



**Universitat de Lleida**  
Escola de Doctorat

# The relationships doctoral students/supervisors Work Group Doctoral School



HR EXCELLENCE IN RESEARCH

**The relationship between doctoral students and supervisors is an essential piece in the progress and success of the Doctorate**

**We aim to delve into the RELATIONSHIP in order to:**

- **Improve the quality of doctoral training**
- **Facilitate success in the development of the doctoral thesis**

**By developing support materials and providing practical recommendations**



**Ad hoc Working Group:  
doctoral students and supervisors from different  
Doctoral Programmes, management team, and  
technical team of the Doctoral School.**

December 2023 and January 2024



Aina Franch Agulló  
Àlex Escolà Agustí  
Fran Valenzuela Pascual  
Gemma Bellí Martínez  
Giada Centenaro  
Laura Salamero Teixidó  
Lluís Coll Mir  
Loïse Blanc  
M. Àngels Balsells Bailón  
M. José Barta Torres  
Marc Medrano Martorell  
Núria Casado Gual  
Silvia Gras Artells  
Tatiana Hidalgo Castañeda  
Victoria Marin Juarros

# Strengths and weaknesses in the relationship of the doctoral director

**What characteristics in the relationship favor or hinder the development of the thesis?**

**What aspects or elements contribute to or make it difficult to generate the positive relationship?**



# Strengths in the doctoral supervision relationship



## Communication

Close style, dedication in time, communication channels, sincere, honest communication, of confidence and availability



## Diversity

Knowledge and empathy with circumstances, PhD  
Types of theses, age, gender, origin



## Expectations

Motivation, effort, dedication and involvement



# Weaknesses in the doctoral supervision relationship



## Comunication

Lack of time, abandonment,  
lack of suport, lack of  
feedback work, mistrust



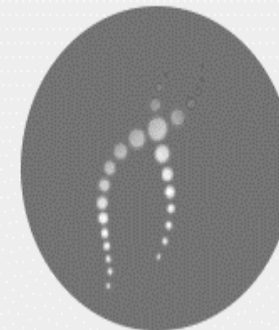
## Diversities

Different cultural  
references  
Types of theses  
Gender issues



## Expectations

Disparity in expectatins, no know  
what the others are waiting for,  
level demand on time, work,  
results...  
Questioning, criticizing and  
doubting dedication, effort and  
involvement



## Roles

Hierarchy of power, abuse of power  
Mix of roles: director, Academic  
Committee, IP, responsible for  
predoctoral assistance...  
There are no limits: timetables,  
trust, mail...





# The question of expectations

**Managements and doctoral students have mutual expectations and key responsibilities:**

- What does the supervisor expect from the PhD student?
- What does the PhD student expect from the supervisor?



# The question of expectations

## Doctoral students expect from supervisors:

- Expertise in the subject matter and research methodology
- Professionalism in management: hierarchical and respectful professional relationship, dedication to doctoral students, demanding
- Organization of doctoral tasks relating to: **thesis, training activities and introduction to scientific networks**
- Knowledge of bureaucratic procedures, various work opportunities, funding sources
- Integration in a research group
- Empathy towards personal circumstances and diversity, flexibility and adaptability



# The question of expectations

## The supervisors expect from doctoral students:

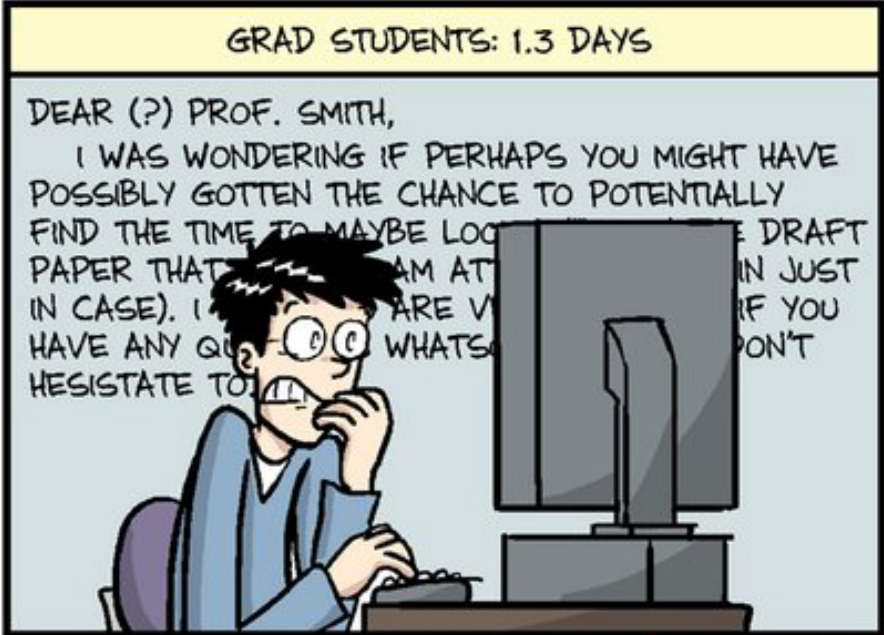
- Basic knowledge of the topic and research methodology
- Professionalism: hierarchical and respectful professional relationship, fluid communication, predisposition to learning and contributing, self-organization ability, compliance with deadlines and tasks
- Perseverance, autonomy, initiative, proactivity and commitment to doctoral tasks relating to: **thesis, training activities and introduction to scientific networks**
- Transparency and honesty in the motivations of doctoral training
- Contribution and integration to the group
- Empathy, respect, flexibility and adaptability, tolerance for success and failure



