



# Finding Balance Between Doing & Managing as a New Professional

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2016 New Professional & Graduate Student  
Symposium

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# Overview

- Learning Outcomes & Introduction
- Your Philosophy
- Leadership vs. Supervision
- Delegation vs. Empowerment
- Your 1<sup>st</sup> Professional Role:
  - Supervising undergraduate staff
  - Supervising graduate staff
  - Supervising classified/university support staff
  - Maintaining a balance between “doing” tasks & “thinking” tasks



# Learning Outcomes

As a result attending this session, Symposium participants will:

- Compare & contrast delegation & empowerment through supervision.
- Articulate their espoused & enacted supervisory styles.
- Identify 2 strategies for successfully supervising undergraduate staff, graduate staff, and classified/university support staff.



# About Me



**FORT HAYS STATE UNIVERSITY**  
OFFICE OF TRANSITION  
AND STUDENT CONDUCT

*Forward thinking. World ready.*

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# My Journey



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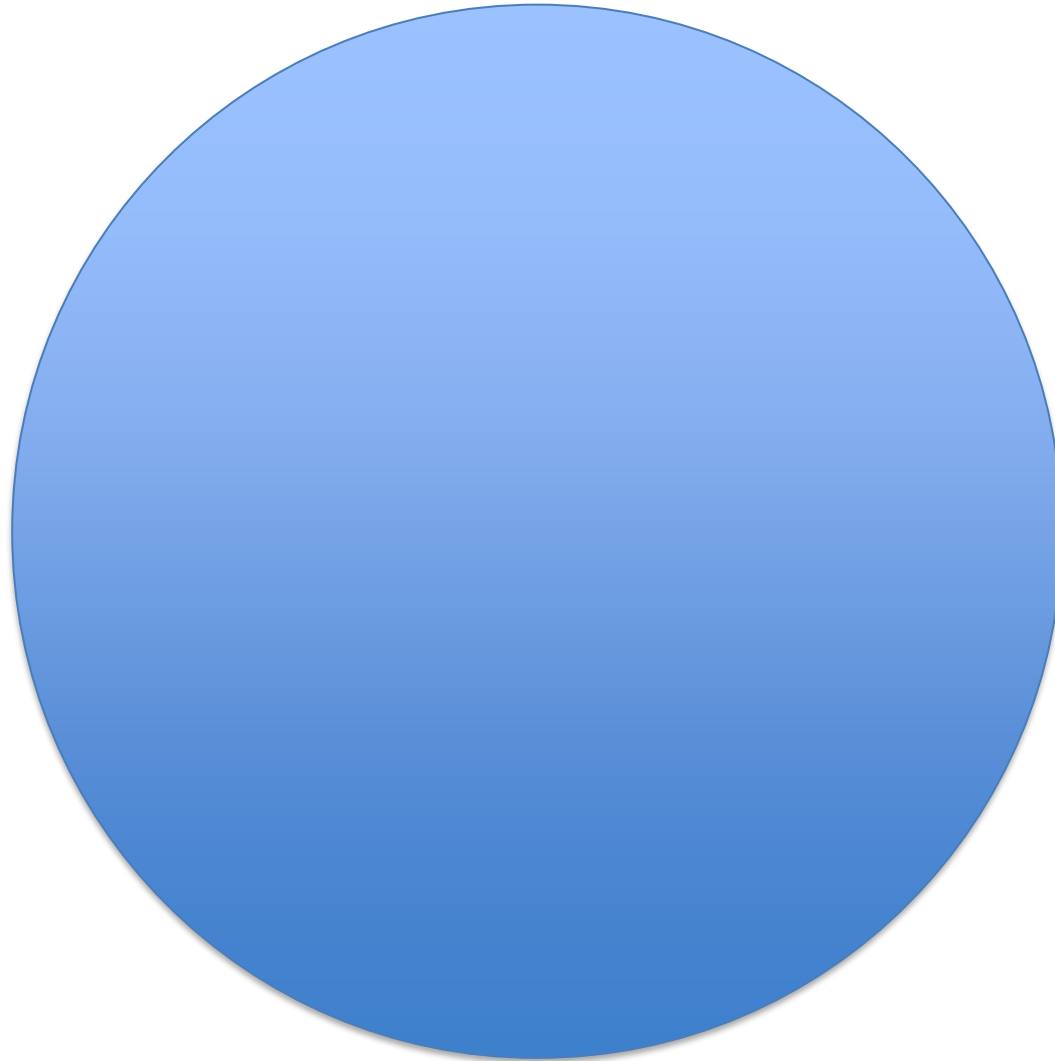


