Turbocharging Your Writing

Hugh Kearns

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- manage their time more effectively and perform better
- set goals and achieve them
- achieve sustainability in their career
- think more clearly and make better decisions
- reduce stress
- find out what is making them stressed
- learn how to evaluate and deal with emotions
- feel more content and confident
- spend more time with their family and those who matter

Latest News

New book - Time Management for GPs
Billed as the ultimate time management guide, this is tailored specifically for GPs and people in private practice.

New edition of The 7 Secrets
This favourite has been given a new look and feel.

Interview on ABC 891
Hugh and Maria talk about feeling overwhelmed.

Recent media

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COLUMNS

The care and maintenance of your adviser

Graduate students bear as much responsibility as their mentors for ensuring that they are well guided through their degrees, say Hugh Kerrams and Maria Gardiner.

COLUMN

Waiting for the motivation fairy

It’s easy to give in to procrastination—but Hugh Kerrams and Maria Gardiner offer some tips for getting your drive back.

COLUMN

Turbocharge your writing today

Before you can tackle the overwhelming task of huge writing projects, you must first put aside some widely held myths, say Maria Gardiner and Hugh Kerrams.
Turbocharging your writing

Introductions

- Your name
- Your discipline
- Your writing project
  - What do you need to write?
Turbocharging your writing

- Thinking about writing
- 24 x 7
## A Writing Audit

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<td>3. Is it just me?</td>
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<td>9. Imposters You Know</td>
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<td>10. Stop acting and take action</td>
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A Writing Audit
The Next Thing?

- What is the next most important thing?
- Be specific
Is it obvious?  
What are you avoiding?  
What would a colleague say?  
The closest jumbo jet  
Hold your nose
Turbocharging your writing

The Next Thing

Small

Micro

Nano
MYTH ONE:

- I’ll write when I feel ready.
  And I don’t feel ready yet!

- You may never feel ready.
- You have to write before you feel ready.

- Writer’s diseases!
The belief that reading one more article will solve all your research problems.
The problems with reading too much

- Time consuming
- You get confused
- You forget
Experimentitis

- The belief that doing one more experiment will solve all your research problems.
MYTH ONE:

❖ I’ll write when I feel ready

REALITY:

❖ Start before you feel ready

❖ Finish before you feel ready
MYTH TWO:

- I’ll get it all clear in my head first and then write it down
- Writing is not recording
- Writing is creative

- Writing clarifies your thinking
MYTH THREE:

- Writing should be easy. It should flow.
- It’s not like in the movies
- You have to show up even if the Muse doesn’t!
MYTH FOUR:

- All the conditions need to be perfect before I can write.
- If you wait for everything to line up perfectly you will not write very often.
- You need to learn to write even if the conditions aren’t perfect.
MYTH FIVE:

- Writing to a schedule will kill my creativity.

- Writers who write regularly have more ideas
1. The Readiness Myth

2. The Clarity Myth

3. The “It should be easy” Myth

4. The Shuttle-launch Myth

5. The Creativity Myth
When to write

- Set specific times in your diary
- A schedule
- A writing diary/chart
Write little and often

- Binge writing
- Regular snacks
- The 2 golden hours
Two Golden Hours

- Nailing your feet to the floor
- Assume the position

- 90% of success is just turning up!

What counts as writing?

It’s not:

- Editing
- Formatting
- Surfing the net
- Emails
- Referencing
- Photocopying
❖ Write early in the day (most people)
❖ Distractions
❖ Tiredness

❖ Write when you are awake!
Where to Write

- A dedicated place
- Close the door
Where to Write

- A dedicated place
- Close the door
- Do not disturb
- Pull out the internet cable!
You’ve assumed the position!
“You’re never alone when you write”

- What if it’s not good enough?

- But what if I’m not inspired?
Perfectionism

• Situation:
  • You’ve been working on a difficult part of your thesis for a couple of weeks. You’ve got a draft but it’s not finished. It’s due next Friday.