# RECOMMENDATIONS



# AVERAGE TIME SPENT COMPOSING ONE E-MAIL



Establish the mechanisms of communication

## Establish communication mechanisms

Agree, respect and periodically review: Communication channels, periodicity and location of tutorials, response time, registration forms for tutoring agreements...

Assertively express difficult situations in communication: be clear, honest and respectful

### PhD Student

Be proactive: take the initiative in asking for what you need

Don't expect the director to do it "guess"

Be aware that the principal's reviews are part of the learning process

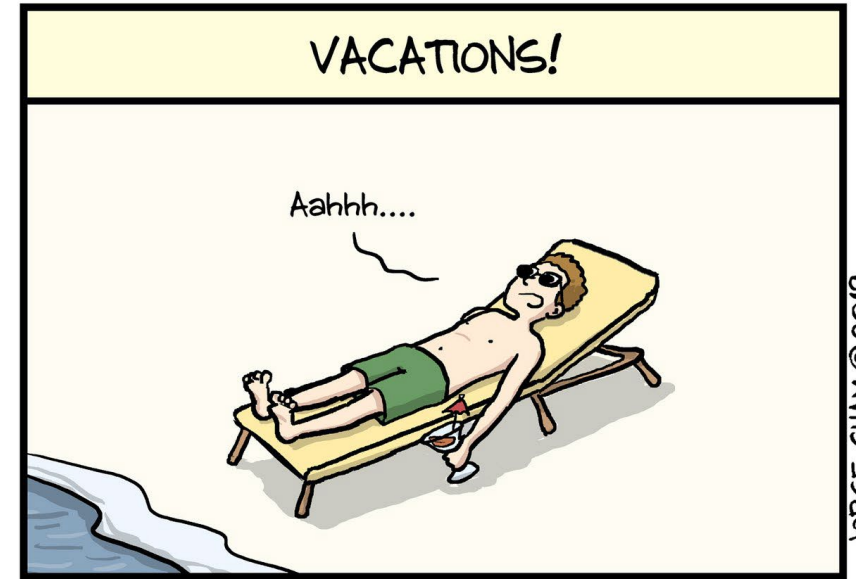
### Director

Responds quickly to revisions of the process preparation of a doctoral thesis

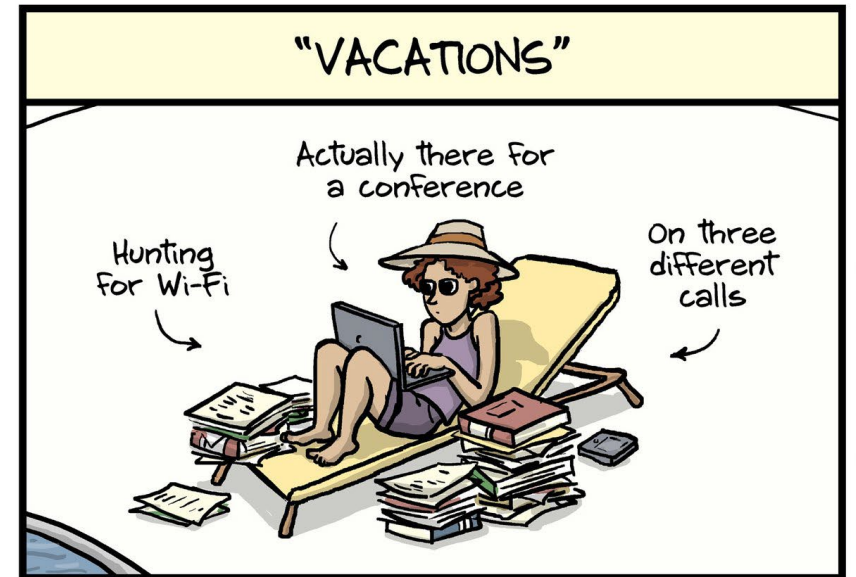
It informs the doctoral student of the mechanisms, tools and circuits available to deal with any communication difficulties

