# Topic 12: Management and Execution

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# Manage Supervisors (1)

- Develop and maintain good relationships with supervisors
  - Students have rights to adequate and good quality supervisions
  - Exchange ideas, seek suggestions and avoid personality clashes
  - Keep the balance between friendship and professional working relationship

# Manage Supervisors (2)

- Establish a formal or informal contract at the first meeting
  - Make expectations explicit
    - Aims and Objectives
    - Productions of stages of work
    - Frequency of supervisions
  - Help everyone involved in the supervisory equation to manage their work and point out problems fairly objectively

# Manage Supervisors (3)

- As a student, I agree to:
  - Maintain a steady working pattern
  - Agree meeting dates and attend meetings well prepared
  - Suggest issues for discussion arising from work
  - Provide draft progress reports to aid scheduling, re-planning and monitoring of progress
  - Seek, consider and take advice from the supervisor
  - Inform the supervisor immediately of any serious issues affecting research

# Manage Supervisors (4)

- As a supervisor, I agree to:
  - Agree meeting dates and prepare to consider key issues, overall work and future development
  - Offer appropriate advice on issues arising from work
  - Comment on draft progress reports to aid scheduling, re-planning and monitoring of progress
  - Inform students immediately of any serious issues affecting research

# Manage Supervisors (5)

- Supervisors help to shape and structure but not actually do the work
  - Discuss fundamental theories and the meaning of what has been discovered
  - Encourage editing of dissertation drafts but not actually carrying it out

# Manage Supervisors (6)

- Ensure that preoccupied supervisors still concentrate on your work
  - Although go away a lot still give you the time as agreed
  - When working situations change renegotiate contracts or ensure someone else will take the supervision process on
- Do not intrude on personal lives of supervisors
  - Holiday breaks / family gatherings

# Manage Supervisors (7)

- Meet regularly and well prepared
  - The interval should not exceed two weeks
  - Discuss the following topics
    - What progress have made since the last meeting?
    - What problems have encountered?
    - What intend to do next?

# Manage Supervisors (8)

- ## Short term plans
  - ### Produce 'to do' list filling daily or weekly tasks
    - #### Parts of main research tasks
      - Take round questionnaires
      - Continue a literature search
    - #### Parts of essential ongoing regular activities
      - System maintenance
      - Data backup
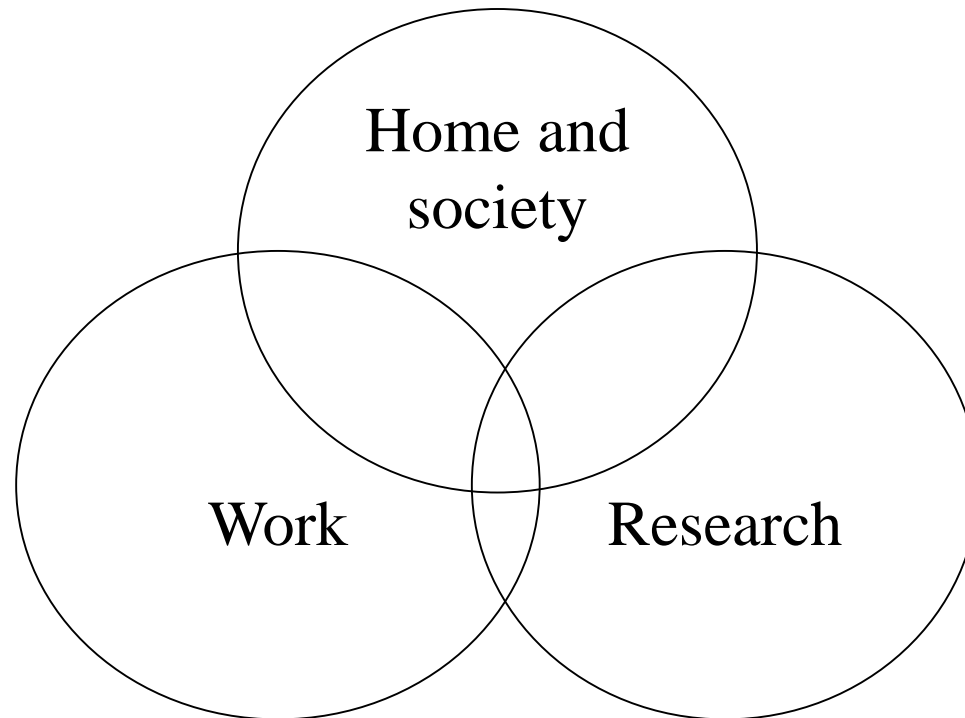
# Manage Supervisors (9)

