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

Session 296
Wednesday, April 15th
10:30 AM

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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:
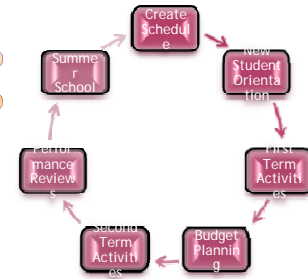## Department & Yours

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

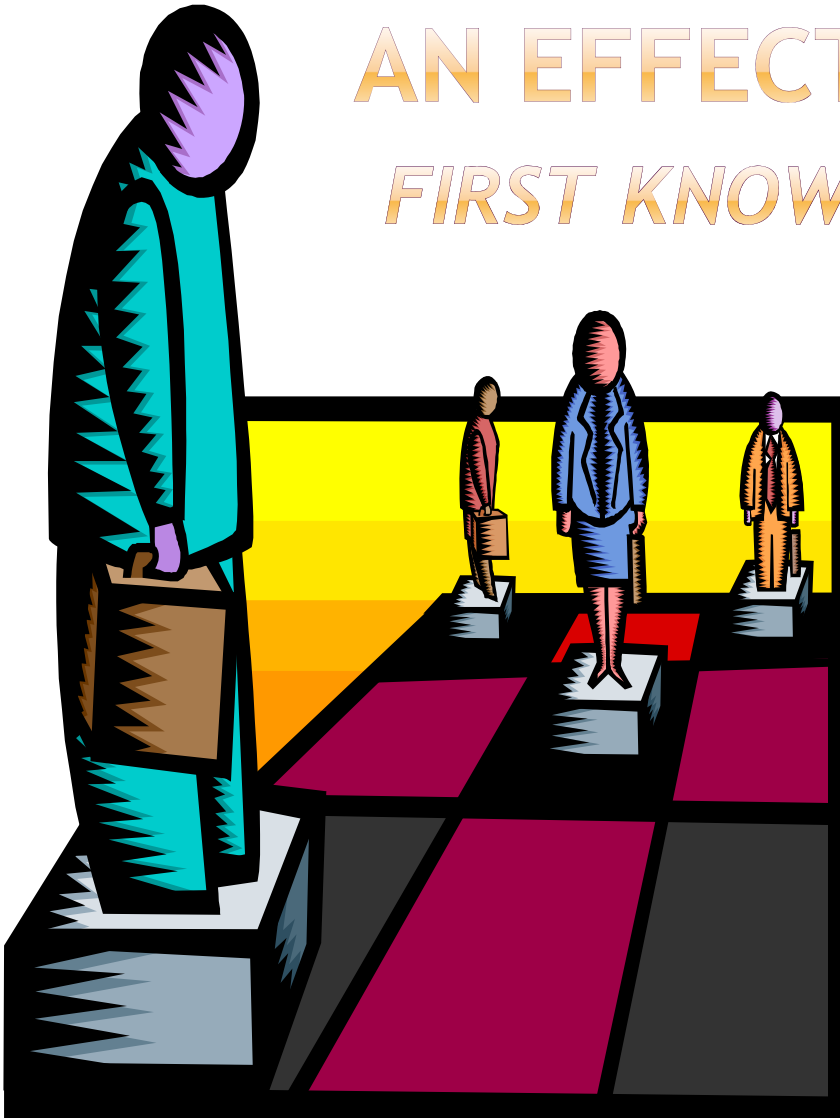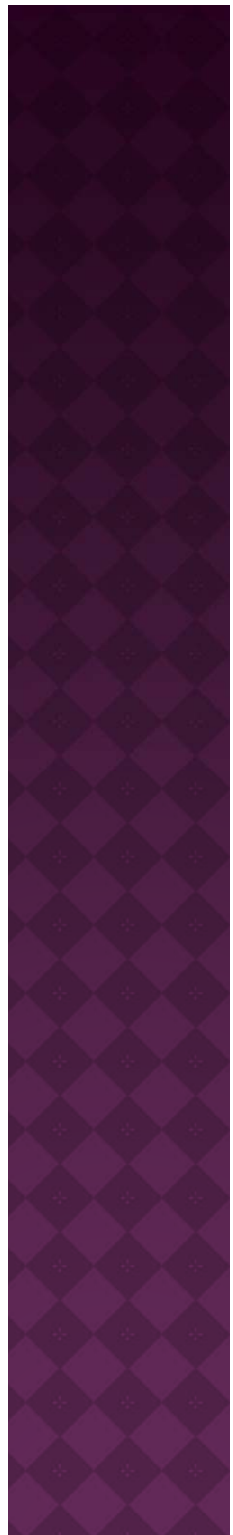|	Urgent	Not Urgent
Important	Crisis	Values, Goals, Planning, Staff
Not Important	Institutional priority or not?	Ineffective use of time

