

# DEEM – Supervision roles and styles

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# Supervision roles

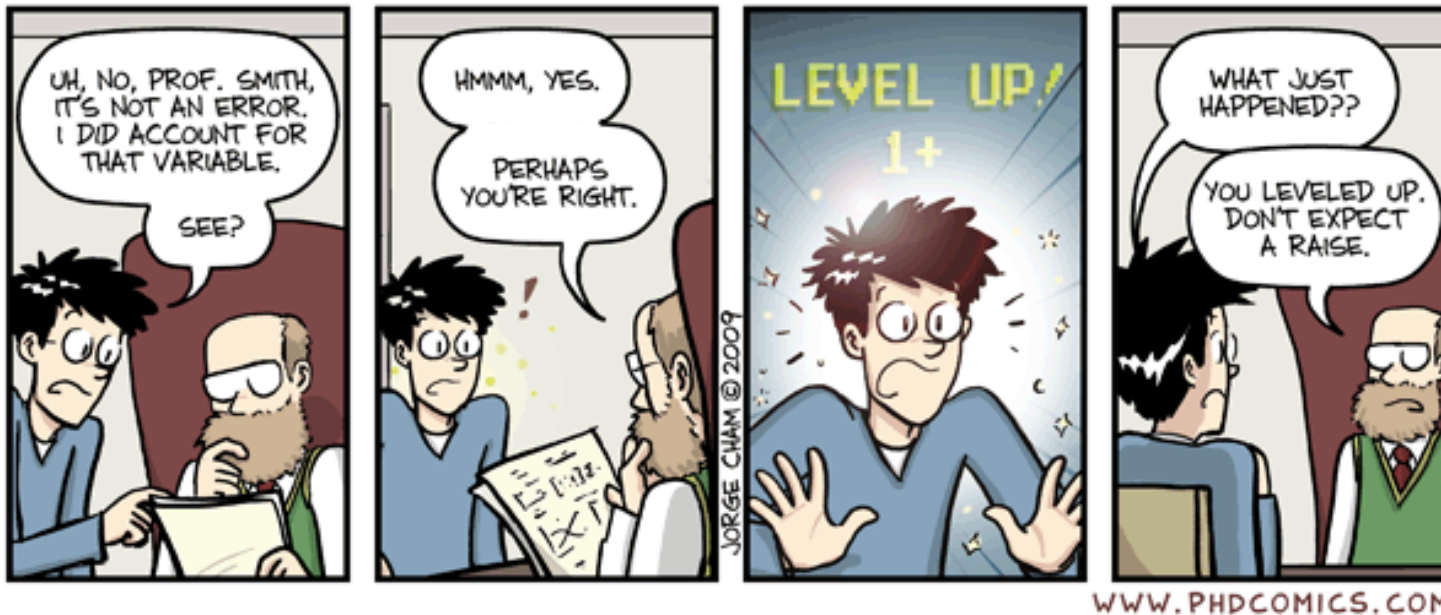
- What do you think is the role of a supervisor?
- Discuss in groups of 2-4 people
- Plenary feedback/input





# The supervisor as an expert

- Focuses on results
- Focuses on content-based, preferable ready-made solutions
- Guides content above all, and process secondarily



# The supervisor as an advisor

- Supports and advices students
- Informs about solutions
- Focuses on the procedures, phasing and planning of the process

