Thesis guidance and supervision: from literature to practice

Enrico, Mady, Marko H., Tuomas
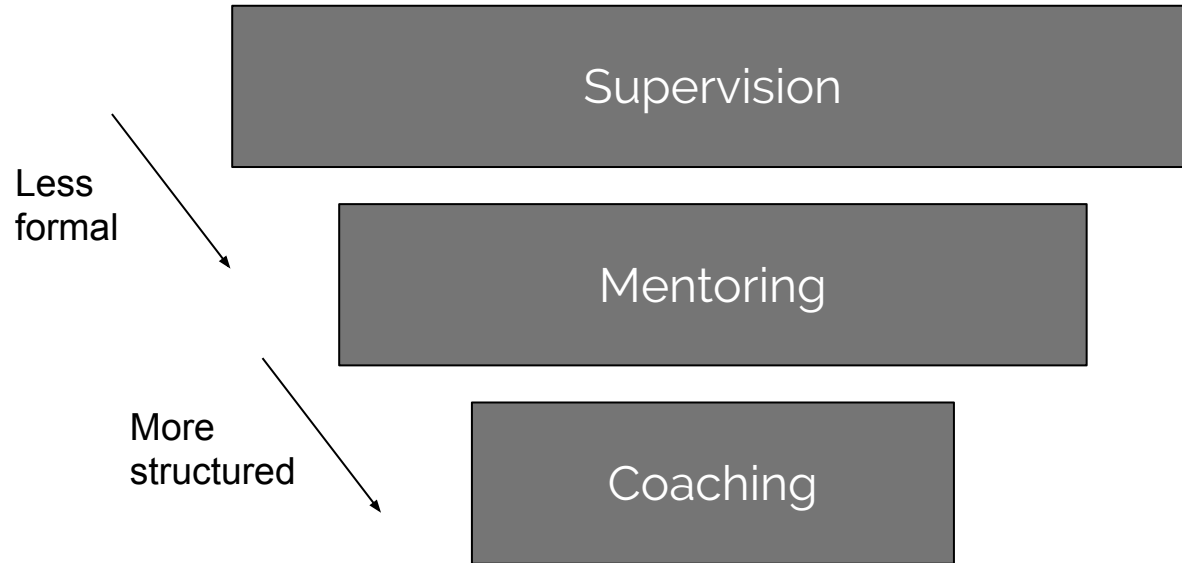
Introduction

Supervision / mentoring / coaching

Supervision, Mentoring, Coaching

Same but different?

Supervision

Guiding people to accomplish goals of organization

- Administered
- May include evaluation

Mentoring

- Teaching
- Advising
- Sponsoring
- ...and more

Coaching

- Transferring skills, boosting confidence
- Relationship-based
- <u>Mentor coaching</u> / Peer coaching / Reflective consultation
- Based on good communication
- Elements of successful coaching:
  a. Trust and mutual respect
  b. Training
  c. Willingness to change
  d. Professional attitude

Coaching models

- GROW
- FRAME
- Paraphrasing
- Six questions

Issues

The role of the supervisor

Question

Do you supervise?

Question

Supervisor: facilitator, director or critical friend?

Identifying the role of the supervisor

	Functional	Enculturation	Critical thinking	Emancipation	Relationship Development
Supervisors Activity	Rational progression through tasks	Gatekeeping	Evaluation Challenge	Mentoring, supporting constructivism	Supervising by experience, developing a relationship
Supervisor's knowledge & skills	Directing, project management	Diagnosis of deficiencies, coaching	Argument, analysis	Facilitation, Reflection	Emotional intelligence
Possible student reaction	Obedience Organised	Role modelling	Constant inquiry, fight or flight	Personal growth, reframing	Emotional intelligence

Lee A.(2008) How are doctoral students supervised? Concepts of doctoral research supervision

Facilitator, director or critical friend?

- **Two dimensions:**
  a. Student: managing the **project** - managing **themselves**
  b. Supervisor: **hands-on - hands-off**
- Results in:
  a. **Laisser-faire** (candidate independent)
  b. **Pastoral**: candidate needs only personal support
  c. **Directorial**: candidate needs only support for the project
  d. **Contractual**: negotiating support for everything

Deuchar (2008) Facilitator, director or critical friend?: contradiction and congruence in doctoral supervision styles

A conventional PhD supervision

Experience report by Mady

A conventional PhD supervision

- **Aim: to run a research that is adequate, in quality and quantity, to justify the award of a doctorate.**
- **Defining the topic (supervisor)**
  a. Deciding what the research is to be about
- **Designing the research plan (student/supervisor)**
  a. Decision about what is to be done
  b. Cut-and-dried plan
- **Data gathering (student)**
  a. Literature survey
  b. Lab
  c. Computer
  d. Data analysis

The goal is not to do a perfect research.

