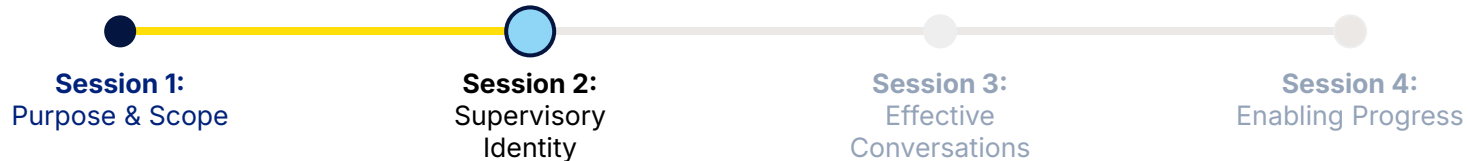


# Session 2: Developing your supervisory identity

Dr Julia Rayner & Dr Róisín Astell



# Programme Etiquette

## Working with each other

### **Confidentiality**

All discussions are confidential

### **Commitment**

Attendance and Punctuality

### **Care**

Listening, inclusive, non-judgemental

## General housekeeping

- Mics off unless you are speaking (put your 'hand up' if you would like to contribute)
- Same rules for coming and going as a physical room
- Cameras on, especially for breakout room discussions
- All slides and resources available on the session webpage

# Session overview

- Reflecting on strengths, how we relate to others and what this means for supervision
- Reflecting on your own supervisory style
- Introduction to evidence based models of supervision
- Bringing your own supervisor identity to the team

“

'Strengths are ways of behaving, thinking or feeling that are authentic, energizing and lead to your best performance.'

- Linley, 2008

## Clues to strengths

- think/process information
- communicate
- naturally good at/drawn to
- immerse/get in zone
- energises or drains

# Strengths

 **Communicator**

 **Strategic**

 **Empathetic**

 **Visionary**

 **Goal-driven**

 **Action Oriented**

 **Detail Oriented**

 **Big-picture**

 **Planner**

 **Analytical**

 **Disciplined**

 **Persuasive**

# Strengths shape your ways of working...



## Responsibilities

How you manage your core responsibilities and stay on top of your workload



## Task Approach

What your process for approaching new tasks and executing them effectively is



## Information Processing

How you think about, process, and synthesise complex information



## Collaboration

How you prefer to work with others and contribute to team dynamics

# What are your ways of working?

Statement A	Scale	Statement B
I prefer to act and learn through trial and error and guide others in that way.	1-2-3-4	I am naturally cautious/vigilant, anticipating problems and avoiding rushed decisions.
I am logical in my approach, seeking data and patterns to make sense of complexity.	1-2-3-4	I work intuitively, seeking connections between people, places, and ideas.
I like detail, and focus on sequential processes.	1-2-3-4	I think big picture, preferring concepts and ideas over detail.
I enjoy troubleshooting and finding creative solutions to problems.	1-2-3-4	I guide others to identify and solve problems themselves.
I favour exploratory discussion and debate.	1-2-3-4	I favour decisive action and clear direction.
I prefer time to process information and ideas before responding.	1-2-3-4	I articulate ideas and decisions as I think them through with others.
I prefer to communicate regularly with research teams.	1-2-3-4	I prefer to communicate with research teams (supervisors/students) as and when needed.



