How to train your supervisor in 45 minutes (or less)!
Disclaimer

1. Behaviours that involve sexual harassment, assault or bullying need additional attention and procedural responses

2. How trainable is your supervisor?

3. Research topic is unique – relationship between supervisor and supervisee is universal

4. It is expected that you will be familiar with the codes of behaviour for both staff and students, or will commit to familiarising yourself with these policies
Session Details

- Duration – 45 minutes
- Interactive
- Confidential
- Sharing within your own scope
- Respectful participation
Introduction

- Who are we?

- We are not robots (or dragons)

- Invited by DUHRS Committee – not promised any remuneration or coerced to provide a workshop

- Survived supervisory conditions (still do)

- Commitment to safety of shared experience
Learning Objectives

- To have fun learning boundaries and expectations
- To have a clear definition of roles – supervisor and supervisee
- To have strategies to problem solve difficult situations between supervisors and supervisee
Overview

- Not going to be able to address all the individual experiences that you have had with your supervisor
  - Present you with concrete examples on how to perceive with past experiences and future

- We can always organise additional meetings if required

- Safe environment
  - Only share what you are comfortable with
  - None of it leaves this room
What are you in for?

- Activity 1
  - Stage of candidature

- Activity 2
  - Share an experience about good supervisor encounter

- Activity 3
  - Share problematic supervisor behaviour

- Activity 4
  - Modelling best practice
Activity 1

- Where are you in your candidature?
  - Pre-confirmation of candidature
  - Post-confirmation of candidature
  - Writing up
Activity 1
Definition of Roles - Supervisor

- **Supervisor Role**

- **Supervisor**

  - **associate supervisor**: a member of the University's Academic staff who plays one or more of the following roles in the supervision team: providing assistance to the other team members in guiding and supporting the student, acting as a back-up in case of absence or non-availability of the principal supervisor, and/or bringing particular research expertise to the team to assist the student.

  - **co-supervisor**: a person who shares the role of principal supervisor more or less equally with another co-supervisor. A co-supervisor may be external to the University. One co-supervisor must be an executive supervisor.

  - **executive supervisor**: a co-supervisor who is a member of the University’s Academic staff and is responsible for ensuring that the University’s administrative requirements such as training, annual reviews, coursework and ethics approvals are met.
Definition – Role of the Supervisor

- **external supervisor**: a person who plays a comparable role to an associate supervisor, but is not a member of the University staff.

- **principal supervisor**: a member of the University’s Academic staff who is the leader of an HDR supervision team, and has the responsibility of ensuring that the student receives appropriate guidance in their project and support toward successful completion of their thesis and its examination.

- **support supervisor**: a member of the University’s staff who is not active in research but who can provide expertise to the student and to other supervisors.
Definition of Roles - Supervisors

- Supervisor Roles
- Deakin Policy
- Equity and fairness in the workplace

(5) Staff and associates must:

- promote and support an accessible and inclusive learning and work environment free from discrimination, sexual harassment, sexist behaviour, gender-based violence, sexual assault, workplace bullying, victimisation and vilification
- not engage in unlawful discrimination, sexual harassment, vilification or victimisation as set out in the Diversity and Inclusion policy
- not engage in any behaviour contrary to the Sexual Assault Prevention and Response policy
- not engage in workplace bullying as specified in the Workplace Bullying policy.
Definition of Roles - Supervisors

- Deakin Policy
- Personal and professional behaviour

(6) Staff and associates must:

- maintain and uphold the reputation of the University, support its goals and act in its best interests
- observe and obey the laws of Australia and the laws of any jurisdiction that they are in while on University business at all times
- behave professionally and ethically, act honestly and comply with all University policies and procedures, statutory obligations and relevant professional codes of conduct and practice
- perform their duties diligently, conscientiously, with integrity and in good faith, and make decisions objectively and ethically, in a fair, timely and reasonable manner
Definition of Roles - Supervisor

