

LEAD6

Six Roles of a Leader at **Chico State**

OCTOBER 17, 2022



CALIFORNIA STATE UNIVERSITY, CHICO

Agenda

11:30 AM | Networking & Informal Research

11:40 AM | Today's LEAD6 Role – Ann Sherman, VP for Business & Finance

11:50 AM | Learning & Application – Isaac Brundage, VP for Student Affairs

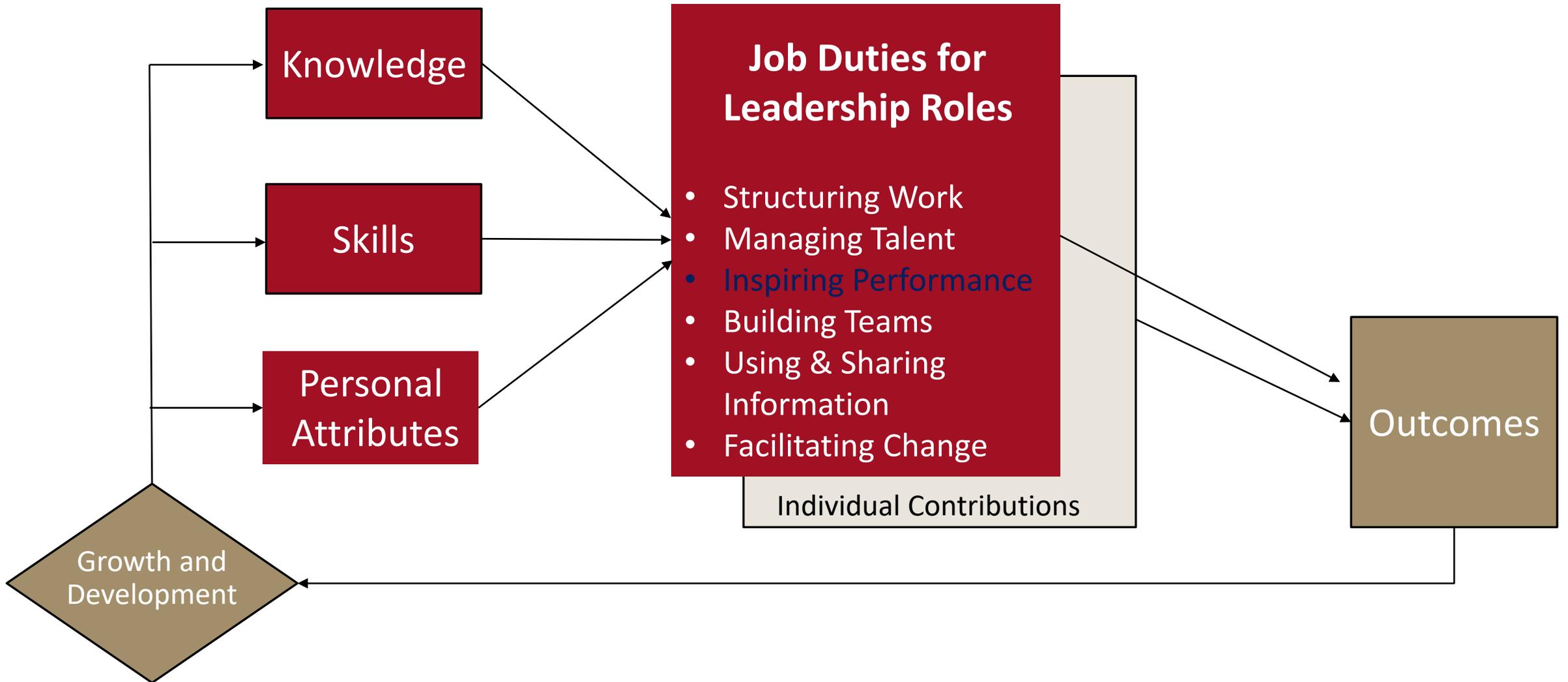
12:50 PM | Announcements

12:55 PM | Conclusion

LEAD6 Leadership Model

INTRODUCTION

Multi-level Leadership Model



Outcomes

Expected Outcomes of this program:

- Cohesive leadership framework for CSU Chico
- Effective cadre of leaders across the campus
- Connections between leaders to improve efficiency
- Increased confidence in leaders on the part of our employees
- This year's series focuses on student success

Expected Outcomes for Today

- Inspiring Performance: ensuring clear goals, managing progress, rewards, goal alignment
- Personal meaning-making of the 6 leadership roles

Inspiring Performance

Too often, leaders and authority figures use only their position power or authority to establish and monitor performance expectations. While there are certainly situations in which that is the most efficient and effective approach, those tend to be relatively rare in daily work scenarios.

