

UHCL ACADEMIC LEADERSHIP PROGRAM

WELCOME!

Today's Agenda

- ❑ What is the role of a leader?
- ❑ Setting expectations and driving behavior
- ❑ Assessing performance and communicating the assessment

WHY

WHAT

HOW

WHAT

- Clear with directives
- Feedback
- Development

HOW

- Organized
- Resources
- Knowledgeable
- Structure

WHY

- Motivates
- Receptive & Approachable
- Integrity
- Fair
- Compassionate

WHAT IS THE ROLE OF A LEADER?

To make every effort to *ENSURE*
SUCCESS

SETTING EXPECTATIONS. DRIVING BEHAVIOR.

The buck stops here

Defining success

- ❑ Outcomes/deliverables
- ❑ Behaviors & communication
- ❑ Quality

Set up for success

The slide features a white background with decorative geometric shapes in the corners. In the top right, there are overlapping triangles in shades of grey and teal. In the bottom right, there are overlapping triangles in shades of green and yellow. In the bottom left, there is a grey triangle.



WHY

WHAT

HOW

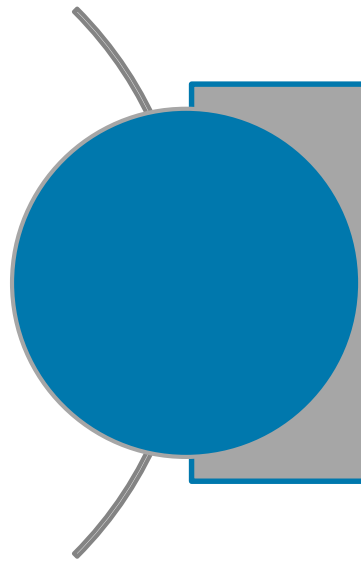
What / How

EXPECTATIONS

FEEDBACK

ENGAGEMENT

WHY



Setting Expectations

BEHAVIORS & RESULTS

Great Expectations

UHCL Culture

Who are we?

- Where are we going?
- What do we stand for?
- Dress Code
- Communications
- Values

Great Expectations

Team Culture

Who are we?

- Where do we fit in? Where are we going?
- What's our mission?
- Office/Team Dynamics
- How does the team function effectively?
- What unspoken behaviors are rewarded?

Great Expectations

Who are you?

As a manager

- Frequency of communication
- How will you support them?
- Development
- What do *they* want?

Great Expectations

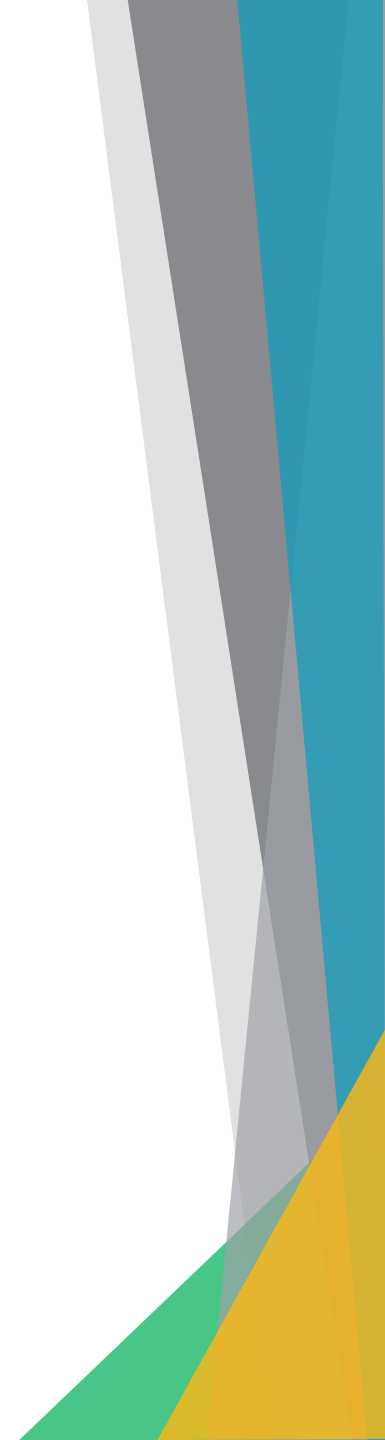
Job Duties

Review job description

- Review performance assessment
- Set goals
- Create action plan to achieve goals
- Identify training needs or opportunities for development

Setting Goals

Why do we do it?



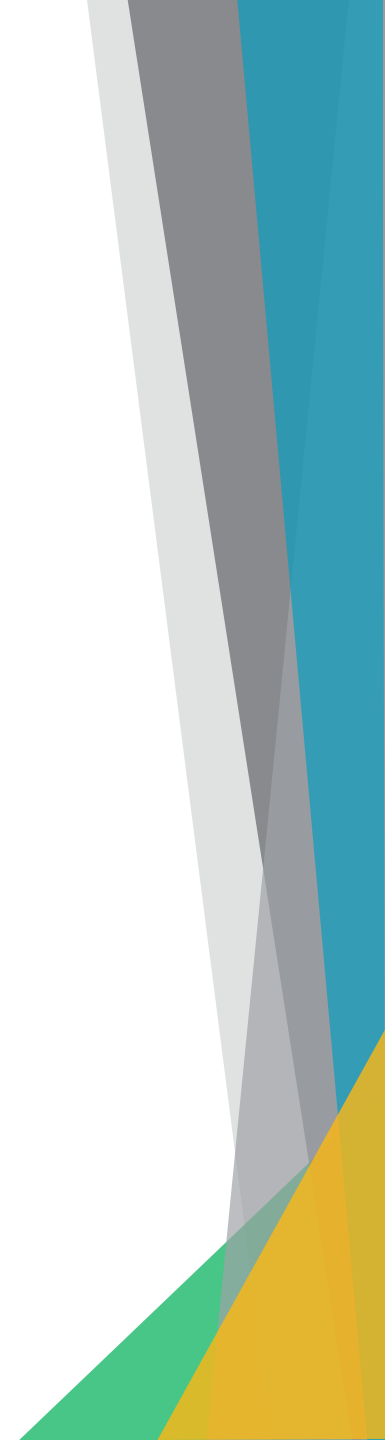
Goal Setting

- ❑ Because HR/Provost, etc. says so?
- ❑ Growth & development
- ❑ Stay current
- ❑ *Support organizational objectives*
- ❑ *Keep a competitive edge*

