



THE SIGNPOST

RA Drive-In Call for Programming

By Bryan Botts

University of North Carolina Greensboro

The University of North Carolina at Greensboro invites you to join us in Greensboro on October 20 for the 2012 NCHO RA Drive-In. Our theme, ***iLead, There's an App for That*** challenges residence hall staff to consider and develop leadership skills to enhance their residential communities and prepare for life after college.

We are seeking residence hall staff with creative and thought provoking programming ideas based on the conferences programming tracks. Each conference programming track is an "app for leadership" as they highlight essential themes and traits associated with leadership development.

Programming Tracks/Leadership Apps:

- Self-Exploration
- Global Community [diversity, multiculturalism, and social justice]
- Community Building and Recognition
- Programming
- Leadership Development
- Careers in Student Affairs

If you're excited to highlight the great things occurring on your campus, want to share your ideas on leadership development, provide UNCG with your program idea and information by **Friday, September 14**. All programs should submissions should be planned for fifty (50) minutes and have the ability to accommodate up to 40 people.

To submit a program proposal, visit:

www.ncho.org

For more information, contact the conference committee via email at:

ncho.drivein@gmail.com

SAVE THE DATE:

**Saturday
October 20**



The University of North Carolina at Greensboro

Early-registration \$37.00, Late-registration: \$47.00



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By Andrew Barnhill
Duke University
Graduate Resident

Graduate students serving as resident directors (or in other roles) find themselves in a unique position--students supervising students. While the distinction between the undergraduate and graduate level enforces a certain separation, there are still many features that make the administrative relationship a unique one.

Through what lens do we explore this relationship? Using the Developmental Model of supervision as our guide, it is helpful to take a look at the variety of different relationships that may occur between graduate student staff and undergraduate RAs. To some extent, RAs can be clustered into the same categories developed for student affairs professionals--level one, level two, and level three.

A Level One RA, either one who is in their first year on the job or is just beginning to learn the role, needs the most "modeling" from a graduate student supervisor. This type of RA could benefit from more pro-active supervision with their graduate supervisor, supervision that emphasizes frequent communication and explicit guidance.

When working with Level Two supervisees, one must move from the direct model found with Level One to a collaborative approach that encourages autonomy, creativity, and initiative. A Level Two supervisee is likely to become discouraged by the lack of autonomy if supervised.

A third year Resident Assistant, or a graduate student serving as a resident assistant, would benefit from discussing hypothetical situations that they may encounter and working through various modes of response. They may also benefit from being challenged in their program planning and from being invited to think about "best practices" that they could incorporate into their communities. These types of opportunities allow the individual to grow more fully with their role and prevent the student from becoming complacent in their position. One of the greatest mistakes a supervisor can make is facilitating the same type of supervision for every individual.

Building Rapport: Student supervisors should also seek to develop rapport with their supervisees. Self-disclosure such as "this is how I tried it as an RA" can provide the context for building a closer relationship. The most important factor is how the year begins.

Setting the Tone: Setting the tone is very important in supervision. The first meeting is often held during a week of RA training when the full team is gathered together. If this time is not used effectively, much is lost for the entire year. Pay attention to how relationships begin!

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Students Supervising Students: Building Community, Invigorating Intellectual Life

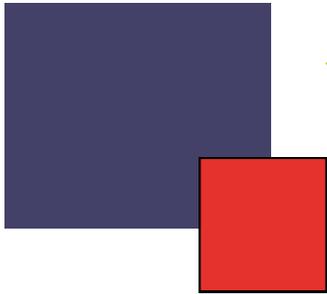
Students
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Winston and Creamer note that supervision is often "pushed to the side" with student-to-student situations, often replaced by casual conversation but rarely encouraging more reflective and productive guidance. As we begin to look more closely at the role of supervision in student affairs, I encourage us to use this opportunity to think about the ways that students interact with one another. I encourage my fellow graduate student leaders to rethink the way we work with RAs, encouraging us to enhance the experience into a mutually rewarding opportunity for growth and leadership. The more we fine tune the mechanisms of supervision, the more effectively we dispatch student leaders who are equipped to navigate the challenging tasks of **building community** and **invigorating intellectual life**.

Stock-Ward, Susan R. & Mary E. Javorek. (2003). *Applying Theory to Practice: Supervision in Student Affairs*. NASPA Journal, Spring 2003.