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
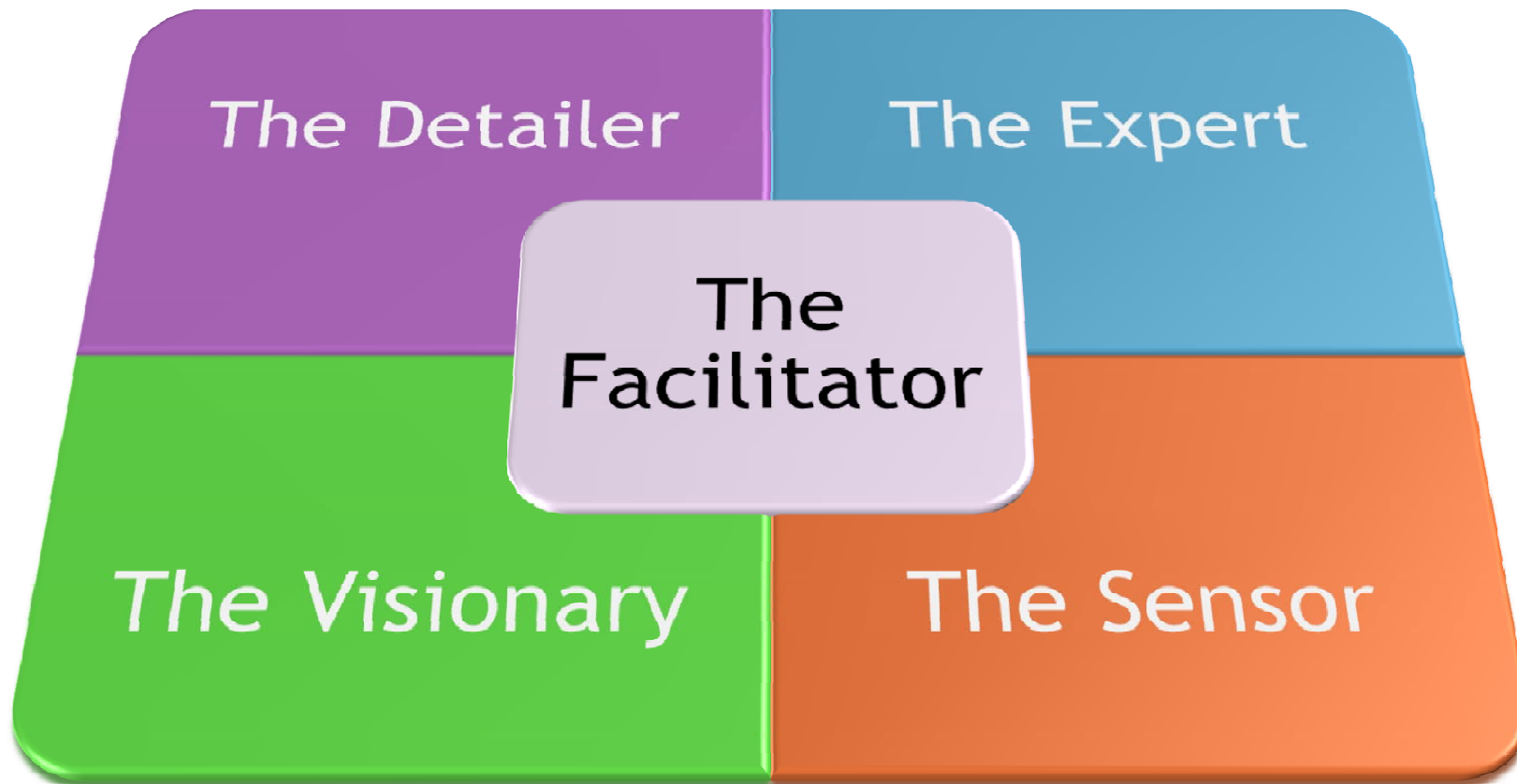
AN EFFECTIVE LEADER

- ❖ Creates trust through
  - o Competence – knows his/her "stuff"
  - o Congruity – words and actions are in synch
  - o 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**
  - o Responsibility & authority coupled with accountability
- ❖ **Clear expectations for performance reviews**
  - o Help staff feel competent and gain mastery
  - o Orientation and on-going training opportunities
- ❖ **Empathetic listening**
- ❖ **Conflict resolution**
  - o Create "win – win" solutions
  - o Consensus building when possible