- work cooperatively and collaboratively with staff, associates, students and University partners
- treat students, members of the public and other officers, staff, associates and University partners with respect, impartiality, courtesy and sensitivity
- ensure they communicate professionally, acknowledge the contributions of others and refrain from behaviour that may harm the reputation or careers of other staff, associates or students
- work with children in a manner which promotes child safety and wellbeing, including by encouraging the participation and empowerment of children by listening and responding seriously to their ideas and concerns in relation to learning, child safety and other matters which impact them, and by avoiding discrimination and child abuse, and comply with all relevant legislation, including the Working with Children Act (Vic), the Child Wellbeing and Safety Act 2005 (Vic) and the Children, Youth and Families Act 2005 (Vic), and University policies and procedures including the Child Safety policy and the Child Safety and Child Abuse Response and Reporting procedure
- ensure they are clear that views and comments expressed publicly are their own and are not perceived to be made on behalf of the University
Definition of Roles - Supervisor

- ensure their use of communications, including but not limited to email and social media, is respectful and professional and complies with University policies and procedures (including this Code of Conduct), statutory obligations and professional codes of conduct and practice and does not include the use of comments that are or could be perceived to be obscene, defamatory, threatening, harassing, discriminatory or hateful to or about the University or about another person or entity.

- ensure that, subject to the University’s Academic Freedom policy, their private actions (including media communications and communications in social media) and participation in non-University activities uphold the reputation of the University and do not compromise their ability to fulfil their duties as a staff member or associate of the University.
Definition of Roles - Supervisor

- ensure they, particularly Academic staff who teach, support or mentor students do not misuse their position of influence or trust, including entering into any type of romantic or sexual relationship, in carrying out their duties, specifically including assessment.
- promptly raise with their supervisors and/or manager any professional and ethical issues that may arise in their work.
- use University property and resources appropriately and in accordance with relevant policies and procedures.
- (7) Academic staff must demonstrate academic integrity in their teaching and research in accordance with University policies and procedures, including the Research Conduct policy, the Academic Integrity procedure and the Copyright procedure.
Definition of Roles - Student

- Deakin Policy

- (4) Students must:
  - undertake their academic work with integrity and honesty, avoiding breaches of academic integrity and copyright
  - comply with all relevant University policies and with any codes of conduct and practice that apply at the course, professional or research level
  - adhere to the policies, procedures and rules of external organisations while on placement, practicum, work experience, fieldwork or educational exchange
Definition of Roles - Student

- provide accurate personal details to the University; keep those details up to date; and read and respond where necessary to all official Deakin correspondence including email
- work cooperatively and collaboratively with other students, staff, associates and University partners
- communicate with courtesy and consideration, verbally and in writing, in person and online (including through email and social media)
- respect the privacy of other students and staff
Definition of Roles - Students

- respect others' rights to their own opinions and beliefs and, where there is disagreement, engage only in rational discussion

- refrain from actions, behaviour and words (both written and spoken) that may jeopardise their own or another student or staff member's health, safety or wellbeing, or may damage their reputation or career

- not engage in discrimination, sexual harassment, victimisation, bullying, child abuse or any form of interpersonal, psychological or physical violence, and report such behaviour as outlined in University policies and procedures
Definition of Roles - Students

- not engage or collude in fraudulent or corrupt behaviour, and report such behaviour as outlined in University policies and procedures

- only use University property, facilities and resources (including information and communications technology) responsibly, in accordance with relevant policies and considering others' needs

- follow reasonable directions from University staff.
Activity 2
Activity 2 – Sharing the Good

- Turn to the person beside you and share a positive supervisor experience you have had in 2-3 sentences

- Topics may include
  - One thing they did that was really helpful
  - Reliability
  - Supervisor expression of expectations

- Come up with a question of concern
  - We can always get back to you later if we don’t cover it in this workshop
Common Problems

- Disappear
- Inconsistent and revolving deadlines
- Unrealistic agreements
- Feedback response time
- Make untimely suggestions
- Expect my PhD not to change
- Unclear expectations at supervision meetings
- Submissive behaviour
- Competing and political academic demands/ undermining and sabotaging
- Source of support
- Lack of initiative
- Following protocols for decision making

