

## Chapter 2 - Critical Interpretation of A Non-Creative Supervision Practice for Ph.D. Students

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### Chapter Highlights

- Ph.D. students need to be supervised by someone with an international reputation so that the name on the recommendation letter carries weight. But they also must not be professors traveling from place to place, frequently leaving campus, and missing mentoring sessions to advance their careers.
- They have to be recognized, well-known, but also able to guide you without constantly refusing to meet you just because you have to take outside of the university.
- Many students affirm that they never received any satisfactory, effective, or useful guidance during the study. The student in Ph.D. research-level needs to have the right to choose a supervisor with whom he has a good relationship. However, as the bureaucracy in graduate management at universities increases, administrators and administrators' "pair" prospective doctoral students with supervisors more and more frequently.
- That will create bad cooperation and an uncreative scientific product. A good supervisor-student relationship requires the joint efforts of both parties. Many Ph.D. students get into unnecessary trouble because they make some very common mistakes in their relationship with their supervisors. Unfortunately, our experience tells us that many students do not think deeply about this relationship and that most problems are predictable and avoidable.
- The study aims to interpret the negative action of supervisor practices of Ph.D. students during the supervising phasis and will classify the critical factors and types of a bad Ph.D. supervision.

## Introduction

Ph.D. is an acronym that stands for Doctor of Philosophy. This is the highest academic degree awarded in several foreign countries (Stewart Manley, 2019). It is received by a graduate of the third level of higher education (according to the Bologna system), who has prepared and defended a dissertation. The owner of a Doctor of Philosophy does not necessarily have to study "Philosophy". The so-called Doctor of Philosophy means that the owner has a considerable understanding of the theory, content, and development of its knowledge field, can conduct research independently, and make achievements in the academic field in this field (Aameri, B., 2016). The Doctor of Philosophy (PhD)-education is a research training which aims to prepare the doctoral student to become an independent researcher who can make significant contributions to academia and/or industry.

Quality supervision, according to Latona and Browne (2001), may be characterized as requiring precise and timely response, frequent encounters. That include open debate about responsibilities and duties, a supportive and collegial connection, and support to begin working on topics of interest early in the program to maintain the flow of work throughout the program (Latona, K., & Browne, M., 2001). Over the past decade, there has been a considerable resurgence of interest in the role of creativity in educational and organizational contexts and in understanding the conditions and processes that appear to enable creativity (Denise W., Dorothy F., Dorothy M., 2008). Interventions in the quality of research training provided in universities today focus largely on educating supervisors and monitoring their performance as well as the student progress (Lesley Johnson, Alison Lee & Bill Green, 2000). The dilemma for supervisors and their students is that little advice is provided in the training programs of PhD students or supervisors on how to develop these qualities (Denise W., Dorothy F., Dorothy M., 2008). Interdisciplinary supervision strengthens unity and a holistic view in students' communities, which are composed across disciplines. According to (Holligan, 2005, p. 276), one view of doctoral study is that it is essentially a system of training in both technical and intellectual skills, the possession of which will ultimately lead to original contributions.

In everyday life, there may be a tendency for the various students' communities to close in on their research target perspective, which can lead to contradictions and conceptual-

struggles (Romane Viennet, Beatriz Pont, 2017). Interdisciplinary supervision leads to scientific differences becoming a resource that can benefit the research communities. It not only creates learning and new opportunities for action in relation to everyday complex challenges. At the same time, it is an effective Ph.D. student's development, which is based on the work with the core task (Anne Lee, 2008). The study aims to find and discuss the negative aspects of doctoral supervising, which many of Ph.D. student around the worlds suffering.

### **Supervisors, Supervising and Creative Supervision within Practices**

Supervision is usually carried out by a supervisor - a qualified consultant who conducts supervision by professionally advising a consultant who has applied for supervision (Kevin D Forsyth, 2009). Relationship work is complex and unpredictable because it involves student communities. It regards problems as something unique that takes place in the relationship between doctoral student and supervisor. The tutorial has a touch of personal development. The supervisor helps doctoral students to reflect on their personal patterns and how they act as professionals and as human beings. (Al Makhmreh, M. and Stockley, D., 2020). The relationship between the supervisor and the Ph.D. student is built on the wrong basis. The supervisor often "runs" after the Ph.D. student, seeks sections from him, approves the unfulfilled individual plan of the Ph.D. student. Working with a Ph.D. student is purely individual. It brings the necessary results if there is mutual understanding. The supervisor helps the Ph.D. student to understand the problem, give it a scientific interpretation, gain the necessary knowledge and skills of research work, writing scientific articles.