• Your supervisor comes along and says she’ll take whatever you’ve done now as she has some time before her meeting with the Research Committee.

• Feelings:
  • As she puts her hand on the papers how do you feel
Perfectionism

<table>
<thead>
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<th>Situation:</th>
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<tr>
<td>Feelings:</td>
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**ANTS**

Automatic Negative Thoughts
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<th>Situation:</th>
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<td>Feelings:</td>
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<td><strong>ANTS</strong></td>
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<td>Automatic Negative Thoughts</td>
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<td>It’s full of mistakes. It’s rubbish</td>
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<tr>
<td>What is she going to think of it?</td>
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<tr>
<td>What is her boss going to think of it?</td>
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<tr>
<td>What is she going to think of me?</td>
<td></td>
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<td>What is her boss going to think of me?</td>
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<tr>
<td>It’s not fair. They shouldn’t do this to me.</td>
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<tr>
<td>This is terrible. It’s a disaster.</td>
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</tr>
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<td>Situation:</td>
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<tr>
<td>------------</td>
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<tr>
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<tr>
<td>ANTs</td>
<td>AND SO</td>
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<tr>
<td>Automatic Negative Thoughts</td>
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<tr>
<td>It’s full of mistakes. It’s rubbish</td>
<td>It’s going to look like I’m stupid.</td>
</tr>
<tr>
<td>What is she going to think of it?</td>
<td>She’ll think it’s stupid. No good. Sloppy.</td>
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<tr>
<td>What is her boss going to think of it?</td>
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<tr>
<td>What is she going to think of me?</td>
<td>She’ll think I’m stupid. No good. Sloppy. So will her boss.</td>
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<td>What is her boss going to think of me?</td>
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<td>It’s not fair. They shouldn’t do this to me.</td>
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<tr>
<td>This is terrible. It’s a disaster.</td>
<td>Everyone will find out how stupid I am</td>
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<tr>
<td></td>
<td>I’ll never get my PhD</td>
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<td>I’ll be kicked out of uni</td>
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<tr>
<td></td>
<td>My family will be so disappointed</td>
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<td></td>
<td>I’ll never get a decent job</td>
</tr>
<tr>
<td></td>
<td>I knew it – I’m a failure!</td>
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That feeling that you’re just one step away from being found out as a complete fraud!

The Fraud Squad
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<th><strong>AND SO</strong></th>
<th><strong>MATHs</strong></th>
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<td><strong>More Accurate Thoughts</strong></td>
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<td>It’s full of mistakes. It’s rubbish</td>
<td>It’s going to look like I’m stupid.</td>
<td>It’s a draft.</td>
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<td>What is she going to think of it? What is her boss going to think of it?</td>
<td>She’ll think it’s stupid. No good. Sloppy.</td>
<td>I’ve explained that it’s not finished.</td>
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<td>What is she going to think of me? What is her boss going to think of me?</td>
<td>She’ll think I’m stupid. No good. Sloppy. So will her boss.</td>
<td>In the past I’ve done good work. They know that.</td>
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<tr>
<td>It’s not fair. They shouldn’t do this to me.</td>
<td></td>
<td>These things happen.</td>
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<td>This is terrible. It’s a disaster.</td>
<td>Everyone will find out how stupid I am I’ll never get my PhD I’ll be kicked out of uni My family will be so disappointed I’ll never get a decent job I knew it – I’m a failure!</td>
<td>My supervisor said I was going OK They probably would have told me by now Unlikely. They might be disappointed but they would get over it Lots of rich people don’t have PhDs Not really!</td>
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The Anxiety Model

Anxiety

Time

0

100%

Run away

Avoidance

Turbocharging your writing
The Anxiety Model

Turbocharging your writing
Turbocharging your writing

- Get something down
- Drafts
- Work in Progress
- Just get the words down

“To write well you first have to write - badly!”
Writing v Editing

- Writing
  - New words

- Editing
  - Spelling
  - Grammar
  - Formatting

Editing is not writing
Write rubbish

- Zero Draft
  - Outlines
  - Brainstorms
  - Verbal dumps
- First Draft
- Second Draft
- Other Drafts
- Final? Draft
The care and maintenance of your adviser

Graduate students bear as much responsibility as their mentors for ensuring that they are well guided through their degrees, say Hugh Kearns and Maria Gardiner.

