LET'S GET ORGANIZED
HELPING YOU GET A GRIP ON CHAOS

Session 296
Wednesday, April 15th
10:30 AM

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Associate Vice President
Seattle Pacific University

AACRAO 2009
Chicago, Illinois
ORGANIZATIONAL TIPS = EFFECTIVENESS
Begin with the end in mind

- Barriers - identify your issues
- Understand your road map - work cycle
- Focus on what is important - institution, department
- Create time for planning
- Effective leadership & staff empowerment:
  - Responsibility, authority & accountability
- Use tools at your fingertips
WHAT ARE YOUR BARRIERS?

- Unclear goals and/or lack of priorities
- Perfectionism
- Attempting *too* much ... *can’t say “NO”*
- Crisis management
- Disorganization
- Procrastination
- Change in leadership and/or priorities
- Problems change requiring new strategies
- Too many competing strategies without coordination
- Insufficient resources or $$ not directed at priorities
- Right hand doesn’t know what the left is doing (or trust it)
- Lack of benchmark data for assessment -- *“close the loop”*
ROAD MAP -- WORK CYCLE: Department & Yours

Chart out key programs / activities for next 12-18 months
- Set direction and priorities (institutional & departmental)
- Identify resource commitment required (staff, technology, funding)
- Understand ebb and flows: Your position; for office staff.
  Build plan for “downtime”

Establish benchmarks for critical functions/strategies—monitor at critical points in time, assess progress & address challenges

Staff: Clear position descriptions including performance expectations; performance reviews scheduled (as needed; annual).
FOCUS ON “THE IMPORTANT” ITEMS
Understand where you spend most of your time

From Stephen R. Covey
*The Seven Habits of Highly Effective People*
CREATE TIME FOR PLANNING
Thinking Creatively

- Act on ways you can change how you use time - be selective of tasks/projects
- Control your calendar
  - Reserve time for thought - block out calendar & bar most interruptions (email; phone)
  - Monthly planning day
- Re-think the number of meetings scheduled
  - Are they essential & results-oriented?
- Be proactive and think ahead - anticipate challenges
- Seek out faculty & staff colleagues; share ideas to refine plans
- Decisions based on values, rather than feelings
- Invest in people … including yourself
AN EFFECTIVE LEADER ---
FIRST KNOW YOURSELF

Then -- gather around you those who have strengths you do not possess to strengthen your team
AN EFFECTIVE LEADER

- Creates trust through
  - Competence - knows his/her “stuff”
  - Congruity - words and actions are in synch
  - Consistency - steadfast in purpose and approach

- Track record - trust; accomplishments; celebrate victories; credit for success given away

- Relationship builder; able to change approach

- Facilitator - listens to diverse views yet synthesize so everyone gets on the same page

- Energy committed to institutional goals vs. personal advancement/agenda

- Communicator - all directions; transparent

- Specialized skills
BUILD AN EFFECTIVE TEAM = BALANCE
Know your gifts and those of your staff

The Detailer  The Expert

The Facilitator

The Visionary  The Sensor
Building & Sustaining High Performance Teams

- Clear definition of roles & responsibilities
  - Responsibility & authority coupled with accountability
- Clear expectations for performance reviews
  - Help staff feel competent and gain mastery
  - Orientation and on-going training opportunities
- Empathetic listening
- Conflict resolution
  - Create “win - win” solutions
  - Consensus building when possible
Collaboration brings unique expertise into the discussion

When all members:
- Are open to consider new possibilities
- View challenges holistically
- Share the same vision & goal - everyone “wins”
- Willing to commit energy via creativity & action

What derails collaborations?
- Nay-Sayers or Non-Adapters
- Critics or “turf kings/queens” --- people who are not team players
- Need time to work together through issues.
  - Crisis mode vs. proactive planning
BUILDING YOUR TOOLKIT

Email management

Microsoft Office - project calendar (dept)

Microsoft Office - task manager

Key performance indicators - monitor

Monitor progress toward goals
Select & focus on strategic (key) KPI’s

... or end up with too much data without creating meaningful information
DASHBOARDS
Reporting tool for institutional KPI

KPI

SPU's most current statistic

SPU Ranking among peers
Progress toward institutional goals

Ability to compare with selected peers

Visual presentation for administration

IPEDS provides reliable source for key performance indicators for undergraduate enrollment
# Key Performance Indicators