**Piled Higher and Deeper by Jorge Cham**

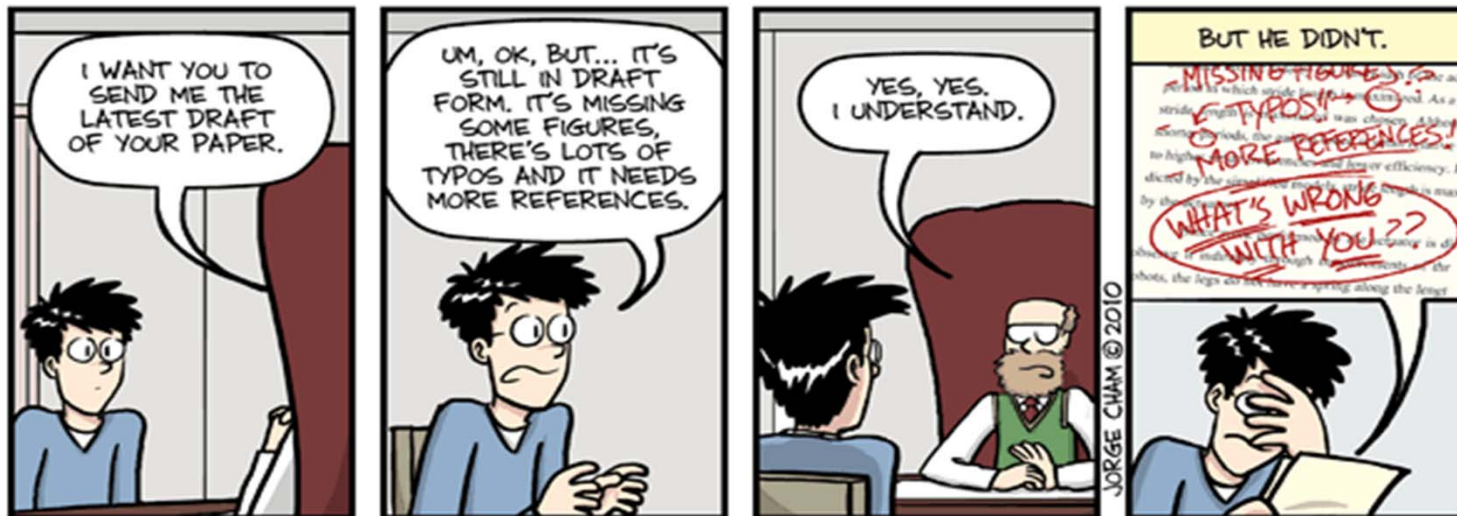
[www.phdcomics.com](http://www.phdcomics.com)



title: "Regular Working Hours" - originally published 11/3/2006

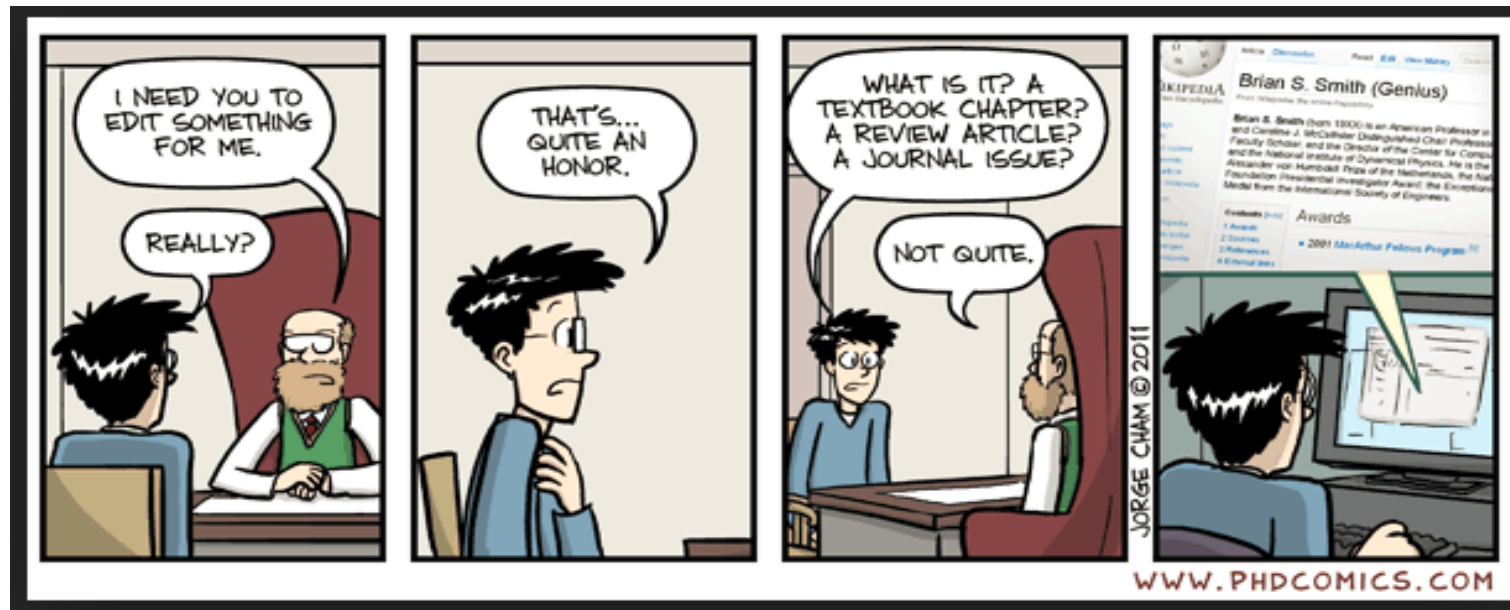
# The supervisor as a coach

- Focuses on the development of new behaviour patterns
- Focuses on the personality of the student
- Helps the student to reflect on social aspects such as norm, values, feelings and patterns of interaction
- Essentially supportive and rarely attempts to direct the content of the research



