

Training opportunities & activities for supervisors

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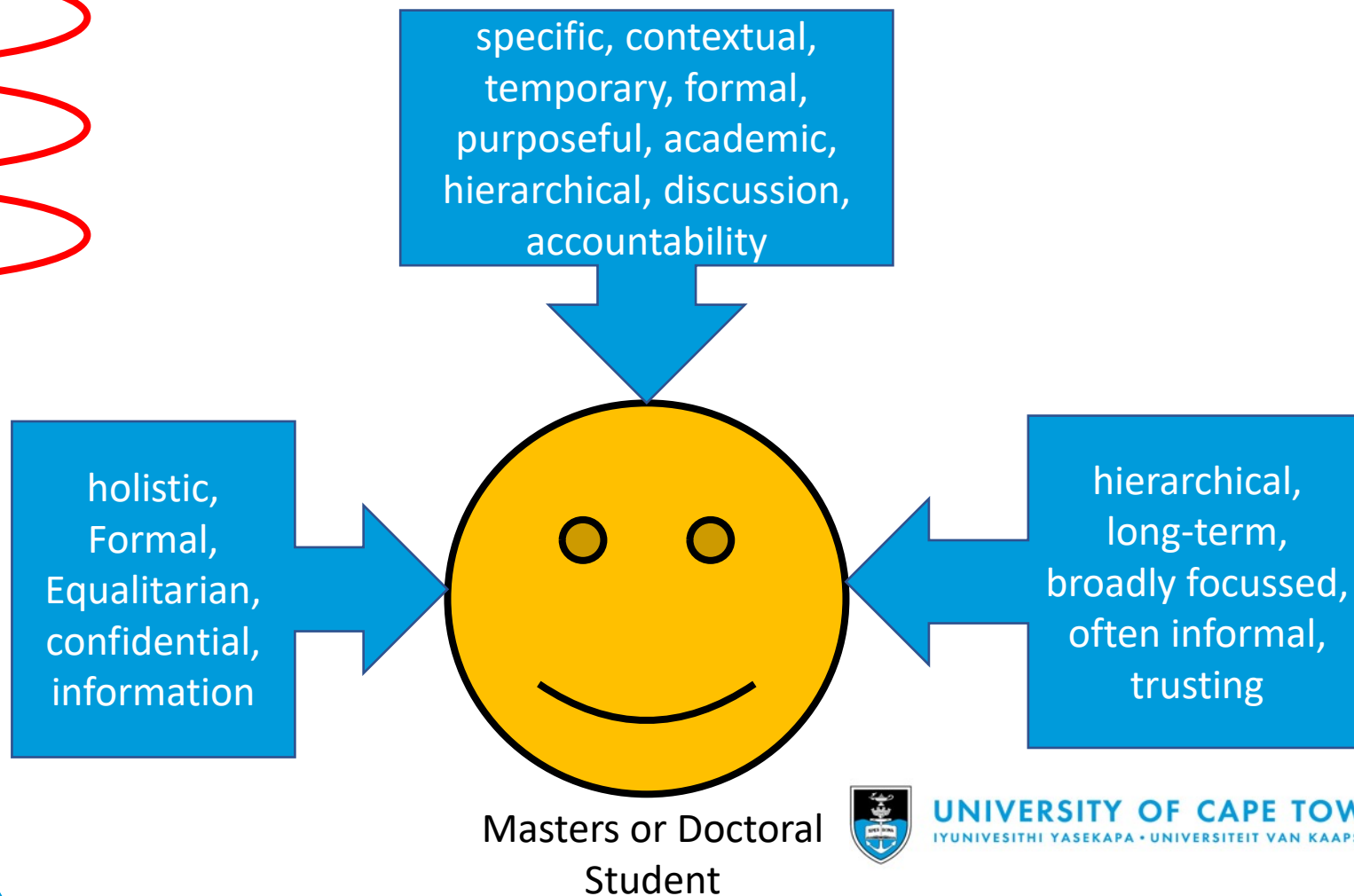
If you ask students about supervision, they will talk about...



