

LINDENWOOD

U N I V E R S I T Y

LEARNING ACADEMY

The Learning Log

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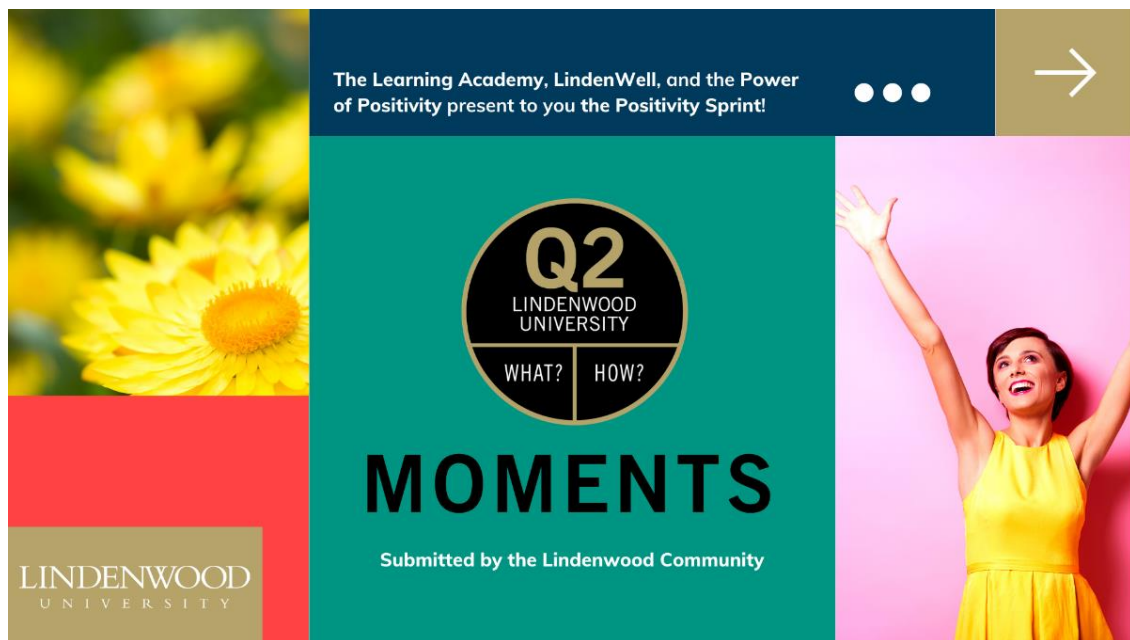
IN THIS ISSUE

- **Q2 Moments**
- **SMART Goals**
- **LinkedIn Learning Course**
- **40 Hours of Professional Development**
- **Faculty and Staff Fellows**

The Positivity Sprint

Q2 Moments

The Learning Academy, LindenWell, and the Power of Positivity present to you the Positivity Sprint! Thank you for your participation in this November Q2 Challenge. **We truly appreciate everyone who took the time to submit Q2 moments!** Please check out this [video](#) highlighting some of the amazing stories you all shared about one another! And, be on the look out for the next release to show off the final submissions.



SMART Goals

Planning for Employee Development

[Check out the Learning Academy website](#) for a guide that will lead administrators through the necessary steps for setting SMART goals and creating individual development plans for employees.

So, you have to write a development goal...

We all are required to write development goals (formerly *improvement* goals) as part of our annual performance reviews; it's up to us, however, whether we make this part of our evaluations meaningful.

Ask yourself these questions:

- Do I want writing development goals to be just an exercise or the start of a year-long process of focused growth?
- Do I want to look back on the year and realize I haven't made an effort to learn something new, build on my strengths, and get better at my job *or* do I want to look back and see that I became an even better teacher, librarian, leader, IT professional, coach, or _____ (insert your role here)?

Hopefully, your answers reflect a dedication to development! When we as Lindenwood employees develop, we positively impact student learning and the student experience. And isn't that why we're here?

Here's how to get started writing an effective development goal: Think about

something you want to learn, something you want to improve, something you want to try, or something you want to achieve and then – think about how to make it **SMART**:

Specific

Measurable

Achievable

Relevant

Time-bound

Effective development goals have each of these characteristics. Having SMART goals sets you up for successfully reaching your target and for helpful development conversations with your supervisor along the way.

Consider this example of a development goal and how you might make it

SMARTer: *I want to learn how to better use Microsoft Excel.*

Is this goal SMART?

Specific: Is it precise enough to help you and your supervisor know how you should go about reaching it? If not, get more specific.

Measurable: How would you know when you successfully reached the goal? If you're not sure, the goal is not likely measurable.

Achievable: Could you reasonably achieve the goal within the year given competing priorities? Stretch yourself, but be reasonable.

Relevant: Is this knowledge or skill something that will help you to be better at your job and / or will it help you to make progress toward a professional role you'd like to hold in the future? Is it a goal that aligns well with the direction your department or division are headed? The best development goals are relevant to your professional pursuits and the university's priorities and plans.

