

**Professor Angela Thody of Lincoln University runs a series of day classes for post graduate supervisors on the Supervisory relationship and on examining doctoral Theses. The lecture following is about how to manage post graduate students. She also lectures to post graduate students on how to manage your supervisor.**

**For more information about the author or to book her to lecture**

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**Lincoln University Graduate School**  
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**Doctoral supervision has been my most fun relationship in teaching. It's great being able to adjust so accurately to student needs and see an individual change before your very eyes. I've had the joy of working in my specialist areas (or at least closer to it than in most lectures or marking). I've felt that I'm helping to develop new ideas or seeing my own research project come to life. Supervision sessions give me the buzz of operating as an academic with an academic. It's intense learning. And it ends with a recognisable and permanent product – one thesis (Thody, 2007, unpublished musings).**

**What did you learn about starting supervision sessions from the opening examples?**

**Provoking**

**Welcoming**

**Understanding what's going to happen**

**Furniture dynamics**

**Making them feel secure**

## **RESEARCH SUPERVISION: Today's topics**

**Your role options**

**Co-creating the supervisory  
role with your student**

**Co-creating the thesis**

**Co-creating publications**

**Records of today's session...?**

**What YOU want to learn: make your own notes**

**Power point slides: WILL BE ON THE VIRTUAL CAMPUS**

**Summary and references: hand out at the end of the day**

**School of Graduate Studies**

**PROFESSOR EMERITA ANGELA THODY**

**RESEARCH SUPERVISION**

**YOUR ROLE OPTIONS**

**Try the quiz...**

# Research Supervision

## ANGELA THODY SUPERVISION MODELS

### TECHNICAL RATIONALITY – STRUCTURALIST MODERNIST

Traditional liberal/humanist

#### The relationship is

- rational and transparent practice between autonomous individuals; assumed by both supervisor and student.
- not personal
- master-apprentice
- institutionalised – see University Code of Practice
- based on your authority as the university recognises your expertise

#### The aims are to

- develop student's potential
- facilitate student independence
- train student in research practices
- socialise the student into the discipline
- guide student to resources

# Research Supervision

# SUPERVISION MODELS

**EMOTIONAL** - post modernist, individualistic

The relationship is

- **unstated/unconscious/not anticipated**  
by the student
- **personal friendship**
- **some form of partnership/equality**
- **referred to in Codes of Practice as something to be avoided/controlled**
- **based on your friendliness**  
and extent of social contact

The aims are

- ✓ **joint development**
- ✓ **interdependence**
- ✓ **walk with the student on a journey**
- ✓ **varying according to the emotion:**  
**desire to please, to challenge, to demonstrate independence, to resist independence, to be respected as clever, to be liked, to be authoritative, to be powerful**

# Research Supervision

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## SUPERVISION MODELS

### EROTIC – pre-modernist

#### The relationship is

- unstated, unconscious/conscious, not anticipated by student or supervisor
- very personal, close friendship
- close, possibly inequitable partnership
- not in Codes of Practice
- based on your intellectual attractiveness

#### The aims are

- ❖ an intense 1-1 relationship with someone who can discuss your intellectual interests
- ❖ to be admired and admiring
- ❖ mutual grooming and recognition
- ❖ to arouse desire
- ❖ to create a clone of the supervisor

# Research Supervision

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## SUPERVISION MODELS

**POLITICAL** - modernist,  
functional authoritarian

**The relationship is**

- **unstated but expected**
- **based on your power and the student's lack of power (due to social and economic position, status in the university, status in the discipline community, qualifications, gender, ethnicity, age, size, physical characteristics)**
- **changing over the course of the supervision period as the student acquires knowledge**
- **leader and follower**

**The aims are**

**to induct the student into the  
mysteries of the craft  
to develop the student's power  
to bask in each other's glory  
to create an independent  
but client student**

# Research Supervision

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## SUPERVISION MODELS

**AUDITING** – modernist (bureaucratic)  
post modernism (accountability)

The relationship is

- accountable practice between nominated supervisor and student
- not personal
- auditor to documents
- institutionalised – see whole University Code of Practice
- based on your authority as the university's appointed supervisor