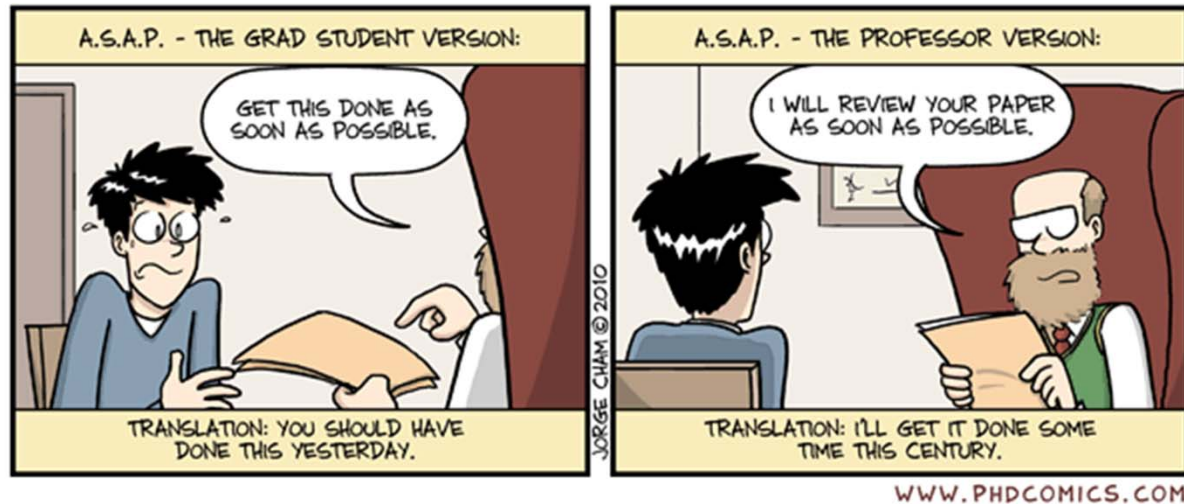
# The supervisor as a mentor

- Focuses on the individual skills of the student
- Focuses on the personality of the student
- Focuses on the reflective behaviour of the student



# Your own supervision role?

- What is your preferred supervision role?
- What are pros and cons of your preferred role?
- Do you always use this role?





# Exercise: role play

- Sit in groups of 3 and divide roles
  - One supervisor
  - One student
  - One observer
- Think of an authentic supervision situation
- Briefly explain the situation to your group members
- Act it out
- Reflect on the situation and try another role
  
- Switch roles!

# Role play back-up slide (1)

You are supervising a student. The student is writing her research proposal. But she is not able to put her ideas on paper. You already had 3 talks with her but so far the research proposal doesn't have the quality that you expect from a research proposal.

## Role play back-up slide (2)

You are supervising a student doing an internship. The student told you that he wants to improve his planning skills. Now he comes to you to discuss how it is going. He wrote you an email before the talk in which he explains the challenges that he is facing; Although he makes a planning on a weekly basis at the end of the week many tasks are not done. He explains that in the organisations that he is working many ad-hoc activities are occurring which makes it for his feeling impossible to follow his own planning.