The correct selection of the supervisor depends on the work of the Ph.D. Student on the dissertation, its result (Natalia M., Nina B., Larisa D., 2015). Of no small importance is the psychological compatibility of these two people. Of course, the supervisor is selected considering the topic of dissertation research. The selection of a supervisor is carried out by the department. But it is possible (and this is very important) that the Ph.D. student himself will propose a supervisor. For a Ph.D. student, the value of a supervisor is the ability to constantly receive consultations, advice, recommendations, to experiment together (Paul, Pauline, Olson, Joanne K. and Gul, Raisa B.. 2014). Student should, taking the opportunity, "exploit" the scientific erudition, knowledge, experience of the supervisor, and not hope that he will pull him out at the defense of the dissertation. The mission of the supervisor is to help

the Ph.D. student to acquire the skills of a researcher, to study the topic from a deeply scientific position, to delve into its theoretical and practical aspects, to determine new facets of its study, to identify trends, patterns in the development of the phenomenon under study, to help expand the source base as much as possible and use it to reveal the scientific topic. A Ph.D. student should be in constant business contact with the supervisor (Bhattacharjee, Anol, 2012).

Many specialists believe that it is better to be known as annoying than inert, passive. First, it must be said about those who are engaged in daily Ph.D. studies. It is difficult for Ph.D. students to work with them, feeling under constant control. Of course, everything should be within reasonable limits, but we are sure that later his student will only be grateful to such a scientist. But if a Ph.D. student goes the independent way, this is his business, in the end, he is interested in completing the dissertation and its successful defense (Anna Sverdlik, Nathan C. Hall, Lynn McAlpine, Kyle Hubbard 2018). As it seems to us, recently there are scientific advisers, whose names are put on dissertations "by agreement". Previously, this was reported to when publishing monographs - the mention of a major scientist on the title as a scientific editor who carried out a "general editorial" created a certain authority for the publication.

The management of Ph.D. students do not require much trouble, that this work does not require significant knowledge, a lot of time and work, pedagogical experience, methodological skill has not been eliminated. Working with Ph.D students is immeasurably more difficult than with students if you treat it correctly and responsibly. Supervisors are not required to be the guardians of Ph.D students, but it is wrong to let their theoretical and practical training run its course (Anna D. Rowe, Karsten E. Zegwaard, 2017).

### **Problems Confronting Doctoral Students**

Most Ph.D. Supervisors have excellent morality, but there will still be much moral corruption in the academic atmosphere. It is also unavoidable. In recent years, many Ph.D. Theresa M., Jude C. thought that supervisors have abused their power to allow students to do things beyond degree research, and the system introduced by the universities for solving this problem, although this system can solve the problem of doctoral students to a large extent (Theresa M., Jude C., 2008).

The problem of abuse of power by mentors can also cause some unavoidable disadvantages (See Figure 1). I hope that students can tell the supervisors one day: I'm sorry, I don't like your research direction. Or someone can specifically deal with the continuous situation of supervisors' academic misconduct, make supervision transparent, make the processing mechanism simple, fair, and effective, and lay off academic scumbags.

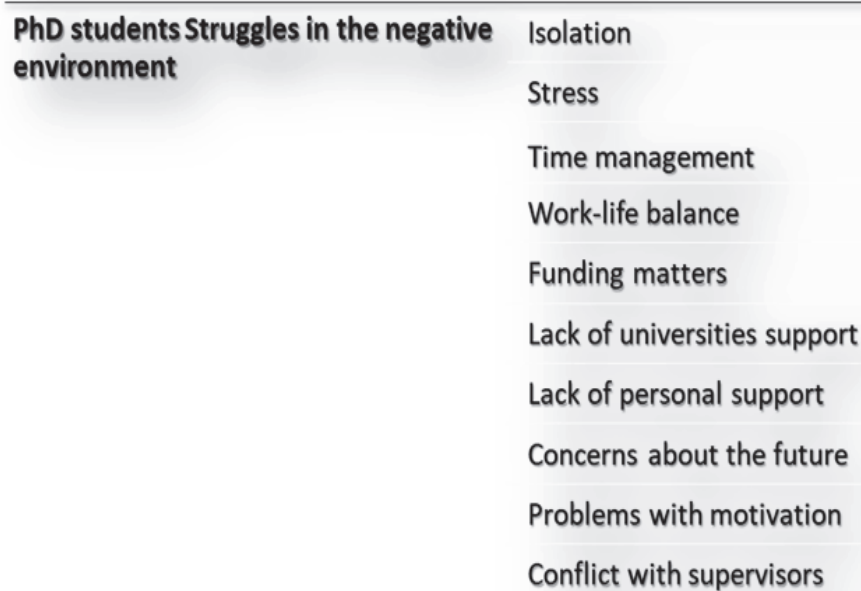


Figure 1. Student Sense in a Negative Supervision Environment (Amjad)