Ever since the advent of graduate school, students have complained about their advisers. It is almost an article of faith. The adviser is never available or is too available; gives too much feedback or not enough; is too critical or not providing enough direction; and so on. Exchanging horror stories with other students is a great way to bond. But advising goes both ways — and if, after careful reflection on their own studies and progress, students determine that they are not getting the guidance they require, they must address the deficiencies.

It is not surprising that advisers figure large in graduate students’ conversations. In 2009, the US Council of Graduate Schools in Washington DC reported survey results showing that 65% of the 1,656 doctoral students who responded identified mentoring or advising as a main factor in PhD completion. Our own research at Flinders University in Adelaide, Australia, and our experience at graduate-student workshops across the world suggest that the adviser–student relationship has a big impact on completion time. It certainly influences whether students are still smiling at the end of their degrees.

Students often assume that once they call someone an adviser, he or she automatically acquires all the skills of advising. After all, if your adviser is the world leader in stem-cell technology, he or she must excel at the seemingly simple task of advising — not to mention possess highly developed interpersonal skills and a keen interest in graduate student development. Sadly, that is not the case.

Sometimes, advising is a weakness of an otherwise very accomplished scientist. This is not surprising. Many scientists who choose to advise are not trained in the art; in fact, they are often exasperated by it. The role of the adviser should be clearly defined and understood by both parties. In our workshops, we provide settings to help advisees ask for what they need and establish a clear understanding of what the role of an adviser should be.

Feedback

Again, in an ideal world, your adviser would be skilled at providing supportive comments, delicate in pointing out areas for improvement and deft at intuitively knowing the level of feedback you seek. But this is a fantasy. One student described her feedback experience as similar to being a victim in a drive-by shooting — she handed over her work, it was riddled with bullets and she was left with a bloodied mess as the shooter drove off.

But feedback is important. When handing over your work, identify the type of feedback you are looking for. You might say, “This is an early draft, so I just want feedback on the overall direction,” or “Please focus on the discussion on page six.” If the feedback you get is not helpful, ask for more detail. Maintaining your adviser means asking for what you need rather than hoping that he or she will know what to provide.

Managing

One of the secrets of looking after your adviser is working out what they want — and what most advisers want is a student who comes to them with suggestions and solutions as well as problems, gets things done and makes the job of advising easier. In business, this is called managing up. When you work with graduate students we call it the ‘care and maintenance’ of your adviser. So although it is natural to complain about your adviser — and can even be cathartic — it is not enough. If your adviser is not giving you what you need, you need to get it.

Hugh Kearns and Maria Gardiner lecture and research in psychology at Flinders University in Adelaide, Australia, and run workshops for graduate students and advisers (see thinkwell.com.au).
Turbocharging your writing

Opening

Central Theme

You need to be the driver.
To be more active
To plan and maintain

The Facts

Our experiences studies

Conclusion

You can complain...
But if you're not helpful...
Good students complain about their advisors. It’s almost an article of faith (husbands versus wives). My advice is never available, is too available. My policy is uncertain. It’s too general. It’s a great way to spend a warming coffee break.

People are not surprising. People largely see themselves as conversing, shy, and relationship in need. Our assumed
The care and maintenance of your advisor

Your relationship with your advisor will have a big impact on your time to completion and whether you complete at all. And it will certainly have a major impact on whether you are still smiling at the end. And since the relationship is so important you’d assume people would spend a lot of time getting it right. But you’d be wrong. In our experience of working with thousands of graduate students across the relationship is left up to chance and the hope that your advisor will turn out to be one of the good ones.