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<thead>
<tr>
<th>Self-sabotage checklist</th>
<th>Example</th>
<th>The alibi</th>
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<tbody>
<tr>
<td>Overcommitting</td>
<td>A PhD student who already is heavily committed with study, a part-time job and family responsibilities accepts an offer to chair the organising committee for a conference.</td>
<td>I really should have finished the data analysis and I would have if I wasn’t so busy with all these other things – but they are all very important.</td>
</tr>
<tr>
<td>Busyness</td>
<td>The PhD student comes into the university every day, gathers lots of reading materials, attends lots of seminars and is generally very busy, but doesn’t seem to be able to find time to write a draft of the first chapter for the supervisor.</td>
<td>I have been so busy. It’s just so hard to find a quiet time to sit down and write. When I set aside some time things just come along and gobble it up. If it wasn’t for that I’d have the first chapter finished by now.</td>
</tr>
<tr>
<td>Perfectionism</td>
<td>The PhD student sets unrealistic and impossible expectations. Rather than start a draft of the literature review, the student decides that until the writing can be the best, then it is better not to start it at all.</td>
<td>I want this to be really good. After all, you only get one chance to do a PhD. I need to read a bit more to get it clear in my head.</td>
</tr>
<tr>
<td>Procrastination</td>
<td>Putting off important or necessary tasks, often until the last minute. Putting off and finding excuses not to begin a project. For example, the student decides that cleaning glassware in the lab or surfing the Internet becomes far more important than doing the experiment or writing up results.</td>
<td>I find I work better under pressure. If I leave it to the last minute I’ll put something together. If it’s not the best, well, what could you expect? If I had more time I would have done better.</td>
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<tr>
<td>Disorganisation</td>
<td>The student is unable to find things, forgets to bring important documents to meetings, turns up to meetings at the wrong time.</td>
<td>If I was more organised I’d be winning Nobel prizes. It’s my disorganisation not my ability.</td>
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<tr>
<td>Do not put in effort</td>
<td>The student intentionally does not practise for a seminar presentation.</td>
<td>If the presentation doesn’t go well it’s because I hadn’t prepared rather than lack of ability.</td>
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<tr>
<td>Choose performance-debilitating circumstances</td>
<td>The PhD student tries to write a complex chapter while sharing an open-plan office with three other gregarious students.</td>
<td>Well, if it wasn’t for all the distractions I’d be much further on.</td>
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Table 1. Self-sabotage checklist.

Table 3. Summary of the relationship between behaviours and perceptions of reduced stress and ability to complete.

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<tr>
<th>Behaviour</th>
<th>Reduces stress</th>
<th>Improves ability to complete</th>
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<tbody>
<tr>
<td>Meeting frequently with supervisor</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Managing time well</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Allocating specific times for working on PhD</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Seeking to specific times for working on PhD</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Having a specific plan for writing up thesis</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Feeling confident in studying to a plan for PhD</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
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Activity 3
Activity 3 – Demonstration - Expectations

- Observe the following role play and use the STAR formula
  - Situation
  - Task
  - Action – step 1, step 2, step 3 etc
    - Location
    - Duration
    - Specifics/equipment
    - Consultative
  - Result
Activity 4 – Demonstration – Renegotiate Expectations

- Observe the following role play and use the STAR formula
  - Situation
  - Task
  - Action – step 1, step 2, step 3 etc
    - Location
    - Duration
    - Specifics/equipment
    - Consultative
  - Result
Contact Details

- Ryan Wood-Bradley
  - r.woodbradley@deakin.edu.au

- Jacqueline Payne
  - jacqueline.payne@deakin.edu.au
Support Links

- Safer Communities
  - 92443734 (business hours)

- Complaints
  - https://www.deakin.edu.au/students/student-complaints

- Equity & Diversity
External Support

- Lifeline
  - [https://www.lifeline.org.au](https://www.lifeline.org.au)
  - 13 11 14

- Beyond Blue
  - [https://www.beyondblue.org.au](https://www.beyondblue.org.au)
  - 1300 22 4636

- Police
  - 000

- Centres Against Sexual Assault (CASA)
  - [https://www.casa.org.au](https://www.casa.org.au)

- WorkSafe
Thank You