Conflict with the supervisor is the most crucial factor in the struggles of the students. Which may lead to the problem with motivation and stress, and negative sentiment.

### **A bad Ph.D. supervision in practices**

#### ***Abusive Supervision***

The consequences of abusing supervisory behavior based on the theory of justice. Bennett j. Tepper affirmed that Abusive supervision was associated with the lower supervising manner and non-cooperation, low Ph.D. student satisfaction, lower normative and emotional commitment, greater ongoing commitment, workplace conflict, and psychological distress for supervisors. (Bennett J. Tepper, 2000).

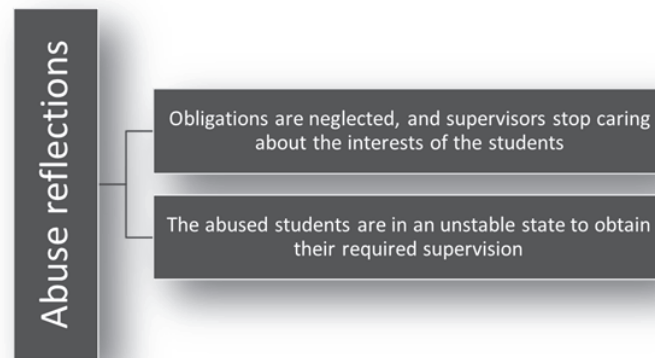


Figure 2. Abuse Stages and Reflection on Ph.D. Students

A Ph.D. supervisor with an abusive supervision style may respond in a disrespectful way, can humiliate students, responsibility other students for their personal errors, and/or break promises (See Figure 2). Abusive supervision is most often studied in the context of the study place. Abuse of supervision has been investigated as a precursor to negative performance outcomes for supervisors. Hanig S, et al think that the abusive supervision is a one-dimensional construct; however, it has recently been found that it is a four-dimensional construct. The abusive supervision is a four-dimensional construct in which yelling, behavior humiliation, scapegoats, and credit theft are described as dimensions of abusive supervision. Research on abusive supervision is imbalanced in two ways (Hanig S, Yang SW, Liang LH, Brown DJ, Lian H. 2021). Wang, G., Harms, P. D., & Mackey, J. D. classified that in two categories; first, with most research attention focused on the destructive consequences of abusive supervision, Second, with most research on abusive supervision centered on its main effects and the moderating effects of supervisor-related factors (Wang, G., Harms, P. D., & Mackey, J. D., 2014). Deviation in the study places is closely related to abuse of supervision. Abusive supervision is defined as students' perception of the supervisors to which they consistently display hostile verbal and non-verbal behavior. This can be when supervisors ridicule their students, show them a taciturn attitude, remind them of past failures, neglect them, place blame inappropriately, or explode into temper tantrums. It may seem that students who have been abused by their supervisors will either retaliate directly or leave by quitting their studies. In fact, many turn against their students by displaying organizational deviant behavior. Because supervisors' control many of the university's resources, they often

use or abuse everything they can. This misuse of resources can manifest itself in the form of time, office supplies, raw materials, finished products, or the services they provide.

### *Ambiguous Supervision*

A supervising is ambiguous when the supervisor's comments and the supervising input process, are not clear with no prior of which of the selective orientation, subjects, research questions are correct. Ghadirian L, et al., thinks that the lack of knowledge and competencies created by ambiguous supervision and inadequate and appropriate feedback to students during the thesis supervising process. As well as inappropriate discussions about the thesis subjects and the supervisory process by the supervisor to guide the student. This will lead to a lack of familiarity with research methodology and science writing. (Ghadirian L, et al., 2014). An inappropriate research environment, which leads to a lack of motivation of students towards research activities, can lead to a devaluation of the supervision of theses and a lack of promotion of the effort of skills in this field.