Winston, R. B., Jr., & Creamer, D. G. (1997). *Improving staffing practice in student affairs*. San Francisco: Jossey-Bass.



Staff Selection and Supervision: A Journey

By Christina Gillar
North Carolina State University
Community Director

Picking your staff, especially your first staff, can seem daunting and scary at first. How do you pick the perfect team? Is there some sort of secret formula to doing so? Depending on your Resident Advisor/Assistant (RA) selection process, you may have never met some of the candidates you are looking to hire. How can you base a person's personality from an application, interview responses, and someone else's evaluative comments? The largest determining factor is you and your community. My biggest advice for any professional or graduate student picking their staff is to learn from your community and your current staff.

You know your community, and you know how your current staff has worked in that community. You have gotten the feel for what qualities an RA needs to succeed with your residents. Some communities need an RA who has strength in community building. Others need an RA who is confident in their ability to confront policy violations. Based on who is returning to your staff, you will also work to see how to balance the strengths and weaknesses of your returning staff with the candidates. You need to determine what your community needs.

Do not be afraid to use your resources. You are not alone in this selection process. You have co-workers who are researching the candidates, and some of your co-workers may personally know some of the candidates on your list. Talk with them. It can be hard to determine the fit of an individual based on a piece of paper. You can get to know a bit of their personality from co-workers who know the candidate or your co-workers who interviewed them.

Sometimes the largest determining factor in selecting a staff member is whether or not they are trainable. It is rare to find an individual who will be a star RA as everyone needs some type of training. Thus, it is important to find candidates who are receptive to learning. It is not essential for an RA to know all of the answers when they walk in the door. As their supervisor, you are there to help them through this process.

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Now that your staff is picked, you look forward to the first time the entire staff is together. How will everyone get along? What kind of personalities will be in the room? Did I do a good job picking the staff? Remember one thing: all of your staff want to be an RA. They already have something in common. Whew! Your staff will get the opportunity to bond through training, RCRs, late-night bulletin board/door decoration making and many other "fun-datory" events.

You have the interesting position of not only being their supervisor and holding them accountable, but also for developing them as student leaders. Each staff member is a different person and needs to be treated as such. Depending on the personalities of the staff, their interests, and their past experiences, your supervision style can be a trial and error process.

For me, after picking my first staff, I had four returning staff members, one transferring from another building, and five new staff members. I noticed during training some of the new staff members were looking overwhelmed and unsure about being an RA. During in-hall time, I told them all as a group, "You were hired because I knew you could do the job." The tension in the air seemed to evaporate. They were spending so much time working to prove themselves, that they were too stressed to focus on what they were learning. Remember why you chose your staff. Unless you pulled names from a hat (I hope this is not the case), you had a reason.

Training is also a time to learn about your staff members, what motivates them and how they respond to situations. During training, our staff completed the True Colors Test, so I knew who on my staff were blue, green, gold, and orange. I used the descriptions of these personality types to help me in my one-on-one conversations with my staff. I know my "green" staff members can be very blunt. Because of this, when I would need to talk with a "green" staff member about a problem with their performance or something I was observing, I would open up the conversation with "We need to talk about something I have observed. I will start talking with you like I would any other staff member, but you can let me know if you would like me to tell it like it is." Immediately, before I even started talking about my observation, they would ask me to tell it to them like it is, and I would, professionally.



Staff Selection and Supervision: A Journey

They appreciated the constructive feedback, and it hit home to them. I know such bluntness could be difficult for one of my "blue" staff members because of her compassionate nature.

You are the main ingredient in your supervision style. The experiences and mentors you have had will shape how you supervise your RAs. Just as our RAs are learning, we are learning. There will always be a different personality you will work with. Remember you have a style and personality of your own. Sometimes you will need to make an extra effort if you are working with someone who has a different style or personality than your own. What do you want your staff to get out of their experience with you? Create goals for where you would like each staff member to progress. Some staff will need more development than others. Seeing your student staff members grow and head off to graduation is a rewarding experience. I look forward to next year as I face the year with one returning staff member, three transferring RAs, and seven new RAs.

Being an entry level housing professional is exciting, challenging, and rewarding. There are great perks such as, free housing, a meal plan, and even my own parking space. Although this is the "good life," at some point it will be time to move on from the 2:00 AM call for a student stuck in the elevator or the 3:00 AM call for an overflowing toilet. In order to move on from the entry level position, however, you must first be prepared.

