





Maintaining Quality with Limited Resources

May 14 & 15, 2024

Objectives

1. Identify challenges and opportunities when resources are limited.
 2. Identify measurements of quality.
 3. Share challenges and strategize solutions for various limited-resource scenarios.
 4. Identify resources that *are* available.
 5. Provide tools for when resources are limited.
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Ground Rules


1. Participation is key.
 2. Share problems, but focus on solutions.
 3. Focus on problems, not people.
 4. What is discussed in training, stays in training.
 5. Share the air and allow others to participate.
 6. Respect everyone's opinions and perspectives.
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Challenge at Hand

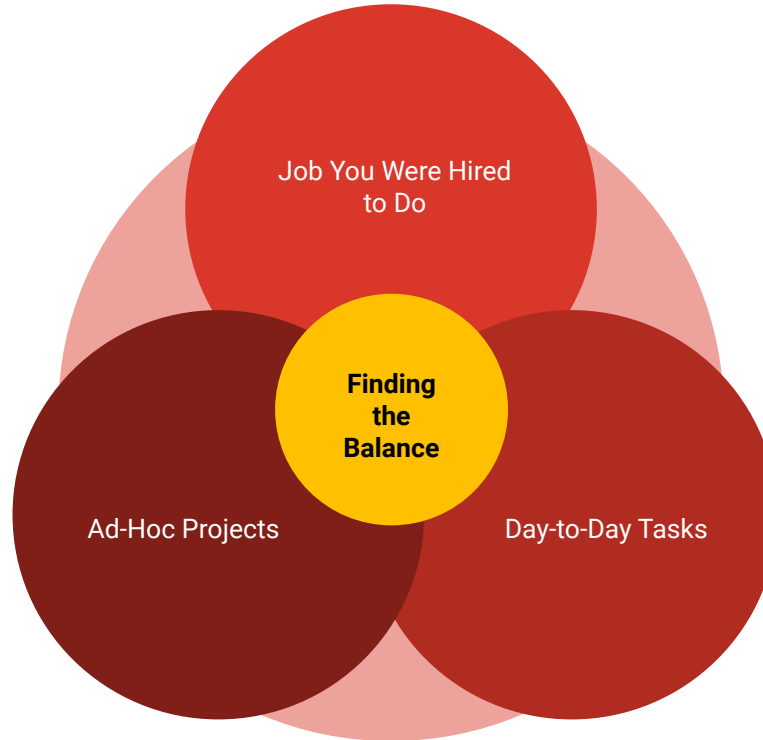
What does maintaining quality with limited resources mean to you/your area?

OR

What are challenges that you/your area has felt working with limited resources?



