

Supervision 101: Graduate Students

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**OH, YOU'RE IN STUDENT
AFFAIRS?**

**WHAT SUBJECT DO YOU
TEACH?**

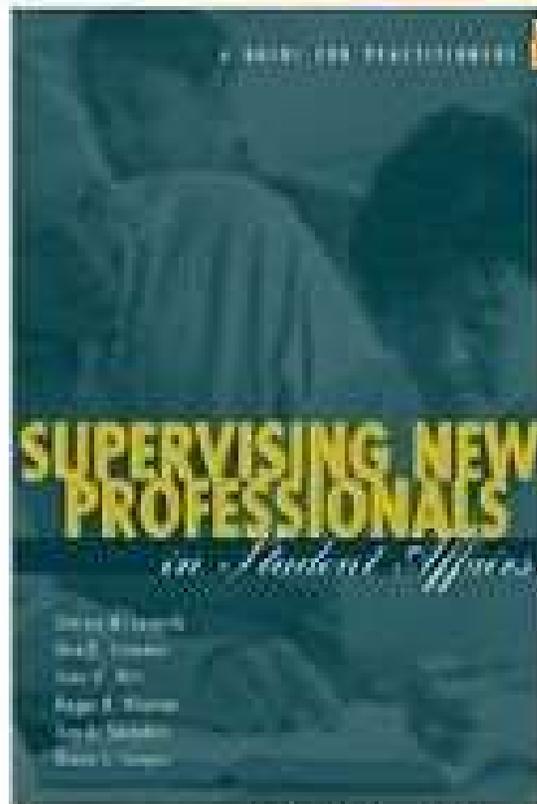
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Who we are and why we
think we were asked to
present on supervision...

Supervision 101

Poll the Audience

Click to **LOOK INSIDE!**



kindle edition

Learning Outcomes:

- ❧ Learn how three professionals have overcome supervisory struggles
- ❧ Identify at least 3 supervision tips to make the most out of a professional relationship
- ❧ Have an opportunity to problem-solve supervisory challenges in small groups
- ❧ Learn more about the intentional supervisory process within traditional student affairs functional areas

Supervising 101

Points to Ponder:

How one comes into a supervisory role

- Promoted from within the organization
- External to entity
- Role: from peer to supervisor
- Supervision looks and feels different as one's career advances

Supervision 101

Points to Ponder continued:

- ⌘ Not knowing what is going on with employees
- ⌘ The importance of critical feedback
- ⌘ Feedback goes both ways

Supervision 101

There is no cookie cutter approach to supervising.

⌘ Transformational

- ⌘ focus on stimulating, motivating, and empowering
- ⌘ employ charisma and proactive communication to inspire employees to excellence
- ⌘ generate excitement to excel and achieve profound results

⌘ Transactional

- ⌘ establish goals or directives
- ⌘ motivate employees to pursue these directives by clarifying roles and project requirements
- ⌘ reward or intervention based on meeting standards
- ⌘ hands-off management style, but step in when recognize that goals are not being attained

⌘ Be authentic in your own style

Supervision 101



Student Involvement & Leadership Development
Thursday, March 29, 2012

SILD:

- Changing tabling policy and partnering with HSC
- Civil Service v. SPS with search processes (HFC and FSL)
- WiFi in CLB
- Vigil/rally

CAB:

- Elections done

Community Service:

- NIU Cares Day: 940 volunteers
- President's Honor Roll
- Successful ASB trips
- \$2,000 from Walmart!

Event Production Services:

- Online ticket service being investigated for purchase
- Purchased new stage and came in yesterday

Fraternity & Sorority Life:

- IFC expansion progress
- Chapter success plans: 38 were turned in on time

Huskie Family Connections:

- Partnership with Orientation & the First-Year Experience
- Family Weekend survey: April
- HFC survey: June

Leadership:

- Kevin D. Knight Leadership Awards, recipients were notified

Student Association:

- Election results: Delonte, Gina, Josh, Elliot
- Veolia emergency procedures meeting
- Veolia emergency contact meeting

Supervision 101

Dates and Deadlines:

Student Employees

End of Fall Semester

Formal Supervisor Evaluation of the Student Employee

End of Spring Semester

Formal Supervisor Evaluation of the Student Employee

Graduate Assistants

September 21, 2012 Graduate Assistant Intake Forms due

December 3, 2012

Graduate Assistant Evaluations due

January 23, 2013

Graduate Assistant Commitment Forms due

April 26, 2013

Graduate Assistant Evaluations due

Operating Staff

Three Months

Performance Evaluation for 6 Month Probation

5 ½ Months

Performance Evaluation for 6 Month Probation

5 Months

Performance Evaluation for 12 Month Probation

9 Months

Performance Evaluation for 12 Month Probation

12 Months

Performance Evaluation for 12 Month Probation

Supportive Professional Staff

By December 31, 2012

Position Description Review and Expectation Setting

End of March, 2013

PEP Evaluation Forms distributed

May 31, 2013

PEP Evaluations due

Supervision 101

What types of forms and where are they located?:

- ⌘ Program Partnerships
- ⌘ Program Faculty
- ⌘ Department manuals
- ⌘ Colleagues

Supervision 101

Models for Graduate Preparation Programs

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Supervision Theory:

Applying Theory to Practice: Supervision in Student Affairs, by
Susan R. Stock-Ward & Mary E. Javorek.