Today's Learning Objectives touch on the following:

1. How can we communicate goals that are both shared and accepted by those around us?
2. What are some tactics for monitoring performance and making course corrections?
3. How can we acknowledge the outcomes, whether they excel or fall short?

Using & Sharing Information (communicating effectively), which was last month's topic, is a building block of Inspiring Performance...

Follow-up on Enrollment Links

1. [Chico State](#) : New Applied, Admitted, Enrolled Students Trend Graph (Chico State)
2. [CSU IR](#) : New Student Applications, Admissions & Enrollment Fall 2021 (CSU systemwide)

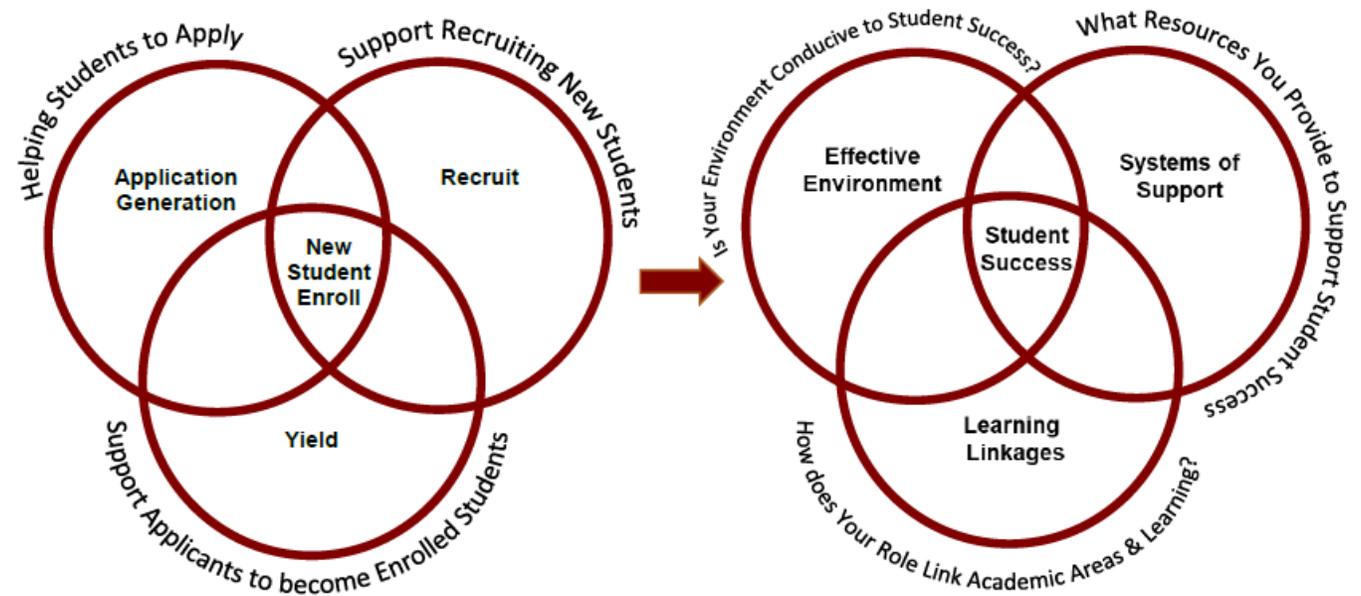
Small Group Activity

Break into groups of 3-4 and share the feedback from your units on this model and how they contribute to the Enrollment Continuum.

Be prepared to report out highlights to the larger group.

Enrollment Continuum Takeaway Activity

How do your respective departments and teams fit within the Enrollment Continuum?



Inspiring Performance: Engaging Students for Success

DR. CIRILO CORTEZ, AVP STUDENT ENGAGEMENT & RETENTION
PROGRAMS

DAWN FRANK, DIRECTOR, STAR CENTER & STUDENT LEARNING CENTER

KENDALL ROSS, DIRECTOR, RECREATIONAL SPORTS

Agenda

- Program Overviews
- Inspiring Performance Model
- Group Engagement Activities
- Challenge-Homework

Setting the Stage

Why is it that some people can be extraordinarily well-paid and work in luxury settings but feel empty, while others can work in the sewers, or clean toilets and feel fulfilled? Part of the answer is purpose and meaning.