But supervision is not just a relationship between 2 people...

Understanding the different roles one can play as an advisor....

- SUPERVISION?
- MENTORING?
- COACHING?



Unpacking Supervision

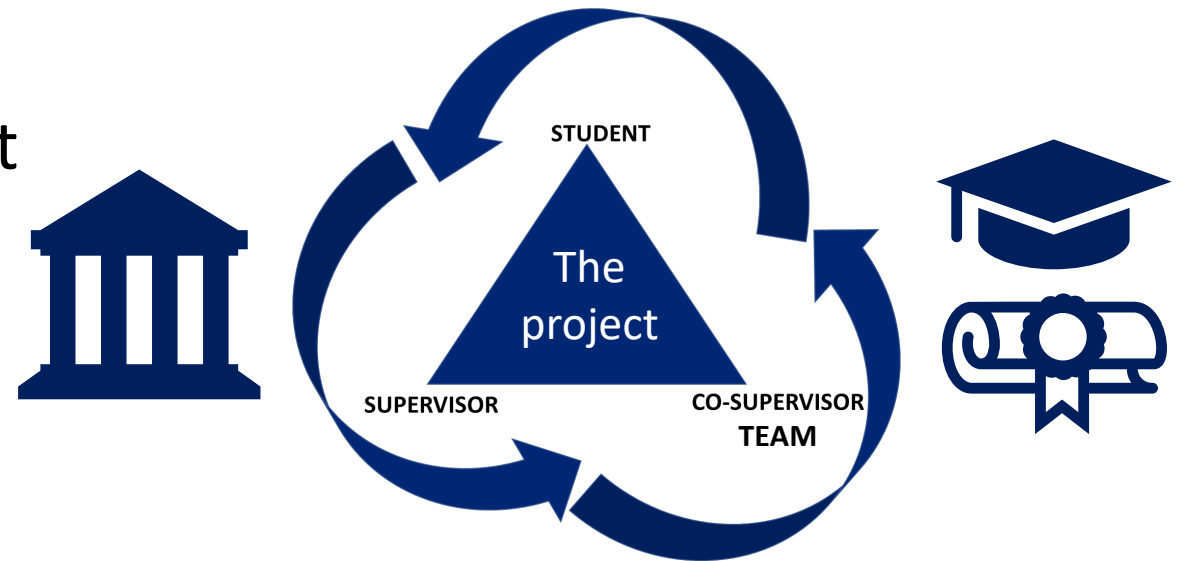
A multi-layered process involving roles and responsibilities

Supervision is not a instinctive activity... one needs to hone it within:

- The faculty and institutional requirements/processes (Administration and MoU...)
- The disciplinary knowledge (Professional expertise)

Supervision needs to take into account

- The student/s
- The main supervisor
- The supervision team...



Who should engage in supervision training?

FIRST TIME SUPERVISORS ONLY?



MID-CAREER SUPERVISORS



SEASONED SUPERVISORS



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Why should supervisors engage in further training? A few examples...

INSTITUTIONAL PRESSURE:

Supervise **MORE** students

INSTITUTIONAL PRESSURE:

Reduce the completion time of their students' degrees.



IMPROVE THE STUDENT/SUPERVISOR RELATIONSHIPS:

Improve the students' experience



Better satisfaction- your own, the students, the institution...
Assist with own career advancement