Excel Document

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<td>NEW STUDENTS</td>
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<td>934</td>
<td>838</td>
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<td>HS</td>
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<td>635</td>
<td>710</td>
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<td>224</td>
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<tr>
<td>Gender - % Male</td>
<td>% Male - All New Stu</td>
<td>30.2%</td>
<td>34.7%</td>
<td>29.8%</td>
<td>32.7%</td>
<td>30.4%</td>
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<td>F08/F09 = 36%</td>
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<td>F13/F14=40%</td>
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<tr>
<td>Gender by HS - % Male</td>
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<td>28.9%</td>
<td>34.6%</td>
<td>31.0%</td>
<td>33.6%</td>
<td>30.3%</td>
<td>30.9%</td>
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<tr>
<td>Gender by TR - % Male</td>
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<td>33.7%</td>
<td>35.0%</td>
<td>25.9%</td>
<td>34.3%</td>
<td>30.5%</td>
<td>33.8%</td>
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<td>Entering Freshmen</td>
<td>All FR- Avg. SAT</td>
<td>1154</td>
<td>1140</td>
<td>1162</td>
<td>1163</td>
<td>1144</td>
<td>1153</td>
<td>1185</td>
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<tr>
<td>FR Avg. SAT Score</td>
<td>SAT includes Critical Reading (V) &amp; Math</td>
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<td>F08/F09 = 1185</td>
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<td>Ethnic Minority SAT Score</td>
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<td>1117</td>
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<td>1118</td>
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<td>National SAT Average</td>
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<td>1026</td>
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<td>1028</td>
<td>1021</td>
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<tr>
<td>WA State SAT Average</td>
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<td>1062</td>
<td>1059</td>
<td>1066</td>
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Excel spreadsheet records KPI for Enrollment Leaders:
- Admissions, Enrollment, Financial Aid, Outcomes
## Departmental Goals: Identifying & Monitoring

**Goal or Operational Process/People/System:** Efficient application process

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Timeframe</th>
<th>Person(s) Responsible</th>
<th>Additional Resources</th>
<th>Cost / Potential Savings</th>
<th>Performance Indicators</th>
<th>Date Completed</th>
</tr>
</thead>
</table>
| 1. Benchmark turnaround time from Initial Application to Completed Application | 4 week review - Jan/Feb 06 | Admission Application Processing Team | Review communication plan (days) to encourage application completion rate | % Completed Applications by type of applicant  
Days between initial applic. & next communication | March 2006 establish % completion rate goals for subsequent year. |  |

2. Steps may be sequential  
Most effective when tied to performance review process  
Can you measure current cost and estimate potential savings: time, $, resources
LET’S GET ORGANIZED
IDENTIFY & WORK ON SOLUTIONS

The following slides provide suggested actions to the barriers outlined earlier in the session.
<table>
<thead>
<tr>
<th>BARRIERS</th>
<th>ACTION PLAN / OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclear goals and/or lack of priorities</td>
<td>Develop goals and discuss with staff; keep posted &amp; visible; celebrate when goals achieved/progress made</td>
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<tr>
<td>Perfectionism</td>
<td>Decide what needs “A” quality work, B quality - eliminate the C’s</td>
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<tr>
<td>Attempting too much ... can’t say “NO”</td>
<td>Before responding - say “I need time to consider implications”; discuss with staff/colleagues first</td>
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<tr>
<td>Crisis management</td>
<td>Proactive planning - thinking through scenarios/outcomes to actions and plan for contingencies</td>
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<tr>
<td>BARRIERS</td>
<td>ACTION PLAN / OPTIONS</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Disorganization</td>
<td>Start &amp; end day by getting organized; write “to-do” list</td>
</tr>
<tr>
<td>Procrastination</td>
<td>Outline priorities for the week - check off upon completion</td>
</tr>
<tr>
<td>Change in leadership and/or priorities</td>
<td>Create time for planning and to embrace new directions; include steps to obtain support from colleagues and staff; take time to get to know new leaders/staff.</td>
</tr>
<tr>
<td>Problems change requiring new strategies</td>
<td>Create time for planning and include staff and colleagues in developing the solutions (builds buy-in to solutions).</td>
</tr>
<tr>
<td>Too many competing strategies without coordination</td>
<td>Focus on the few strategies (1-3) which will provide the greatest return on investment; once progress made, then add another.</td>
</tr>
<tr>
<td>BARRIERS</td>
<td>ACTION PLANS / OPTIONS</td>
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<td>Insufficient resources or $$ not directed at priorities</td>
<td>Learn to re-design operations to deploy resources (staff; budget) on achieving agreed upon priorities. Flexibility. Staff training component essential. Learn how to provide cost-benefit analysis</td>
</tr>
<tr>
<td>Right hand doesn’t know what the left is doing</td>
<td>Become a proactive communicator. Build network of colleagues. Learn how to support goals of colleagues. Relationship building takes time as you build trust.</td>
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<tr>
<td>Lack of benchmark data for assessment -- “<strong>close the loop</strong>”</td>
<td>Once priorities established create points in time to assess progress and involve staff in the process. Share results with staff and supervisors on progress made / challenges to face.</td>
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WRAP UP

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