### *Autocratic Supervision (Supervisory Control)*

The dark or destructive side of supervision behavior has attracted the attention of many universities and Ph.D. supervising guides in recent years. Autocratic supervisors refer to the leadership that stresses the use of authority to control Ph.D. students (Cheng, M. Y., & Wang, L., 2015). Wang, Z., Liu, Y. & Liu, S, conclude that because, autocratic supervision has a negative connotation in the literature; this type of leadership is negatively related to students' attitudes, emotions, and perceptions. (Wang, Z., Liu, Y. & Liu, S., 2019).

An autocratic supervision or supervisory control or refers to the control of many individual aspects or total control of research loops. Autocratic supervision, also known as autocratic supervisor, is characterized by individual control over all decisions and little input from group members. Autocratic supervisors typically make choices based on their ideas and judgments and rarely accept advice from followers (See Figure 3). Under this type, the supervisor wields absolute power and wants complete obedience from his subordinates. Ph.D. students with a controlling supervisor haven't control of their work, and they are not allowed to make any research choices on their topic.

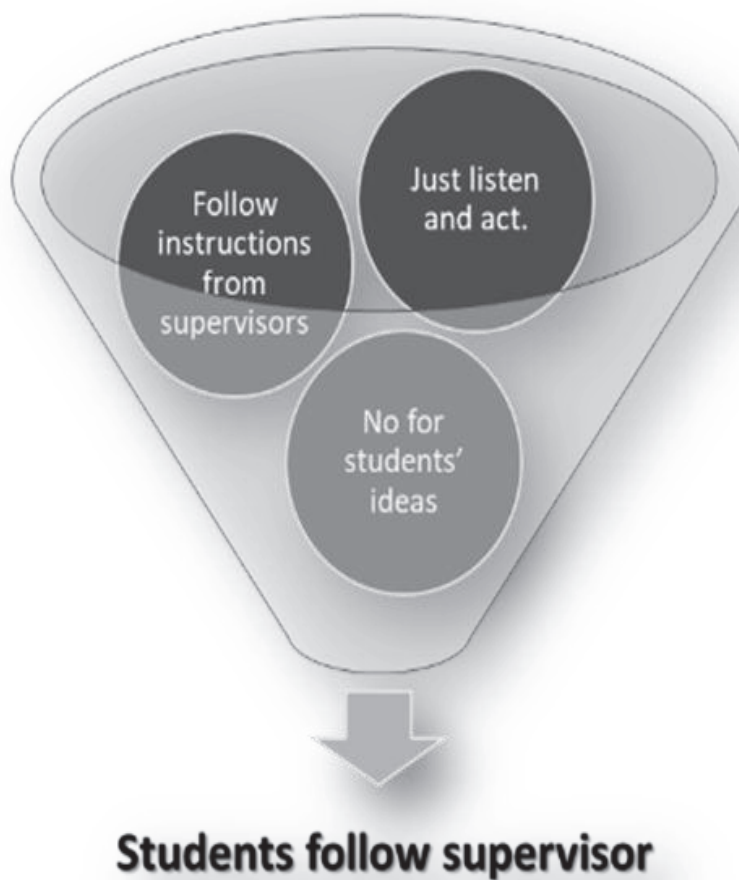


Figure 3. Supervisory Control (autocratic supervision) action

This kind of supervising refers to monitoring all process controllers at a higher level, not necessarily for the operation of each controller, but to provide the operator with the overall process situation and integrate the operations between the controllers. Hannah Snyder thought that they could not choose their topic for their publishing materials, the methodology or theoretical perspective they will use, or how they manage their project. Although building any doctoral research on and relating it to existing knowledge is the building block of Research communities and activities, regardless of discipline. Therefore, it needs to be done accurately should be a priority for all students (Hannah Snyder, 2019). This is either because they are told explicitly that they are not allowed to make their own choices, because they are told what to do without negotiation, or because their ideas are torpedoed until the supervisors' ways are 'chosen' the Ph.D. student. It represents a system mainly used negatively in supervising process (See Figure 4).