Time-bound: By when would you like to have reached this goal? Evaluation cycles dictate that you have a year to try, but perhaps you want to achieve your goal sooner.

Regardless, build the timetable into your goal to make it SMARTer.

A SMARTer version of this goal might read something like this: *By March, I want to learn to use more of the functions of Excel that allow for data analysis and presentation so that I can start helping our department better understand and present its impact on students' academic success.*

Consider a second example of a development goal before and after applying the SMART framework:

Before:

I want to improve my ability to teach online.

After:

By next November, I want to have enhanced my ability to engage students in online courses through learning how to use embedded assessments as evidenced by improved student performance and/or student feedback.

LinkedIn Learning Feature
Setting Team and Employee
Goals Using SMART
Methodology

Employee goals should be driven by the organization's needs—whether it's to cut costs, drive revenue, or build skills—and keep employees motivated to succeed. Mike Figliuolo, managing director of thoughtLEADERS, helps you set employee goals that

are SMART: specific, measurable, achievable, relevant, and time-bound. Using the SMART framework, he shows you how to develop goals that are achievable and appropriate to your employees' roles. Mike walks you through bottom-up, zero-based, commit, and stretch goals. He also helps you use goals to change behaviors, build new skills among employees, and make goals actionable with incentives. He concludes with a comprehensive plan for setting and implementing goals, and tips on dealing with challenges such as conflicting goals. Learning objectives: identify, set, and track SMART goals, link goals to business strategy, build goals from the bottom-up or the top-down, create stretch goals, review and revise goals, and reconcile conflicting goals.

How to enter in your own development activities

40 Hours of Professional Development

Are you currently working toward your annual goal of completing 40 hours of professional development? The Learning Academy wants to make it easier for you to track your hours. **Watch this [video](#)** to learn how to add your development activities to your Workday profile. **Any event that you access and attend through the LLA calendar or complete in SkillSoft and LinkedIn Learning will automatically be applied to your training profile in Workday. *There is no need to add those, we will do that for you!*** But if your department completes a development activity together or you attend a relevant conference, use the steps in the video to add that development to your profile for an easy way to track your progress! Hours are accumulated and align with your respective performance evaluation period. **Managers, you can view your teams'**

progress toward their goal with the Workday Report *HCM My Teams Training Professional Development*, simply type this into the search bar to view the report.

thank·ful

adjective | /'THaNGkfəl/

- 1: a deep appreciation for an act of kindness or gift
 - 2: expression of gratitude
 - 3: grateful
-

Faculty Fellow, Dr. Roger "Mitch" Nasser Jr.

Be the Change

I applied for the DEI faculty fellowship in November 2019 in an effort to create change and reflection in the Lindenwood Community. I was blessed to receive the position and began working in earnest, creating modules and designing activities for my colleagues. I worried that my efforts would fall short, that others would not have interest or time to participate.

I could not have been more wrong! **I was excited to see the number of people interested in pushing themselves further in social justice and inclusion.** I was

overwhelmed with the motivation of my colleagues to reflect on their experiences. Many of the modules and activities push participants to think beyond themselves and admit self-improvement is possible. I am honored to work with so many faculty and staff who choose to be better for their students.

I also realized areas for my own improvement. I found my own gaps in understanding and practice after reviewing discussion board posts. I decided to review the modules and reflect on the activities. After all, it is possible to be facilitator and learner. I am so grateful for all those who have participated. **Thank you for being the change!**

Are you interested in being the change? Do you want to push yourself in understanding? If so, please reach out to me at rnasser@lindenwood.edu and I can sign you up. Thank you for considering!

Employee Development Fellow, Sarah Leassner

The Power of Positivity

One positive moment is all it takes to turn a day around. **The Power of Positivity (POP) program has the potential to help the Lindenwood community through this challenging season.** The program is all about connecting with one another and helping each other out. Over the last 6 weeks there have been several opportunities for the POP program to support other departments and groups. Being there for one another is what makes this Lindenwood community a family.

The first POP activity was taking over the Library's Instagram to discuss how POP can help in mental health circumstances. Next, each department and school were given the opportunity to recommend colleagues that represent the POP

characteristics. These recommendations yielded **24 AMAZING people** who display POP in their personal and work lives. **Check them out in a video** displaying who they really are, POP stars! The third opportunity is the LindenWell Challenge that highlights the importance of sharing those Q2 moments with others on campus. There will be many more ways to participate in the POP program, including interviewing POP people, participating in individual activities, and engaging with peers and colleagues in group activities.

If you would like to learn more about POP please contact Sarah Leassner sleassner@lindenwood.edu or feel free to view the **Welcome/Information session here! The POP program can help us refocus to see the things that we have to be thankful for in our personal and professional lives! During the Thanksgiving break, I encourage each person (a participant of the POP program or not) to try and find a POP component and make a commitment to put it into practice!**



[Check out our webpage!](#)

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