In an ideal world all advisors would not only be intellectual giants but also well rounded human beings with a keen interest in the development of graduate students and highly developed interpersonal skills. Sadly that’s not normally the case. Advisors generally turn out to be human beings with all the normal human traits. Just like you and me they have strengths and weaknesses.

And sometimes one of those weaknesses can be advising. After all most advisors learn to be advisors based on their own experiences of having been advised. If it was good they decide to copy that; if it was bad they decide to do the opposite. There’s no guarantee either approach will provide you with the advice you need.

And waiting for your advisor to change personality is not a great strategy!

So a more proactive approach is called for. If you advisor isn’t caring for and maintaining you then you need to care and maintain them. At the end of the day most graduate students come to the realisation that it is my thesis. My name is written on the front of it. I need to become the driver.

The first step in the care and maintenance is choosing your advisor. Many graduate students end up with an advisor because they are available or because of their name. You also need to think about whether you will be able to get along together. How do you find out? Do a bit of research. Ask other students. Have an informal discussion.

The next thing graduate students need to learn about is priorities. We all make a fundamental assumption in life, that is, that we are the centre of the universe and that what is important to us must be of great importance to everyone else as well and in particular to our advisor. For example as you sit there procrastinating about writing up your findings you might be thinking “my advisor will be wondering why he hasn’t heard from me, he’ll be waiting for these results”. Having worked with many advisors the disappointing news for graduate students is that you are not on your advisors A list. You’re probably not even on their B list. And if you are on the C list it is probably near the bottom.

And this has practical implications. You will be working away on your discussion and finally send off your email with 5,000 words attached thinking how excited your advisor will be to receive it. The reaction in reality might be quite different. It’s probably a short groan as they see another task added to their list – their C list. And there it stays while they busily work through their very long A list. And several weeks later you are wondering why you haven’t received feedback. And console yourself that it is slowly rising to the top of their A list. It isn’t!
The care and maintenance of your advisor

Since the dawn of graduate schools, grad students have complained about their advisors. It’s almost an article of faith. These range from the advisor is never available; the advisor is too available; the advisor gives too much feedback; not enough feedback; is too critical; isn’t providing enough direction. And so on. It’s a great way to spend a coffee break or two.

And it’s probably not surprising that advisors figure large in grad student conversations. Lovett and N reported that students who were happy with their relationship their advisor tended to finish faster. CHECK. In our experience of working with thousands of graduate students across the world your relationship with your advisor will have a big impact on your time to completion and whether you complete at all. And it will certainly have a major impact on whether you are still smiling at the end.

And since this relationship is so important you’d assume graduate students and advisors and graduate schools would spend a lot of time getting it right. But you’d be wrong. It’s like we make the assumption that we’re all adults and we know how to do relationships so it’ll be all right. And because you advisor is the world leader in stem cell technology – well he/she must be able to advise. MORE ABOUT ADVISORS

In the ideal world all advisors would not only be intellectual giants but also well rounded human beings with a keen interest in the development of graduate students and highly developed interpersonal skills. Sadly that’s not normally the case. Advisors generally turn out to be human beings with all the normal human traits. Just like you and me they have strengths and weaknesses.

And sometimes one of those weaknesses can turn out to be advising. And this shouldn’t be that surprising really. After all, most advisors learn to be advisors based on their own experiences of having been advised. If it was good they decide to copy that, if it was bad they decide to do the opposite. There’s no guarantee either approach will provide you with the advice you need. (Advising is private)

The assumption grad students tend to make is that advisors know what they are doing. That it’s not their place to question. That if they wait it might happen by itself. The reality is that waiting for your advisor to change personality is not a great strategy!