# Establish basic agreements

## WHAT REAL PEOPLE TAKE:



## WHAT ACADEMICS TAKE:



## Establish basic agreements

Establish some initial agreements taking into account whether the doctoral training is at TC or TP, if it is an international doctorate, if it is doctorate funded with a predoctoral grant and if it is a thesis for a compendium of articles

Use the tools at your disposal -[Research Plan](#) and [Follow-up reports](#) - to register agreements and their adaptations

### PhD Student

Get involved in defining the agreements to develop your doctoral training. question, be curious and open

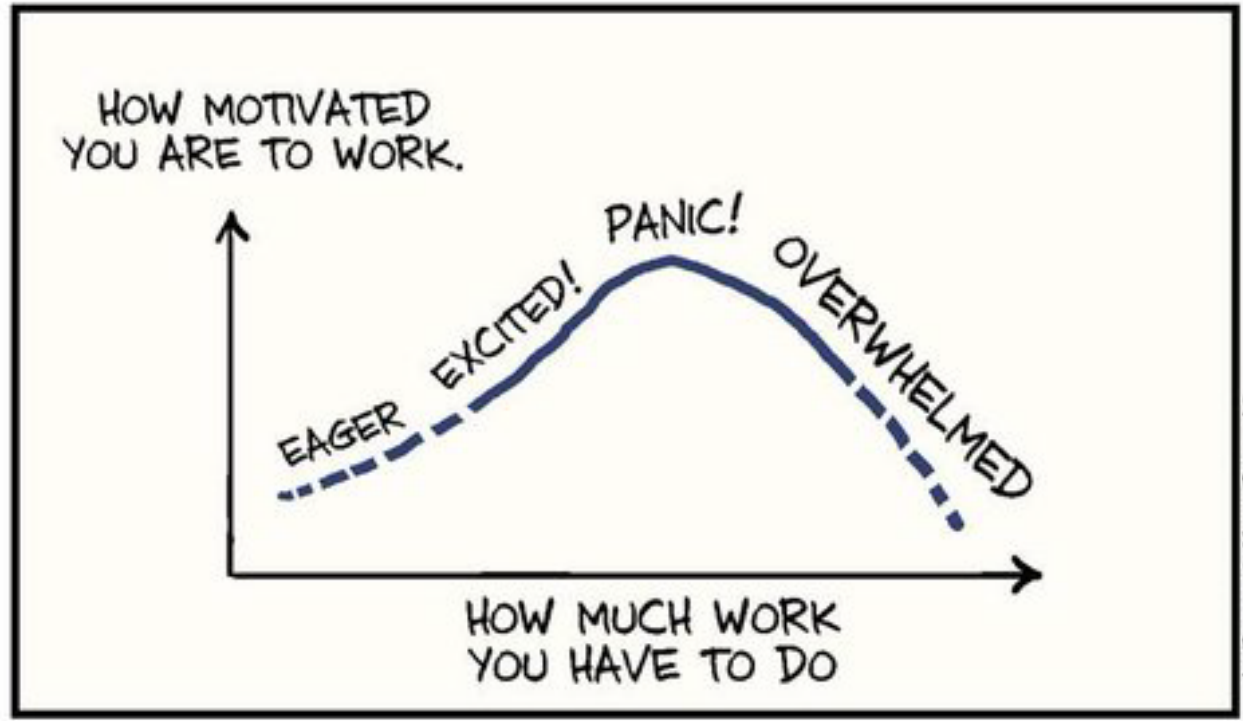
Be realistic and honest in your self-assessment availability

### Director

Makes flexible and adapts the agreements taking into account the diversity of personal, family, professional and cultural situations, as well as the competencies of each doctoral student

It informs about the criteria for deciding issues of shared authorship and participation in scientific activities. You can use the [Manual of Good Practices in Research and Transfer of the UdL](#)

**Assume  
shared  
responsibilities**





# Assume shared responsibilities

Keep in mind that the Doctorate requires sustained commitment and motivation over time  
It won't always be easy but it's exciting!  
Pursue excellence in thesis development  
Critically and explicitly apply the principles of rigor, scientific integrity and ethical scrupulousness



## PhD student

Actively listens to orientations, training recommendations and constructive criticism from the director. They are part of the learning

It complies with all the procedures for the development of the doctoral training.