**Which of your strengths  
do/will you bring to  
supervision?**

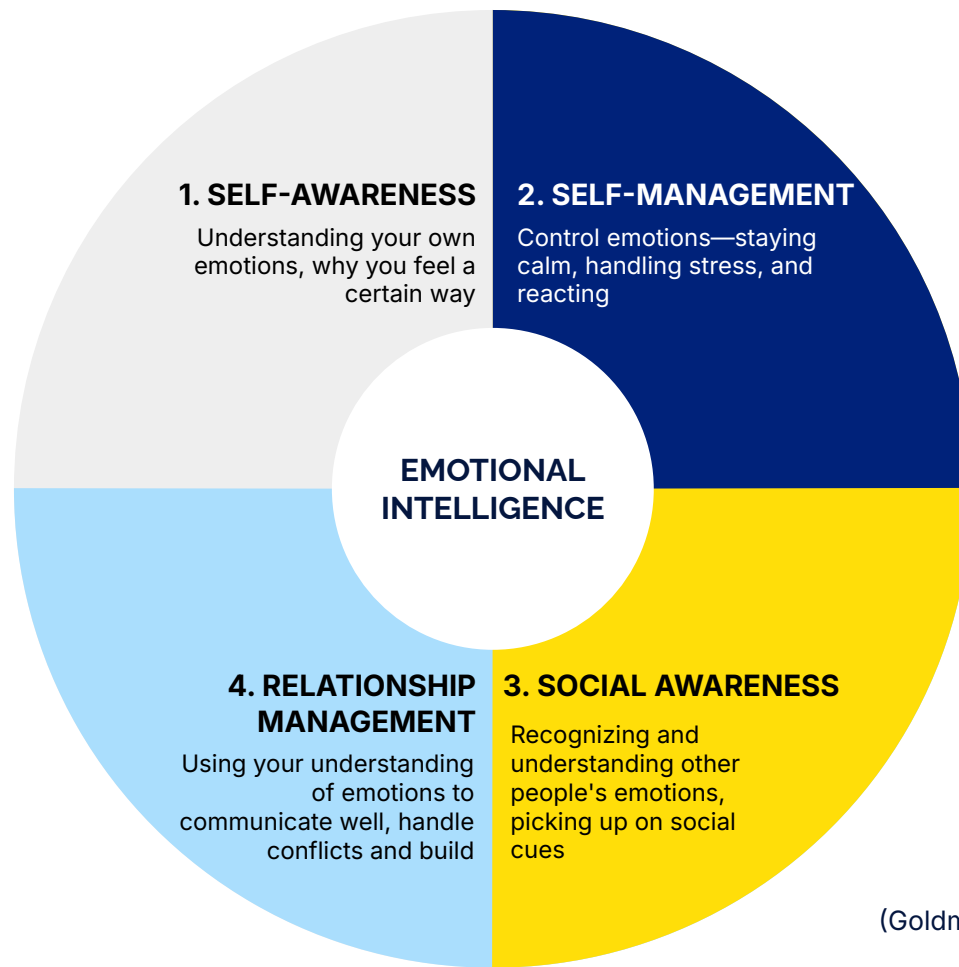


# What are the implications for supervision?

# What might these look like when amplified?

I listen and empathise readily with perspectives and experiences different from my own and adjust my expectations accordingly.	1-2-3-4	I am dedicated to the pursuit of excellence and how I listen and empathise with others is shaped by my standards.
I favour direct feedback and decisive action.	1-2-3-4	I favour consensus and am willing to compromise to avoid conflict.
I feel strong personal responsibility for the work I contribute to, and often take on too much.	1-2-3-4	I am clear on the limits of what is my responsibility and what is the responsibility of others.

**Supervision is  
a highly  
complex and  
sophisticated  
pedagogical  
relationship**

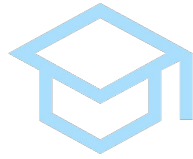


(Goldman, 1995)