VP/Dean

Director

Colleagues

Teams

EFFECTIVENESS INCLUDES KNOWING WHEN COLLABORATIONS ARE THE ROUTE TO GO

- ❖ 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.
  - o 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
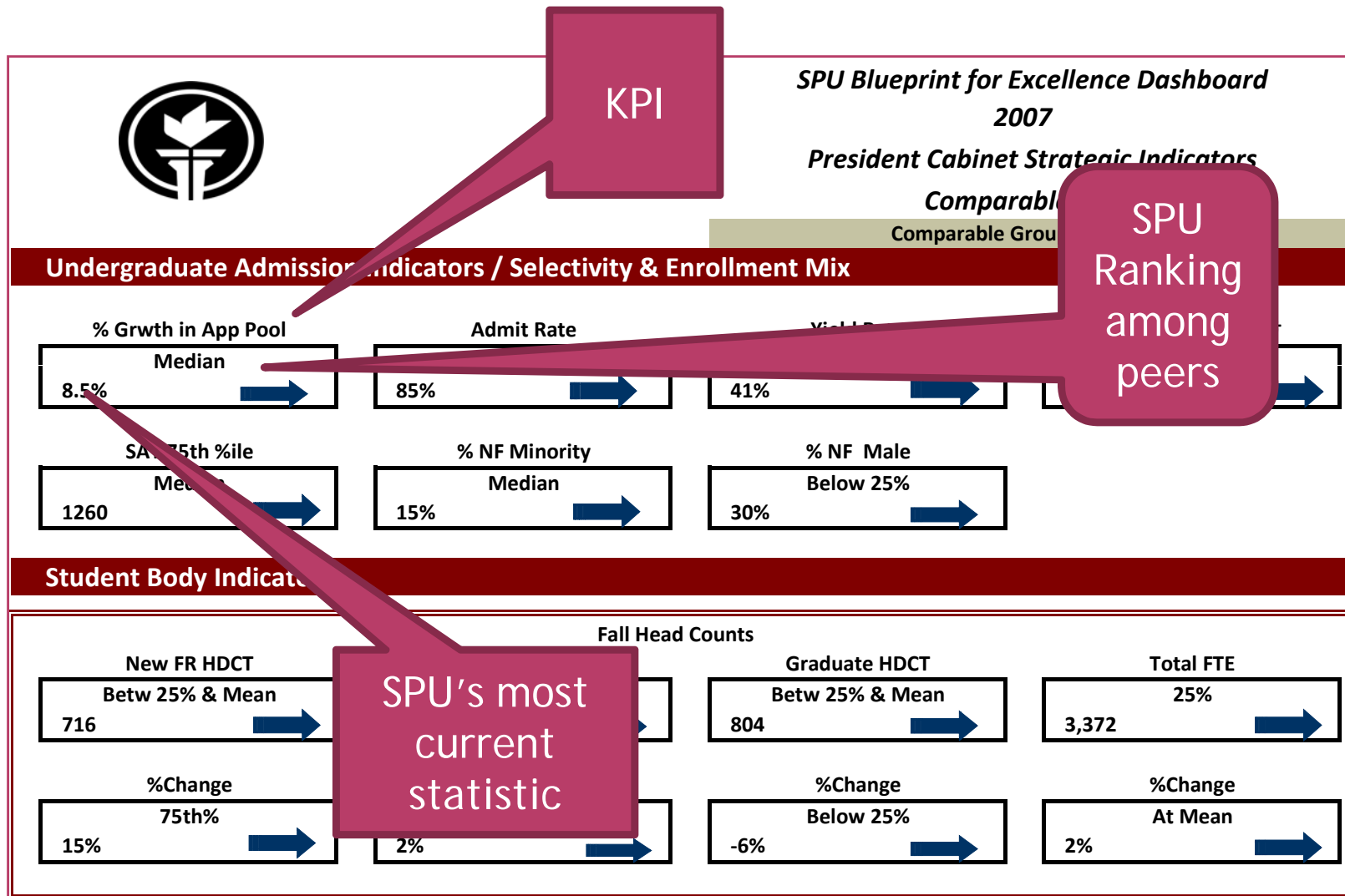
KEY PERFORMANCE INDICATORS
Basic principle:

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 Blueprint for Excellence Dashboard
2007
President Cabinet Strategic Indicators
Comparabl...

Comparable Grou...

