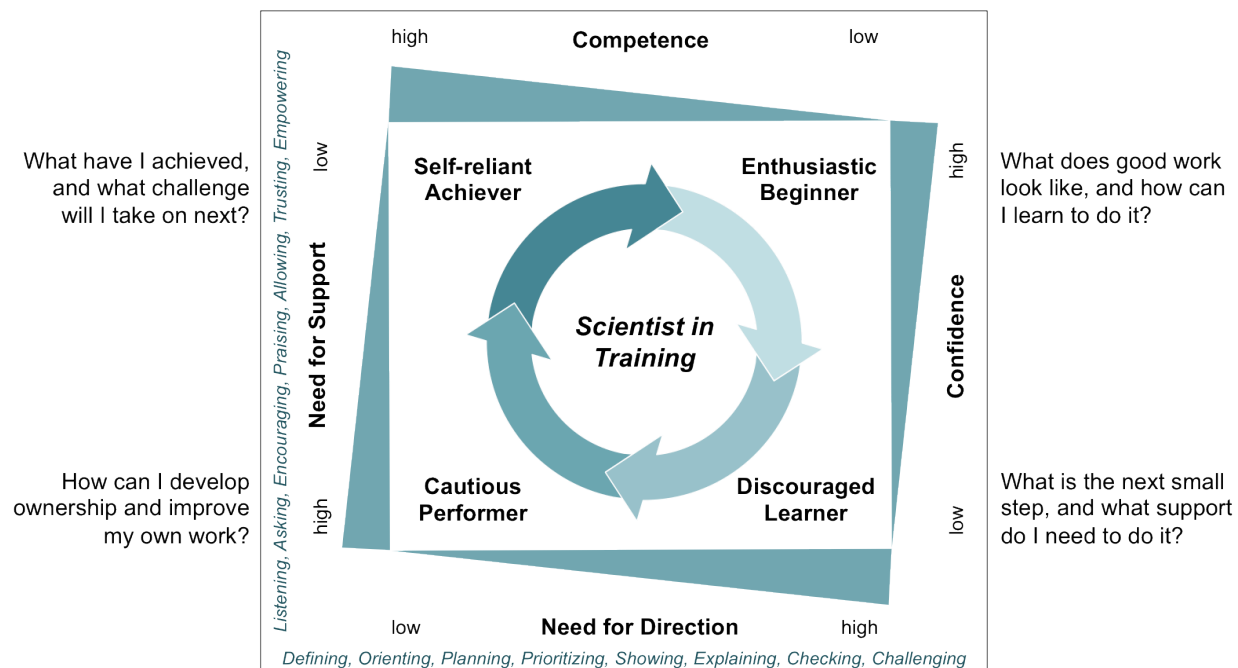


Worksheet A: Assessing Current Supervision Needs

How to use: Advisors can use this worksheet with their students. For students, it is a great tool for managing yourself and developing your 'Inner Advisor': assess your needs and ask for specific help!



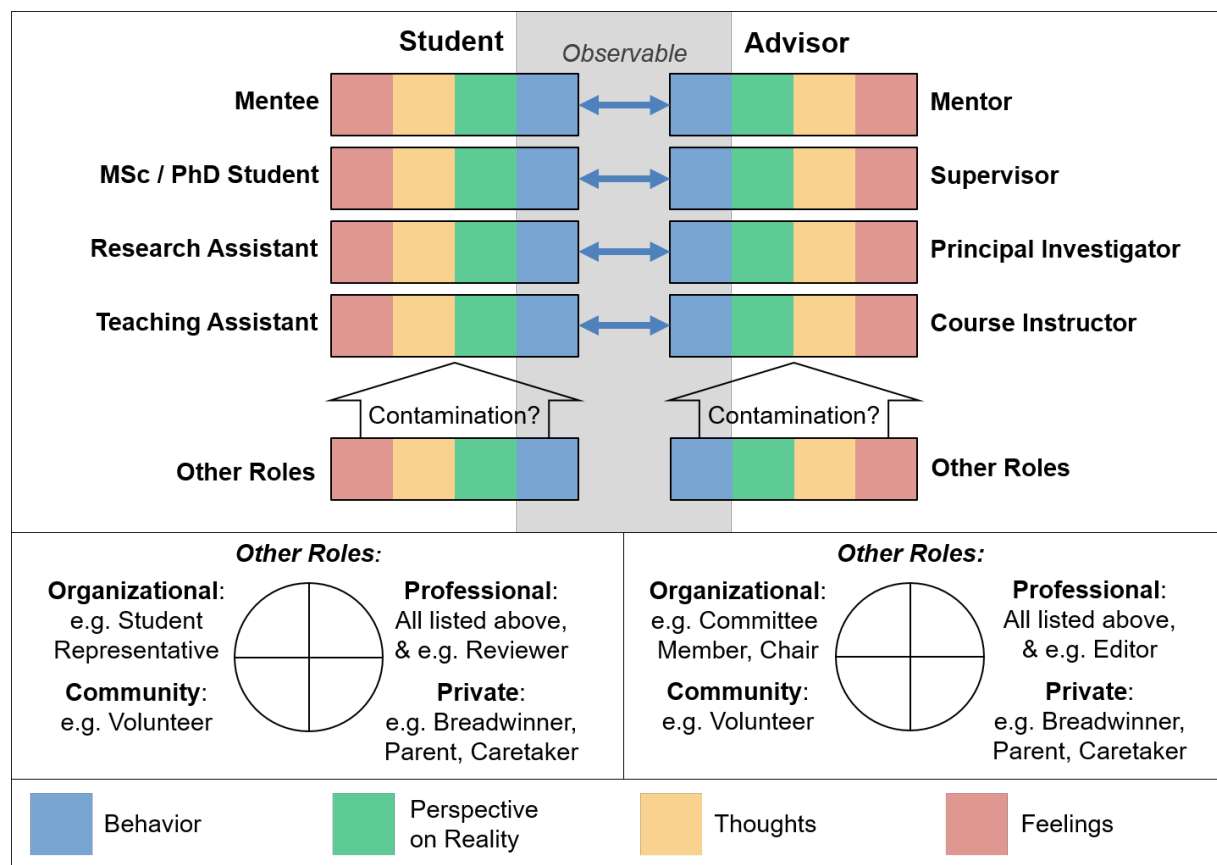
The figure above provides a mental map to graduate advising and can help you assess your current supervision needs. As we learn a new task, we go through a learning cycle with four stages. Triangles indicate how levels of competence and confidence change through the learning process, and how the specific needs for direction and support change accordingly. This applies separately for each new task, so that you may at the same time be e.g. a 'Self-Reliant Achiever' for one type of task and a 'Discouraged Learner' for another task, and your current needs for supervision will differ between these tasks.