## Comfort Break

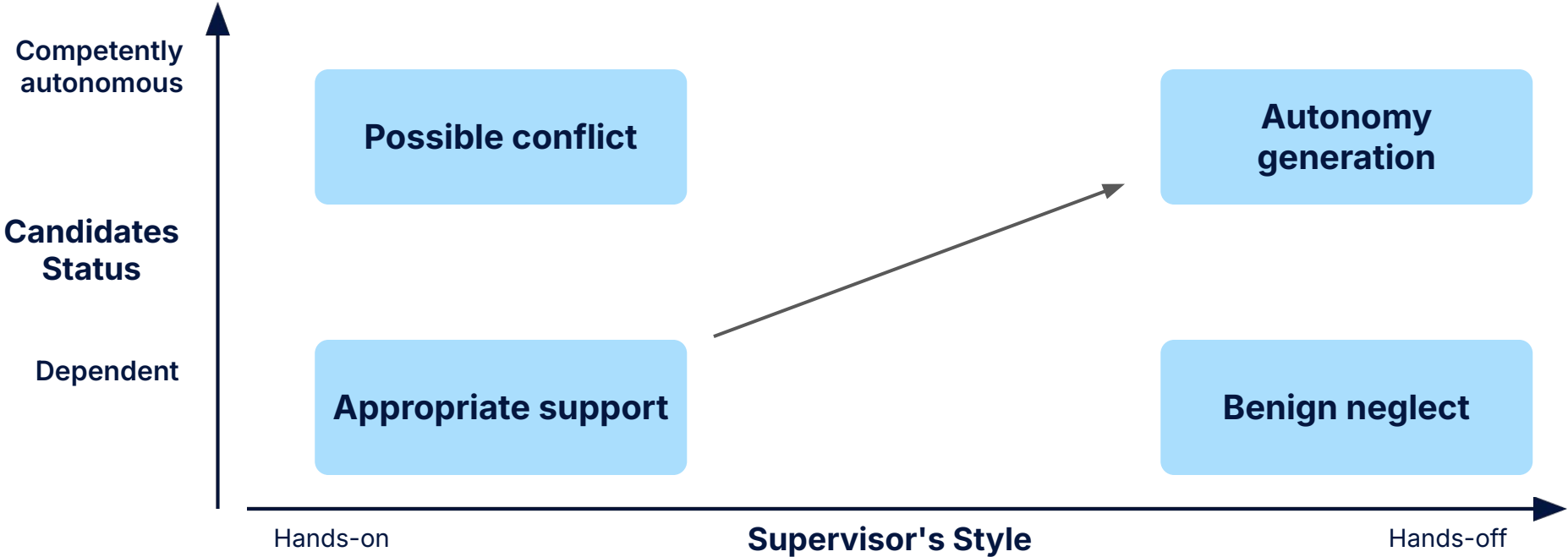
See you in 10 minutes



# Style of supervising:

 Poll: Was your supervisor more hands-off or hands-on?

# Candidate Autonomy vs. Supervisor Style



Gurr, 2001

# Breakout room prompts

## Reflecting on your position

Are you naturally more **hands on** or **hands off**?

What makes you a **hands-on** or **hands-off** supervisor?

When and how could you be more 'the other way'?

# Three supervision models

## 1. The teaching model



- Supervisor is the expert
- Learning through explanation and correction

## 2. The apprenticeship model



- Supervisor is a master
- Learning through observation and participation

## 3. The partnership model



- Joint responsibility
- Learning through dialogue, negotiation and ownership

# Role clarification

How do you position yourself in the supervisory team?



*Image by Tadamichi on [Shutterstock](#)*

# Tool for aligning expectations among supervisors

- Skills and roles in the team
- Collaboration
- Responsibilities, incl. research integrity
- Writing and publishing
- Annual follow-up meeting

## Questions for the initial meeting in the PhD supervisory team

### 1. Contribution from each supervisor

- What professional/research skills do you each bring to the PhD supervisor team (e.g., knowledge of the process, the topic, the method)?
- What personal skills do you each bring to the team (e.g., communication, support, network)?
- What is your preferred style of supervision?
- How will you each define your role as a PhD supervisor for the PhD student?

### 2. Collaboration

- How do you want to distribute the different responsibilities among the members of the PhD supervisor team?
- Where do you see potentially differing interests between you in the team? And how will you deal with this?
- How will you discuss concerns about the PhD student?
- How do you plan to inform each other of the decisions taken?
- What happens if one PhD supervisor is absent for a long period?
- How do you each see your role in ensuring that the PhD student knows and honors the university's code of conduct, ethical standards, and business-related interests, if any?

### 3. Writing and publishing

- How do each of you normally support your PhD students' writing? How do you prefer to give feedback?
- How will you share the tasks and responsibility of giving feedback on the PhD student's drafts and presentations?
- Do you expect to co-author manuscripts with the PhD student? If yes, how will you make agreements regarding the order of authorship, if any?
- How and in which cases should the PhD student credit contributions aside from co-authorship?

### 4. Economy and data ownership

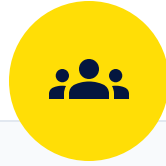
- Who brings what kind of funding to the table, and how does it affect your roles/contributions as supervisors?
- What are your agreements about data ownership in the project?

# The Alignment Tool



*Photograph by Alex Holland, University of York*

- Do you think that the alignment tool could be useful in your supervision?
- Which questions would you specifically like to discuss in your supervisor team?
- Would the other supervisors agree to take part in this process?



# Aligning in a team

How as a junior member of a supervisory team, how would you use this tool?

“

'Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.'

- Drucker, 1973



**Questions or  
comments?**

**Provide feedback for this  
session**



Scan QR code for feedback form or go to:

**[forms.gle/vPtQkDyGkFgSsr6kg](https://forms.gle/vPtQkDyGkFgSsr6kg)**

# References and further reading

- Dysthe, O. (2002). Professors as mediators of academic text cultures. *Higher Education Research & Development*, 21(2), 129–144.
- Drucker, P. F. (1973). *Management: Tasks, responsibilities, practices*. Harper & Row
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