The aims are to ensure that :

the student completes successfully and on time

all designated processes have been followed and recorded (see Code of Practice)

all students are treated equally with uniform standards and processes

the university and you are protected and indemnified

the university's RAE rating improves

# Research Supervision

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**SUPERVISION MODELS**

**INTELLECTUAL Pre-modernist**

**The relationship is**

- **Socratic – teacher/pupil, age/youth**
- **assumed basis of all types of supervisory relationships**
- **based on your subject and teaching expertise**

**The aims are to:**

**provoke students to think**

**develop contributions to the supervisor's discipline**

**enhance supervisor's and student's learning**

**impress the supervisor's intellectual community**

**probe subject in depth**

**Research Supervision**  
**ANGELA THODY**

**FlyingAngel Consultancy**  
**SUPERVISION MODELS**

**INDENDENT LEARNING ORIENTED** modernist in  
expected outcome; post modernist in  
individuality

**The relationship is**

- **mentor/mentee; parent/child**
- **assumed by supervisor, not so by student**
- **based on your teacher power**
- **intended to mature over time**

**The aims are to ensure**  
**freedom for both supervisor and**  
**student**  
**student can write and present**  
**effectively**  
**student can operate without you**  
**student is prepared for a career**

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## SUPERVISION MODELS

### ORIGINAL/PRAGMATIC

The relationship is

- rarely the same at each meeting
- variable
- based on your personality power
- not sanctioned in university codes of practice
- confusing and exciting

The aims are to

to surprise intellectually  
let the student find her/his  
own way  
acquaint the student with the  
vagaries of life  
help the student to stun the  
world

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## SUPERVISION MODELS

### OVERVIEW; MODELS ARE

- EXTREME PROTOTYPES
- UNCONSCIOUSLY SELECTED – SHOULD THEY BE OPENLY DISCUSSED?
- INTENSE
- VARY ACCORDING TO YOUR CHOICE (DOMINANT MODE)
- VARY ACCORDING TO TYPE OF STUDENT – SEE TABLE

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1. Role options : from authority to emotion, it's up to you to set the tone of the relationship – or is it?

***The supervisory relationship is characterised by 'uncertainty, uniqueness and value conflict'***

- (Acker et al, 1994: 484)

2. Co-creating the supervisory role –

you and your student

***'Unless the parameters of both the roles and aims of both supervisor and student are objectively established and genuinely accepted by both, the relationship...will remain fragile, emotional and unbalanced'*** (Baker, 1999:152)

# Research Supervision

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Co-creation:

***‘supervision is an intersubjective space in which, when interacting, student and supervisor try to infer mental states and intentions...the space is co-created’*** (Grant, 1997:7)

# **Research Supervision**

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**Reasons for non-completion of theses: discussion outcomes**

**Student's personality: lack of confidence, lack of stamina, lack of determination, lack of ability, lack of motivation (the supervisor can help improve some of these)**

**Students feeling: that doctorate is not necessary for their careers; that they are not achieving sufficiently quickly; that they are easily distracted. (supervisor can help with altering these attitudes somewhat)**

**Students needing intellectual support and management of their studies (the major area for supervisor intervention): lack of data, bad subject choice, writing skills, time management skills, getting started**

**Students other lives: (supervisors can only offer sympathy - if there is a serious problem, seek expert help – re finance, family, work commitments, health,**

**YOUR DISCUSSION TRIGGERS**

**To what  
extent**

**is it ethical to degrade questionnaire data?**

**How**

**can you avoid bias as a participant observer?**

**Who**

**should be included as the subjects for this research?**

**What**

**can this article can add to your ideas for the research methodology?**

**Where**

**have you made searches for your literature?**

**When**

**can focus groups be effectively used?**

**Why**

**have you found it difficult to prepare the chapter I asked for?**

## **CO-CREATING THE THESIS: WHAT SHOULD THE SUPERVISOR ENCOURAGE?**

### **1. Writing is understood as a process in itself:**

***‘In our experience, it is often through the act of writing that researchers find their way out of the conceptual morass’***

(Piantanida, M. and Garman, N.B. 1999, *The Qualitative Dissertation*. Thousand Oaks, CA: Corwin Press p. 172)

*Writing improves thinking processes; writing creates ideas; you and the student can see gaps; the student has to start explaining links early on; the students can ‘lodge’ ‘great ideas’; you have something concrete to discuss each tutorial*