So a more proactive approach is called for. If you advisor isn’t caring for and maintaining you then you need to care and maintain them. Somewhere during the journey most graduate students come to the realisation that “This is MY thesis. My name is written on the front of it. I need to become the driver.” If you’re not getting feedback, if you’re not getting clear direction, if you’re not getting the resources you need you need to do something about it.

So what does this mean in practice? A couple of examples.
Meetings
The first thing is getting some real face time with your advisor where you talk about your thesis. Not a quick chat in the coffee room; nor a brief word as they pass through
The care and maintenance of your advisor

Since the dawn of graduate schools, grad students have complained about their advisors. It’s almost an article of faith. Complaints are wide-ranging – advisor is never available; advisor is too available; advisor gives too much feedback; advisor doesn’t give enough feedback; is too critical; isn’t providing enough direction. And so on. Exchanging horror stories with other students is a great way to spend a coffee break or two. (OK? I assume this is what you had in mind – i.e. coffee break chats among students themselves...) But advising goes both ways – and if, upon careful self-reflection of one’s studies and progress, students determine they are not getting the advising they requires, they must proactively take steps to address deficiencies. [OK? Trying to clarify your thesis, as it were, right from the get-go]

It’s not surprising that advisors figure large in grad students’ conversations. As part of its PhD Completion Project, the US-based Council of Graduate Schools reported in a survey that in 2009 that 65% of the 1,856 respondents identified mentoring/advising as a main factor in PhD completion. We, as part of a careers centre [Is this accurate? If not careers center, then best way to identify? Just trying to very briefly identify your affiliation as it relates to the topic at hand...] at Flinders University in Adelaide, Australia, work intensively with thousands of graduate students across the world. It’s clear that the advisor/student relationship has a big impact on time to completion and even whether the student finishes at all. It certainly influences whether students are still smiling at the conclusion of their degrees!

Because this relationship is so important, one might assume that graduate students, advisors and graduate schools spend a lot of time making sure the relationship is a fruitful, constructive, and advantageous for the PhD candidate. [OK? Trying to be more specific than ‘getting it right’] On the contrary, the working assumption seems to be that once a student calls someone an advisor, he or she automatically becomes invested with all the skills of advising they’ll ever require. After all, if your advisor is the world leader in stem cell technology, he or she must be able to engage in the seemingly simple task of advising. [OK?] This, despite the fact that a new advisor has virtually no experience advising and receives almost no preparation for the role. Often the success of the whole advisor-student relationship is left up to chance. In the ideal world all advisors would not only be intellectual giants but also well-rounded human beings with highly developed interpersonal who has a keen interest in the development of graduate students. Sadly that’s not the case.

Sometimes advising is actually a weakness of an otherwise very accomplished scientist. [OK?] This is not particularly surprising. Advising tends to be a fairly private business and often the only model advisors have is their own experiences of having been advised. If it was fruitful they decide to copy that style and methodology[OK? Or: What exactly are they copying? Trying to be more specific...] if it was bad they decide to do the opposite. There’s no guarantee either approach will provide the student with the advising he or she needs.

Hence, a more proactive approach is called for. If your advisor isn’t looking after you the way you need, then you need to look after them. At some point along the PhD journey most graduate students come to an important realisation along the lines of “This is my thesis. My name is written on the front of it. I need to become the driver.”

See attached.

Overall, looks good. A few queries, some tweaks here and there.

One thing: There is a fair bit of throat-clearing before we get to the recommendations. It’s generally justified (i.e. I get that you’re basically saying "most grad students are in the same boat, and here’s how you deal with that situation.")