SPU Ranking among peers

Undergraduate Admission Indicators / Selectivity & Enrollment Mix

% Grwth in App Pool	Admit Rate	Yield R...	
Median			
8.5% →	85% →	41% →	→

SA...75th %ile	% NF Minority	% NF Male	
Med...	**Median**	**Below 25%**	
1260 →	15% →	30% →	

Student Body Indicat...

Fall Head Counts

SPU's most current statistic

New FR HDCT		Graduate HDCT	Total FTE
Betw 25% & Mean		**Betw 25% & Mean**	**25%**
716 →		804 →	3,372 →

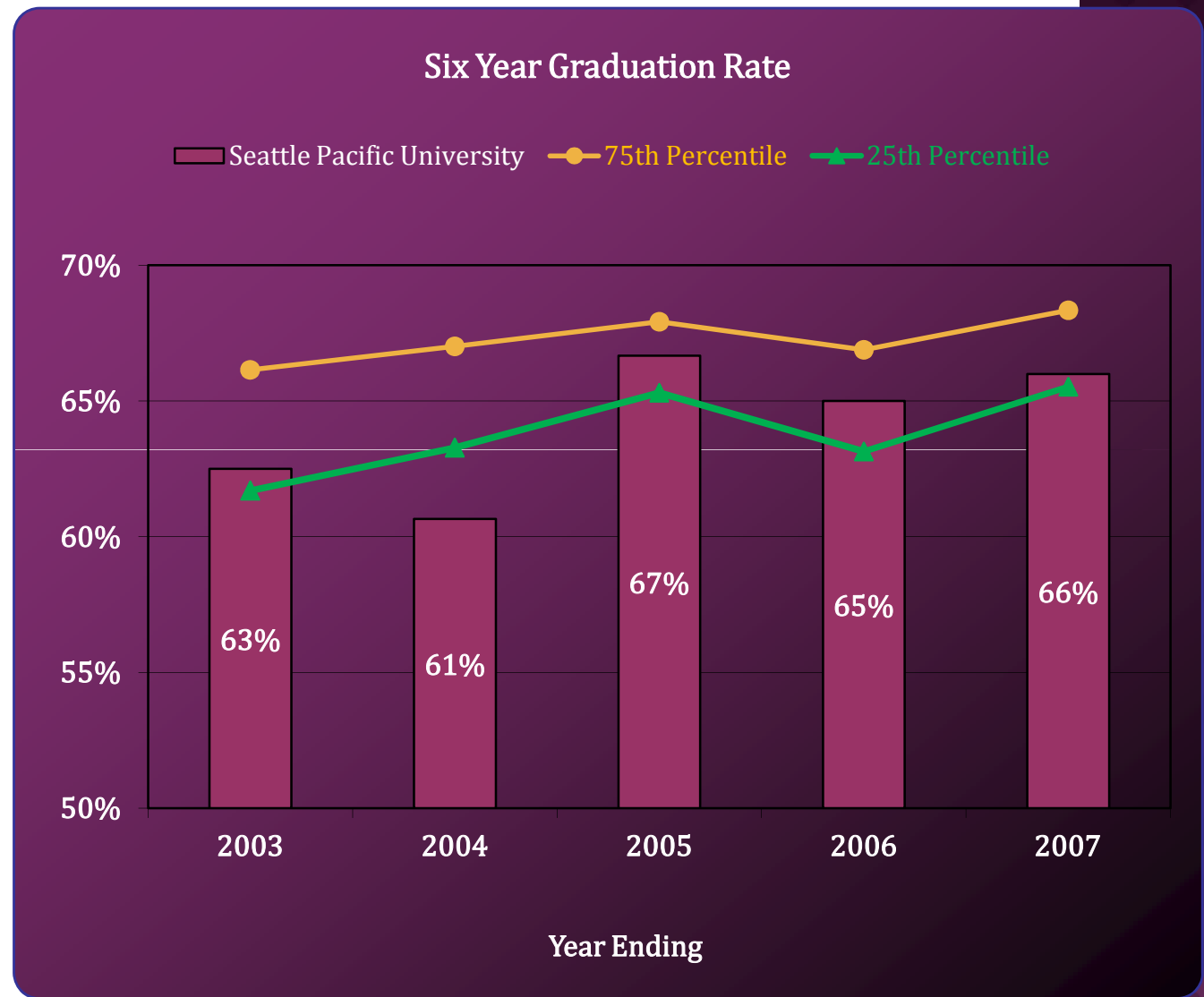| %Change		%Change	%Change
75th%		**Below 25%**	**At Mean**
15% →	2% →	-6% →	2% →

