists me to formulate my research topic"

- challenges intellectually
- encourages take ownership of thesis
- gives constructive feedback on ideas in thesis drafts
- assists formulate research topic
- helps plan and refine the project
- comments on thesis drafts in a constructive fashion
- comments on thesis drafts in a timely fashion
- encourages develop/evaluate own ideas
- provides specialist/technical expertise
- introduces to relevant current literature
- encourages writing early
- advises on problem framing/solving
- introduces me to ethical practices formal and informal
- advises me on critical aspects of research
- provides advice on the logistics for producing a thesis document

FACILITATING
The supervisor as facilitator provides guidance that enables the student to manage their candidature through the three stages identified in Cullen et al. (1994, p. 96), negotiating a program of study and research that is appropriate for the student. It includes ensuring that the student meets official requirements such as ethics clearance and annual reports, and that progress is being made in a timely fashion. For example, "...negotiates explicit ground rules for supervision from the beginning."

- negotiates program of study and research
- displays sensitivity to gender differences in interactions
- directive when needed
- negotiates explicit ground rules for supervision
- ensures official requirements are met, e.g. ethics clearance, annual reports
- consults on the selection of examiners
- willing to help me without being intrusive
- devotes sufficient time
- promotes good interaction and learning among students and staff
- listens with attention
- respects the knowledge and expertise
- approaches supervision flexibly
- puts effort into a good start
- provides information on availability
- initiates contact
- negotiates their availability
- displays sensitivity to cultural differences

SPONSORING
The supervisor as sponsor assists the student to gain the necessary access to resources and opportunities for their learning and research activity. Such resources include technical support, funding and introductions to those with specialist expertise. For example, "...assists me obtain resources to attend relevant seminars and conferences."

- assists obtain resources for seminars and conferences
- assists to meet administrative requirements in an efficient and timely manner
- keeps informed about procedures and issues re intellectual property rights
- assists me to access essential technical support
- advises about resources and other funding sources
- ensures that I can gain access to required facilities (e.g. fax, phone, computer)

REFLECTIVE PRACTICE
The supervisor as a reflective practitioner models openness to new ideas and encourages critical discussion on research practice including their own, and the supervisory process. For example, "...is open to different research approaches."

- models effective research practice
- open to different research approaches
- open to critical discussion on research practice
- periodically reviews our supervision
- carries out supervisory duties professionally
- respects as professional and a learner
- encourages open/critical discussion on research practices