## Role play back-up slide (3)

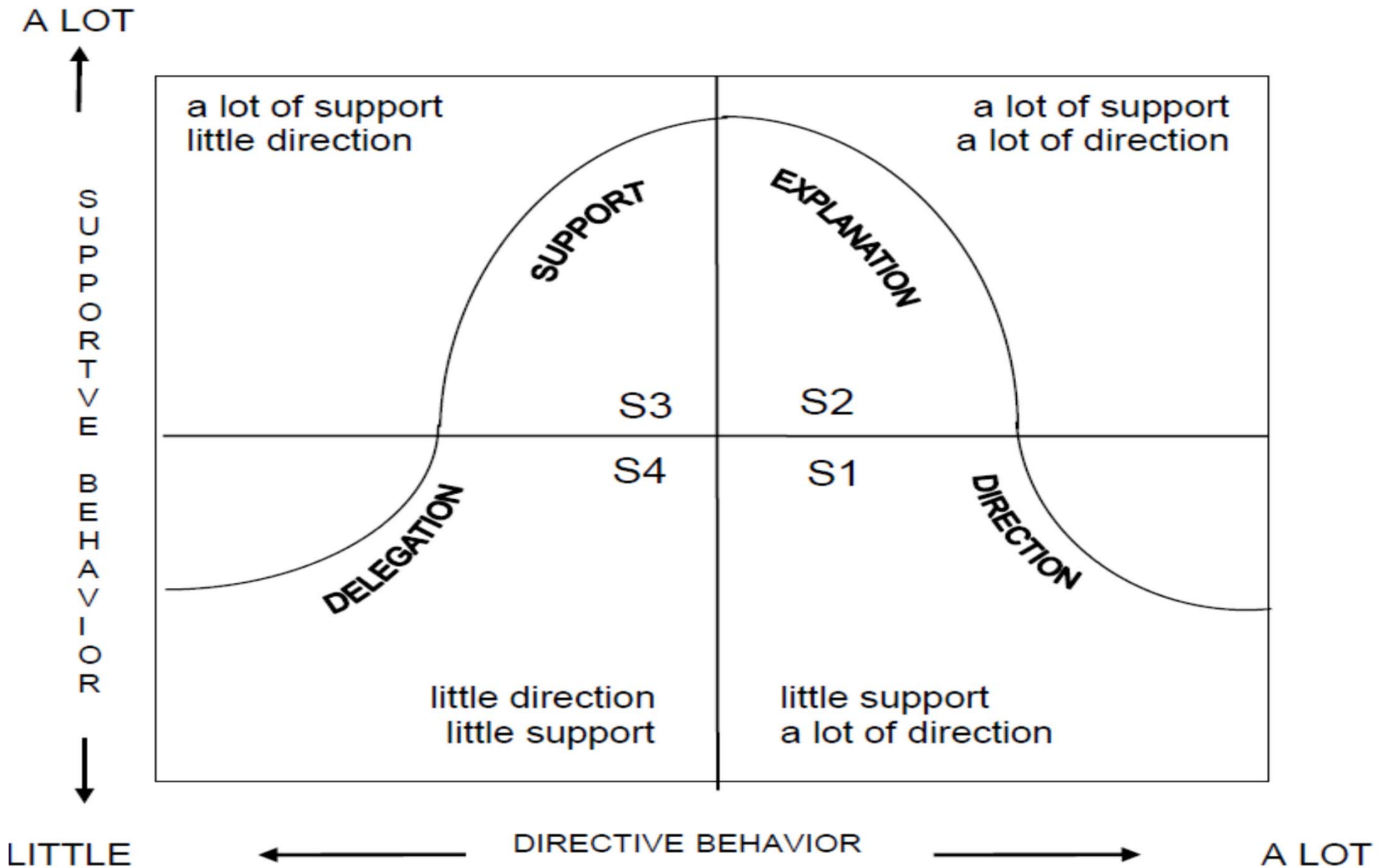
You are supervising a student and you have a meeting with this student. The student is doing an internship at... (you can identify the organisation). The internship duration is 3 months she is currently half way. One of her learning goals was that she would like to improve her communication skills in staff meetings, better able in sharing her ideas in a structured manner based on valid arguments. The aim of the meeting is to support her to reflect on her experiences so far related to the above learning goal. What is going well and what she would like to improve. When the improvement points are identified clearly, you stimulate her to make an action plan.

# Supervision styles: Hershey & Blanchard

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- Supervision style is the behaviour pattern (words & actions) of the supervisor, as experienced by the student in terms of:
  - Direction: Task-focused behaviour
  - Support: Relationship-focused behaviour

# Supervision styles



# Adaptive supervision style



# Adaptive supervision style (situational leadership)

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- Effective
- Flexible
  
- Supervisor: supervising style directive and/or supportive (4 styles)
- Student: development level (competence and/or commitment)