Dumb goals

<https://www.youtube.com/watch?v=54aFTZ9POw4>

CASCADING



CASCADING

- Translate organizational goals into meaningful work assignments

Cascading

University Goal

Departmental Goal

Leader's Goals

Employee Goals



Start with that dumb goal...

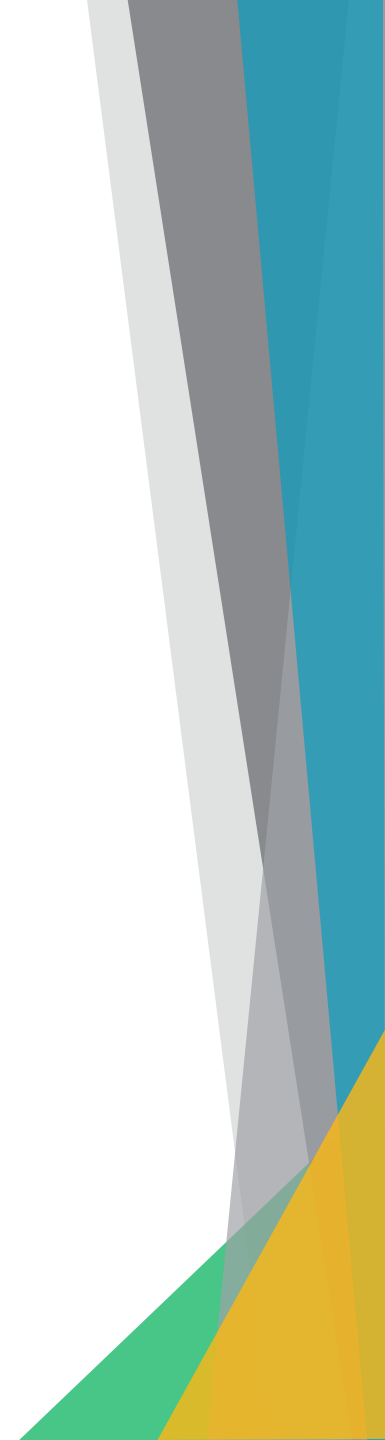
“Let’s be HR Rock Stars”

Reduce employee relations issues

Provide
leadership
training

Empower HR
professionals
to partner
with the
organization

Goals Process



Goals

- Employee should (eventually) take ownership
- Joint effort
- Stretch
- SMART
- Cascade

Is it SMART?

S

• Specific

M

• Measurable

A

• Attainable

R

• Relevant

T

• Time-Bound

Example

S

I will submit a proposal

M

to reduce the training budget by
10%

T

by March 15, 2016.

Example

S

I will prepare training curriculum

M

for leadership coaching training

by March 15, 2018.

T

S

M

A

R

T



Specific



Measurable



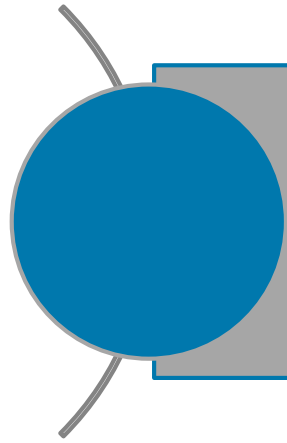
Attainable



Relevant



Time Based



Giving Feedback

Feedback is a tool for
continued learning.

What is the purpose of feedback?

Feedback

- Timely*
- Balanced*
- Specific*
- WHY*

Stick to the facts

- S**ituation/**T**ask
- A**ction
- R**esult
- A**lternative Action/**R**esult

Example

- S/T - Situation/Task

“Yesterday, during our department meeting, you were talking about a student that came in.”

- A - Action

“You made some derogatory comments about the student’s dress.”

- R- Result

“This took us off topic for quite a long time and we did not accomplish our purpose for the meeting.”

STAR

❑ A/R - Alternative Action & Result

“In the future, please refrain from making these kinds of comments. If you stay on topic, we can finish our meetings on time and accomplish our goals for the day.”

Reinforce expectations....

“Furthermore, I expect better from you. As the face of our office, I expect you to treat everyone with respect and professionalism. Derogatory comments are not acceptable.”

Feedback should look like

Yes

- Facts of what happened
- Reiteration of expectations
- Opportunity for re-engagement
- Reminder of importance of actions

NO

- Feelings
- Judgments
- Personal baggage
- Comparisons
- Stuff from 2 months ago...6 months ago...last year...

Performance Conversations

- ❑ Are important. Give them the time, priority & seriousness they deserve
- ❑ Should have back and forth dialogue
- ❑ Should have enthusiasm
- ❑ Should be very clear

The feedback conversation

- ❑ *WHY*
- ❑ Seek to maintain esteem & dignity
- ❑ Engage employee in dialogue
 - ❑ Encourage involvement/ownership
 - ❑ What should/will they do differently to meet expectations?