“Purpose isn’t magic — it’s something we must consciously pursue and create. With the right approach, almost any job can be meaningful.” – John Coleman

Student Transition & Retention (STAR) Center

The STAR Center exists to provide a place for academic preparation and support for historically underserved students at CSU, Chico. We strive to provide an atmosphere for educational collaboration and innovative approaches to enhance student achievement.

Academic Advising

****Target Population- approximately 3,000 students**

Academic Coaching

In-house librarian

Weekly Study Skills workshops

Major and Career Exploration

Women of Color empowerment program

Student Learning Center

- **Subject Area Tutoring**: Ongoing weekly group tutoring by appointment for many lower division general education and pre-major course.
- **Writing Center**: Assistance in understanding assignments, getting started, revising drafts, and developing self-editing skills in person or online. Weekly or one-time appointments and drop-ins.
- **Supplemental Instruction**: Weekly peer-facilitated review sessions for several challenging courses. Students are able to compare notes, discuss readings, develop organizational tools, and predict test questions. Drop-ins only.
- **Math Learning lab**: Math Drop-in tutoring available 10am to 7pm Monday through Thursday.

SLC employs over 120 Instructional Student Assistants

Support courses across the curriculum

Serves approximately 4,000 students a year

Recreational Sports

Sport Clubs – traveling, competing teams that compete home and/or away against other Universities. Sport Clubs have regular practices, coaches and some host tryouts. Examples of Sport Clubs: Rugby, Water Polo, Lacrosse, Soccer, Volleyball, Dance, Cycling, Waterski and more....approximately 750 students every year

Intramurals – Chico State students, playing against other Chico State students, on the Chico State campus. No practices or tryouts required, and competitions are once a week. Sports offered: Basketball, Flag Football, Soccer, Badminton, Kickball, Tennis and more....approximately 2,500 students every year

Wildcat Gaming Lobby/Esports – Esports/Gaming facility on campus (Whitney Hall) open to all Chico State students for drop-in gaming use. Has PC gaming, console gaming, arcade games, and board games.

Rec Sports employs 50 students a semester in all program areas. Job duties include officiating sports, working the front desk of the Wildcat Gaming Lobby, event supervision, and more....

Having a Performance Model

- Clear Goals
- **Investing in Purpose**
- Regular Feedback and Training
- Managing Progress and Recognition

Wildcat GROW

GROW = Guided Reflection of Work

Students learn a lot from working on campus. They learn to do things like cook, clean, and provide customer service. They also learn how to manage time, how to work as part of a team, and how to handle disagreements or unhappy customers. We call these transferable skills because they transfer from one place (work) to other places (classes, student organizations, etc).

What is Wildcat GROW?

- Wildcat GROW helps students get important practice in talking about what they are learning in their campus job. We want them to think about transferable skills and how those might help them in other parts of their lives.
- Rec Sports piloted this performance model Fall 2021 with the hope of expanding to other Student Affairs departments.
- Self Reflection vs Public Reflection
- Adopted from University of Iowa and the Iowa GROW program

“Meaning-Making” & Purpose

- Throughout this session you will have opportunities to self reflect and use public reflection
- Let’s take Wildcat GROW and apply it to our setting as staff and faculty within our divisions
- Break into small groups of 5 – 7 individuals

“Name Your Favorite Shop” Part 1

Think about a service experience that was so great you told a bunch of friends about it. Share experiences of restaurants, insurance companies, clothing shops, etc where you received “knock your socks off” service.

How did that service make you feel?

What were some of the common experiences shared by members of your group?

“Name Your Favorite Shop” Part 2

Now, share an experience in which you felt completely neglected or even discriminated against.

- Typically, bad service makes us feel either frustrated and angry or very small and invisible. We can all agree that those emotions don't feel good.
- We all share the experience of being a customer every day, and this exercise shows what kind of impact, we in the service business, can have on someone else's day.

Most importantly, how our service directly impacts the student experience EVERYDAY

Why your organization?

Early on, Google recognized that they needed to attract and retain talent in the very competitive Silicon Valley job market. So, they created a top ten list of why people should join them, with not one of those ten reasons being related to stock options or compensation.

