

Fundamental Supervision Competencies for Student Affairs Professionals

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Presenters



Dallas Carter



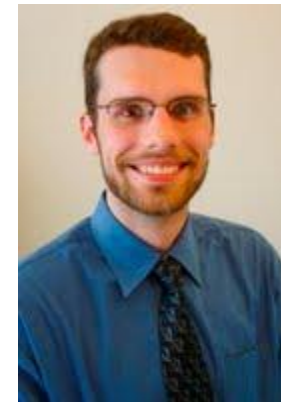
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Learning Outcomes

- Recognize the challenges and importance of the supervisee/supervisor relationship.
- Summarize supervision skills that current professionals are not acquiring through formal supervision training and find necessary.
- Enable the formulation of a personal plan that will cultivate a productive relationship with one's supervisor and supervisees.

Agenda

- Participant Demographics
- Introduction to Topic
- Reflection on Supervision Experiences
- Supervision Competencies
- Personal Plan
- Summary of Research
- Resources
- Questions

A Metaphor for Supervision



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Participant Demographics

Polling Questions

Please select the option that best describes you:

- A. Undergraduate Student
- B. Graduate Student
- C. Entry-Level Professional (0-5 years experience in Higher Education)
- D. Other

Participant Demographics

Polling Questions

Do you have experience supervising students and/or staff?

A. Yes

B. No

Participant Demographics

Polling Questions

How many people have you supervised or are you currently supervising?

- A. 0
- B. 1-5
- C. 6-10
- D. 11+

Participant Demographics

Polling Questions

Do you have a supervisor?

A. Yes

B. No

Problem of Practice: High Attrition

20% - 40% of entry level student affairs professionals depart the field, mostly within their first 6 years

(Tull, Hirt, & Saunders, 2009)

Importance of Quality Supervision

- Personnel costs are significant
- High functioning supervisees are vital to institutions and their missions

Impoverished Supervision

- Irregular delivery of supervision
- Devaluing of supervision in higher education

(Winston & Creamer, 1997; Winston & Creamer, 1998)

Reflection on Supervision Experiences

- What is most important to you in a supervision relationship?
- Name one quality that a good supervisor embodies.
- How do you become a good supervisor?
- What kind of support is offered to develop as a supervisor?

Tier I: Interpersonal Competencies

- Balancing fair treatment with compassion and concern
- Role of mentorship in supervision
- Promoting the personal development of supervisees
- Promoting the professional development of supervisees
- Recognizing developmental stages
- Supervising passive/hostile individuals
- Supervising individuals who lack motivation
- Supervising individuals who lack a professional approach to their work
- Styles of supervision
- Supervising individuals with the same level of expertise as you
- Supervising individuals with physical disabilities
- Supervising individuals with psychological disabilities
- Supervising individuals with learning disabilities
- Supervising individuals with linguistic impairments
- Supervising individuals whose primary language is different than your own
- Supervising individuals whose race/ethnicity is different than your own
- Supervising individuals whose gender is different than your own
- Supervising individuals whose sexual orientation is different than your own

Tier II: Institutional Competencies

- Sexual harassment policies
- Personnel search procedures
- Understanding institutional benefits and compensation regulations

- Training supervisees
- Socializing or orienting new supervisees
- Human resource policies
- Understanding union labor relations

Personal Plan: Articulating your Competencies

(High Level of Proficiency)

- What are your top 3 interpersonal competencies?
- What are your top 3 institutional competencies?
- How did you develop these competencies?
- Provide examples of when you utilized this knowledge or skill set.

Personal Plan: Articulating your Competencies

(Low Level of Proficiency)

- What are the bottom 3 interpersonal competencies you would like to develop?
- What are the bottom 3 institutional competencies you would like to develop?
- What will you do to develop in these areas?
- What is your time frame?

Supervision Training Matrix

	Acquired	Not Acquired
Necessary	Acquired/Necessary	<u>Not Acquired/</u> <u>Necessary</u>
Not Necessary	<u>Acquired/</u> <u>Not Necessary</u>	Not Acquired/ Not Necessary

Top and Bottom Five Mean Value+ Differences between Necessity and Acquisition Items

	Mean
Supervising individuals whose gender is different	2.70
Supervising individuals whose race/ethnicity is different	2.58
Balancing fair treatment with compassion and concern	2.36
Recognizing developmental stages of supervisees	2.35
Supervising individuals whose sexual orientation is different	2.28
<hr style="border-top: 1px dashed #ffff00;"/>	
Understanding personnel search procedures	1.26
Terminating supervisees	1.23
Supervising individuals with physical disabilities	1.18
Understanding union-labor relations	0.86
Understanding sexual harassment policies	0.57

+Lower

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Future Resources

- MySASS.com
- StudentAffairs.com Webinars
- National Student Employment Association
- Human Resource Professional Development Seminars
- Association of College Unions – International
- DiSC Management Inventory

Questions?

Visit www.mysass.com for more information

Resources

Saunders, S.A., Cooper, D. L., Winston, R. B., & Chernow, E. (2000). Supervising staff in student affairs: Exploration of the synergistic approach. *Journal of College Student Development*, 41(2), 181-191.

Stock-Ward, S. R., & Javorek, M. E. (2003). Applying theory to practice: Supervision in student affairs. *NASPA Journal*, 40(3), 77-92.

Tull, A., Hirt, J., & Saunders, S. (Eds.). (2009). *Becoming Socialized in Student Affairs Administration*. Sterling, VA: Stylus.

Winston, R., & Creamer, D. (1997). *Improving Staffing Practices in Student Affairs*. San Francisco, CA: Jossey-Bass.

Winston, R., & Creamer, D. (1998). Staff supervision and professional development: An integrated approach. *New Directions for Student Services*, 84, 29-42.

Thank you!



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