- Small, tedious but essential activities which could otherwise hold up work
  - Buy paper for printers
  - Keep references tidy and up to date
- Small parts of larger tasks
  - Large tasks cannot be completed unless smaller tasks are completed first
    - Learn to operate software

# Manage the Balancing Act (1)

- Balancing spheres of activity

Home and
society

Work

Research

# Manage the Balancing Act (2)

- For full-time students
  - Increasing pressure to research
  - Demands made by supervisors and other administrative and support staff closely linked in research
  - To further careers take on more administrative responsibilities

# Manage the Balancing Act (3)

- For part-time students
  - Jobs
  - Families
  - Be distanced due to the development of an alternative 'other' life

# Manage the Balancing Act (4)

- Balancing rather than collapsing under the stress
  - Recognize what you thrive on and what to avoid
  - Keep various activities having a common theme of skills or interest running at once
    - Teach the course
    - Write the textbook
    - Guide students to do research

# Manage the Balancing Act (5)

- Let others do
- Turn synchronization to asynchronization
    - Do not wait until get feedback
- Set priorities
- Plan ahead
- Learn to say 'No'
- Make friends related to the research in leisure activities

# Manage the Balancing Act (6)

- **At home and socially**
  - Explain the demands to family members and friends and negotiate the pressures and support
  - Escape from research and involved in sport and leisure
    - Use different parts of brain and energy
    - Relieve the tensions and stresses

# Manage the Balancing Act (7)

- **At work**
  - Explain the demands of the research to colleagues without boring them or requesting privileges
  - Let colleagues see that the research is not just for personal satisfaction but also for the good of the organization

# Conduct Research Ethically (1)

- Ethics
  - The branch of philosophy dealing with human conduct and character is known as 'moral' philosophy
  - Involves learning what is right or wrong, and then doing the right thing
  - Relates to rules of conduct, what is morally correct, guidelines and regulation of behavior

# Conduct Research Ethically (2)

- Whatever kind of research ethics have to be taken into account
  - Before the Second World War
    - Research is free from any issue of morality or amorality
    - Pushes forward the frontiers of knowledge, whatever the issue and subsequent cost
      - The development of the atomic bomb and germ warfare

# Conduct Research Ethically (3)

- **After the Second World War**
  - Should do no physical or psychological harm to human beings
  - Participants should be given fully informed consent before taking part
  - Even if the actual experiment seems to harm no one the results must by fully considered
    - The development of warfare instruments cannot be actually tested on people

# Conduct Research Ethically (4)

- **Required by**
  - Society
    - Public respect for researchers
  - Funding bodies
    - All ethical issues related to the research have been fully considered
  - Universities
    - Take into account universities' statements on ethics
    - Contain a specific statement about taking ethics into consideration in a proposal
    - Must recognize interests of participants and conform to good scientific practice

# Conduct Research Ethically (5)

- Recognize interests of participants
  - Balance the perceived value of the research with personal effects on them
  - Look at the situation from the respondent's point of view

# Conduct Research Ethically (6)

- **Ask for approval**
  - Should be fully informed before taking part
    - How the research arose
    - The names of the researchers involved
    - The employers of the researchers
    - The financial sponsors of the research (if any)
    - The aims of the research
    - The nature of the data being collected
    - Arrangements for publishing the results
    - Whether results will be used to make policy decisions