Challenge at Hand








CONTROL

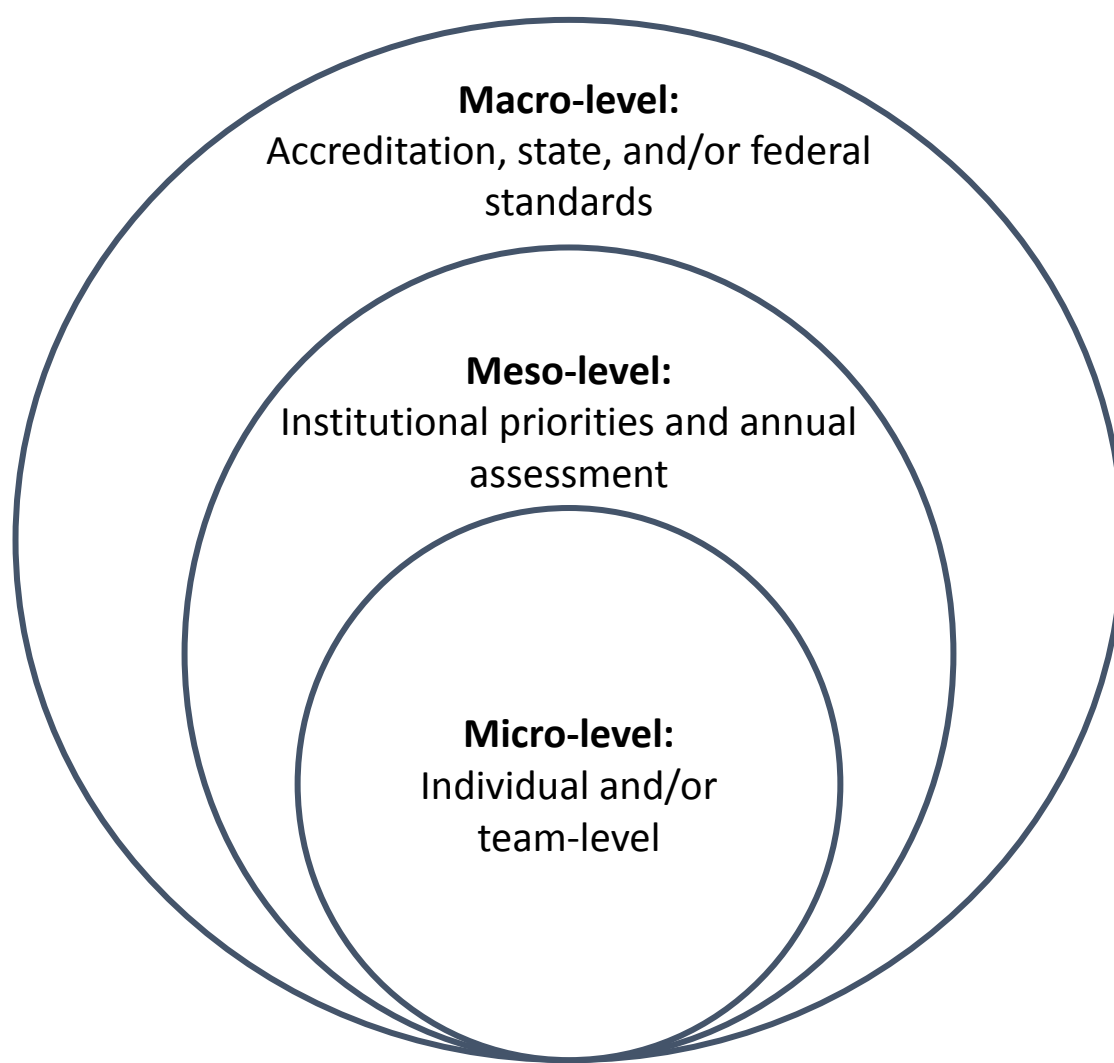
OF

LOCUS




Measures of “Quality”

1. Annual performance review
 - a. www.utica.edu/hr/media/pr/2023-2024_Review_Form-Fillable.pdf
 2. Institutional Priorities (i.e., mission and goals)
 - a. www.utica.edu/about-utica/our-mission
 3. Institutional Effectiveness and **Assessment!**
 - a. Student learning goals and outcomes
 - b. Departmental and operational goals
 4. Area-specific standards (e.g., accreditation, state/federal regulations, compliance, etc.)
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Strategies to Maintain “Quality”

1. Prioritize your needs
 2. Plan your actions
 3. Optimize your processes
 4. Collaborate with others
 5. Adapt to changes
 6. Other things to consider
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1. Prioritize Your Needs

Prioritize your needs and set clear objectives.

- What are the most important and urgent tasks or outcomes that you want to accomplish?
 - Remember! If everything is a “priority” *nothing* is a priority.
 - What are the criteria and constraints that you have to consider?
 - SW.O.T. analysis
 - Eisenhower matrix
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Forbes Advisor

SWOT Analysis Template


STRENGTHS <ul style="list-style-type: none">• What is our strongest asset?• What knowledge do we have on our team that is beneficial or unique?• What are all of the assets we have?• What unique resources do we possess?• What is our competitive advantage?• What's our unique selling or value proposition?• Can we easily get additional capital, if we want to?• What business processes work successfully?	WEAKNESSES <ul style="list-style-type: none">• Do we have gaps on our team?• What do we not have that we need to be competitive?• What tangible assets do we not have but currently need?• What business processes need improvement?• What knowledge or assets do our competitors have that we do not?• What technology needs to be updated?• Does one customer make up more than 10% of our business?• What expertise do we lack?
OPPORTUNITIES <ul style="list-style-type: none">• Is there a current need in the market that we could be addressing?• What trends might positively impact us?• What talent is available that we could hire?• Are there products our customers ask for that we could provide?• Can we offer something that our competitors don't?• Can we increase our pricing in some way?	THREATS <ul style="list-style-type: none">• Are there any upcoming law or regulation changes that will impact us?• Are our competitors offering new products now or in the near future?• Are we dependent on a single manufacturer or supplier?• What happens if a natural disaster strikes either where we do business or where we get products/materials from?• How easy is it for someone to poach key employees?

Eisenhower Matrix

<https://www.linkedin.com/pulse/mastering-productivity-eisenhower-matrix-software-developers-dana-kun-qcqlf/>

	Urgent	Not Urgent
Important	DO If a task is urgent and important, prioritize it. This is your highest priority task.	SCHEDULE If a task is important but not urgent, schedule a time to get it done.
Not Important	DELEGATE If a task does not require your input but does need to be done, delegate it.	DELETE If a task is neither urgent nor important, it should be deleted and removed from your plate.

