

# Supervisory Questionnaire

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## 1 Purpose

Many of the challenges faced in a supervisory relationship are due to differing expectations. The purpose of this questionnaire is to stimulate discussion about differences in expectations of supervision. You may wish to look for patterns (eg a tendency for 1s or 5s), which indicate strong agreement/disagreement.

The questionnaire was adapted from Ingrid Moses, University of Technology, Sydney, Australia.

## 2 Directions

- Read each pair of statements on this sheet. Each expresses a standpoint supervisors and students may take.
- Please estimate your position and mark it on the scale.

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 the 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'.

**Please turn over.**

### 3 Questions

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