

Using the Five Elements of Mastery to Develop Ourselves as Supervisors



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People reveal themselves in
small, unrelated fragments; to
understand them we have to
step back so that the distance
permits us to discern larger
patterns and shapes.

Mandy Aftel

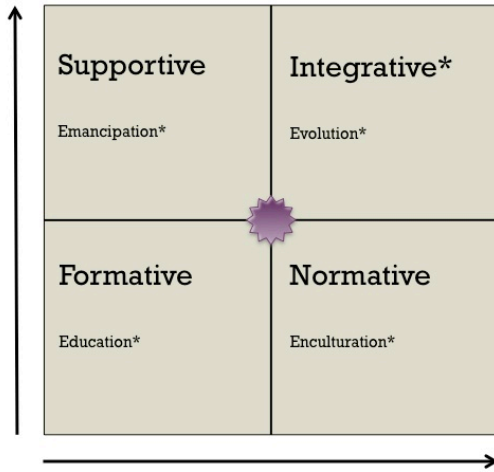


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+ What is our role as supervisors?

Making a place for persuasive and invitational rhetoric



+ Functions of supervision

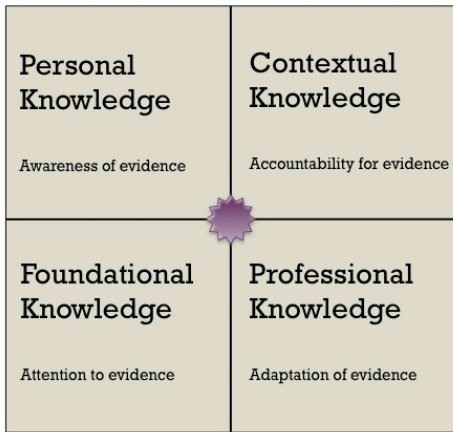
Adapted from Proctor (1986) and Kadushin (1976); *added by Drake (2011)



+ What is important to you when you supervise?



Level of consciousness | (inter)personal maturity ↑



Technical competence | ability to manage complexity →

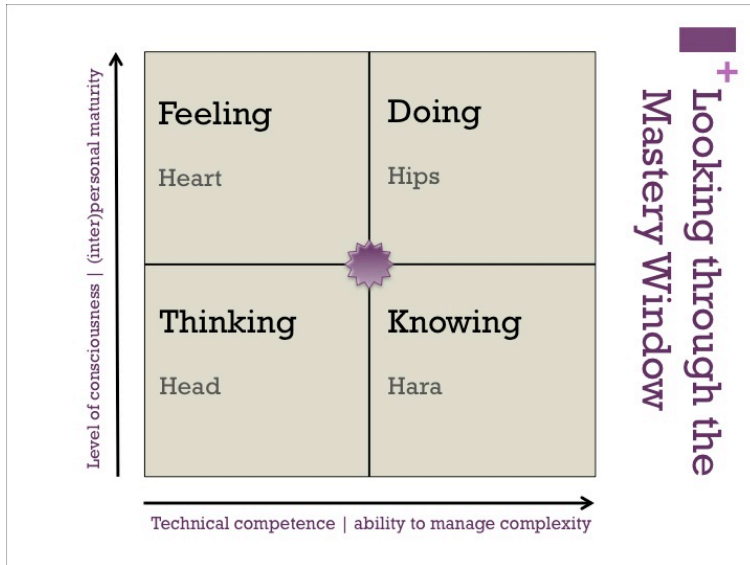


+ The Mastery Window



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What do you wish
you knew more
about right now
as a supervisor?



+ **Work in pairs:**
Why were you here this week?

- Think | head
- Feel | heart
- Know | hara
- Do | hips

I was here to . . .

What that means to me now is . . .

+ **I was here to . . .**

**What that means to me as a supervisor,
teacher, researcher...**

If you have come to help me
you are wasting your time.

But if you have come because
your liberation is bound up
with mine, then let us work
together.

Aboriginal activist group



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What is your story?