2. Plan Your Actions

- Once standards and priorities are identified (based on measures of quality), next start with goal-setting.
 - Set short-term vs long-term goals
 - [S.M.A.R.T. goals](#)
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S

SPECIFIC

Who?

What?

Where?

When?

Which?

Why?

M

MEASURABLE

How will goal be measured?

By whom?

How will results be communicated?

A

ATTAINABLE

How will the goal be attained?

What tools are needed?

Can it be done?

R

RELEVANT

What institutional goal of the department and of the University does this individual goal support?

T

TIMELY

How much time is needed to accomplish the goal?

Is there room to expand timeframe?


“Lofty” Example

Goal:

“To be more fiscally responsible while maintaining quality of service.”

Issue:

Without breaking it down the S.M.A.R.T. way, this goal can feel overwhelming and unachievable.



“S.M.A.R.T.” Goal

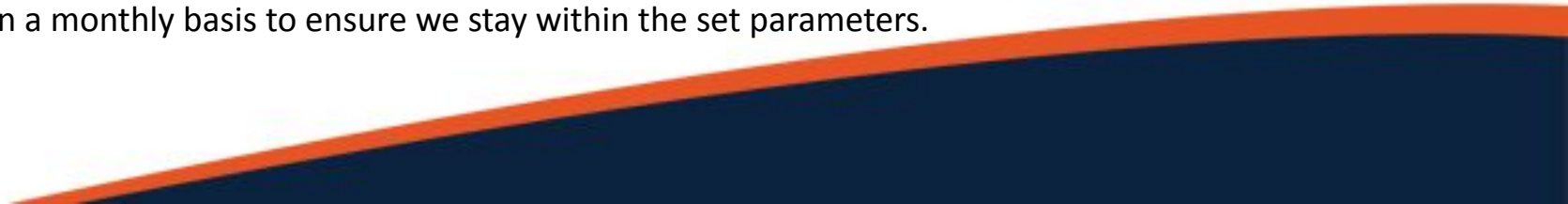
Specific: I will work with my team to identify cost saving or neutral opportunities that allow for my department to continue delivering the same quality of service.

Measurable: I will review last year’s budget and expenses and compare them to anticipated costs for this fiscal year.


Achievable: I will take the budget comparisons and identify cost saving measures if possible, identify where we can remain budget neutral, and highlight areas of overspending.

Relevant: Based on projected numbers and identified areas of overspending, I will suggest ways to reduce costs to stay within budget and limit institutional debt.

Timely: I will review annual expenses to propose a budget for the upcoming fiscal year and review the budget on a monthly basis to ensure we stay within the set parameters.




3. Optimize Your Processes

1. Change goals to meet *current* demands
 - a. Strategic Plan (e.g., 2019 → 2024).
 - b. Set new goals for each annual performance review.
 2. What can be done differently?
 - a. Great creative with what you have.
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Scott Lesnick | TEDxOshkosh

