**Strengths and weaknesses of the approaches to research supervision (Lee, 2012)**

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| **Approaches to research supervision (Lee, 2008)** | **Key features** | **Strengths** | **Weaknesses** |
| **Functional** | Planning, directing and monitoring. The academic is aware of all the procedures, policies and timetables. This approach requires clear objectives and regular meetings. | The research project is managed according to the procedures of the institution (Important in helping the student to complete to deadline)  The student understands the stages that need to be processed, records are kept and timetables adhered to. | Learning and research are not always ‘timetableable’ activities. A functional approach may fulfil the institutional needs but might not allow for the highest quality work or most rewarding relationships. |
| **Enculturation** | Emphasises the importance of the process of socialisation into the discipline and department. Aligns with the notion of the research student as academic apprentice. | The student becomes a member of the academic community through opportunities to participate in seminars, conferences and teaching activities. A strong identity is formed. | Power can play an important role here. The academic can hold the power in relation to regulating access to networks and can choose which gates to open. Conflict around who ‘owns’ the research may arise. If the student wants to do their research differently conflict may arrive. |
| **Critical thinking** | Developing the students’ ability to understand, critique and create the argument. A more depersonalised approach so that thinking can take place free from emotion. Problem solving and reflection are highly encouraged. | Appropriately carried out, sound arguments should ensue. | Critical thinking can leave little room for creativity, which is important for new and original thinking. Applied inhumanely, critical thinking can be destructive both of new ideas and people. |
| **Emancipation** | Support and challenge to achieve personal transformation. The academic wants the student to find their own direction and is careful not to impose their own agenda. | Encourages personal growth and an ability to cope with change, it can be life changing. | Toxic mentoring can occur where the tutor abuses their power. |
| **Relationship Development** | Supervision characterised by friendship. Conflict is avoided and problems solved with goodwill although appropriate boundaries are observed | Relationships can continue long after graduation, both parties gain their self-esteem | There is potential for harassment (on both sides), and if one person walks away the other can feel hurt and abandoned. |

A summary from Lee (2012) Successful Research Supervision: Advising students doing research.