

## A Self-Assessment tool for Supervisors

The following self-assessment tool has been adapted from research into what makes a good research supervisor by Janssen (2005) and Lee, Dennis & Campbell, (2007). Column 1 notes characteristics of good supervision. Column 2 asks you to note examples from your own experience of applying these characteristics, or if you can't think of any examples then what you might do in the future.

Characteristics of good supervision	Example of: a) experience from your practice; or b) what you could do differently in the future
Appreciating individual difference: strategies to respond to variation in individuals and variation at different stages	
Availability: regular meetings; contactable through a range of media; strategy to be available when off-campus.	
Modulating direction and structure with encouraging student independence as appropriate	
Celebration: public recognition of a researcher's or research team's achievements	
Building an academic community e.g. attending seminars with your researchers	
Skills development e.g. assisting with skills related to the early career academic experience	
Networking e.g. including students in professional networks for their research and career planning.	
Mentor - helping with career planning and collegiality after graduation	
Interest and enthusiasm e.g. demonstrating enthusiasm for the project and candidate progress	
Constructive & timely feedback e.g. on written work; what do you consider as timely and constructive?	

Janssen, A. (2005) Postgraduate research supervision: Otago students' perspectives on: - quality supervision; - problems encountered in supervision. Dunedin: University of Otago.

Lee, A., Dennis, C., & Campbell, P. (2007). Nature's guide for mentors. Nature, 447, 791-797.