

Management Philosophy

I am an engaged administrator approaching work from a perspective in which I place concern on the connections between people through a relationship lens. As an administrator, I see leadership as communicating and revolving around growing and maintaining relationships with each person - as whole people. I approach people management in a supportive and caring way.

When leading in a supportive, caring way, the work is richer, and those involved are more willing to take chances. My employees are more satisfied because they experience an atmosphere of mutual purpose, mutual respect, and high levels of physiological ownership (engagement). Increased satisfaction leads them to face assignments/tasks more willingly and with a more substantial commitment to the work. My employees engage in their work because they feel trusted and free/safe to speak out. This is how I provide the right conditions for all to develop and grow.

The pandemic pushed me to find ways to build a space where people feel/find stability so that together, we could embrace novelty and change (disruption). My job shifted to helping my team build a mutual stability state, thus developing agile people. I look to provide an atmosphere of sensitivity by demonstrating an awareness of and inclusion for all areas of diversity while being accountable for my actions.

I approach knowledge development and community partnerships the same way. I find far more satisfaction in collaborative work. I enjoy development and learning when the journey is shared.



Creating a safe space for learning storytelling with Bruce Kirchoff at The Greensboro Project Space | Photo: A. Carlin

I want the people I supervise to be productive and to feel like they belong. I do not compromise on thoroughness and exhaustiveness. My job is to help employees grow. I design opportunities that honor who they are as life-long learners and allow me to achieve the atmosphere I seek. I focus on their self-concept, motivation to learn, and leveraging their experiences to give everyone opportunities to grow.

I encourage my staff to create their own solutions, no matter who they are. This positively impacts both their development and growth. The exploration of this framework, first through my learning and then through applications with students and staff, is the subject of a chapter I published [Cuny, K. M. (2018). The Work Around: How teaching with andragogical practices can normalize learning disabilities in education. In M. S. Jeffress (Ed.), International Perspectives on Teaching with Disability. (pp. 205-217). Routledge, NY: New York].