

Building Effective Relationships

Mark in boxes 1-5 where **you feel** responsibility lies. For example, in question one if you feel it is the supervisor's responsibility to select the research topic select '1', if you feel it is the student's select '5', if you feel it is shared equally then '3'.

	Supervisor's responsibilities	1	2	3	4	5	Doctoral student's responsibilities
PROJECT DESIGN							
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
OWNERSHIP OF KNOWLEDGE							
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 the authority figure						The supervisor is a colleague, acting as a sounding board
TIMING							
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
11	Students should always adhere to agreed deadlines						Agreed deadlines are guidelines rather than absolute targets

Adapted from Kiley, M. & Cadman, K. (1997) Supervision Expectations adapted from work by Brown, G. & Atkins, M. (1988). Effective teaching in higher education. Methuen, London. 146-147

WRITING AND FEEDBACK						
12	Supervisors should correct style, grammar and spelling as well as content					Supervisors should only correct content, not grammar and spelling
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 report 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
PUBLIC ENGAGEMENT						
18	The supervisor should signpost relevant public engagement opportunities including training and funding.					The student is responsible for finding out the opportunities and support available.
19	The supervisor should lead the student on which activities to take part in and how much time to dedicate.					The student can decide on how to manage their time in line with their focus.
20	The supervisor defines the purpose of the activity and identifies key audiences.					The student can decide on their public engagement activities and how much time they spend.
21	The supervisor should assist the student in reflecting on skills and lessons learnt from engagement.					It is up to the student to reflect on lessons and skills learnt.
RESOURCES						
22	The supervisor should identify the resources/equipment needed by the student.					The student is responsible for identifying the resources/equipment they need.
23	The supervisor should provide the resources/equipment that the student needs.					The student is responsible for providing the resources/equipment they need.