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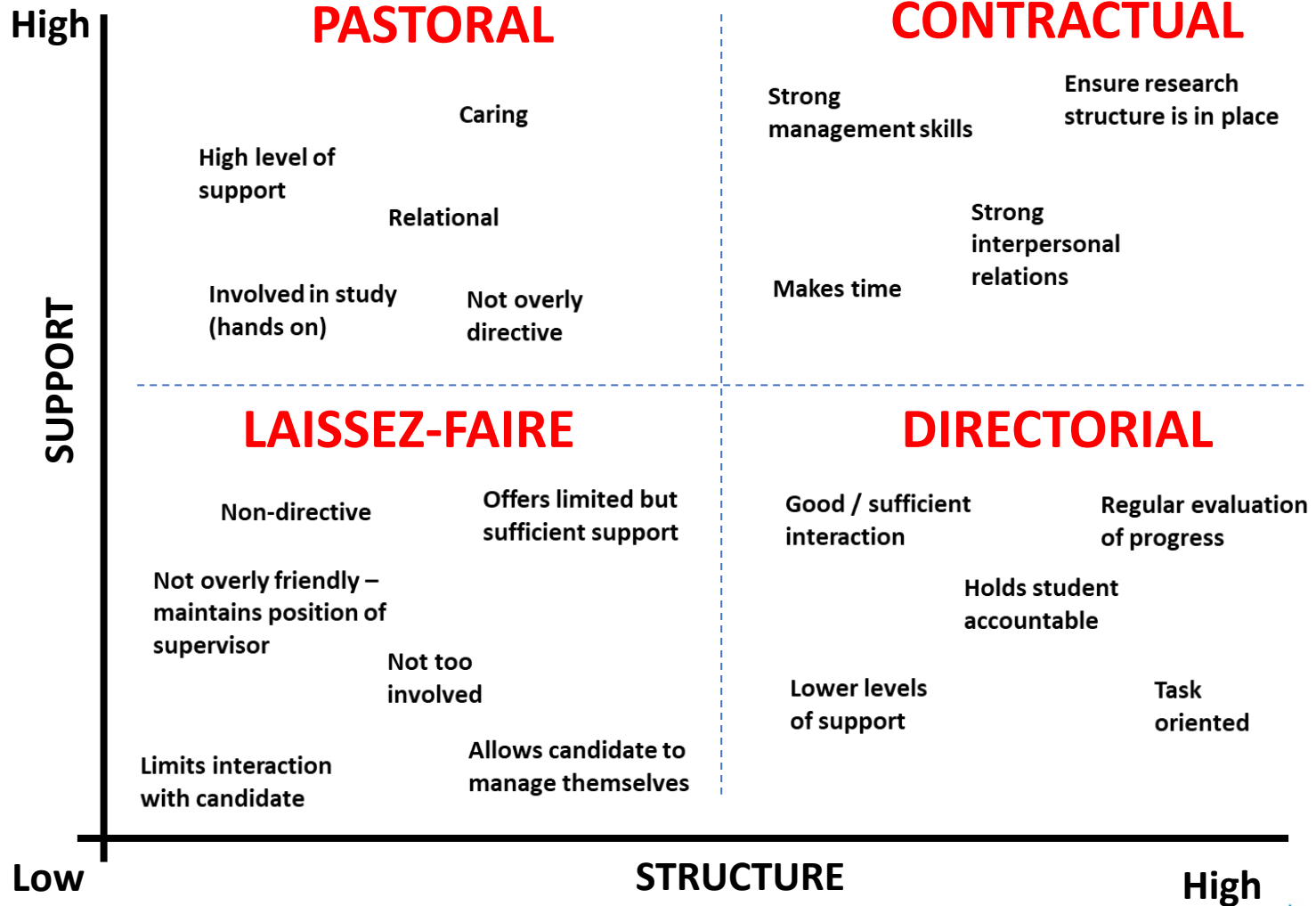
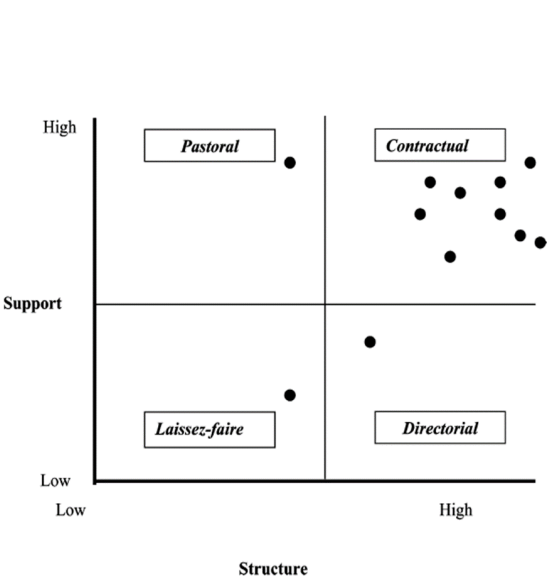
**If you engage in supervision training,
what can you expect to learn about?**