Professional Development is a phrase that is engrained into you from the day you accept your first housing job. In my first two years as a professional at East Carolina University, I have tried to take advantage of every professional development opportunity available. However, no sole professional development opportunity has had a more powerful and lasting impact than attending the Regional Entry Level Institute (RELI) this past June.

RELI is a three day intensive institute for professionals in the SEAHO region. Thirty-two applicants were selected to attend RELI 2012, which was hosted at Duke University. The thirty-two participants were broken down into eight clusters which were led by a RELI faculty member. RELI focuses on eight topics that are presented by the eight RELI faculty members. The topics are: Competencies for Housing Professionals, Supervision, Budgeting, Crisis Management, Facility Management, Assessment, Strategic Planning & Evaluation, Professional Development, and Theory to Practice.

Each topic session was extremely helpful, but two stuck out in my mind, Budgeting and Facility Management. As entry level professionals, we aren't always exposed to large budgets. Several of us get a few thousand dollars here or there to use for RA programs and for Hall Government programs; however, the budgeting presentation opened my eyes to how budgets are created for an entire housing operation from professional staff member salaries down to funding for maintenance projects and creating revenue through occupying bed spaces. Prior to RELI, I never thought that I would have an interest in working with facilities. We are always told at conferences to get to know the associates and I never really understood why, but now I know the importance of building those relationships.

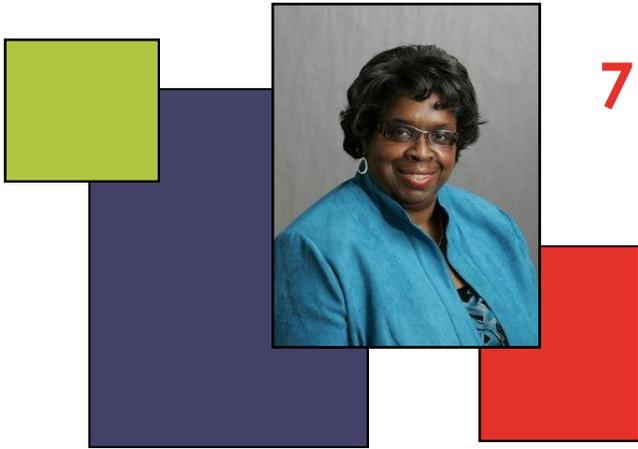
Not only did I have the opportunity to learn and grow from the faculty member presentations at RELI, I learned a lot from the peers in my cluster and my cluster faculty leader, Steve Stauffer from University of Kentucky. Each day there was time set in the schedule for clusters to go and talk amongst each other to learn about each other's experiences in our current positions. One of the most beneficial components to the schedule was the one-on-one mentor time that I had with Steve Stauffer. I was able to express the joys and challenges of my position and receive positive and encouraging feedback. In addition to the sessions and my cluster, the Duke housing department did an amazing job of welcoming the participants and providing us with excellent service. RELI participants and faculty were housed in the Keohane Quad, more specifically building 4E, which had just opened in January of this year. All of our topic sessions took place in building 4E, which was extremely convenient. All but two clusters had a suite to themselves which proved to be important for cluster bonding.

Attending RELI 2012 refueled the fire that had been burning through me in my first two years of the profession. While at RELI, I recognized that if I always keep in mind that I am here for the students and if I do my job well, the promotions and salary increases will come in due time. RELI was life-changing for me and I encourage every entry-level professional to apply if you get the chance.

Two Thumbs Up for RELI

By
Brandon L. Thompson
Residence Hall Coordinator
East Carolina University





7 Skill for Supervision Success

Submitted By Dr. Jennifer Wilder
North Carolina Central University
NCHO President