Read it at the [website of the Doctoral School](#)

Attends the [open sessions](#)

## Director

It offers training and networking opportunities scientific as part of the doctoral training  
Know your responsibilities and those of the tutor well, make sure that the PhD student knows them.  
Ensures timely compliance with annual and thesis deposit

# Anticipation to own stressors of the doctorate

## "FINAL".doc



FINAL.doc!



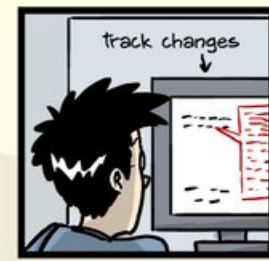
FINAL\_rev.2.doc



FINAL\_rev.6.COMMENTS.doc



FINAL\_rev.8.comments5.  
CORRECTIONS.doc



FINAL\_rev.18.comments7.  
corrections9.MORE.30.doc



FINAL\_rev.22.comments49.  
corrections.10.#@\$%WHYWHY  
WHYWHYWHYWHYWHY?????.doc

JORGE CHAM © 2012

# Anticipation to own stressors of the Doctorate

Be aware of the potential complexities of the PhD student-director relationship:  
face obstacles together

Faced with the demanding and competitive context, value each doctoral process as unique and different:  
STOP comparisons

## PhD student

Manages tolerance to frustration in the face of academic criticism and the difficulties specific to each stage of the doctoral studies.

You can use [UdL resources and services](#)

Build your peer support network with other PhD students.

Find the [mentors and ambassadors of the Iberus Campus](#)

## Director

Manage your workload with exemplary care  
PhD students

Plan a space in your schedule for all tasks  
of doctoral supervision

It adopts clear strategies to manage the limitations it can  
present the PhD student

## Clarify mutual expectations

# THE PLANS:



THE PLAN YOU  
TELL YOUR  
ADVISOR

- "I'M GOING TO BE A
- PROFESSOR AT A MAJOR
- RESEARCH UNIVERSITY
- AFTER I GRADUATE."



THE REAL  
PLAN

- LOOK FOR CAREER
- ALTERNATIVES.



THE SECRET  
PLAN

- BECOME A
- BAKER/ROCKSTAR/WRITER.

# Clarify mutual expectations

**Become aware that both parties contribute to the success of the Doctorate with flexibility, adaptability and dedication**

**Be open-minded to understand personal diversity and adopt empathy towards the other Assume that it is a professional relationship based on feed-backs regular, objective and balanced**

## PhD student

Prepare the first contacts with the director: what do you want to know about the Doctorate? What subject matter interests you? What dedication can you have?

Be aware that independent work is the backbone of doctoral training. Perseverance, initiative, commitment and proactivity are essential

You will progress in autonomy, initiative, self-organization

## Director

It initially addresses questions such as: What do you mean by Doctorate? How do you imagine it will develop? What topics and methodologies are you interested in? Why do you want to do the Doctorate? What exits can you imagine?

Guarantee your expertise in the subject matter and in the methodology; if not, you can consider co-direction

Ensure commitment to tasks related to: thesis, training activities and networking

**THANK YOU SO MUCH!**

# Doctoral School



 **Universitat de Lleida**  
Escola de Doctorat

ESPAÑOL ENGLISH UDL  CAMPUS VIRTUAL RAPI SEU ELECTRÒNICA PERFIL ALUMNES DIRECTORI LOCALITZACIÓ 

ESCOLA DOCTORAT ▾ PROGRAMES DE DOCTORAT DOCTORANDS ▾ AVALUACIÓ ▾ ACTIVITATS FORMATIVES ▾ TESI DOCTORAL ▾ MENCIONS SECRETARIA ▾



ESCUELA DE DOCTORADO

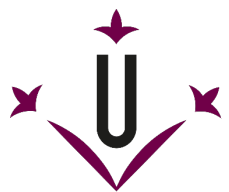
Pl. Víctor Siurana, 1 - 25003 Lleida

Tel. +34 973 70 20 43 / +34 973 70 22 42

[escoladoctorat@udl.cat](mailto:escoladoctorat@udl.cat)

[MÁS INFORMACIÓN](#)





**Universitat de Lleida**  
Escola de Doctorat

Las imágenes perteneces a la empresa  
<https://www.freepikcompany.com>



HR EXCELLENCE IN RESEARCH