

Expectations in Supervision

Name: _____ Supervisor: _____

Course: _____ Department: _____

Read each pair of statements below and then estimate your position on each. For example with statement 1 if you believe very strongly that it is the supervisor's responsibility to select a good topic you would put a ring round '1'. If you think that both the supervisor and student should equally be involved you put a ring round '3' and if you think it is definitely the student's responsibility to select a topic, put a ring round '5'.

1.	It is the supervisor's responsibility to select a research topic	<u>1</u> 2 3 4 5	The student is responsible for selecting her/his own topic
2.	It is the supervisor who decides which theoretical framework or methodology is most appropriate	<u>1</u> 2 3 4 5	Students should decide which theoretical framework or methodology they wish to use
3.	The supervisor should develop an appropriate program and timetable of research and study for the student	<u>1</u> 2 3 4 5	The supervisor should leave the development of the program of study to the student
4.	The supervisor is responsible for ensuring that the student is introduced to the appropriate services and facilities of the department and University	<u>1</u> 2 3 4 5	It is the student's responsibility to ensure that she/he has located and accessed all relevant services and facilities for research
5.	Supervisors should only accept students when they have specific knowledge of the student's chosen topic	<u>1</u> 2 3 4 5	Supervisors should feel free to accept students, even if they do not have specific knowledge of the student's topic
6.	A warm, supportive relationship between supervisor and student is important for successful candidature	<u>1</u> 2 3 4 5	A personal, supportive relationship is inadvisable because it may obstruct objectivity for both student and supervisor during candidature
7.	The supervisor should insist on regular meetings with the student	<u>1</u> 2 3 4 5	The student should decide when she/he wants to meet with the supervisor
8.	The supervisor should check regularly that the student is working consistently and on task	<u>1</u> 2 3 4 5	The student should work independently and not have to account for how and where time is spent
9.	The supervisor is responsible for providing emotional support & encouragement to the student	<u>1</u> 2 3 4 5	Personal counselling and support are not the responsibility of the supervisor—students should look elsewhere
10.	The supervisor should insist on seeing all drafts of work to ensure that the student is on the right track	<u>1</u> 2 3 4 5	Students should submit drafts of work only when they want constructive criticism from the supervisor
11.	The supervisor should assist in the writing of the thesis if necessary	<u>1</u> 2 3 4 5	The writing of the thesis should only ever be the student's own work
12.	The supervisor is responsible for decisions regarding the standard of the thesis	<u>1</u> 2 3 4 5	The student is responsible for decisions concerning the standard of the thesis

USING THE 'EXPECTATIONS IN SUPERVISION QUESTIONNAIRE'

The Role of Expectations

Relevant expectations in the context of intercultural research supervision can relate to

- understandings of what research is,
- appropriate roles of students and supervisors,
- what is polite behaviour,
- how respect is expressed,
- the likely consequences of asking for help or acknowledging problems,
- and many other issues.

Mismatches of expectations are a constant theme in the literature on supervision, especially cross-cultural supervision. For a cogent description of possible expectations of Chinese students which diverge markedly from common Australian perspectives, see Ouyang (2004).

To help bring some of these differences in expectations into the open for discussion, a possible strategy is the Expectations in Supervision Questionnaire. This tool has been designed as a discussion starter for use by supervisors and students. The current version was adapted by Margaret Kiley & Kate Cadman, of the then Advisory Centre for University Education (now CLPD) from work by Ingrid Moses, Centre for Learning & Teaching, University of Technology, Sydney.

Our experience suggests that the tool is especially effective when students recognise that

- there are no 'right' answers to the items on the questionnaire,
- responses are likely to be different at different stages of candidature, and
- the purposes of using it are
 - to structure a fruitful discussion about the reasons why different responses may have been selected, and
 - to decide on appropriate ongoing actions for the current participants and candidature stage.

Suggestions for Use

We therefore suggest that you

1. make sure your student has a copy of the questionnaire
2. ask them to fill it in
3. set up a meeting that will be focussed just on this issue
4. fill in your own copy before the meeting
5. at the meeting, start by comparing the responses given for each point by each person
6. ask the student to email a summary of the outcomes of the discussion to you, to form a record that can be referred to as needed later
7. consider repeating the process at the start of each year of candidature