

Setting the Expectation:

How to Treat Your Student Staff Like a Professional Staff

- University of Texas at Arlington
 - 33,788 students currently
 - 4 year, public
- New Student Welcome Center
 - Office of Undergraduate Recruitment
- Staff of NSWC
 - Manager of NSWC
 - 1 administrative assistant
- MavElite - 33 Students total
 - Tour Guides
 - Telecounselors
 - Admissions Assistants
- Responsibilities
 - Campus Tours
 - Telecounseling
 - Front Counter
 - All Recruitment Events

The MavElite Program

- Support
 - Having a lack of support staff assist in the daily operation of the Welcome Center
- Leadership
 - Having "assumed" leadership from students
 - Finding the right leadership formula
 - Supporting leadership efforts vs. Taking over
- Accountability
 - Managing incidents
 - Supporting each other
 - Maintaining "fair" atmosphere
- Motivation

Issues

- Major assumptions
 - Leaders act differently based on the situation
 - The situation determines who emerges as a leader
 - Different leadership behaviors are required for different situations
- Benefits
 - Stresses the diversity of followers
 - Stresses the social and motivational forces at work within the group
 - Gives flexibility to experiment
 - Gives students a sense of significance and autonomy

Situational Leadership Theory

A good leader develops “the competence and commitment of their people so they’re self-motivated rather than dependent on others for direction and guidance.”

A leader’s high, realistic expectation causes high performance of followers; A leader’s low expectations lead low performance of followers.

SLT & Setting Expectations

- Leadership Styles
 - **S1: Telling** - is characterized by one-way communication in which the leader defines the roles of the individual or group and provides the what, how, why, when, and where to do the task
 - **S2: Selling** - while the leader is still providing the direction, he or she is now using two-way communication and providing the socioemotional support that will allow the individual or group being influenced to buy into the process.
 - **S3: Participating** - this is now shared decision making about aspects of how the task is accomplished and the leader is providing less task behaviors while maintaining high relationship behavior.
 - **S4: Delegating** - the leader is still involved in decisions; however, the process and responsibility has been passed to the individual or group. The leader stays involved to monitor progress.
- Development Level
 - **D1** - Low competence and low commitment
 - **D2** - Low competence and high commitment
 - **D3** - High competence and low/variable commitment
 - **D4** - High competence and high commitment

SLT & Captain Selection



Situational Leadership Theory

- Diversify the follower population
- Provide a variety of leadership
- Provide clear and concise expectations
- Set SMART goals as a group
- Support leadership & team
- Evaluate process

Action Steps to Incorporate

- MavElite Captains
 - 2 TG Captains - 1 training, 1 special tours
 - 1 TC Captain
 - 1 AA Captain
- Responsibilities
 - Manage a team of 4 - 5 student workers in their areas
 - Weekly meetings with me
 - Group meetings twice a month
 - Daily management
 - Problem/Incident management
 - Problem-solving
 - Staying on task/meeting goals
 - Motivation and team support

Finding the Right Formula

- Utilize as a time to evaluate
- Captains – one day, on-site retreat in early summer
 - Develop list of goals for the following year
 - Make a task list for the summer to accomplish those goals
 - Read and do bi-monthly training sessions
- MavElite – two day, off-site retreat in August
 - Present Captain goals and show what accomplished
 - Work on new goals together
 - Captains now have the skill set to help support goals

Retreats

- Retreat
 - Set aside time to go over expectations in a time & location where you are the focus
- Training Manual
 - CLEAR and SET expectations
 - Outline meeting dates
 - Sign a contract stating they understand expectations / take test or quiz
- Creating SMART Goals as a group & areas
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Timely

Setting the Expectation



- Hierarchy reporting
 - Assign 4 – 5 people to each Captain
 - Provide everyone with a copy of our org chart
 - Show students the hierarchy of your area
- Student Incident Reports
 - Provide an opportunity to address any issues with their Captain first
 - SIRs give peers an opportunity to make a plan without being formally “written up”
- Performance Reviews
 - Do mid-year reviews to check-in, provide feedback
 - Do end-of-year reviews to determine eligibility to return for next year

Supporting Leadership

The image shows two forms side-by-side. The left form is titled 'Monthly Incident Report' and contains several text input fields for reporting an incident. The right form is titled 'Monthly Performance Review' and features a table with columns for 'Student', 'Date', 'Incident', 'Resolution', and 'By Captain'. Below the table are sections for 'Comments' and 'Signature of incident reporter'.

Forms

- Providing students with...
 - Additional learning resources
 - Opportunities to interact with other ambassador/campus visit programs
 - Support through coaching conversations
 - A more meaningful work experience
 - Reminder that this is how the world works 😊
- Providing yourself with...
 - Justification for your staff performance
 - Justification for budget line items (like retreat)
 - A more accountable and manageable staff

Moving Forward



What works for you?

Questions?

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Thank you!
