Take Charge of Your Day and Achieve Professional Growth Along the Way

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Goal for Today’s Session

Provide guidelines, techniques, and resources to help you:

- remain an effective manager and leader
- take charge of your day
- become more effective in your role
- increase your productivity
- write an effective proposal for change
- establish, communicate, and enforce performance expectations
- achieve professional growth and advancement
Guiding Principles

• Be mindful that you must be able to accomplish goals by working through others (Mills, 2000)
• Acknowledge and understand culture
• Encourage, empower, and inspire others (Morrill, 2007)
• Understand that you don’t have to be the leader in order to be a leader
• Know your role and stay in your lane
• Practice cybernetic leadership (Birnbaum, 1988)
Cybernetic Leadership (Birnbaum, 1988)

• Have a tolerance for ambiguity
• When facing undesirable behavior, ask “what am I doing that may be influencing what is happening?” (p. 210)
• Upon encountering a problem ask “what is within my power to do to solve this problem that will not create more serious problems in the future? (p. 211)
• Achieve status by being able to sincerely articulate the unspoken concerns of others
• Encourage open communication and listen
Achieving Greatness Through Effective Leadership and Management

• Characteristics of the ideal boss
• Characteristics of the ideal employee
• Making decisions
• Taking charge of your day
• Tips for getting things done
The Ideal Boss

- Willing to provide constructive criticism
- Available for questions, accessible, and responsive
- Friendly, caring, and understanding
- Say what you do; do what you say
- Competent and hard working
- Knows his/her employees
- Able to articulate and support a vision
- Consistently demonstrates effective communication
- Value your time and everyone else’s time (McIntosh, 2012)
The Ideal Employee (YOU!)

• Low maintenance
  • Consistently demonstrates high quality and quantity of work
  • Is competent and knowledgeable
  • Gets along well with others
  • Keeps the boss well informed

• According to Peter Drucker (2004), an effective leader:
  • Asks what needs to be done
  • Creates action plans
  • Takes responsibility for decisions and communicating
  • Thinks and says “We,” instead of “I”
  • Focuses on opportunities, not problems
  • Has productive meetings
Decision Making

- Make decisions timely
  - Reduce the clutter
  - Allot time for reflecting and planning
  - Clearly indicate once a decision has been made
- Think about the impact...who, what, and when
- Who needs to be notified, even if not directly impacted?
- Connect decisions and operational behaviors to the mission of your unit and institution
- Do the right thing
- Communicate: before, during, and after
Take Charge of Your Day

THINK peaceful, predictable productivity (McIntosh, 2012)

• Pickle jar theory (Wright, 2002)
• Delegate effectively
• What gets scheduled gets done (McIntosh, 2012)
  • Block time for processing, planning, and completing projects
  • Work in 60-90 minute intervals
• Handle items one time
• Reduce distractions and brain clutter
• Stop “multi-tasking”
• Learn to say no; develop a stop doing list (Collins, 2001)
• Examine your meeting schedule
Delegation

- Ask yourself, am I the only person who can do this task? If the answer is “no”, then delegate!
- Identify a good fit between the task and the person’s strengths
- Provide direction and why the task is important; how is the person helping you to be successful in your role?
- Don’t give too much too fast
- **Key Concept**: you’re still responsible for the outcome
  - Have a method for tracking delegated tasks
  - Tell the person when you will check back with them
- Express appreciation for the assistance
Meetings

• Ways to prevent going to a meeting
  • Eliminate meetings that do not directly affect your roles and responsibilities
  • If you are unsure why you have been invited to a meeting, ask.
  • Offer to send your feedback or ideas via email instead of attending meeting
  • Send a delegate, if appropriate

• Limiting your time at meetings
  • Limit the length and/or frequency of reoccurring meetings
  • Ask for an agenda
  • Which portion of the meeting is most important for you to attend?
  • Ask to be either first or last on the agenda
  • Arrive on time
  • Ask for the inviter to consider a shorter meeting (e.g. 30 or 45 minutes)
Tips for Getting Things Done

• Get the right people on the bus (Collins, 2001)
• Create a pocket of greatness (Collins, 2001)
• Most Valuable Activities (Crenshaw, 2010)
• Build on strengths; what makes you feel strong
  (Rath & Conchie, 2008)
• Identify small changes that can have a large impact
  (Birnbaum, 1988)
• Open and close your day
• Timing is everything
Tips for Getting Things Done: Writing an Effective Proposal for Change

• Be willing to devote the time and effort up front
• Do your research
• Content, clarity, conciseness, and flow
• The essential components
  • Overview/executive summary
  • Guiding principles or conceptual framework
  • Background information; historical perspective
  • Current situation including data and objective information
  • Best practices
  • Options/strategies explored including benefits, drawbacks, and implications
  • Conclusion and recommendation
Examples of Guiding Principles

- How can we steward our resources wisely?
- How can we improve service to our students?
- How can we maximize the capabilities of our Student Information System?
- Utilize systems, resources, and communication channels effectively and efficiently
- Maintain accuracy and integrity of data
- Accomplish the objective by no later than...
- Make the student experience seamless
Delivering a Strong Proposal

- Know your audience
- Avoid acronyms
- Use proper spelling, grammar, and punctuation
- Pronoun usage
- Use line and page breaks effectively
- Remove unnecessary words
- Use bullets
- Use headings effectively and consistently
- Use only one space in between sentences (not two spaces)
- Make your pages visually appealing (e.g. centering, font, footers, etc.)
Performance Expectations

Key Concept: you must be able to accomplish goals by working through others

- Establish, communicate, and enforce
  - What: verbal and written expectations
  - How: consistently for all employees
  - When: at least twice a year
  - Why: both employees and supervisors know what is expected and therefore, have the opportunity to meet or exceed those expectations
Developing a Supplemental Performance Feedback Tool

- Work closely with HR
- Must be position specific; chart may change annually
- Identify 3-5 categories of broad responsibilities
  - Consider shared tasks
  - Employees must assist in development
  - Develop measurable outcomes for each category
  - Provide specific, detailed feedback
- Employees set goals and provide feedback to their supervisor
Professional Growth & Advancement

• Keep your resume up-to-date
• Demonstrate your ability to learn, grow and develop
  • Track your professional development activities; apply what you learn; share your knowledge with others
  • Create a system to stay organized
  • Contribute to the profession
• Identify accomplishments
  • An “accomplishments” section of a resume is a must; use the strongest, most objective accomplishments that have had the greatest impact
• Build and maintain peer relationships
• View education through multiple lenses (Birnbaum, 1988)
Summary

If you:
- are an effective manager and leader;
- get along well with others;
- consistently demonstrate a high quality and quantity of work; and
- have the ability to get things done

then, you will achieve personal and professional growth.
Questions/Answers

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References