1. **Listening** – This one is simple right? Well, simple and easy are not the same things. Try this: the next time you're talking to someone, try forcing yourself not to speak for 2 full minutes. Really listen to what the person is saying.
2. **Availability** – Availability can mean a lot of things, both tangible and intangible. On the tangible side, it means being physically present at work. Of course, you're not going to be at your desk every second of the day, but being away all day, every day by traveling too much, having too many off-site meetings, etc. isn't productive. That also means keeping your calendar updated regularly. On the more intangible side, availability means being mentally present and available – and being clear about when you can't be. If you are under a lot of stress for a major project, you need to let your supervisees know that you won't be able to help them think through a project. But don't let the 'can't' times take over the 'can' times or you'll create problems.
3. **Mission-focus/priority-setting** – Here is what priority setting comes down to: **Figure out what is most important. Do that first.** It is that simple and that difficult. In every environment it is essential. We are mission-focused organizations and everything we do, everyday, should help us achieve that mission.
4. **Transparency** – Not every decision needs a full, 360 degree explanation, but lots of secrecy is frustrating and ultimately dis-empowering to those you supervise. Being transparent also means admitting when you're wrong or when you don't know the answer. No one is perfect and if you constantly try to hide behind a perfect image, the downfall will be that much harder.
5. **Delegation** – Delegation is arguably the hardest of these skills to learn and perfect. Delegation basically means transferring decision-making authority to another employee for a task not necessarily within one's job description while still retaining ultimate responsibility for the task. There are three key pieces of this:
 - Responsibility – setting clear expectations, but not step-by-step instructions on how something should be done
 - Authority – the delegatee is given the right to make decisions
 - Accountability – delegatee is responsible for the work, but delegator has ultimate responsibility
6. **Taking Responsibility and Giving Credit** – When you delegate authority, you are responsible for what your supervisee does. You must take responsibility for the mistakes. BUT – you must also give credit for the good things.
7. **Realism** – Again, simple: DO NOT make commitments that you and your staff can't keep. Promising the world to a campus or community partner does no one any good – especially if you can't deliver. Putting that extra pressure on your employees (not to mention yourself) just creates all kinds of unnecessary stress. You also need to be realistic about what you can do as a supervisor – don't be a bottleneck.

Adapted from Elisa Ortiz's "What are the 7 Skills for Supervision Success?"
<http://www.elisamortiz.org/2011/01/7-skills-for-supervision-success/>

RA SUPERVISION

For many graduate students (and even new professionals) supervision is one of the most challenging and frightening aspects of working in residence life. For those of us who are not that far removed from college ourselves, supervising undergraduates can seem overwhelming. It certainly was for me! That is why I have chosen to share my top ten “lessons” for supervising undergraduate staff. Hopefully my experience can be of benefit to the rest of you. Credit must be given to Kouzes and Posner, authors of *The Leadership Challenge* for Numbers 5 and 9.

Wisdom Doesn't Need Age—We've all heard the saying, “With great age comes great wisdom.” You may worry that you don't have enough experience to be an effective supervisor. You may also worry that small age differences (in some cases one or two years) with your staff may lead them to not respect you. Don't let your age get in the way. You likely already have many of the skills needed to be a great supervisor; you just need the confidence to use them. The respect of your staff is not granted based on seniority, but on your ability to form and lead a great team. In addition, don't let age differences prevent you from forming strong relationships with your staff. Just because you're their supervisor doesn't mean you can't share in a mutual love for sports, movies, books, or Justin Bieber.

Nip it in the Bud—Everyone wants to be the “cool supervisor,” the supervisor that everybody wishes they had because you're just so darn awesome. There isn't anything wrong with this, as long as, in the course of becoming the “cool supervisor,” you don't also become the “easy supervisor.” Set high expectations for your staff early on and hold them accountable to those expectations from the beginning. Don't let poor performance or bad behavior slide the first few times, or it will become much more difficult to stop in the future. Be firm with your staff, but make sure they understand your expectations and the rationale behind them.

Schedule Fun-on-Ones—I took this idea from one of my colleagues here at NC State. One-on-ones can be draining, especially when you have eight to ten or more in a week. Consider using this time (a few times a semester) as an opportunity to build relationships with your staff members. Go grab some ice cream, play a quick game of tennis or chess, or even take a short trip to the mall. Share in some common interest and get to know them better. They will appreciate the opportunity to spend time with you “as a person,” and you will appreciate the time out of the office!

Be Professional—As student affairs professionals, we can be emotional people. While it is important to express these emotions (after all, we tell our students the same thing), we can't let these get in the way of effective supervision. Whether it's frustration with a lackluster staff member, anger with a difficult resident, or distress over terminating a staff member for poor performance, always maintain a calm demeanor in front of your staff. It will not only indicate to them your professionalism and ability to handle difficult situations, but it will also give them cues as to how to behave.

