

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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