DASHBOARDS
Track Institutional KPI's

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

Six Year Graduation Rate

Seattle Pacific University — 75th Percentile — 25th Percentile

	2003	2004	2005	2006	2007
Seattle Pacific University	63%	61%	67%	65%	66%

70%
65%
60%
55%
50%

Year Ending

KEY PERFORMANCE INDICATORS
Excel Document

Strategic Indicators NEW STUDENTS	Blueprint Goals	2003	2004	2005	2006	2007	2008	2009
		Actual	Actual	Actual	Actual	Actual	Actual	Projection
Total		923	895	934	838	939	917	930
HS		683	635	710	622	716	712	710
TR		240	260	224	216	223	205	220
Gender - % Male	% Male - All New Stu	30.2%	**34.7%**	29.8%	32.7%	30.4%	31.6%	**36%**
	F08/F09 = 36%							
Gender by HS - % Male	F13/F14=40%	28.9%	**34.6%**	31.0%	33.6%	30.3%	30.9%	
Gender by TR - % Male		33.7%	35.0%	25.9%	34.3%	30.5%	33.8%	
Entering Freshmen								
FR Avg. SAT Score	All FR- Avg. SAT	1154	1140	1162	**1163**	1144	1153	**1185**
SAT includes Critical Reading (V) & Math	F08/F09 = 1185							
	F13/F14 = 1250							
Ethnic Minority SAT Score		*1117*	*1080*	*1118*	*1113*	*1099*	*1113*	
National SAT Average		*1026*	*1026*	*1028*	*1021*	*1017*	*1017*	
WA State SAT Average		*1062*	*1059*	*1066*	*1059*	*1057*	*1059*	

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**

Objectives	Timeframe	Person(s) Responsible	Additional Resources	Cost / Potential Savings	Performance Indicators	Date Completed
1. Benchmark turnaround time from Initial Application to Completed Application	4 week review – Jan/Feb 06	Admission Application Processing Team	Review communica-tion 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.

LET'S GET ORGANIZED
IDENTIFY AND WORK ON SOLUTIONS

BARRIERS	ACTION PLAN / OPTIONS
❖Unclear goals and/or lack of priorities	Develop goals and discuss with staff; keep posted & visible; celebrate when goals achieved/progress made
Perfectionism	Decide what needs "A" quality work, B quality – eliminate the C's
Attempting *too* much … *can't say "NO"*	Before responding – say "I need time to consider implications"; discuss with staff/colleagues first
Crisis management	Proactive planning – thinking through scenarios/outcomes to actions and plan for contingencies

BARRIERS	ACTION PLAN / OPTIONS
Disorganization	Start & end day by getting organized; write "to-do" list
Procrastination	Outline priorities for the week – check off upon completion
Change in leadership and/or priorities	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.
Problems change requiring new strategies	Create time for planning and include staff and colleagues in developing the solutions (builds buy-in to solutions).
Too many competing strategies without coordination	Focus on the few strategies (1-3) which will provide the greatest return on investment; once progress made, then add another.

BARRIERS	ACTION PLANS / OPTIONS
Insufficient resources or $$ not directed at priorities	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
Right hand doesn't know what the left is doing	Become a proactive communicator. Build network of colleagues. Learn how to support goals of colleagues. Relationship building takes time as you build trust.
Lack of benchmark data for assessment -- *"close the loop"*	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.
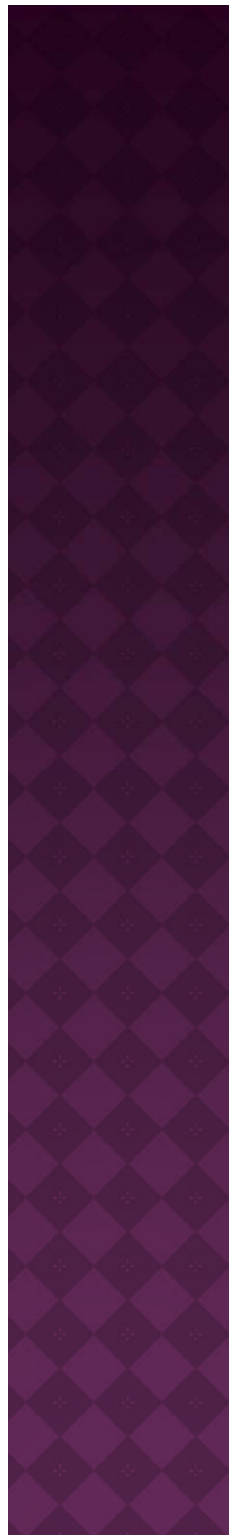
WRAP UP

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