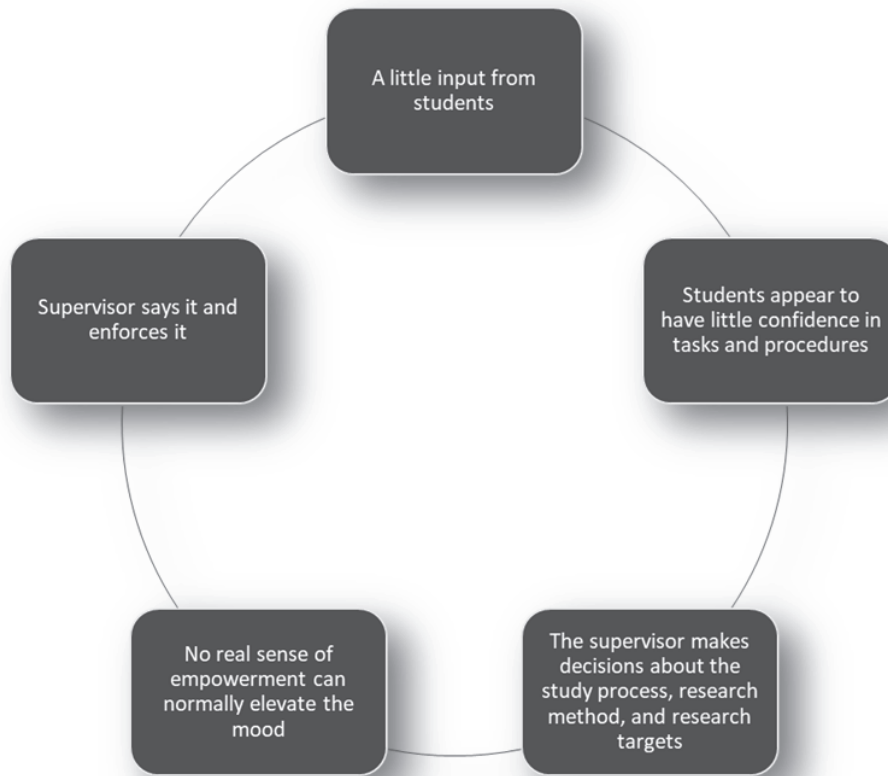


Figure 4. Typical features of the Supervisory Control

### *Passive Supervision*

Active supervision, in general, creates a significant opportunity for creative action for research. Ph.D. supervision is associated with different expectations and responsibilities from both the student and the supervisor, but there is no single approach to the supervisor relationship (Christopher R. Madan, 2021). A passive supervisor does not like to make decisions and only intervenes in cases where there are severe or chronic problems. This type of supervision is characteristic of Inactivity, passivity, lack of trust, conservatism, and closeness. Loae Fakhri J , confirm that the supervisor resists any proposal from students for changing new lines of technology and methods. It represents a style of supervision that can be seen as the opposite of autocratic supervision. Supervision may not even be the appropriate term here, because it is characterized by an absence of guidance and avoidance of involvement (Loae Fakhri J., 2018). Sometimes, passive supervision is not a supervisor characteristic, but a period during which the supervisor loses interest in the doctoral thesis's student. Igwe, P.A et. al. thinks that the passive supervisor is supervisor who processes the

Ph. D students wrongly, where they do not criticize the work of students, but some supervisors go too far. Passive supervision is associated with more psychological distress among PhD students. They make students feel blamed for the study's results and feel emotionally detached. they also get the impression that their work does not cover the subject of the thesis (Igwe, P.A., Rahman, M., Ohalehi, P., Amaugo, A. and Anigbo, J.A., 2020). Oftentimes, they are afraid and cannot talk to the department manager. They feel weak in carrying out their responsibilities.

### *Apathetic Supervision*

Apathy is a symptom, or a temporary mental state characterized by indifference, emotional coldness and indifference. It is manifested by indifference, detachment from what is happening, lack of motivation for any activity, decrease in emotions and slowness of actions. Supervisors who show up in the body but are inattentive or unaware about what is going on with their students, or even the university. They failed in the supervising process, and they accept whatever level of performance their students choose to give. The basic psychological mechanism of apathy in the supervising process is the depletion of mental energy reserves to help Ph.D. students (emotions, motives, involvement). Cropanzano, R., Weiss, H.M. and Elias, S.M confirm that a healthy supervising process and indifference are the results of prolonged excitation of the central nervous system (Cropanzano, R., Weiss, H.M. and Elias, S.M. 2003). A thesis supervisor with an apathetic supervisory style lacks commitment or passion for supervision, research and the student. This type of supervisor may use "shortcuts" in the search or not be interested in following the latest developments in the research discipline. Apathetic supervisions are not happy, nor are they disgruntled they're just there. Supervisions that have become apathetic typically go through their daily supervision requirements and missions, doing only the minimum required to complete targets, remaining detached from the research process. One real risk of apathetic supervision is that doctoral students get apathetic as well.