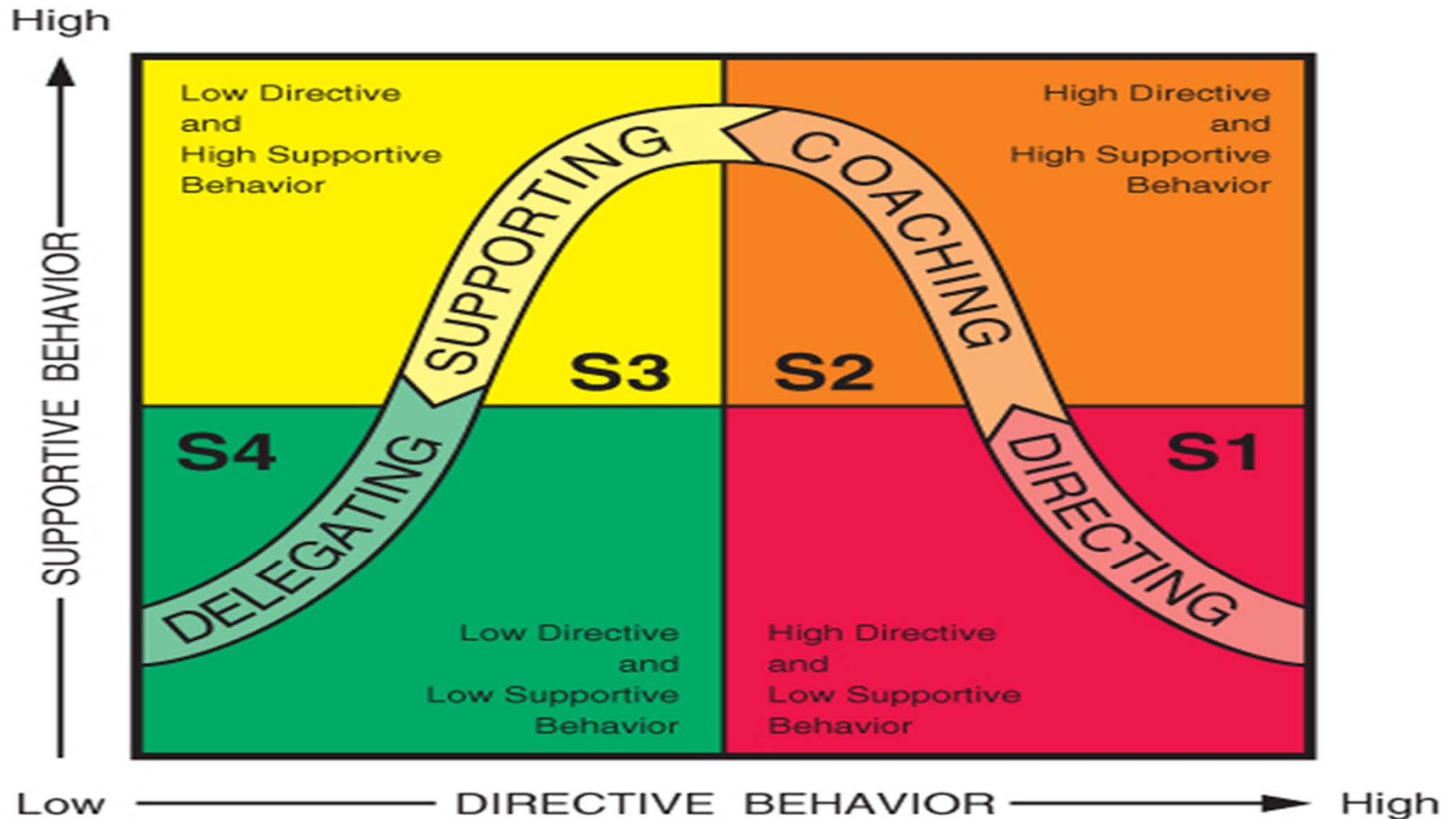


# Development level student

- **Competence:** Does your student have the knowledge and skills to complete a given task?
- **Commitment:** Does your student have sufficient motivation, commitment, and confidence to complete the task?

Paul Hershey and  
Kenneth Blanchard

# Adaptive supervision style



# Exercise situational leadership

- **Groups of 3 or 4**
- Read the situations
- Choose 1 response, discuss your choice
  - A: directing
  - B: coaching
  - C: supporting
  - D: delegating
  
- Plenary feedback

# Situations

1. The student ask you to help him/her to find more literature on a subject and says 'there's no literature'
2. The student has trouble opening a Word document and asks for your help
3. The student needs your help on which conclusions to draw from the analysis
4. The student wants you to help him/her with how to set up the 'discussion' section of a paper
5. The student wants you to help him/her prepare for a presentation
6. The student is carrying out a complicated lab analysis without involving you