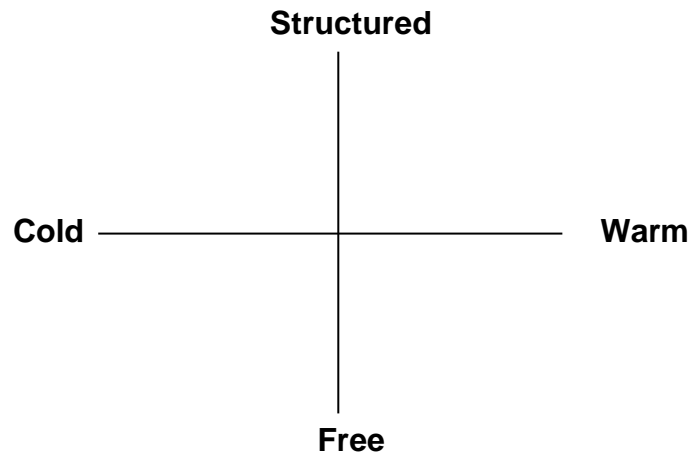


## What kind of supervisor are you, or would you like to be?

The following three items are taken from Gibbs (ed.), 1999. Where would you place your own styles and approaches within, or outside, these ways of characterising typical supervisory styles? And to what extent have you modelled your practices on those of your own doctoral supervisor – or perhaps reacted against those?

### 1 Dimensions of supervisor style



### 2 The roles of the supervisor

- ❖ **Director** (determining topic and method, providing ideas)
- ❖ **Facilitator** (providing access to resources or expertise, arranging fieldwork)
- ❖ **Adviser** (helping to resolve technical problems, suggesting alternatives)
- ❖ **Teacher** (of research techniques)
- ❖ **Guide** (suggesting timetable for writing up, giving feedback on progress, identifying critical path for data collection)
- ❖ **Critic** (of design enquiry, of draft chapters, of interpretations of data)
- ❖ **Freedom giver** (authorizes student to make decisions, supports student's decisions)
- ❖ **Supporter** (gives encouragement, shows interest, discusses student's ideas)
- ❖ **Friend** (extends interest and concern to non-academic aspects of student's life)
- ❖ **Manager** (checks progress regularly, monitors study, gives systematic feedback, plans work)
- ❖ **Examiner** (e.g. internal examiner, mock vivas, interim progress reports, supervisory board member).

### 3 Relationships between supervisor and student

Director – Follower Master – Servant Guru – Disciple Teacher – Pupil Expert – Novice Guide – Explorer Project Manager – Team worker	Auditor – Client Editor – Author Counsellor – Client Doctor – Patient Senior partner – Junior professional Colleague – Colleague Friend - Friend
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