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- Call 800-753-2160 (M-F, 8 AM-8 PM ET)
- Email customerservice@AudiologyOnline.com
Supervision
FROM THE INSIDE OUT

D'Anne Rudden, Au.D. - www.dannerudden.com

COURSE OBJECTIVES

OBJECTIVE #1: To be able to define supervisor, preceptor, mentor and colleague and to understand the differences in those roles.

OBJECTIVE #2: To understand the differences between management and leadership in an Audiologist’s professional role.

OBJECTIVE #3: To learn the basics of developing a personal and professional lens statement.
**IMPORTANT NUMBERS**

**STATISTIC #1:**
Audiology is expected to grow by at least 21% from 2016 to 2026.

**STATISTIC #2:**
The additional number of AuDs needed to fill the professional demand over the 10-year period.

**STATISTIC #3:**

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**IMPORTANT NUMBERS**

**STATISTIC #4:**
Forbes called Audiology one of the 20 fastest growing professions for women.

**STATISTIC #5:**
The percentage of women in the profession according to Data USA.

**STATISTIC #6:**
Participating with a Poll

Do you FEAR that the end of Audiology is NEAR?

☐ Yes
☐ No
Participating with a Poll

Would you recommend Audiology as a career option?

- Yes
- No
PERFORMING A PROCESS VS CREATING AN OUTCOME

HISTORY OF SUPERVISION

1935
Supervision was tasking others to “assembly line style tasks”.

1965
Supervision was dictating a memo to your underlings.

TODAY
The use of screens is moving the pendulum back to greater dis-connection.
MOVING TO HIGH-YIELDING KNOWLEDGE TASKS

THERE IS A NEED TO TRANSCEND BASIC TASKS.
Higher education, higher level expertise

IF SOMEONE WRITES DOWN EXACTLY WHAT YOU DO FOR A LIVING, THEY WILL FIND SOMEONE CHEAPER THAN YOU TO DO IT.
If it can be done in steps, you are doomed!

PEOPLE ARE RACING TO JOBS WHERE THEY CANNOT BE EASILY REPLACED.
Fear drives much of what we believe is possible or not possible.

DON’T BELIEVE ME?

Then let’s talk about making an electric car.
TEACHING COMFORT WITH "VUCA"

VOLATILITY
The challenge is unexpected or unstable, lasting for an unknown duration.

UNCERTAINTY
Despite a lack of other information, the event’s basic cause and effect are known. Change is possible but not a given.

COMPLEXITY
The situation has many interconnected parts and variables. The volume of information is overwhelming to process.

AMBIGUITY
Causal relationship are completely unclear. No precedents exist. You face “unknown unknowns”.

THINK CRITICALLY AND ACT COMPASSIONATELY
CHANGING
FROM
“COMMAND AND CONTROL”
MANAGEMENT

Impedes creativity and
decision-making.

Everything must go
through the
“chain of command”

INTEGRATIVE AND
COLLABORATIVE LEADERSHIP

Designing the future together.
DEFINE:

SUPERVISOR:
To educate by providing feedback on a student’s diagnostic, treatment and interpersonal skills. Also, to maintain open communication with the student and the university.

PRECEPTOR:
Tasked to promote and facilitate clinical skill development, serve as a role model for professionalism, model and teach best practices using evidence-based approach, ensure the ethical and legal practices are upheld, develop administrative skills and provide timely and constructive feedback to the student and the University.

AAW, 2014

DEFINE:

MENTOR:
An experienced and trusted advisor. A trusted counselor that can be detached from the outcome and can help hold up a mirror for us and provide guidance over a period of time. Think professional coaching for the area of interest in career development

COLLEAGUE:
An associate or co-worker often of similar rank or state. A fellow worker or professional.

Merriam Webster Dictionary
Participating with a Poll

Name some HARD skills that we ask students and/or employees to learn.
Participating with a Poll

Name some SOFT skills that we often look for in our students and employees.

SOFT SKILLS

Personal attributes that enable someone to interact effectively and harmoniously with other people.
SIDEBAR

THE FOLLOWING IS PURELY OPINION

You can do whatever you want. These views are just some food for thought.

THE UNIVERSAL TRUTHS

TRUTH #1:
Professional training can be terrible.

TRUTH #2:
There will be fear that comes with moving away from the “command and control” model.

TRUTH #3:
Everyone will have to work outside of their comfort zones - Students, employees, managers and owners alike.
MANAGEMENT:
Forecasting, budgeting, planning and controlling.
Managers are taught to manage and not to lead.

MANAGEMENT:
Assign work to subordinates, how to evaluate their
teammates work, how to counsel on performance problems.

MANAGEMENT:
May have been taught how to hire and fire staff
members.

MANAGEMENT:
Our traditional view of management is task-based and
mechanical.

https://www.go/hr.ca/management-leadership/understanding-the-differences-leadership-vs-management

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LEADERSHIP 101

MISSION
Allowing students and employees to design their
own projects and put their
own stamp on their duties.

SELF-AWARENESS
Leaders have the
certainty to look at
themselves every day.

RISK & TRUST
Learning to trust your
instincts and trust yourself
to put your faith in
someone who isn’t you.
LEADERSHIP 101

TWO-WAY LEARNING
Everyone on your team has unique skills and insights they can contribute.

FIND YOUR VOICE
A good leader encourages their team to not stay silent on topics that really matter.

SPEAK YOUR TRUTH
Speak up! Everyone is a leader and the CEO of their own career.

EMPOWERING SUCCESSFUL LEADERSHIP

SCRIPTING ANSWERS TO COMMON QUESTIONS
Have students and employees script answers to commonly heard questions and concerns in their own words.

RECORD AND REVIEW
Have students and employees record themselves, listening to tone of voice, ability to offer straightforward answers and self-critique.

ACTION BOARD
Each year, have students, employees and supervisors create 3 goals, identify 5 stumbling blocks and 5 key action items to achieve those goals.
YOUR LENS STATEMENT

PART #1
Select a list of virtues that resonate with you.

Which best summarize a view of the world you are trying to create?

Which of these do other people point out that they see in you?

These should be both inspirational (to you today) and aspirational (present a growth opportunity)

Example:
DEVOlUTION / ZEAL / WONDER / TENACIOUS / CONFIDENCE / SERVICE

Used with permission - Kristoffer Carter, This Epic Life
YOUR LENS STATEMENT

PART #2
Take a few minutes and write an over-arching statement, or personal philosophy around these virtues.

Ideally, it should summarize how you intend to live these virtues every day.

Don’t over-think it.

Just write some intentional language around your virtues.

Example:
I AM DEVOTED TO SERVING OTHERS WITH A LIMITLESS ZEAL AND AUTHENTIC WONDER.

Used with permission - Kristoffer Carter, The Epic Life

YOUR LENS STATEMENT

PART #3
Draft and re-draft your lens statement until it feels airtight. Sit with it a couple of days and read it again.

Now memorize it.

Recite it to yourself both mentally, and aloud (solo) if you’re feeling brave.

Write the final version.

Used with permission - Kristoffer Carter, The Epic Life
YOUR LENS STATEMENT

PART #4

Record your Lens Statement in YOUR voice (for your ears only)

Listen to it when you’re out in nature, or just after meditation.

Let it inspire you, taunt you, and lift you to become who you’ve always dreamed of.

This process IF THAT powerful.

Have your team create, record and share their experiences with the process and the outcomes.

QUESTIONS? CONCERNS? COMMENTS?
Thank you!

LET’S STAY CONNECTED

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