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# My Day



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# Your Philosophy as a New Professional



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# Your Philosophy

- Statement that reflects the way that you, as a new professional, will view your job, coworkers, staff members, & relationship
- Incorporates your values into daily performance
- Provides direction for later evaluation & self-reflection
- A positive, self-motivating statement



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# Yourself as a Leader vs. Supervisor

Leadership		Supervision
	Formality	
	Role of followers	
	Basis of power	
	Coaching	



# Revisiting My Day

Assessment

1-on-1  
meetings

How do we  
move to  
higher-level  
tasks?

Planning

Events

Training

Budgeting



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# Delegation vs. Empowerment

## **Delegation:**

*A division of labor~*

- Assignment of specific duties or responsibilities to an individual

## **Empowerment:**

*Instilling a sense of power~*

- Granting decision-making authority, and/or
- Creating opportunities to influence decisions
- Providing ability to make choices





# Your Supervision Style

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# Your Supervision Style

Life events that have influenced your supervision style as a new professional

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# Your Supervision Style

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Perception of supervision by others



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# Your Supervision Style

Life events that have influenced your supervision style as a new supervisor

Are these congruent?

or supervision by others



# Supervising Undergraduate Students

- Invest time in the selection & orientation process
- Create a supportive environment
- Prepare students to succeed
- Provide coaching & feedback
- Utilize their skills & strengths



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# Supervising Graduate Students

- Find & support a balance
  - Professional role – Graduate student learner
  - Work – Life
- Connect to coursework
- Empowerment
  - Evaluate the thinking process
- Dream big → While recognizing the bigger picture
- Take ownership



# Supervising Classified/Support Staff

- Time matters
- Team approaches
- Respect
- Empowerment
- Communicate expectations
- Involve in the life of the unit
- Support development
- Listen!



# Balancing Doing & Thinking

## Begins with your beliefs...

### *I Want You to Know...*

In an effort to help you understand some of the things that are important to me, I thought that I might provide you with a list of those important values.

1. I believe in us, as a Community of Practice.
2. I believe in the Division of Student Affairs and all it has to offer students.
3. I value students and their voices.
4. I value your input. I believe it the responsibility of each of us as professionals to provide input and ideas. This is *our* Community of Practice.
5. I value teamwork and team players.
6. Initiative, innovation, and creativity are important to me and I expect that from those I work with.
7. I believe that conflict is inevitable and valuable, but must be handled in an appropriate manner to foster growth.
8. I will accept you as you are today, forgiving past problems and ask you to do the same with me.
9. I value standard business protocols and believe all professionals need to honor them.
10. I believe that it is not just my want, but my responsibility, to lead this Community of Practice to the next level—in all aspects.
11. I believe that if an organization is to be optimal, confrontation and team members holding one another accountable is not an option, it's a necessity.
12. I like to be challenged.
13. I believe none of us are perfect and that human errors are opportunities, not for shame or guilt, but for forgiveness and growth.

14. I believe that university and divisional policies and expectations which exist apply to all of us unless specifically waived by a supervisor. I expect we all will be held accountable for them.
15. I believe we all bring good qualities to the table.
16. When I say "thank you", it is heartfelt.
17. I believe that I can learn from all of you individually and collectively.
18. I value people who talk *through* and work *through* problems and issues as opposed to those who talk *about* problems and issues.
19. I believe that when there are tough decisions to be made, I have the responsibility to make them. Know that I put lots of time, energy and care into those decisions and their impact.
20. I am an extrovert and tend to process out loud. I tend to throw out ideas, strategies or solutions that may not work but may spark the thoughts of others.
21. I respect hierarchy and supervisory structure, however, I feel it is important for my door to always be open to staff and students.
22. I feel it is important to be proactive and solution-oriented.
23. I believe that I am your advocate.
24. I believe in the dignity of all. This value is at my core.
25. I value feedback—even the stuff that's hard to say.
26. *YOU*, and not just your position, are important to me.
27. I believe information is power. I will do my best to be timely in passing along pertinent information.
28. I have passion for what I do.
29. I like—and expect -- to be kept in "the loop" of information.
30. I believe everyone should be striving to "make their mark" within their job.
31. I believe each one of us is an educator and needs to act accordingly.





# Balancing Doing & Thinking

Begins with your beliefs...



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DATE

March 11-15,  
2017