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
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
WHY
WHAT
HOW
EXPECTATIONS

FEEDBACK

ENGAGEMENT

WHY

What/How
Setting Expectations
BEHAVIORS & RESULTS
Great Expectations

UHCL Culture

Who are we?

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

I will submit a proposal to reduce the training budget by 10% by March 15, 2016.
Example

I will prepare training curriculum for leadership coaching training by March 15, 2018.
Giving Feedback
Feedback is a **tool** for **continued learning**.

What is the purpose of feedback?
Feedback

- Timely
- Balanced
- Specific
- WHY
Stick to the facts

- **Situation/Task**
- **Action**
- **Result**
- **Alternative Action/Result**
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?