Model the Way—Credit goes to K&P on this one. The best way to help your RAs be more effective is to lead by example. Don't just tell them how to behave in certain situations; model that behavior. If they struggle with program planning, walk them through the planning steps and remind them of the details they need to consider. If they are uncomfortable with roommate conflicts, let them sit in on your next mediation. If effective time management eludes them, have them create a planner that must be updated for each one-on-one. Show, don't tell, and they will learn much faster.



By Ryan M. Collins
North Carolina
State University

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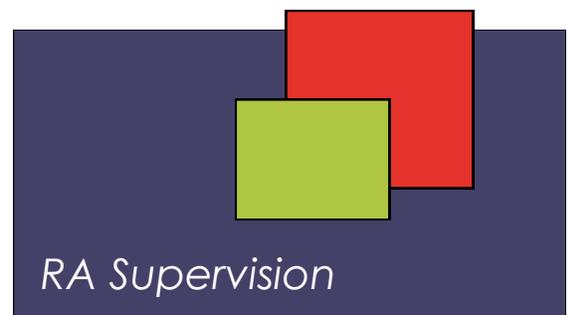
Challenge their Thinking—How many of you have ever heard an RA say, “This resident is never there! I can’t reach out to her!”? After the first few times a staff member told me this, I began to respond “Well, can you find out where they are?” Often when their usual methods of community development fail them, RAs will simply give up. As their supervisor, it is your responsibility to challenge their current ways of thinking. “So that tactic didn’t work with this resident, have you tried something else?” Prompting staff members to approach problems from a different perspective, to view them from a different angle, can help them find a new solution (is anyone else thinking of Jean Piaget and cognitive schemas here?). And guess what! This works for graduate students as well.

Micromanage Me Not—Given that many of us are not that far removed from undergrad, where we were RAs or student leaders ourselves, it can be tempting to micromanage the work of our RAs. When we work with our staff, we can’t help but have our own vision for a project or program. However, it is important to let your staff take ownership over the work that they do. If you do everything for them, they will never learn and grow. Even if the program works very well, your staff may resent you for taking over. Moreover, micromanaging will only add to your undoubtedly heavy workload. If you heed lessons 5 and 6 above, micromanagement may prove unnecessary.

Be a Team Player—Teamwork is critical to the success of any group, even a supervisor and his or her staff. Although you have authority over your staff, it is far more effective to work together rather than just tell them what to do. Be willing to help them out if they are overwhelmed or over-worked, with the understanding that they would do the same for you. Delegate tasks when possible, but never assign a staff member to complete a task you wouldn’t do yourself. Sharing the work can also be a developmental opportunity for your staff if you give them the opportunity to practice or learn new skills (e.g., if you have to miss a staff meeting, allow a senior RA to run it for you).

Encourage the Heart—Another shout out to K&P for this one. If you’re like me, you may not like a lot of recognition. The satisfaction of a hard day’s work is all you need. For others, however, a little recognition goes a long way. Be sure to acknowledge the hard work of your staff, both publically and in one-on-ones. Celebrate the “small wins” and take the time to enjoy a job well done. Keep in mind the uniqueness of each of your staff members, however, and understand that not all of them want to be recognized with awards and fanfare. Recognize them in a way they will appreciate. They will love the feedback, and it will motivate them to continue their good work.

Remember Why You Care—At the end of the day, the most important lesson for effective supervision is to remember why you care. Remind yourself why you chose to work in residence life—to help students be the best that they can be. With this as your focus, the rest of the lessons will follow.



Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey-Bass.

The Dos and Don'ts of Supervision



By
Dr. Jennifer Wilder
NCHO President

Adapted from A Handbook for Staffing Practices in Student Affairs (Winston & Creamer 1997)
<http://www.staffingpractices.soe.vt.edu/supervision.htm>