Part 1: Consider the main research-related tasks listed below. Revise the list as appropriate to match your situation. For each task, check off the current stage.

Part 2: For each relevant task, consider the question listed in the figure beside the corresponding stage. What is the main challenge at this stage? What does this mean in your specific situation? What help do you require to address the challenge?

Main Tasks	Enthusiastic Beginner	Discouraged Learner	Cautious Performer	Self Reliant Achiever	Not Yet Applicable
Developing research plan					
Presenting research project					
Collecting data					
Analyzing data					
Writing manuscript					
Getting published					
Moving on					

Worksheet B: Clarifying Roles



The figure shows typical pairs of roles (Table 1) in which advisor and student interact. Each role has four aspects: behavior, perspective on reality, thoughts, and feelings. We can only observe behavior. Rather than making assumptions, talking about our individual perspectives on reality, thoughts and feelings can help us to better understand each other, and to identify and resolve conflicting interests between roles. Depending on the situation, apply steps 1 – 8 below to the student's roles, the advisor's roles, or both:

Steps	Instructions
1. What roles are relevant to the current situation?	Consider the pairs of roles in which advisor and student interact, and any other roles (where you interact with other people in their different roles) that seem to limit your present ability to be fully 'with it' in your advisor or student roles (contamination).
2. Which role is the most pressing?	Identify which role occupies most of your thoughts and feelings. Put that 'hat' on first and work through steps 3 - 6, then repeat for other relevant roles. Addressing each role separately helps sorting things out.
3. Clarify your perspective on reality	For the focal role, consider the main responsibilities as listed in Table 1. What are the basic facts, or the 'givens' that may limit your actions?
4. Explain your thinking	What are your main thoughts regarding the reality of this role? What do you hope, and what concerns do you have?
5. Name the feelings that are being evoked for you	Don't confound thoughts and feelings. Best identify which of the four basic emotions apply: joy, anger, fear, or sadness.
6. Check	Have all important aspects of the role been named? If not, revisit steps 3 – 5.
7. Consider the next pressing role	Repeat until all relevant roles have been clarified with steps 3 – 6.
8. Identify and resolve conflicts of interest between roles	Consider options, set priorities and take decisions.

Student: _____

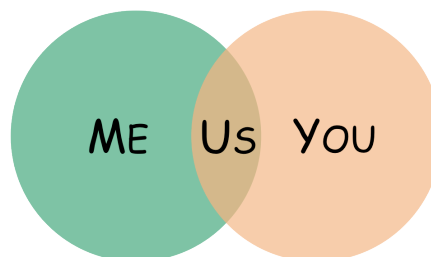
Advisor: _____

Date: _____

Worksheet C: Developing an Initial Agreement

Agreement on two points will help student and advisor to collaborate effectively:

- Clarify your common goals.
- Establish some 'ground rules' for your working relationship.



Part 1: Where are you headed? Share your vision!

	Question	Summary Notes
Experience	Describe the common goals: <ul style="list-style-type: none"> • What is the overall goal of the degree program? • What does it mean to be a 'scientist in training'? • What is the goal of the specific research project? 	
Reflection	What makes it relevant for the student? <ul style="list-style-type: none"> • What aspect are you most passionate about? • What do you want to learn from the program? • How does it fit into your larger career plan? 	
	What makes it relevant for the advisor? <ul style="list-style-type: none"> • What makes this student special within your team? • How does the project fit into your research program? • How does your career benefit from advising? 	

Part 2: Share your thoughts on what tends to work well in a student-advisor relationship, and give examples of possible challenges. How will you collaborate to overcome challenges?

	Question	Summary Notes
Analysis	Student's view: <ul style="list-style-type: none"> • What may work well in a student-advisor relationship? • What preferences do you have? 	
	Advisor's view: <ul style="list-style-type: none"> • What may work well in a student-advisor relationship? • What preferences do you have? 	
	What might challenge the relationship? <ul style="list-style-type: none"> • Together, list three possible challenges to your working relationship. What problems might show up? 	
Action Plan	Agree on how you will resolve such problems: <ul style="list-style-type: none"> • If such problems did arise, how would you address them to maintain a good working relationship? 	

Note: The colored sidebar refers to the four elements of experiential learning (Kolb 2014).