Putting good practices into place early can prevent many of the problematic situations that reduce the effectiveness of co-supervision for coursework degree dissertation students.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Practices that contribute to making supervisory teams work effectively</th>
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</table>
| **Workload:**  
  • Workload not fairly shared/someone not pulling weight  
  • Co-supervisors not reading drafts or investing enough time/effort to address student needs  
  • Other workload issues |  
  • Prior to commencing co-supervision reach agreement on roles and contributions of each supervisor (see Co-supervision expectations tool)  
  • Where issues arise revisit roles and contributions |
| **Differing Perspectives:**  
  • Differing perspectives and inability to compromise, status/ego and power plays between supervisors (e.g. shared supervision as a competition)  
  • Differences in supervisory philosophy, lack of understanding or respect for each other’s expertise  
  • Methodological conflicts |  
  • Select co-supervisors with complementary skills to your own  
  • Identify differing strengths and areas of expertise in relation to the research topic and methodology;  
  • Build trust and respect in the co-supervisory relationship (e.g. the ability to have joint conversations regarding student progress can allow co-supervisors to suggest and debate a series of alternative approaches to issues as they arise) |
| **Limited Meetings:**  
  • Difficulties organizing meetings because either too busy (time) or cross-campus (place)  
  • Supervisory teams who do not to meet to review their performance |  
  • Hold regular joint meetings with the student(s)  
  • Book out a regular meeting time and place for the duration of the research project  
  • Arrange pre-meetings (supervisors only) to assess what might be needed |
| **Unclear Roles and Expectations:**  
  • Lack of role definition or token inclusion of a co-supervisor  
  • Expectations not clearly spelt out to student and other supervisors |  
  • Prior to commencing co-supervision reach agreement on roles and contributions of each supervisor (see Co-supervision expectations tool)  
  • Discuss expectations with student at first meeting and revisit as necessary |
<table>
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<tr>
<th>Group Communication:</th>
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<tbody>
<tr>
<td>• Student is receiving conflicting individual rather than group feedback</td>
<td>• Provide feedback in group meeting</td>
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<tr>
<td>• Manipulative student playing supervisors off one against the other</td>
<td>• Serial commenting on drafts</td>
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<td></td>
<td>• Clear agreements negotiated with student as to a course of action agreed between all parties</td>
</tr>
</tbody>
</table>

Original Source: [http://researchsupervisiontoolkit.com/page/rst-ebook](http://researchsupervisiontoolkit.com/page/rst-ebook) (B3.2 Considering supervisory team issues and good practices)

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