Do	Don't
Openly discuss the goals and process of supervision with each staff member	Treat supervision as a routine administrative task
Include advancement of staff member's personal and professional goals in the supervisory process	Establish supervisory structure without genuine input from supervisor
Show concern and interest in staff member's personal concerns	Attempt to become a staff member's therapist
Work at establishing friendly relationships with staff	Allow romantic or "special" caring to develop with persons supervised
Treat staff members equitably	Show or <i>appear to show</i> favor to some staff members
Confront problems and issues when first realized	Confuse the value of the person with his or her behaviors
Support the decisions of superiors with subordinate staff and students	Hide disagreement from supervisor during decision making process
Publicly admit when wrong or mistaken	Criticize (correct) staff members publicly
Deal with staff members face to face	Discuss a staff member's problem behavior with another subordinate or coequal staff member
Keep confidences	Hesitate to consult with supervisors or other professionals
Be direct, open, and honest	Try to send indirect message or message through a third party to a staff member about his or her conduct
Keep records of supervisory contacts	Rely on memory for details of supervisory sessions
Establish specific performance objectives or program outcomes periodically (at least biannually)	Fail to follow up on accomplishment of objectives periodically
Recognize and reward achievement	Assume that a "good job" is the norm and does not require acknowledgment
Make realistic assignments based on a knowledge of the staff member's experience and skill level, personal maturity, and current life situation	Assume that everyone on a staff or in an office should do the same thing at the same time
Make explicit connection between supervision and staff development activities	Assume that staff members can always identify the areas in which they need to develop skills or acquire knowledge
Listen and learn from staff supervised	Assume final knowledge about supervision or about a supervisory relationship

Ten Tips for Successful Supervision

By Sarah May
Meredith College
Apartment Manager
NCHO Small College Rep



As professionals working at institutions throughout North Carolina confidently leading a cohesive team, while serving in a position with expectations of supervision, can enhance organizational efforts to positively impact the overall student experience. As new staffs begin training in the upcoming month, the following pieces of advice can serve as healthy reminders for effective supervision:

Set clear expectations.

According to Jackson, Moneta, & Nelson (2009), "An exemplary supervisory relationship is built on a foundation of clear and mutually agreed-upon expectations" (p. 340). By clearly defining the role, responsibilities, and acceptable conduct that are expected from each staff member, job performance quality can be enhanced through a greater understanding of how personal contributions will impact the overall department. Revisiting expectations and providing feedback throughout the year can serve as a friendly reminder of the important contributions each staff member makes within the department.

Communicate.

Supervisors who model clear and consistent communication provide a solid foundation for meaningful conversations and exchanges. Communication efforts can be enhanced by cultivating "an organizational culture that promotes performance feedback and discourages unsubstantiated criticism" (Jackson et al., 2009, p. 341). Establish a schedule to meet with staff members on a regular basis and determine the most appropriate and productive lines of communication to utilize with staff members, realizing that not everyone will have the same preferences. Furthermore, by sharing information in an effective and timely manner, staff members are able to disseminate information quickly when needed.

Develop a positive rapport and define relationships.

Treat your staff with respect. Understand that each staff member may not want the same type of relationship with his or her supervisor. Each relationship is unique and will develop accordingly. If you have transitioned from a peer to a supervisor, be mindful in the change of dynamics and understand that you will need to prove yourself as a leader while building credibility amongst the staff.

Identify skills and abilities of staff.

Take time to get to know members of the team on a personal basis, learning their strengths, areas that can be enhanced, professional aspirations, preferred methods of recognition and confrontation, and what motivates them. By having an understanding of what each staff member brings to the team, staff development efforts can be enhanced and you can call on your staff to present or take a leadership role in areas that allow them to utilize their skill set (i.e. A staff member with a graphic design background may enhance marketing materials and signage for the department.)

Motivate staff.

In a multiyear study, Amabile and Kramer (2010) found that amongst the motivators for hundreds of workers, the top motivator is progress. Supervisors should know that the findings revealed "On days when workers have the sense they're making headway in their jobs, or when they receive support that helps them overcome obstacles, their emotions are most positive and their drive to succeed is at its peak" (Amabile & Kramer, 2010, p. 44). Supervisors may find that staff members have unique motivators, so be mindful to acknowledge and try to facilitate efforts to motivate staff when possible.

Be consistent and fair.

Supervisors who demonstrate a consistent nature regarding workloads, professional development opportunities, requests for annual leave, evaluation of job performance, and departmental and positional expectations help to create an environment that is seen as fair. Supervisors can demonstrate the importance of being consistent and fair by following the expectations of acceptable conduct and role responsibilities.

Provide opportunities for growth and development.

Based upon expectations for each position, develop opportunities for professional development that will enhance job performance amongst staff members. Opportunities may include providing in-service trainings, active participation in professional organizations, attending and presenting at conferences, leadership development programming, committee involvement, assistantships, webinars, or other institutional programming. Supervisors may see the skills and experiences gained through these opportunities "enhancing organizational effectiveness" and may also see results such as increased productivity, job satisfaction, and reduced stress (Psychologically Healthy Workplace Program, 2012).

