

10 prerequisites for the supervision of a PhD program within IQ Health

These preconditions may apply at the team level or at the individual level.

1. The PhD team (supervision team) consists of:

- **At least one supervisor.**
- **At least one co-supervisor.**
- **Possibly a research assistant.**

Roles (within the team):

- **A daily supervisor (this is preferably a co-supervisor; see point 2).**
- **A supervisor with a coaching role (see point 3).**
- **The PhD student.**

All persons on the PhD team have the necessary time, space and abilities to properly supervise the PhD student. Also, the team is composed in such a way that sufficient substantive knowledge is present. Thus, everyone should be of added value. Despite the fact that a co-supervisor is not a requirement according to the Radboudumc PhD thesis guidelines, it is strongly recommended to include one in the team.

2. Within the team, a daily supervisor is designated at the start of the PhD program who is accessible and approachable.

A daily supervisor is preferably a co-supervisor (i.e. not a supervisor) and can free up time for the PhD student on short notice if necessary. A daily supervisor is genuinely involved in the PhD program and the PhD student.

The PhD student and daily supervisor together agree on contact, for example:

- Schedule 1-on-1 (ongoing) consultation moments.
- Know when the daily supervisor is present/at work.
- Method of contact (call, app, email).

It is worth considering recognizing and valuing the daily supervisor in such a way that, for example, he or she does the laudatio (this may also be two people). In addition, one option when applying for a grant is to label this particular person extra so that there will be sufficient time and space to supervise the PhD student.

3. Within the team, one person will be designated with a coaching role for the PhD student at the beginning of the PhD program.

In addition to substantive coaching, it is also important to pay attention to the PhD candidate himself, for example, how he or she experiences the trajectory. The PhD student's need for this coaching role can vary greatly per person and per phase, which is why this topic should be explicitly discussed at the start of the PhD program (what are the expectations and needs). The supervisor with a coaching role can be the daily supervisor or another (co-) supervisor; in any case someone from the PhD team and therefore not the mentor.

It is recommended to schedule (ongoing) 1-on-1 meetings between the PhD student and the supervisor with a coaching role. This can be deviated from, depending on the wishes and needs of the PhD student. Within these conversations attention should be paid to:

- How is it going?
- Talent Development
- Personal development
- Individual needs

4. At the beginning of the PhD program, a kick-off meeting will be held with the entire PhD team in which there is room to openly discuss mutual roles and responsibilities within the team.

Here it is important for the supervisory team to realize that the PhD student is just starting out and therefore may not yet have a very clear course of action. The PhD student may not clearly know what to expect from a supervisor/PhD team, making it important to schedule sufficient time to discuss mutual responsibilities.

At a minimum, the starting interview should cover:

- Who is the daily supervisor (see point 2) and what does that entail.
- Who within the team takes on the coaching role (see point 3) and what does that entail.
- What are the mutual expectations and interests.
- Agreements regarding substantive involvement and exact role of (co-)promoters within the course of the PhD program.
- Agreements regarding feedback and submission of papers.
- Agreements regarding scheduling consultation times.
- Jointly determine the form of reflection and/or evaluation moments.
- Hora Finita checkpoints.

5. At the start of the PhD program, the PhD team jointly determines whether it is desirable for the PhD student to have a buddy to help him/her along the way for the first six months.

If this is desirable, the team itself, possibly in consultation with the Schil, seeks a buddy. A buddy is a PhD student (who has time and space for this) who is paired with the new PhD student. A buddy is meant for small questions in between, and will not take over any tasks or responsibilities of the PhD team.

6. Ongoing moments of reflection and/or evaluation are held throughout the PhD program.

These moments are tailored to the wishes and needs of the entire PhD team. The team jointly discusses what the most appropriate form in this is (for example, during PhD meetings or scheduling separate moments).

Sample topics:

- Mutual roles and expectations (these may change during the course).
- Content involvement and exact role of (co)promoters within the PhD process.
- Progress on the PhD track.
- Collaboration (communication, learning climate, etc.).
- Personal Development.
- Individual needs
- Talent Development

In addition, the PhD team may consider evaluating without the PhD student present. For example, to reflect on its own role as supervisor in preparation for the evaluation interviews.

7. Throughout the PhD process, ongoing PhD meetings are held at which the entire team will be present.

These times are tailored to the wishes, needs and abilities of the entire PhD team. During these meetings, the progress within the PhD track is discussed. It is important to pay attention to **personal**, **process**-related and content-related aspects (**PhD**) of the PhD process (see also the 3 Ps).

8. The PhD team shares the responsibility that the PhD student can successfully complete the dissertation within his or her contract time.

The successful completion of the dissertation within the temporary contract is not only the responsibility of the PhD student himself. The entire PhD team has an eye for the entire PhD track (the time planning and feasibility of the track within the time). The team is aware of this when bringing in new ideas or suggestions and takes into account the Radboudumc PhD thesis guideline (not setting too high/realistic demands).

Keeping in mind the conflicting interests that may be present and setbacks that cannot be foreseen (think requirements from grant makers or disappointing inclusions), the PhD team needs to manage this together.

9. Open communication, a safe atmosphere and trust are central to working together as a PhD team.

All team members experience a safe atmosphere and learning climate within the PhD team. This topic is also explicitly discussed periodically (see point 6), so that there can be open communication and room for mutual feedback. As part of creating a safe atmosphere, the team is aware of the importance of feedback not only being critical, but also being constructive.

All team members experience a reliable atmosphere within the PhD team. This means that there is a shared responsibility for keeping appointments (for example, agreements on attendance at meetings or work to be done within set deadlines). This includes communicating in a timely manner when meeting these agreements is not possible.

10. The PhD team invests in the career development of the PhD student.

These include opening up the network, introducing the PhD student to various organizations and taking courses.