⌘ Level 1

⌘ Dependent on supervisor

⌘ Level 2

⌘ Balance between autonomy and
dependence

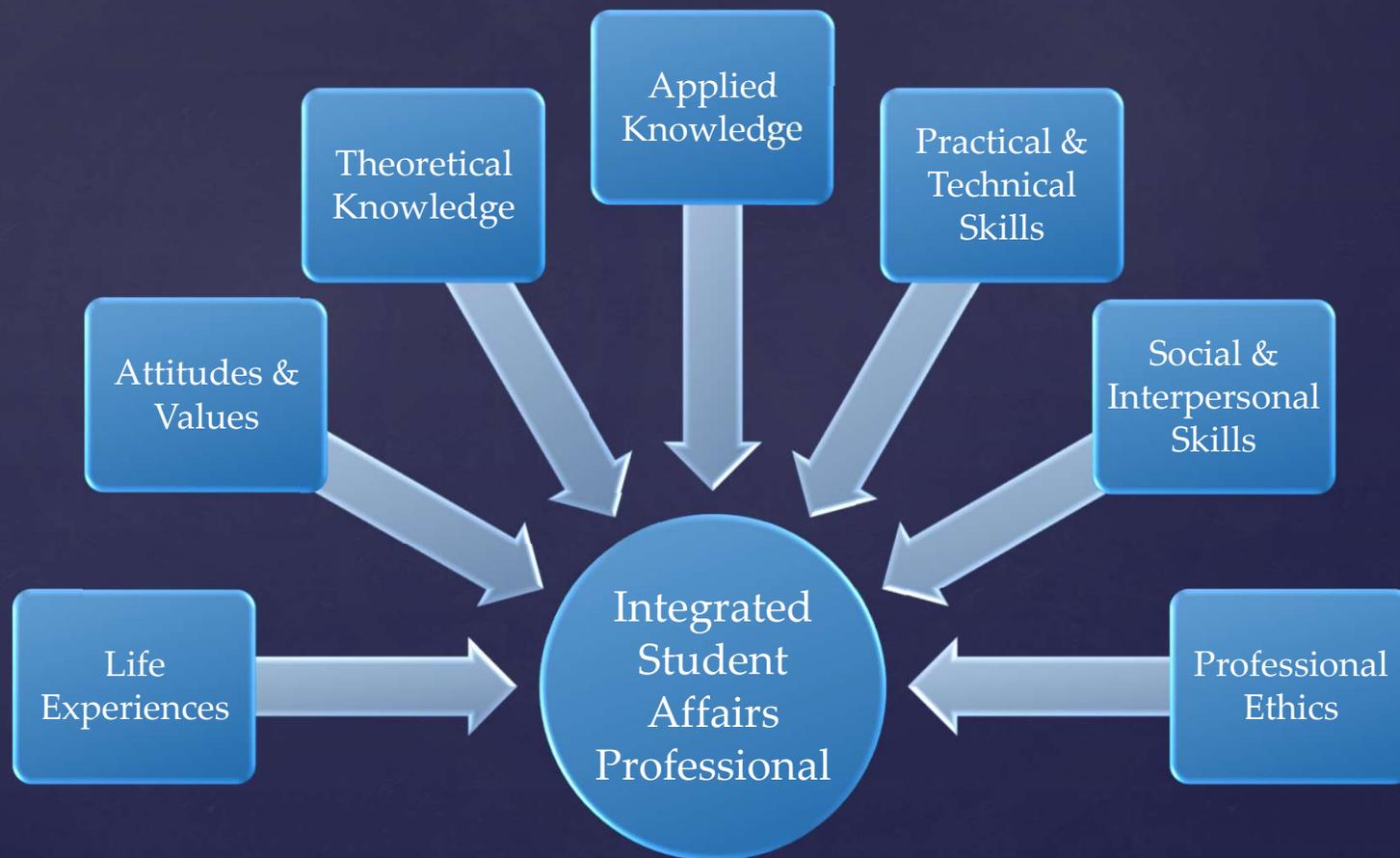
⌘ Level 3

⌘ Need less specific and direct supervision

Supervision Theory

Integrated Student Affairs Practitioner Model

(Creamer, Winston, & Miller, 2001)



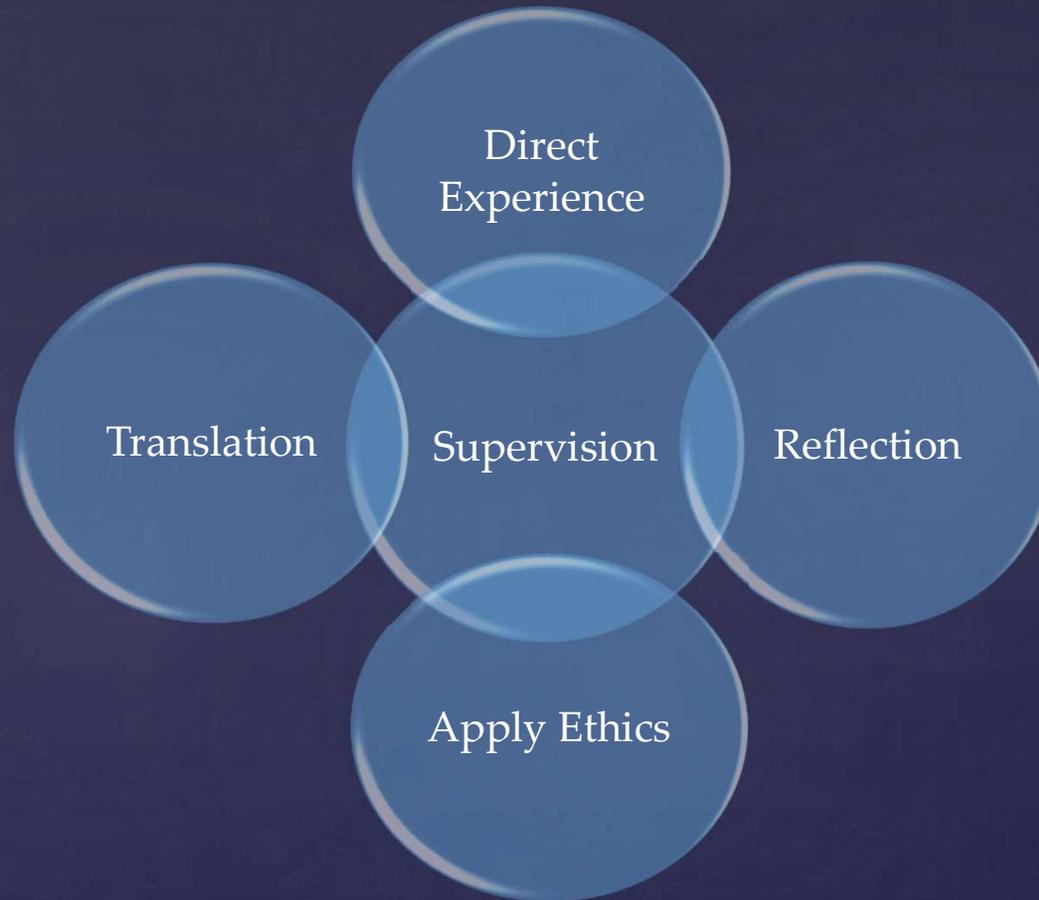
Integrated Student Affairs Practitioner Model