They have reasons like “Life is beautiful. Being part of something that matters and working on products in which you can believe is remarkably fulfilling.” And “Boldly go where no one has gone before. There are hundreds of challenges yet to solve. Your creative ideas matter here and are worth exploring.”

Break into small groups and make a list of the 3 reasons why someone (students and/or current employees) should “Choose Chico State”

Increasing Retention & Closing the Equity Gap

“Big Six” College Experiences

Gallup Alumni Survey

- 1.) I had at least 1 professor at [institution] who made me excited about learning
- 2.) My professors at [institution] cared about me as a person
- 3.) I had a mentor who encouraged me to pursue my goals and dreams
- 4.) I worked on a project that took a semester or more to complete
- 5.) I had an internship or job that allowed me to apply what I was learning in the classroom
- 6.) I was extremely active in extracurricular activities and organizations while I attended [institution]

Think about how your area supports these experiences for students?

Self-Reflection Q&A Homework

Consider sending these questions to the staff you supervise and answer them yourself for reflection on your shared work. Using the handout answers to the following questions:

- 1.) What's the best experience you've had, in the past month, here at work?
- 2.) If you did your job inadequately, how would that affect your coworkers and our customers/students?
- 3.) Forget about your current job title. What would our customers/students call your job title if they described it by the impact you have on their lives?
- 4.) Most of us think of our job in terms of 'what am I getting?' Ask yourself instead 'what am I becoming as a result of this job?'

Inspiring Performance through GROWth

Feed the growth of those around you by:

- Investing in Purpose
- Meaning-Making
- Identifying the “why”
- Reflection on impact of our work



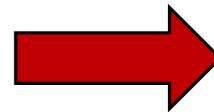
Learning Outcomes

Communicate goals that are both shared and accepted



Best service/worst service
Why our organization (Google)

Tactics for monitoring performance and making course corrections



Self Reflection Exercise

Acknowledge the outcomes, whether they excel or fall short?



Big Six College Outcomes

Opportunities to Get Involved

1. Serve as Student Organization Advisor
2. Summer Bridge - Mentor Opportunity with 1st year students
3. Volunteer as Advisors for Rec Clubs
4. Volunteer at Career Fairs and Meet Employers
5. Utilize the CatsConnect Calendar of Events- Campus Events
6. Become a PATH Scholar Mentor- Support Foster Youth Students
7. Join an Advisory Committee
8. Serve as a Presenter - TRiO Student Support Services Course

Events to Engage with Students

LGBTQ+ Dinner and a

Story: October 20, 2022, 4-6pm,
CCLC

Pumpkin Patch/Corn Maze:

October 21, 2022 in Orland

MOC & WOE Roundtable:

October 25, 2022, 4-6pm

UB High School Seniors:

October 25, 2022, 5-7pm, SSC 392

October 26, 2022, 5-7pm. SSC 392

Aux Talks, LGBTQ+ Edition:

October 27, 2022, 12-1pm, Trinity
Commons

Halloween Horror Movie Night

October 27, 5:30pm Ayres 106

Pumpkin Painting Social:

October 27, 2022, MLB 162

Lunch at the PATH Center:

October 27, 2022

Events to Engage with Students

TRIO Celebrating Safely Presentation:

October 27, 2022

East Wing Halloween:

October 31, 2022

**TRIO Dia de los Muertos/Halloween
Community Building Event**

October 31, 2022

East Wing Trick-or-Treating: October
31, 2022, 10-4pm, East Wing Centers

The League:

November 2, 2022, 1-3pm, Colusa 100

November 30, 2022, 1-3pm, BMU Auditorium

MOC Conference:

November 5, 2022, Colusa Halls

Dinner with Elders:

November 10, 2022, 5-7pm, STAR

Center International Dinner and A Story:

November 16, 6-8pm, CCL

(Tickets Required)

Other Announcements

& INFORMATION TO CASCADE

Announcements

- [Athletics](#) Calendar
- [Chico Performances](#)
- [On-Site EAP counselor](#) – in MLIB 335 (Ombuds Office) Mondays and Fridays, extended thru mid Dec!
- [Forest Therapy](#) – on campus 1st and 3rd Tuesdays, 12:30-1:30 pm
- Compliance Training – Most due Oct 1. Overdue reports sent to divisions weekly.
 - [Manager Dashboard for Managers and Leads](#)