

Approaches to research as a supervisor (following Lee, 2008)

Give a grade (1-5) for how important you feel each statement is
1= unimportant and 5= important

1. I always allocate time for preparation and reading for my students.
2. My students to embody the ethical principles and practices of this discipline.
3. I want students to recognise flaws in the arguments they meet.
4. It is important for students to question why they are doing the research.
5. My students can manage their own and other's emotions appropriately.
6. I consciously plan my supervision sessions so that students reach the appropriate level
7. I feel disappointed if students don't want to continue working in the discipline.
8. I want my students to demonstrate independence of mind.
9. My students are frequently transformed by the work they are doing.
10. I enjoy being with my students.
11. I need to see something produced in writing before I will meet with a student.
12. It is important that students understand the work of key researchers in my field.
13. It is important that students put forward counter-arguments to propositions.
14. My students often go through periods of self-doubt whilst doing research, but emerge stronger for it.
15. It is important that students maintain positive working relationships with other departmental staff and help them as required.
16. I note in my calendar key dates for annual reports etc. so I can monitor progress.
17. I show examples of interesting and excellent research in my field to students.
18. Successful students are able to think in a broad or interdisciplinary way.
19. My students learn to reframe the important questions.
20. My students enthuse others by their interest in their work.

Add up your scores to get some idea of your priorities in your studies

Functional: 1+6+11+16 =

Enculturation: 2+7+12+17 =

Critical thinking: 3+8+13+18 =

Emancipation: 4+9+14+19 =

Relationships: 5+10+15+20 =