(Creamer, Winston, & Miller, 2001)

- ⌘ Life experience – what you learn from your personal world
- ⌘ Attitudes and values – involve human dignity, freedom, equity, and community (Young & Elfrink, 1991) and the way you act and feel
- ⌘ Theoretical knowledge – what you acquire from literature and research
- ⌘ Applied knowledge – how you connect theory and practice
- ⌘ Practical and technical skills – how you complete tasks, projects, and activities
- ⌘ Social and interpersonal skills – how you communicate and interact with others
- ⌘ Professional ethics – determining what is “right” within legal and institutional policy

- ⌘ Common definition: “learn by doing”
 - ⌘ Learning is best when it is self-directed, guided by theory, and is reflective (Dewey, 1916).
 - ⌘ Learning must be active and engaging, include cognitive, emotional, and volitional processes, provide self-reflection, and connect experience to the curriculum in a systematic way (Hutchings and Wutzdorff, 1988).
- ⌘ Supervised practice is
 - ⌘ different from professional training (McEwen and Talbot, 1998)
 - ⌘ comes in many forms – assistantships, internships, externships, fieldwork, practica, work-study programs
- ⌘ Two common types: counseling-based and administrative
- ⌘ Accepted standards for evaluating supervised practice experiences come from the CAS (Council for the Advancement of Standards in Higher Education) and CACREP (Council for Counseling & Related Educational Programs)

What is Supervised Practice?



Supervised Practice Model

(Cooper, et. al., 2002)

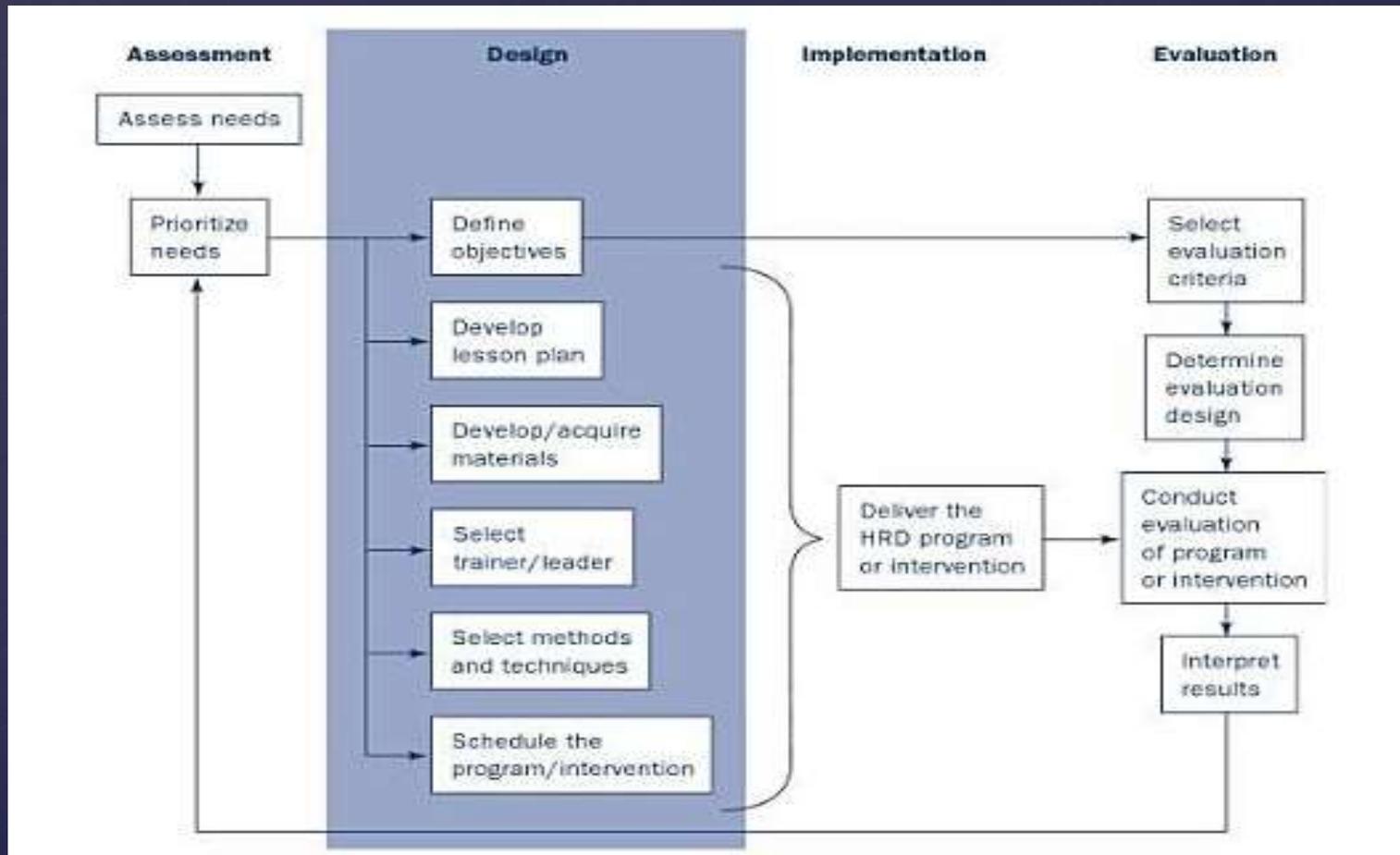
- ⌘ Direct experience – doing the work, conducting the business
- ⌘ Translation – translating knowledge, subject matter (typically from the classroom), and worldviews into practice; skill development that “sticks to the ribs” (pg. 24)
- ⌘ Applying Ethics – participating in professional practice carried out according to the ethics of the profession
- ⌘ Reflection – reflect on knowledge and use it in practice