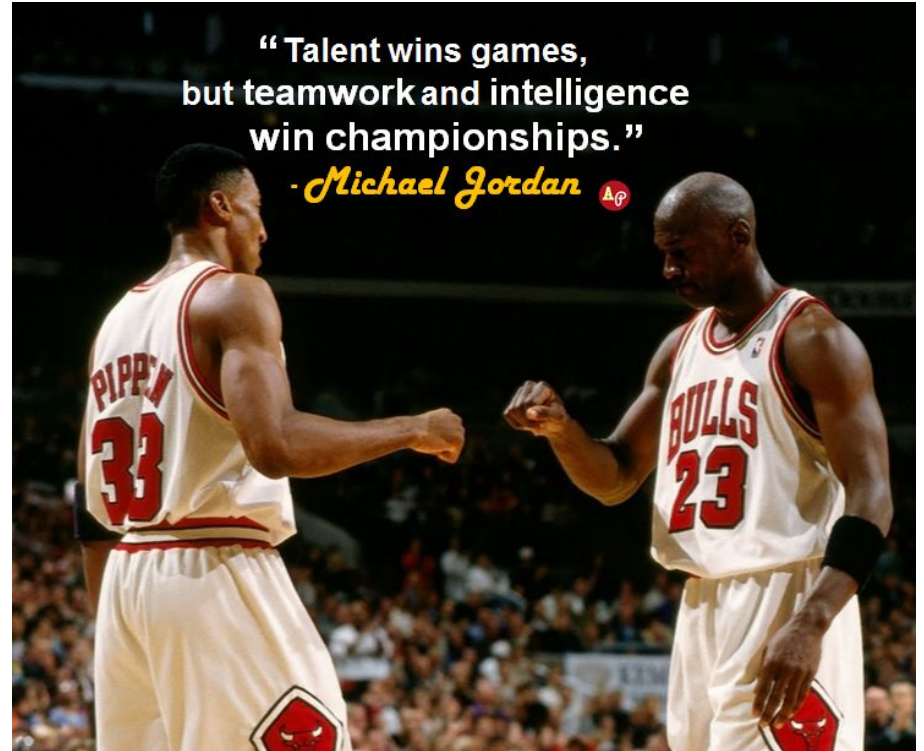


Getting Creative


1. Realignment of skills and responsibilities (does not always have to be during a time when positions are vacant)!
 2. If there is an opportunity to fill a vacant position, try building a position that fits the current need of the operation, not replacing the position as it once was.
 3. Tap in to student resources via Student Employment opportunities.
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4. Collaborate with Others

You do not need to be all things to all people AND you do not have to do it all alone.



High-Performance Work Teams

- A group of goal-focused individuals with...
 - Specialized expertise
 - *Complimentary* skills
 - Achieves shared goals by...
 - Collaboration
 - Open communication
 - Clear roles expectations and group operating rules
 - Early conflict resolution
 - Strong sense of accountability and trust
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Getting a GRIP

GRIP has four components that are prerequisites to team collaboration and performance:

G—Goal Clarity.

R—Role Clarity.

I—Interactions Quality.


P—Processes and Procedures Quality.



Goal Clarity (What? And Why?)

- Has the leader communicated and reinforced Goal Clarity?
- Does the team understand the “what” and “why” of the objectives and are they agreed upon?


Role Clarity (“Who?”)

- Has the leader assured that at all levels there is Role Clarity?
 - Do all team members understand their piece of the puzzle? Does their piece align with their skills and experience?
 - Does everyone understand the connections with each of their roles?
 - How will authority, responsibility, and accountability be allocated?
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Interactions Quality (How?)


- Has the leader explained team Interactions (i.e., communication, morale, buy-in and trust?)
- Are communication channels and pathways clear and consistent? Are all voices being heard?
- How will the leader handle conflict and disagreements?

Processes and Procedures Quality (How?)


- Does the leader understand and communicate Processes—what to do, how to do it, how we interact with others, and how we'll measure progress and performance?
 - Responsibility lies heavily on the leader to monitor progress, coordinate efforts, identify roadblocks, provide feedback, and move to contingency plans if needed.
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5. Adapt to Changes

Always remember Murphy's Law...

- Be prepared to adjust as needed.
 - Be conscious of successes and failures.
 - Everything is a learning opportunity!
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6. Other Things to Consider: Communicate!

- No one knows what's on your plate better than you do.
 - Open lines of communication with your team and supervisor.
 - Recognize what is in front of you and communicate *realistic* deadlines and progress along the way.
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Solution Sharing

Describe strategies of how you were able to navigate your work with the resources available to you.



6. Other Things to Consider (continued): Find Ways to Limit Your Demands

- Managing demands you put on *yourself*.
 - It's okay to say no sometimes and/or admit you cannot handle something. Remember, we are all humans!
 - Provide alternative solutions or offer “not now...but later.”

“Stop waiting for the perfect day or the perfect moment...take THIS day, THIS moment, and lead it to perfection.”

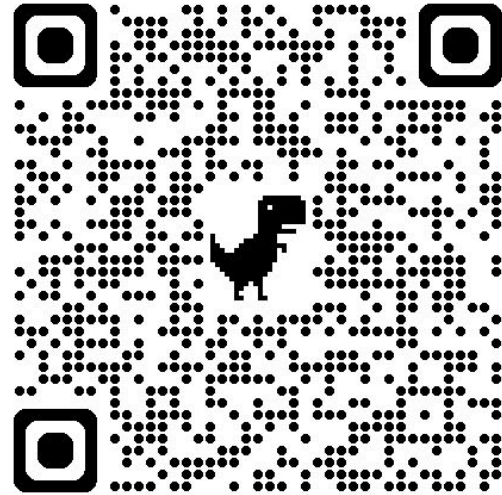
– Dr. Steve Maraboli



Questions?



Feedback!



Resources

Society for Human Resources Management
[Developing and Sustaining High-Performance Work Teams](#)

[How to Design Jobs That Limit Employee Burnout](#)

[Getting a GRIP on Collaboration](#)

Other

LinkedIn:
[What are the most effective ways to manage limited resources?](#)

State Higher Education Executive Officers Association:
https://sheeo.org/wp-content/uploads/2019/05/SHEEO_QualityAssurance.pdf

Indeed:
[How to Write SMART Goals](#)

Utica University
[Annual Performance Review Guide](#)

[Institutional Effectiveness](#)

- Accreditation
- Assessment
- Strategic Plan

[SMART Goals Prep Worksheet](#)