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# Supervisor and Supervisee Expectations'

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There are different kind of supervision styles discussed in the literature [1-3] based on either structure and support, or purpose and process or supervisor's knowledge and skills or nature and level of supervision required. These styles include [1]: i) **Laissez-faire style**, where student had less interaction with supervisor and did not get any specific directions for research, ii) **Pastoral style**, where supervisor provide considerable personal care and support almost on daily basis, iii) **Contractual style**, where you would be able to administer direction and exercises good management skills and interpersonal relationships.

Due to different supervision styles and various student-supervision expectations from each other, the graph of satisfaction between supervisor and student is decreasing day by day and the reason for this is rightly pointed out in [4], which are not limited to: i) unrealistic expectation from student without considering inclusivity in students ii) un-defined student-supervisor relationships level, whether it should be more friendly and approachable or more serious and to the point relation iii) Undefined level of commitment which should be given to the student by their supervisor. The possible solution to cater above issues is the training of supervisors especially early career and proper mentoring by senior staff to new supervisors, who have worked with a large pool of student and have vast experience. When we set expectations, it seems that The Goldilocks Rule should be considered – "too little or too much and it is no good". According to [5], the student-supervisor relationship should not have any hindrance between them and a possible solution to remove this barrier is to arrange meeting with the student outside the office on a cup of coffee to have a more friendly meeting to boost the confidence, which can ultimately contribute to a "neutral and the levelling atmosphere" that aligns with a collaborative approach to supervision. Student at a different stage of degree (either junior or senior, sharp or weak) should be treated differently and supervision should be flexible in terms of student phase. Besides, there should be a balance in student-supervisor meetings. A less frequent meeting does not develop a supervisory-student relationship and create a more non-friendly relationship with the student. It is responsibility of the supervisor to provide students

following support i) guidance and support in terms of research direction and resources, ii) reasonable opportunities for development and training by letting them attend short courses, conferences, and trainings, iii) timely feedback on written manuscripts and examination training by mocks iv) right expectations and balanced relationship as mentioned above v) instructions and guidance to the student, on effective management, intellectual property rights and retention of research data.

To better understand the expectation of students and their supervisors from each other, the discussion was done with many students and supervisors both in developed and developing countries. Both students and supervisors were asked the most important attributes they expect from each other. The conclusion from this discussion was that the encouragement and friendly attitude were the two most desired supervisor attributes expected by students. However, the student tends to avoid supervisors, who set hard deadlines for them and mostly they like a biweekly meeting with the supervisor and do not much appreciate the idea of on-demand meetings. For the supervisor expectation case, they would like to supervise students, who are responsive and become independent early in their research to lead their work. Supervisors seem not very much interested in the physical appearances and social behavior of their student and are more concerned with assigned task delivery only.

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