



THE INTENTIONAL NEW PROFESSIONAL

PROGRAM #283

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PENNSYLVANIA CONVENTION CENTER | ROOM 111 (B)

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OVERVIEW

- ▶ Learning Outcomes
- ▶ Leadership
- ▶ Professionalism
- ▶ Supervision
- ▶ Discussion
- ▶ Conclusion & Resources



LEARNING OUTCOMES

- ▶ Articulate how being a new professional with credibility can benefit you in your work with students and staff
- ▶ Illustrate characteristics and behaviors of a professional staff member
- ▶ Discuss how to be a purposeful supervisor & leader



WHY DISCUSS LEADERSHIP, PROFESSIONALISM, AND SUPERVISION?

- ▶ Immersion in topics needed for development will help lead to the finding of greater purpose and meaning.
- ▶ Research shows that effective supervision will help lead to more effective relationships, performance, and satisfaction.
- ▶ Recent research shows the following:
 - ▶ Importance of supervision and mentoring in the lives of new professionals
 - ▶ New professionals often confuse supervision and mentoring
 - ▶ High quality, effective supervision is a key factor in entry-level staff retention

Ellett & Robinette, 2008; St. Onge, Ellett, Nestor, & Scheuermann, 2008;
Tull, 2006; Harmer & Findlay, 2005; Winston & Creamer, 1997



BECOMING A LEADER

- ▶ “Most people who want to get ahead do it backward. They think, 'I'll get a bigger job, then I'll learn how to be a leader.' But showing leadership skill is how you get the bigger job in the first place. Leadership isn't a position, it's a process.” John C. Maxwell
- ▶ “A great leader's courage to fulfill his vision comes from passion, not position.” John C. Maxwell



5 LEVELS OF LEADERSHIP

- ▶ Level 1 – Position/Rights
- ▶ Level 2 – Permission/Relationship
- ▶ Level 3 – Production/Results
- ▶ Level 4 – People Development/Reproduction
- ▶ Level 5 – Personhood/Respect

Maxwell (1993)



Where do you see
yourself in the levels of
leadership?



Imagine your department/unit as a large vessel,
such as a cruise ship. Now, imagine yourself as
the leader.

What is your position?



LEADERSHIP

Moving towards leader as teacher/learner rather than leader as autocrat

- ▶ Leader as Designer
- ▶ Leader as Teacher
- ▶ Leader as Steward

Senge, (2006)



LEADERSHIP

▶ Leader as Designer

- ▶ Recognize organization as living thing that can be changed and created

▶ Leader as Teacher

- ▶ Others learn by being around you
- ▶ Inspire others by creating space for learning and inviting others in to it
- ▶ Does not focus on teaching

▶ Leader as Steward

- ▶ Servant first inspires one to lead
- ▶ Creates trust and has well-being of others first

Senge, (2006)



What is professionalism?



CREDIBILITY & AUTHENTICITY

- ▶ Presenting yourself
- ▶ Ask for help & be open to suggestions
- ▶ Take responsibility for mistakes
- ▶ Be nice!
- ▶ Take care of yourself and know your limits
- ▶ Do what you say you will do! (DWYSYWD)
- ▶ Work hard and never stop learning



ROLE MODELING

- ▶ Why is role modeling important?
- ▶ Ways to role model
 - ▶ One on one and staff meetings
 - ▶ Informal conversations
 - ▶ Crisis situations
 - ▶ Not getting involved in gossip
 - ▶ Setting and sticking to boundaries



SUPERVISION

- ▶ “Talent Development” (Dalton, 1996)

- ▶ “The process of one staff member providing opportunities, structure, and support to another.” (Schuh & Carlise, 1991)



SYNERGISTIC SUPERVISION

- ▶ “Management function intended to promote the achievement of institutional goals and to enhance the personal and professional capabilities of staff.” (Winston & Creamer, 1998)
- ▶ “This type of Supervision recognizes the need to obtain goals of the organization but it also recognizes the developmental needs of staff members.” (Janosik & Creamer, 2003, p.9)



WHAT DO NEW PROFESSIONALS WANT ?

- ▶ Structure
- ▶ Autonomy
- ▶ Frequent feedback
- ▶ Recognition of limitations
- ▶ Support
- ▶ Effective Communication
- ▶ Consistency
- ▶ Role Modeling
- ▶ Sponsorship

(Winston & Hirt, 2003)



QUESTIONS TO ASK YOURSELF

- ▶ How much time do you spend *on* supervision in an average week?
- ▶ Where do you think your strengths lie?
- ▶ What are your areas for growth?