Supervised Practice Model

(Cooper, et. al., 2002)

HRD Training & Process Model

(Goldstein, 1974)



HRD Training & Process Model

(Goldstein, 1974)

- ⌘ Assessing the graduate student – the learning gap, what the student knows, what you want the student learn
- ⌘ Designing the training model – define objectives, develop the lesson plan, select the trainer or leader, select methods of theories/techniques, schedule the program/intervention
- ⌘ Implementing – the active participation of the learner and the instructor(s)
- ⌘ Evaluating – select the evaluation criteria, design, conduct the instrument, and interpret results

Supervision Strategies and Suggestions

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Developing the Supervisor/Supervisee Relationship

- ⌘ Remember, your graduate assistants/interns are students first!
- ⌘ Create a variety of opportunities in each component of the supervised practice/HRD training and process model
- ⌘ Set clear expectations early on (from both supervisor and student) and revisit often
- ⌘ Assess skills and modify opportunities based on student's strengths and areas of growth
- ⌘ Provide both personal and professional development
- ⌘ Don't forget to challenge AND support
- ⌘ Check in regularly. Evaluate, evaluate, EVALUATE!
- ⌘ Be prepared to modify the experience as your office workflow changes
- ⌘ Make time for closure at the end of the assistant/internship

Supervision details specific to graduate assistants/interns and the Division:

- ⌘ Building up to the end of the year evaluation
- ⌘ Dates and deadlines
- ⌘ Forms
- ⌘ Selection Process

Supervision 101 Considerations

Giving feedback on work performance:

- ⌘ Formal and informal feedback
- ⌘ Formal annual evaluation is not enough (there should be no surprises!)
- ⌘ Ongoing performance feedback, both positive and corrective
- ⌘ Give opportunities to correct inappropriate/inadequate behaviors and failures to meet expectations

Supervision 101 Strategies

**OVERLY ATTACHED
STUDENT AFFAIRS
COLLEAGUE**

**I'VE CAMPED OUTSIDE YOUR OFFICE FOR
TWO DAYS WAITING FOR OUR ONE-ON-ONE.**

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The One on One:

- ⌘ Great value
- ⌘ Establishing the structure of the regular meeting
- ⌘ *Sacred* time
- ⌘ Caring about your employee as a person
- ⌘ Finding balance
- ⌘ Being an advocate

Supervision 101 Strategies

Supervision Tips:

- ⌘ Be clear with expectations
- ⌘ Provide feedback consistently and in a timely manner
- ⌘ Be open to feedback
- ⌘ Ask, don't assume
- ⌘ Clear responsibilities
- ⌘ Give significant projects or an entire comprehensive program to facilitate
- ⌘ Tell them that is okay to ask for help and to clarify responsibilities

Supervision 101 Strategies