# Conduct Research Ethically (7)

- **Can withdraw for any reason**
    - Under any form of stress or embarrassment
    - Not as pleasant as originally thought
    - Cannot voice their concerns at any time
- **Anonymity**
    - Respondents have a right to privacy
    - The data collected is not attributed to a named respondent and no clues are given to identify the source of the information
        - Use no names
            - Refer to a person as Ms. X or Mr. Y and an organization as Org. Z

# Conduct Research Ethically (8)

- Invent a fictional name which gives no clues as to the real identity
  - Hide the identity of a person by describing her/him as the head of personnel with a large car manufacturer
  - Refer to a major chocolate manufacturer as 'Chocbar Ltd' might have the consequence of narrowing down the organization's identity to one of only a few companies
    - It is much better to think of a name unassociated with the product - unless the nature of the product is significant for the research report
- Make clear that have done best to hide the identity of respondents

ANONYMITY
The author of this report is very grateful to those people who have given of their time to act as respondents. In order to respect their privacy, they have all been referred to in this report by fictitious names.

# Conduct Research Ethically (9)

- **Protection from harm**
  - One should not injure one person regardless of the benefits that might come to others
  - Students and their universities are obliged to give forethought to the maximization of benefits and the reduction of risks
  - It is not always so unambiguous
    - Research that presents more than minimal risk without immediate prospect of direct benefit to the children involved

# Conduct Research Ethically (10)

- **Protection from deception**
  - Researchers have been prepared to use deception
    - Manipulate intimates to gain data
    - Enter a mental hospital as if a patient
  - It may be acceptable to use deception in some areas where the benefits of knowledge outweigh the harms
  - Should take into account the consequences for the respondents and should not normally engage in deception

# Conduct Research Ethically (11)

- **Respect for persons**
  - An autonomous person
    - Is capable of deliberation about personal goals and of acting under the direction of such deliberation
  - Give weight to autonomous persons' considered choices
    - Refraining from obstructing their actions unless they are clearly detrimental to others
      - Repudiate the person's considered judgements
      - Deny an individual the freedom to act on the considered judgments

# Conduct Research Ethically (12)

- Protect persons with diminished autonomy
  - Autonomy matures during one's life and may lose because of illness, mental disability or circumstances severely restrict liberty
  - The extend of protection afforded should depend on the risks of harm and the likelihood of benefit
    - Prisoners should not be deprived of the opportunity to volunteer for research
    - They may be subtly coerced or unduly influenced to engage in research

# Conduct Research Ethically (13)

- **Confirm to good scientific practice**
  - **Maintain professional standards**
    - Honesty
      - Applies to research design, generating and analyzing data, publishing results and acknowledging contributions of colleagues
      - Piracy, plagiarism, fraud
    - Openness
      - As open as possible in discussing work with the public
      - Make available relevant data to others on request

# Conduct Research Ethically (14)

- Document results
  - The results obtained including interim results
  - The procedures followed
- Question findings
  - Reproduce the means of achieving the result before communicating externally
  - Explain and demonstrate the method of obtaining the research results

# Conduct Research Ethically (15)

- **Acknowledge the contributions of others**
  - Failure to acknowledge the role of collaborators and other participants is regarded as unprofessional conduct
  - Conversely, collaborators and other contributors carry their share of the responsibility for the research and its outcome

# Conduct Research Ethically (16)

- **Leadership and cooperation in groups**
  - Group Leaders are responsible for
    - Creating mutual cooperation environment
    - Providing appropriate direction and supervision
    - Making all members aware of relevant legislation and guidance
- **Accommodate the needs of new researchers**
  - Have systems allowing new researchers to adopt best practice as quickly as possible
    - Formal training
    - Mentoring schemes

# Conduct Research Ethically (17)

- **Secure and store primary data**
  - Must be stored for at least ten years and secure carriers
  - Access to the data has to be granted for persons with a justifiable interest
  - Not least as a source of reference, should be called into question by others
  - Have access regulations for the use of data

# Discussion

- Evaluate the way managing your supervisor(s)

- Give examples of 'balancing rather than collapsing under the stress'

- Give examples of 'recognize interests of participants' and 'confirm to good scientific practice'