Plan

First experiments & analysis

Planning next steps

More experiments & analysis, planning next steps, experiment & analysis,...

Reporting

Weekly Tutoring Sessions: Mon 12-13

R.W. Connell , How to supervise a PhD
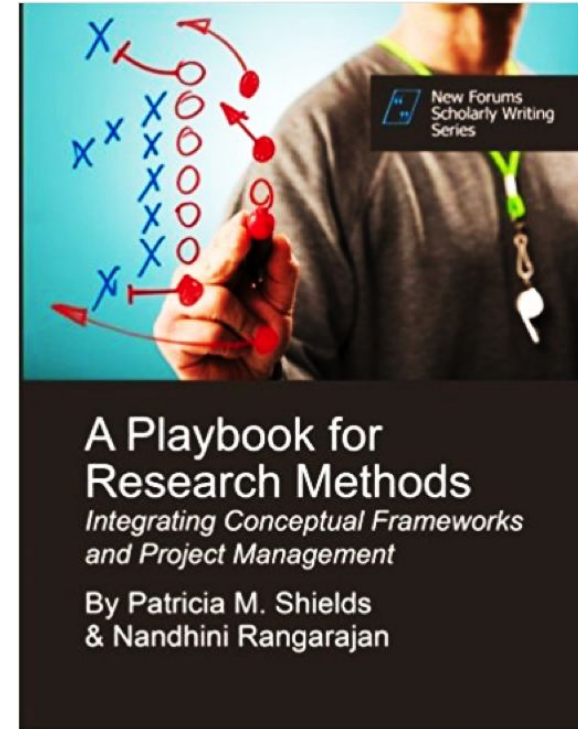Vestes No.2, 1985

A conventional PhD supervision

- **Data analysis & Writing up (student/supervisor)**
    a. Analysis of the gathered data and interpretation (likely further experiments)
    b. Detailed reporting
    c. Presenting the meaningful results at conferences and publications
- **Thesis**
- **Student/supervisor:**
    a. §Planning of the thesis' structure
- **Student's role:**
    a. §Drafting the thesis and finalizing based on the received feedbacks
- **Supervisor's role:**
    a. §Considering various examiners' perspective towards the thesis
    b. §Checking if the results have been thoroughly presented and scientifically discussed
    c. §Examining the accuracy and completeness of the referencing
    d. §Careful proofing of the typescript

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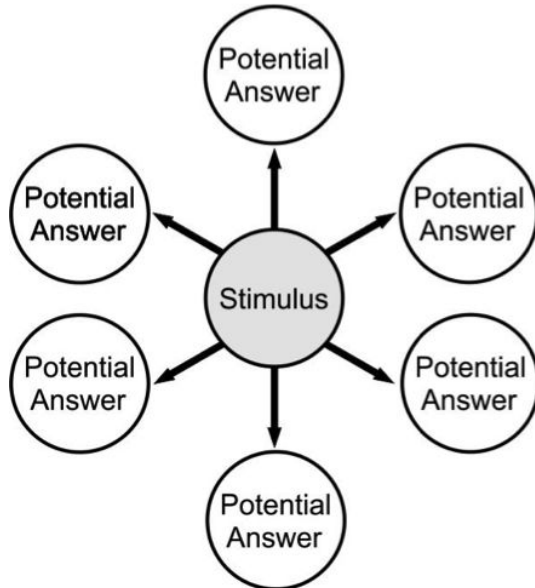
Exploratory research

"*Everybody knows that something can't be done and then somebody turns up and he doesn't know it can't be done and he does it*." -A. Einstein.

Exploratory Research is research conducted for a problem that has not been studied more clearly, established priorities, develops operational definitions and improve the final research design.

New Forums Scholarly Writing Series

A Playbook for Research Methods
Integrating Conceptual Frameworks and Project Management

By Patricia M. Shields & Nandhini Rangarajan

Divergent thinking

Divergent thinking is a thought process or method used to generate creative ideas by exploring many possible solutions.

DIVERGENT THINKING

McCrae, R (1987). "Creativity, divergent thinking and Openness to Experience". Journal of Personality and Social Psychology. 52 (6): 1258–1265. doi:10.1037/0022-3514.52.6.1258

Intensive student-supervisor relationships

- Challenges in supervising / mentoring creative project

Take home messages

How to be a successful supervisor?

Take home messages

1. Facilitator, director or critical friend? **All**
2. Role of supervisor must be **dynamic** and **change in time**
3. **Alignment between the workload** of the students and the workload of the supervisor

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