### *Ghost Supervision*

Regarding this category of supervision Diana F Davis, thought that the ghost supervision reflects the supervisor, who is not around to help ph.d students much. It is the opposite of the previous type. It also appears as a more common one and can also occur when a Ph.D.

supervisor has many tasks to fulfill or too many students to supervise (Diana F Davis, 2019). The “ghost supervisor” is invisible, very rarely responding to emails, somebody who can be seen just seldom. For students who need more engagement and support, this type of supervision can turn into a nightmare, where students should grow into independent researchers and should be able to find solutions to problems alone. Almusaed conclude that there should always be a balance between constantly seeking the advice of the supervisor for every small problem and being left alone without any support at all (Almusaed, A. & Almssad, A., 2020).

### *Arrogant Supervision*

Arrogant supervision represents a negative form of communication between the doctoral student and his/her supervisor in the supervision process. Where the supervisor regularly looks over the shoulders of the students, which can be an issue like passive supervision. Borden, L., Levy, P.E. & Silverman, S.B thought that arrogance is typically rooted in feelings of insecurity and used in the structure of the ego as a justification for mitigating such atrocious emotions (Borden, L., Levy, P.E. & Silverman, S.B., 2018). This comportment can be clarified by two scenarios:

- They are new supervisors who do not realize how to delegate or are over-compensating for their own inexperience
- They are control freaks

Because they think that if they're arrogant, they're going to communicate that they're in charge. Good supervision doesn't need to show arrogance.

### *Bureaucratic Strict Supervision*

Kate N. Tibagwa,, David Onen, & Joseph Oonyu , affirm that the bureaucratic supervision represents a bad supervising, useless activity, waiting hours for taking initiative for the research process, forms that have already been canceled, and attempts to fight the research field (Kate N. Tibagwa,, David Onen, & Joseph Oonyu, 2016). The root cause of all these negative phenomena is not the bureaucracy as such, but shortcomings in the implementation of the rules of work and the goals of the universities or supervisors, the usual difficulties

associated with the size of the organization, the behavior of employees that do not correspond to the rules and objectives of the universities. Under this form certain working rules and guidelines are laid down by the supervisor and all the aides are required to follow these rules and procedures very closely. A serious mention of the violation of these rules and laws is taken by the supervisor. Callahan R.F. explain that the bureaucratic supervision relies on a clear instructions, restrictions, and chain of command, strict regulations, and compliance by Ph.D. Students (Callahan R.F., 2017). The main difference is that, with the former, the focus is on the leader who is responsible for making all the key decisions (see figure 5)

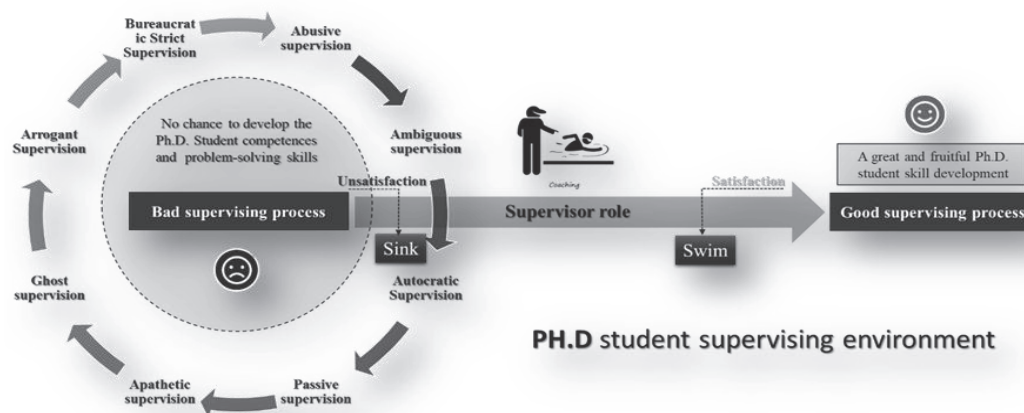


Figure 5: The Ph.D. students' supervising environment and categories

These categories of supervision are generally classified according to the behavior of supervisors towards their students. It is also not a full typology of bad Ph.D. supervision practices, but these seven types stood out in the literature that We found about bad Ph.D. supervision.