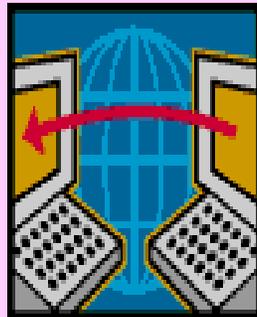
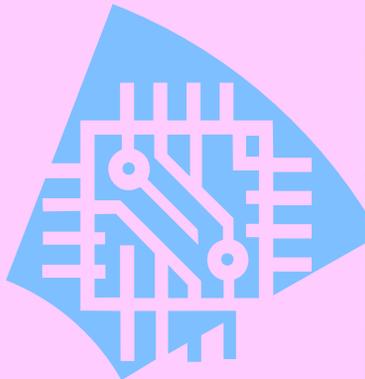
***Writing thus becomes dynamic creativity, a means of discovery and a research method itself, proceeding concurrently with other forms of data collection***

**Lincoln University Graduate School Emeritus Professor Angela Thody  
Co-creating the thesis**

**2. The PC enables non-linear, constant process of producing and revising 'iterative or cyclical activity'** (Blaxter, L. Hughes, C. and Tight, M. , 2001, 2nd edn, *How to research*. Buckingham, Philadelphia:Open University Press. P. 228).

**dialogue with your 'working interpretive document'** (Denzin, N.K.,1998, 'The Art and Politics of Interpretation', in N.K. Denzin and Y.S. Lincoln (eds) 2000, *Handbook of Qualitative Research*. California: Sage. p.317)

**And offers endless possibilities for manipulating data presentation, analysis, storage, inserts...**



## **Co-creating the thesis**

### **WHAT DOES DOCTORATENESS NEED?**

**IDEAS IDEAS IDEAS IDEAS IDEAS IDEAS**

**Conventions Conventions Conventions**

**perfection perfection perfection perfection**

**Ideas: contributions to theory, practice and debate**

**Doctorateness = applying others' work creatively, creating new understandings, designing/applying new field instruments; generating knowledge; identifying new ideas to investigate; using existing methods in new fields**

Trafford, V. and Leshem, S. (2002) 'Starting at the end to undertake doctoral research: predictable questions as stepping stones', *Higher Education Review*, 34 (1): 31-49.

**How best to encourage ideas in a meeting with your student?**

## CO-CREATING THE THESIS

Ideas CONVENTIONS perfection

☞ on time and meeting university regulations for format

☞ lengthy and comprehensive literature review that includes accurate citations

☞ absolutely correct in vocabulary, punctuation and grammar  
with no typing errors

☞ Data collected ethically and rigorously that proves your conclusions

☞ extensive methodology

☞ Follows conventional format in layout

**ALTERNATIVES: YES IF YOU AND THE SECOND SUPERVISOR AGREE  
AND YOU ARE SURE YOU CAN FIND A SYMPATHETIC EXTERNAL**

## CO-CREATING THE THESIS

**IDEAS, CONVENTIONS, PERFECTION:**

**PERFECTION = including academic language, correct English, no colloquialisms etc**

**SO HOW TO ENCOURAGE CONVENTIONAL PERFECTION  
(AND STILL ENCOURAGE CREATIVE IDEAS?)**

# Research Supervision

A co-created relationship

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What you need to be able to tell your students...

<b>Who</b>	will help me with interlibrary loans, computer and lab time, health concerns, coping strategies, electronic resource searches.?
<b>What</b>	is a good thesis?
<b>Why</b>	is a a good idea to start writing my thesis from day one?
<b>Where</b>	will my viva be held?
<b>When</b>	am I expected to complete my proposal (annual progress report, expenses claims); defend my proposal; attend faculty seminars, research methods courses and conferences; finish my thesis and have a viva.
<b>How</b>	do I know when to stop reading for my literature review?
<b>To what extent</b>	Is my research affected by ethical issues?

**ASK YOUR STUDENT  
TO**

**Set up a file for secondary formats – indirect outputs**

**e.g. articles, conference papers, posters, books, newspaper items**

**Ideas go in this file for items that might make smaller outputs with appropriate plans.**

**List possible journals, collaborators, conferences – go through the data bases together to discuss the best journals for both finding data and for publishing in your field**