SUPERVISION AND MENTORING PITFALLS

- ▶ Entry-level professionals appear confused about what constitutes mentorship; the same confusion appears true for entry-level professionals' view of good supervision.
- ▶ Expectations do not always align with the reality of the supervisory relationship.
- ▶ Entry-level professionals may think they have a mentorship relationship with someone who does not realize that they are viewed as a mentor



YOU...THE NEW SUPERVISOR

Managers and executives are “irrevocably shaped by their first management position.”

Hill (2007)



THE NEW SUPERVISOR

- ▶ Skills to succeed as a contributor differ from those as a supervisor
- ▶ Experiences as an individual performer do not prepare you for management
- ▶ Managing others “is a craft primarily acquired through on-the-job experiences...”
 - ▶ Key experience: working beyond current capabilities and proceeding by trial and error
- ▶ New managers feel constrained by the relationships and new demands

Hill (2007)



THE NEW SUPERVISOR

- ▶ The more talented your employee, the less likely he/she is to follow orders – must establish credibility
 - ▶ Demonstrate character and the intention to do the right thing
 - ▶ Demonstrate competence in knowing how to do the right thing
 - ▶ Demonstrate influence to deliver and execute the right thing
- ▶ The more power supervisors share with employees, the more influence they tend to command.

Hill (2007)



THE NEW SUPERVISOR

- ▶ Focusing on I-on-I relationships can undermine the team and their collective power and potential
- ▶ Managers are change agents and need to see themselves that way – must generate change that improves employees' performance
- ▶ New managers are not all alone – you do not need all the answers
- ▶ Managers must develop positive, trusting relationship with supervisor – supervisor is an ally, not a threat

Hill (2007)



12 KEY CONCEPTS FOR THE NEW SUPERVISOR

- ▶ You don't know what it is like to work for you
- ▶ Success of your team rests upon your ability to master the “obvious and mundane” rather than obscure new ideas
- ▶ Ambitious well-defined goals are useless if you don't help your team make small progresses each day
- ▶ You must balance being too assertive and not assertive enough



12 KEY CONCEPTS FOR THE NEW SUPERVISOR

- ▶ You are a human shield – keep people free from external distractions, including your own “idiocy”
- ▶ “Strive to be confident enough to convince people that I am in charge, but humble enough to realize that I am often going to be wrong.”
- ▶ Fight as if you are right, listen as if you are wrong, and teach your team to do the same
- ▶ The best test of your leadership is what happens after your team makes a mistake



12 KEY CONCEPTS FOR THE NEW SUPERVISOR

- ▶ Encourage new ideas, but help your team to throw out the bad ones, *and a lot of the good ones*
- ▶ Realize that “bad” is stronger than “good” in an organization or team. Try to “eliminate the negative more than accentuating the positive.”
- ▶ How you do things is as important as what you do
- ▶ Because you have and wield power, you are “at great risk for acting like an insensitive jerk, without even realizing it.”

Sutton (2010)



5 CONCEPTS TO MANAGE YOUR SUPERVISOR

- ▶ Mutual Dependence
- ▶ Bosses are human
- ▶ Know Your Boss
 - ▶ Goals, personal and organizational
 - ▶ Pressures
 - ▶ Blind spots
 - ▶ Work Style
 - ▶ Communication Preferences
- ▶ Know Yourself
- ▶ Characteristics of Supervisory Relationships
 - ▶ Compatible work styles
 - ▶ Mutual expectations
 - ▶ Flow of Information
 - ▶ Dependability and Honesty
 - ▶ Good Use of Time and Resources

Gabarro.& Kotter, (2005)



RELATIONSHIP WITH SUPERVISOR

What Professional Staff Says Makes Supervision Positive:

- ▶ Support offered, creating a supportive environment
- ▶ Ability to communicate, candor, open communication and dialogue
- ▶ Willingness to listen and/or listen to feedback, approachability, availability
- ▶ Mutual trust and confidence, mutual respect, willingness to challenge

Ellett and Robinette, (2008)



CONCLUSION

- ▶ Being a new professional is a process not a point in time
- ▶ Take ownership of your development, but partner with your supervisor
- ▶ Encompasses more than leadership, professionalism, role modeling, and supervision
- ▶ Find a mentor!
- ▶ It's not all about you – think about your students and the staff you supervise



QUESTIONS



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THANK YOU!

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