### Survey and Analysis

A survey made between Ph.D. students from different universities from Africa, America, Asia and part of Europe. Ph.D. students were selected from different areas (Engineering, Business, Economy, etc) from the beginning until the last year of their doctorate. 45% of the respondents are studying in their first and second year, 13% are in the third and fourth year and the 9% are in their last year. In average The Ph.D. students have been met from 3 to 25 times with their supervisors per semester. More than 17% of respondents expressed that

supervisors are often very busy, where just over a 21% of Ph.D. students receive few assistance, the lowest has been 3 times per semester.

Survey showed that 17% of Ph.D. students feel negative regarding supervising. Passive supervision was the most common negative kind of supervision 17%, followed by autocratic supervision with 13%, abusive, apathetic ghost and bureaucratic strict supervision obtained 6% respectively.

Bad communication, bad supervising interaction, inconsistencies between opinions of the supervisors might become troublesome in knowing who to listen to, slow feedback. The lack of Gender equality still happen for instance, sexist comments/jokes. COVID has been found as another negative aspect during the Phd.

The lack of need for mutual scientific communication is a serious drawback in the training of Ph.d students. Moreover, 36% said that their supervisor has been helpful and the 21% said that their supervisor hasn't been helpful. and finally, 48% of respondents are satisfied with doctorate experience.

## Results Discussion

### *The supervisor required role*

A. Kolmos, L. B. Kofoed & X. Y. Du , think that a lot of supervising Ph.D. specialists think that a good supervisor needs to work with their students in a friendly environment (A. Kolmos, L. B. Kofoed & X. Y. Du, 2008). And he has to support his students through all studies stages, both technically as well as personally, that because the negative feeling that a major part of students gets disheartened because of the scientifically work, which in some time not going as planned when they need moral support. In another hand, good supervising is to encourage and allow the student to take independent decisions about the research and then critique them friendly, which can help them to become a better independent researcher. Christine Halse & Janne Malfroy consider that many specialists in Ph.D. supervising think that a good supervisor requires to work with his student, in a friendly environment and he has to support his students through all studies stages, both technically as well as personally, that because the negative feeling that a major part of students get disheartened because of the scientifically work, which in some time not going as planned when they need moral support (Christine Halse & Janne Malfroy, 2010). In another hand, good supervising is to encourage

and allow the student to take independent decisions about the research and then critique them friendly, which can help them to become a better independent researcher. The supervisor bears full responsibility both for the level of theoretical training of the Ph.D. Student and the timeliness of the submission of the dissertation and for its content. The dissertation is a kind of mirror not only of the Ph.D. student but also of his supervisor. The supervisor bears full responsibility both for the level of theoretical training of the Ph.D. student and the timeliness of the submission of the dissertation and for its content. The dissertation is a kind of mirror not only of the Ph.D. student but also of his supervisor.

Adair, John G., and N. Vohra. thought that the supervisor assists the Ph.D. student, among other things, in drawing up a work plan and a schedule for working on a dissertation. It helps a novice researcher to master the methodology of researching a topic, problem, phenomenon (Adair, John G., and N. Vohra, 2003). His duty includes the disclosure of the mechanism of work on the dissertation. He recommends (at first) the necessary literature for fundamental study, reference, statistical and other publications, suggests how to get into the archives and find exactly what you need there. A good supervisor is a guide and mentor, not an encyclopedia or a self-help book. Many Ph.D. students are not satisfied with their supervisors. The positive role of the supervisor is to:

- Support the student through all stages of work both technically as well as personally (Almusaed, A., Almssad, A., & Cortez, M. R., 2021).
- Many times, students get disheartened because of the work not going as planned when they need moral support.
- Allow the student to take independent decisions about the research and then critique them so that the student can become a better independent researcher.

Collaboration, availability of funds, and facilitation in papers publication are the key features that must be contained in an active and productive Ph.D. supervisor have to be knowledgeable, cooperative, compassionate, flexible, supportive, inspirational, selfless, and have enough time for the supervising. The supervisor is obliged to write an official review of the completed dissertation and submit it for defense. He is the first scientist who testifies that the dissertation meets the requirements of the Higher Attestation Commission. Scientific

supervision of Ph.D. students is the most important part of the training of highly qualified specialists.

Murphy E, Dingwall R, Greatbatch D, Parker S, Watson P consider that if qualitative results are not achieved in this matter by departments with doctoral studies, with the current increase in recruitment, not only the overall level of work will decrease, but there will also be serious failures in conducting timely dissertation defenses (Murphy E, Dingwall R, Greatbatch D, Parker S, Watson P, 1999).