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Delegate.

Utilize the strengths and talents of staff members in an effort to achieve the common goal of your department and institution. By delegating tasks that allow a staff member the opportunity to strengthen special weaknesses, a supervisor can help the individual to “develop compensatory skills” while taking on more responsibility (Rierdan, 2001). Delegation can also provide staff with the chance to learn skills necessary for career advancement.

Look at the calendar.

In preparation for each term, take a moment to look at the calendar to note when the busiest times of the year will be for your staff. Understand that there may be greater stress amongst staff members during these times, so take time to thank your staff for their time and dedication. As the supervisor, you may need to offer a lending hand and be present for questions or an extra set of helping hands when needed.

Listen.

Take time to actively listen to your staff. Listen to ideas, concerns, feedback, and questions. Provide feedback and acknowledge what the staff member has shared, respecting their time and efforts to communicate with you. Maximize active listening skills by limiting distractions, responding to the speaker in an appropriate manner, and maintain eye contact throughout the conversation.

As you prepare for the upcoming year, realize that you have an opportunity to serve as a role model for your staff. Take time to evaluate that past year and identify a way that you may be able to enhance your own performance as a supervisor.

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Rierdan, R. (2001). The fine art of delegation. *Graziadio Business Review*, 4(3).

We would like to feature your school on the NCHO website!

Please send photos of your campus:
quads/plazas, entrances, new construction projects, scenery, campus life, aerial shots, etc.
to lansley@wcu.edu

Regional Entry Level Institute

By
Aliana C. Harrison
University of North Carolina
at Chapel Hill

The Regional Entry Leadership Institute (RELI) is a great opportunity for New Professionals to learn and grow through formal presentations and one-on-one mentoring sessions with RELI faculty. The institute provides you with the competencies needed to do your job well and meet other professionals in the SEAHO region. This year I had the pleasure of attending RELI 2012 hosted at Duke University. As a second year Community Director, I was excited to experience RELI and gain the knowledge to help me grow as a better professional within Housing and Residential Education.

The institute focuses on the following components; Supervision, Professional Competencies, Crisis Management, Facilitates Management, Budgeting, Assessment, Theory to Practice, and Professional Development. Each session was presented by a RELI faculty who incorporated their years of experience and wisdom into the session in order to address their topic through an interactive approach. The institute's primary focus is not to teach you to be a Chief Housing Officer in your next position, which many in the room aspired to be in the future. It takes the approach that, in order to progress in our profession, you have to understand your current position and gather the skills necessary to do your job well before you can even think about the next level. This perspective allowed me to reflect while at RELI about my own areas of competence and further development. I would encourage all new professionals to review the Hall Director Competencies created by Dr. Diane Porter-Roberts on the ACUHO-I website in the Library Resources for Professional Development. Our first RELI session was based off of these competencies which helped connect all the following sessions to a common goal and theme.

The common reading for RELI 2012 was Toy Box Leadership: Leadership lessons from the toys you loved as a child by Ron Hunter Jr. and Michael E. Waddell. The authors were able to successfully discuss concepts of relationship building, visioning, mentoring, ethics, and communication by connecting it to our childhood favorite toys such as Lego Bricks, Slinky Dog, Play-Doh and a Yo-Yo. The book was a quick read and I would definitely recommend others to use it for professional, graduate or student staff training. My final take away from RELI is that no matter the position or role, our professional development and growth are in our control. We have to be intentional to not only take time for ourselves personally, but professionally by taking time to reflect, challenge ourselves, engage in professional organizations and continue educating ourselves through formal and informal means. North Carolina was strongly represented at RELI 2012. Not only was it hosted at Duke University, but we had 1 co-chair, 2 faculty members, and 5 participants who all represented our great state.

Picture of North Carolina Faculty, Co-Chair and participants

Nadia Campbell- University of North Carolina at Charlotte
Kristen Krapfl- Western Carolina University
Janelle Briscoe- University of North Carolina at Chapel Hill
Aliana Harrison-University of North Carolina at Chapel Hill
Brandon Thompson-East Carolina University
Barry Olson- North Carolina State University
Vickie Hawkins- Appalachian State University
Heidi LeCount- Meredith College



In the know...

Residential Life staff members of St. Augustine College, Raleigh, NC attended the fourth annual "Hear the C.A.L.L." (Collaborate, Access, Listen, Learn) Conference at North Carolina Central University, Friday, April 20. The focus of the conference was academic affairs, student affairs and athletics. This was an opportunity for the staff to attend sessions and share information with other higher education officials concerning the three areas of focus.