But if we have to cut, that’ll be the place -- any bits you’d consider more cut-able than others?
The care and maintenance of your advisor

Since the dawn of graduate schools, grad students have complained about their advisors. It’s almost an article of faith. Complaints are wide-ranging – advisor is never available; advisor is too available; advisor gives too much feedback; advisor doesn’t give enough feedback; is too critical; isn’t providing enough direction. And so on. Exchanging horror stories with other students is a great way to spend a coffee break or two. [OK? I assume this is what you had in mind – i.e. coffee break chats among students themselves...] <This is good> But advising goes both ways – and if, upon careful self-reflection of one’s studies and progress, students determine they are not getting the advising they require, they must proactively take steps to address deficiencies. [OK? Trying to clarify your thesis, as it were, right from the get-go]

<OK>

It’s not surprising that advisors figure large in grad students’ conversations. As part of its PhD Completion Project, the US-based Council of Graduate Schools reported in a survey that in 2009 that 65% of the 1,856 respondents identified mentoring/advising as a main factor in PhD completion. We, <as part of a careers centre> – change to <as part of our research> [Is this accurate? If not careers center, then best way to identify? Just trying to very briefly identify your affiliation as it relates to the topic at hand...] at Flinders University in Adelaide, Australia, work intensively with thousands of graduate students across the world. It’s clear that the advisor/student relationship has a big impact on time to completion and even whether the student finishes at all. It certainly influences whether students are still smiling at the conclusion of their degrees!

Because this relationship is so important, one might assume that graduate students, advisors and graduate schools spend a lot of time making sure the relationship is a fruitful, constructive, and advantageous for the PhD candidate. [OK? Trying to be more specific than ‘getting it right’] <OK> On the contrary, the working assumption seems to be that once a student calls someone an advisor, he or she automatically becomes invested with all the skills of advising they’ll ever require. After all, if your advisor is the world leader in stem cell technology, he or she must be able to engage in the seemingly simple task of advising. [OK?] <OK> This, despite the fact that a new advisor has virtually no experience advising and receives almost no preparation for the role. Often the success of the whole advisor/student relationship is left up to chance. In the ideal world all advisors would not only be intellectual giants but also well-rounded human beings with highly developed interpersonal who have a keen interest in the development of graduate students. Sadly that’s not the case.

Sometimes advising is actually a weakness of an otherwise very accomplished scientist. [OK?] <OK> This is not particularly surprising. Advising tends to be a fairly private business and often the only model advisors have is their own experiences of having been advised. If it was fruitful they decide to copy that style and methodology [OK? I think this is OK> Or: What exactly are they copying? Trying to be more specific...]; if it was bad they decide to do the opposite. There’s no guarantee either approach will provide the student with the advising he or she needs.

Hence, a more proactive approach is called for. If your advisor isn’t looking after you the way you need, then you need to look after them. At some point along the PhD
The care and maintenance of your adviser

Graduate students bear as much responsibility as their mentors for ensuring that they are well guided through their degrees, say Hugh Kearns and Maria Gardiner.

Ever since the advent of graduate school, students have complained about their advisers. It is almost an article of faith. The adviser is never available or is too available; gives too much feedback or not enough; is too critical or not providing enough direction; and so on. Exchanging horror stories with other students is a great way to bond. But advising goes both ways — and if, after careful reflection on their own studies and progress, students determine that they are not getting the guidance they require, they must address the deficiencies.

It is not surprising that advisers figure large in graduate students' conversations. In 2009, the US Council of Graduate Schools in Washington DC reported survey results showing that 65% of the 1,856 doctoral students who responded identified mentoring or advising as a main factor in PhD completion. Our own research at Flinders University in Adelaide, Australia, and our experience at graduate-student workshops across the world suggest that the adviser–student relationship has a big impact on completion time. It certainly influences whether students are still smiling at the end of their degrees!

Students often assume that once they call someone an adviser, he or she automatically acquires all the skills of advising. After all, if your adviser is the world leader in stem-cell technology, he or she must excel at the seemingly simple task of advising — not to mention possess highly developed interpersonal skills and a keen interest in graduate student development. Sadly, that is not the case.

