Situational Supervision?: Infusing Situational Leadership into Student Staff Supervision

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Objectives

1. Express current difficulties with supervision
2. Differentiate supervisor vs. supervisee (audience’s perspectives)
3. Introduce situational leadership theory
4. Contrast situational leadership vs. situational supervision
5. Connect how situational leadership can be used in supervision style
Frame of Reference

Situational Supervision is a concept adapted from Situational Leadership.

The concept of Situational Supervision was introduced by Bedford and Gehlert (2013).

- Clinical Supervision
  - Incoming counselors
- Adjusted quadrants = roles vs. actions

For the purpose of this presentation we are adapting the Situational Supervision model to be used in the field of Student Affairs.
Frame of Reference

Situational Supervision is:

- Important
- Sometimes difficult dependent upon how many supervisees you have
- Dependent on setting and timing
- Determined by the task

But

In relation to Situational Leadership, the use of Situational Supervision can be beneficial if you’re focused on student success and development.
Situational Leadership

“A leader's behavior is based on the situation that includes the nature of the followers as part of the situational dynamic” (Schuh, Jones, and Harper, 2011, p. 357).

- Leadership can change depending on the situation

Quadrants: Delegating, Supporting, Coaching, and Directing

Maturity Levels: focus on ability and willingness
Situational Supervision

“The model provides a framework for providing the appropriate supervisory style to meet the present need of the supervisee” (Bedford & Gehlert, 2013, p. 60).

- Supervisory role can change based on needs of supervisee

Quadrants: Teacher, Consultant, Counselor, and Evaluator

Maturity Levels: focused on confidence, ability and willingness
Situational Leadership and Supervision

The way one supervises is determined by the actions/behaviors of the supervisee.

Examples of certain actions or behaviors that may cause one to implement a certain style:

- Needs Consistent feedback
- Needs Daily reminders
- Needs micro management
- Allows Independence
- Lack of Organization
- Lack of Focus
- Comprehensible Direction
Discussion (10 min)

Imagine we did not just tell you these supervisory styles:

● How would your current students describe you and your style?
● What are some difficulties/challenges you face in your current supervisory style?
Situational Leadership

Viering, T. (2014)

Situational Supervision

Supervision Styles

- **Teacher:** The supervisor takes an active directive role on training the supervisee on the steps necessary to perform their roles.
  - Hands on role
  - Teaching and Telling how to execute task
- **Consultant:** The supervisor may want or need to challenge the supervisee about their role
  - Blind spots
  - Misconceptions
  - Do not undermine supervisees confidence or enthusiasm
- **Counselor:** The supervisor takes an active role in engaging supervisee in managing their outside roles to be able to focus of the responsibilities of the job
  - Over function = NO
- **Evaluator:** Supervisor offers encouragement and positive reinforcement about the performance of supervisee in their role
  - Feedback
Activity (15 min)

**Supervision Tree**

Roots: Student

Trunk: Supervision style

Branches: Actions used in this style

Leaves: Possible outcomes of student
Supervision Tree Discussion

- Are there any outcomes not listed?
- How can you adjust a style if a supervisee needs different styles for different projects?
- How do you use multiple supervision styles with multiple supervisees?
Tips

Misjudging a supervisee’s confidence or ability can lead to frustration, anger, or anxiety.

- Building relationships
- Constituent Feedback
- Holistic Approach
- Consistent Development
- Model needs to be used one on one

Supervisee should be comfortable in being transparent with you as the supervisor.

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