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Different styles of supervision



Reference: Gatfield, T. (2005), Journal of Higher Education Policy and Management Vol. 27, No. 3, November 2005, pp. 311–325



In Practice...

- **One style does not fit all**

- One supervisor will not always be the same depending on their students.

- **Supervision style will evolve over time...**

From highly contractual where the supervisor is playing a leading role...

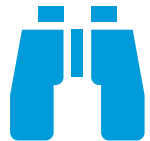
...to where the student becomes the expert and take the lead... and becomes their supervisor's 'peer'.



Supervisory styles over the research journey: A process that evolves over time & adapt to your student

1. Recruitment

Why?
Where?
What skills?
What interests?
What topics?
What research Q?



2. MoU / Schedule

Agreements
Goal setting
Appointments
Finance
Support
Office space
Equipment
Relations



3. Proposal

Weekly meetings
Regular feedback
Site visits / lab
Support
Presentation



4. Project

Meeting schedule
Contact time
Feedback
Sharing literature
Networks
Peer contact
Monthly email report

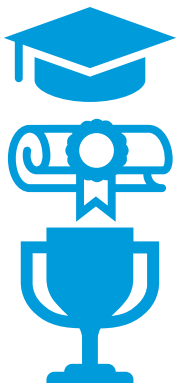


5. Writing Up

Analysis
Skills
Critical assessment
Submission
Journals
Conferences
Maintaining contact



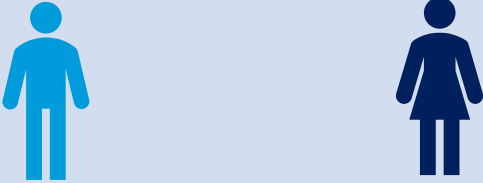

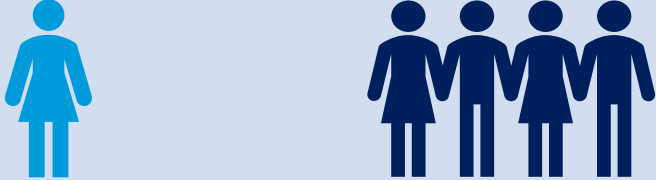
6. Graduation And Moving on...



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Different models of supervision

One-on-One Model 1 student: 1 supervisor	Student Cluster models (2 or more students: 1 supervisor)	Supervisor Cluster Model (1 student: 2 or more supervisors)
		
	<p>Cohort Supervision Group Supervision (or project supervision) Pyramid or network supervision</p>	<p>Co-supervision Supervisory Committees</p>



Other aspects that matter in Supervision:

- Developing a framework for the supervisory relationship
- Communication
- Power Relations
- How to prevent conflict
- How to deal with conflict
- Grievance procedure



Remember that each student comes from a different:

- Experience / Ability / Learning background
- Culture / Religion / Creed
- Family situation / Commitments
- National / International
- Local / Out-of-town
- Gender / Sexual Orientation
- Race / Ethnicity
- Age


- ... and remember that processes change, so keep up-to-date...



Should one attend supervision training?

YES!!! 

When should one attend supervision training?

Regularly!!! 

What else? Be creative and find what works for you:

- **Develop a community of practice with other supervisors**
- **Combine formal and informal training**
- **Get feedback from your students...**



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Thank you

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UCT Vice-Chancellor Professor Mamokgethi Phakeng



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