Sometimes, advising is a weakness of an otherwise very accomplished scientist. This is not surprising. Many people do not like the role of adviser, and the only model available is an adviser's own experience of having been advised. If it was good, they decide to copy that style and methodology; if it was bad, they do the opposite. There is no guarantee that either approach will provide the student with the guidance he or she needs.

A proactive approach is necessary. If your adviser isn't looking after you in the way you want, then you need to look after them. At some point in the PhD journey, most graduate students come to an important realization: “This is my thesis. My name is written on the front of it. I need to become the driver.” The sooner the candidate does this, the better. If you're not getting feedback, clear direction or the necessary resources, then you must do something about it. What does this mean in practice? Let us take some examples.

MEETINGS

A comment we often hear at our workshops is, “My adviser is lovely but he/she is just so busy that we never get to talk about my thesis.” And our response is, “Yes, your adviser is busy. All advisers are busy and will continue to be busy. Regardless, you need to organize meetings where you can get real face time and talk about your thesis.” We're not recommending a quick chat in the coffee room or a brief word in the lab. Nor do we mean a lab meeting.

We mean regularly scheduled meetings focusing on your thesis. You will probably have to schedule them and follow up to make sure that they happen. And when a meeting is cancelled, you will have to reschedule it and persist until it happens.

In our experience, just scheduling the meeting isn't enough. You can't assume that your adviser hosts productive meetings or can intuit what you need to know. You need a specific, uncomplicated agenda that could include such action items as what you've done in the past two weeks; feedback on written work; what you'll do in the next two weeks; the next meeting.

This all sounds very easy at first, but if more students followed these steps, many adviser–student issues could be resolved.

FEEDBACK

Again, in an ideal world, your adviser would be skilled at providing supportive comments, delicate in pointing out areas for improvement and direct but intuitively knowing the level of feedback you seek. But this is a fantasy. One student described her feedback experience as similar to being a victim in a drive-by shooting — she handed over her work, it was riddled with bullets and she was left with a bloodied mess as the shooter drove off.

To be fair, e-mailing a chapter to an adviser and saying “Give me feedback” is like walking into a restaurant and saying “Give me food.” You need to be a bit more specific. When handing over your work, identify the type of feedback you are looking for. You might say, “This is an early draft, so I just want feedback on the overall direction,” or “Please focus on the discussion on page six.”

If the feedback you get isn't helpful, ask for more detail. Maintaining your adviser means asking, for what you need rather than hoping that he or she will know what to provide.

MANAGING UP

One of the secrets of looking after your adviser is working out what they want — and what most advisers want is a student who comes to them with suggestions and solutions as well as problems, gets things done and makes the job of advising easier. In business this is called 'managing up.' When we work with graduate students we call it the ‘care and maintenance’ of your adviser.

So although it is natural to complain about your adviser, and can even be cathartic — it is not enough. If your adviser is not giving you what you need, you need to go get it.

Hugh Kearns and Maria Gardiner lectures and research in psychology at Flinders University in Adelaide, Australia, and run workshops for graduate students and advisers (see thinkwell.com.au).
Write rubbish

Academic

ENGLISH
Turbocharging your writing

Chapter Titles

- Literature Review
- Methodology
- Results
- Discussion

- What I read
- What I did
- What I found
- What I reckon
Turbocharging your writing

Write rubbish

Academic
Feedback

- Free advice
- Show your work
- Ask specific questions
Perfectionism

- The Pareto Principle
- The 80/20 rule
• The Pareto Principle
• The 80/20 rule
Handling feedback

- Have an adult present
- Have your emotional reaction
- Then get on with it
- Comments v Instructions
Instructions

- You must do this

Comments

- You could do this
Quick Starting

- Parking your car on the hill
- Notes to yourself
- Example
What action can you take?

Small

Soon

I will make the changes to Chapter 3 from 9-11am tomorrow.
Review

Two Golden Hours
- When
- Where
What has been the most useful or meaningful thing you got from the session?
Writers
Write
Write
Write