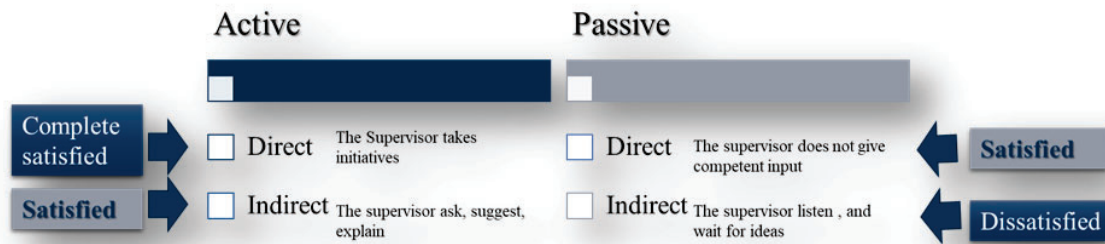


Figure 6: Supervisor - PhD Student interactions

A good supervising process can be realized by making a transformation in communication to rebuild another level useful for the new study stage; supervisors can provide the new stage and then the process just if he is knowledgeable, cooperative, compassionate, flexible, supportive, inspirational, selfless, and have enough time for the supervisor ( see figure 6). Wichmann-Hansen G., Bach L.W., Eika B., Mulvany M.J. thought that the supervisor has to guide his student to manage Ph.D. student plan, in which way have to do the research task, to be clear and can cover the topic area, he can tell the student what information is required and help him to write a list of questions that are required to “lookup.”

Supervisors can provide the Ph.D. student with guidance and assistance related to study, planning, and how to manage the time and presenting the task of research to make the study atmosphere to the best advantage (Wichmann-Hansen G., Bach L.W., Eika B., Mulvany M.J., 2012). Supervisors have to build a strategy with his Ph.D. students from the start, with not too much information in the first meeting, the first time the student has to read a lot of articles, literature, etc. not to describe the problem that he had, he has to think about the study process. He has to know about the big area of the subject and what. It became healthy when

Ph.D. Students talk about what they think, related to subjects, what they like to use, text, method, and other subjects related to the topic.

### *Ph.D. Students position in pad supervising environment*

The real research area for many specialists in supervising area is to establish an investigation environment that stimulates the students to work on their research with enthusiasm, leading to research results. Where all the time that Ph.D. is a big subject area is not a meal reservation at a restaurant or making a phone call and canceling it. The study in Ph.D. is based on a contract whose violation morally disqualifies the person who commits it. With a Ph.D., the study involves originality honor. It's just that the Ph.D., like any university degree, is a black-and-white thing. There is a minimum of criteria to be met for granting it. If they were not met and the title was still allowed. The research has to interact positively with the community, where good research works with community requirements, where the academy would incentivize scholars to improve society, not chase citations. Ross-Hellauer, et al, confirm that the research has to be designed not to win kudos within the academic community but rather to discover something new that will be useful for practitioners and have a real social impact (Ross-Hellauer , et al., 2020).

### **Conclusion**

In the process of researching the chosen topic, many factors are essential: knowledge of the problem (topic), the interest of the applicant, his willingness to strictly follow the advice of the supervisor, and at the same time take the initiative. It is essential that the initiative is accompanied by the collection of new information, which would serve as a confirmation of the hypothesis and encourage the supervisor and Ph.D. student to have creative discussions. The role of the supervisor in the preparation of dissertations by doctoral students is well known:

- A deep respect for the opinion of a Ph.D. student and a doctoral student - from the moment they met until the defense of the dissertation.
- Providing all kinds of assistance in a deep understanding of the topic of dissertation research.



- Work according to a jointly defined plan, which should be as detailed and concretized as possible in time, which contributes to discipline, self-organization, and the supervisor (consultant) and his ward.
- Current (outside the regulation) working relationships, where the initiative is mainly for doctoral students.
- Practical assistance in formulating provisions, conclusions, in the scientific presentation of a fact (document) and its comprehension.
- Transfer of your experience in the search for materials.
- Developing a Ph.D student's ability to correctly draw up the scientific apparatus, a respectful attitude "to dots and dashes."

Supervisors should ensure that they undertake training as part of their continuing professional development to support their work as a supervisor. In addition, supervisors should take the initiative in updating their knowledge and skills by participating in a range of appropriate activities and sharing good practice.

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