Additionally, Andre Richardson-Assistant Dean of Students & Residential Life and Marquita Wood-Associate Director for Residential Life, were presenters at the conference. Their presentation was entitled, "A Seat at the Table: Housing and Residential Life's Approach, Involvement and Assessment Using the Early Warning System for Students At-Risk."

Pictured: Left to right, back to front- back: James Graham-Residence Hall Director, Marquita D. Wood- Associate Director for Residential Life, Andre Richardson- Assistant Dean of Students & Residential Life, Michael Dobson- Residence Hall Director, front: Cynthia Williams- Residence Hall Director, Kimber-lee Suiter- Residence Hall Director, Crystal Pugh- Residence Hall Director and Tiffany Downing- Residence Hall Director



Submitted by:
Crystal Pugh (Above)

Submitted by:
Shari Williamson (Below)

Mountaineer Hall receives LEED® gold certification



BOONE—Mountaineer Hall, Appalachian State University's modular constructed residence hall, has received LEED® gold certification based on energy-saving criteria established by the U.S. Green Building Council and verified by the Green Building Certification Institute (GBCI).

LEED®-certified homes complete a technically rigorous process that often includes a home energy (HERS) rating and onsite inspections to verify that the home is built to be energy and water efficient, environmentally sound, and a healthier place to live.

Located at 711 Poplar Grove Rd. behind the Student Recreation Center, Mountaineer Hall houses 459 undergraduate students in hotel-style rooms. The building features include energy-efficient lighting with motion sensors, solar panels for hot water, and low-flow shower heads and toilets.

In 2007, Appalachian's Board of Trustees stated that all new buildings and major renovations must meet LEED® (Leadership in Energy and Environmental Design) Silver standards for environmentally friendly construction, human and environmental health, sustainable site development, materials selection and indoor environmental quality.

This is the second residence facility on campus to received LEED® gold certification. The first was Frank Hall which was renovated in 2009 and received the certification in 2010.



Check Out the New SEAHO Website!

SEAHO has a new, more user-friendly, and informational website. The new website – SEAHO.net – was presented at the Annual Conference. Some of the new features include:

- Once you register, your information is saved and will automatically populate future fields when you register for SEAHO conferences or fill out other forms,
- Allows an institution to generate one invoice,
- Creates State and Committee groups,
- Has a searchable directory of other SEAHO members,
- A “chat” capability,
- And many more.

So how do you get connected? That is very easy. Go to the new website – www.SEAHO.net and click on “Haven’t Registered Yet?” link near the top right hand corner. Then select the type of membership and complete the form. Then in the future, you just will need to sign-in using the log-in and password you created. To see if another colleague is already registered, go to the Member Search tab on the left side of the page and conduct a search. If they are there, that is great. If not, encourage them to get registered as well.

While you are on the SEAHO website, feel free to explore. Learn more about SEAHO 2013 which will be held in Atlanta next February. Check out how you can get involved. Learn more about the different committees, etc. Thanks to the efforts of the Website Taskforce, there is a great deal of information on this site and it is very easy to navigate.

Also, SEAHO is looking for banner images for the top of the homepage. They are trying to get a banner image from every SEAHO institution. So, if you have an image that you would like for the SEAHO website, please forward that to me at tsblair@ncsu.edu and I will forward it on to the Website Taskforce Co-Chairs.

By Tim Blair
NC State University
SEAHO Representative

The Signpost is in need of articles from

YOU.

Please consider writing articles for
The Signpost!

If there is something you are passionate about or would like to share we want to read about it!

In addition to your ‘kudos/highlights,’ over the course of the year, we will be highlighting the five competencies.

**In the next issue,
the theme will be
“Crisis Management.”**

Professionals will be able to understand, develop, and enhance crisis management procedures on their campuses through any of the following or a combination of:

- Assessment
- Individual and institutional reflection
- Development of mental health consultation skills
- Training in multi-perspective problem solving
- Effective internal and external communications
- Comprehending political implications
- Consideration for long-term institutional effects
- Supporting students and communities before, during, and after crisis
- Threat assessment information (Dear Colleague letters)
- Legal implications

Please submit articles to
Laura Ansley
lansley@wcu.edu by October 15, 2012.