


when you get here you understand

**Creating and Sustaining
Change**

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Where we're from...



Red Deer



What Alberta really looks like...





About RDC

- 9 Certificate and 12 Diploma Programs
- 1 Applied Degree in Motion Picture Arts
- 1 and 2 year University Transfer Programs
- On campus Collaborative Degree Programs in Arts, Business, Education, Nursing and Social Work
- 15 Apprenticeship programs
- Continuing Education Training



Services of the Registrar's Office

- Academic Calendar
- Academic Council Secretariate
- Admission, Registration & Information (ARI)
- Assessment & Articulation
- Special Projects (APAS, ATOMS, etc)
- Student Information System & Reporting
- Student Records
- Scheduling (Timetable & Exam)
- Transfer Credit



ARI Statistics (Average Annual)

- 4,300 Credit program applications
- 7,000 Continuing Education (CE) registrations
- 3,700 Apprenticeship registrations
- 88,400 contacts (phone, email and in-person)



Systems used

- Banner
- Flexible Registration for CE
- Infosilem for Timetable, Room Bookings and Exams
- Luminis – TheLoop (our Portal)
- Automated phone and email contacts
- APAS for Applications
- ATOMS for Apprenticeship Registration



Problem

- Processing of credit program applications was taking up to eight (8) weeks causing significant costs in terms of:
 - Staff morale
 - Excessive overtime
 - Lost applicants

This presentation will demonstrate the application of organizational behaviour theory in creating and sustaining change.



Symptoms

- High staff turnover
- 1 cold = 12 colds
- Incomplete training for staff
- No autonomy
- Atmosphere of inequity
- Procedures and processes found in emails dating back to AD 1999 ☺
- Poor reputation
- Little trust



Declining applications...

Application Year	Total Applications	% Qualified and Attending RDC (Yield Rate)
Fall 2009	5,331	59%
Fall 2010	4,529	59%
Fall 2011	4,494	70%
Fall 2012	4,372	51%
Fall 2013	4,389	53%



Just a little theory...

- Leadership is “a process of social influences in which individuals want to feel included, supported and reinforced especially during change.”(Kavanagh & Ashkanasy, p. 88).

- Leadership can only take place in a climate of mutual, coordinated action based on common values and a common vision (Fairholm & Fairholm, p. 102).



Change management

- Create a sense of urgency
- Form a coalition
- Create a vision for change
- Communicate the vision
- Remove obstacles
- Create short term wins
- Build on the change
- Anchor the change

Kotter's 8 Step Change Management Model



The reality was...

- "...uncertainty, ambiguity, frustration, and even chaos are reality..." (Apps, p. 1)
- We combat this reality by:
 - Distributing leadership
 - Supporting training & development
 - Sharing a service philosophy



Service philosophy (Vision)

- The Registrar's Office supports the provision of services in a learner centered environment that respects the needs of the individual, **each other** and the community. We empower learners and clients to create, build and maintain their life-long relationship with Red Deer College, through the provision of professional, timely and technologically progressive services.



The perfect storm...

- Leaders are the primary force behind any organizational change; however, change only occurs when there is trust.
- Change also occurs when there is a change in leadership and management.

We had both. Now back to the problem...



OB prescription

Motivation and job satisfaction are linked to:

Recognition	Achievement
Growth	Responsibility
Meaningful work	

Motivation won't occur until the following factors are satisfied:

Pay	Policies
Job security	Good relationships
Clean and safe work environment	

Herzberg's Motivational-Hygiene Theory 

What we focused on (Obstacles)

- Repairing morale
- Managing performance (good or bad)
- Creating procedures
- Creating training plans
- Hiring practices
- Streamlining processes
- Focusing on our core business
- Cross-training

"When the structure is wrong, even bright talented people find it hard to be productive" (Bolman & Gallos, p. 51).



How we did it

1. Set the **Stage**
2. Initiated the change through **People**
3. Created change through **Process**
4. Sustained change through **Practice**



Step 1 (Urgency)

Set the **Stage**

- Desire to improve the work environment
- Need to address workload fatigue
- Overtime was not the solution
- Need to be competitive and retain every applicant



Step 2 (Coalition & Wins)

Initiated change through **People**

- Established a Process review team of experts and non-experts
- Interviewed staff
- Identified quick wins
- Gave permission to change



Step 3 (Build on Change)

Created change through **Process**

- Provided time to review the process
- Set a deadline to complete review
- Acknowledged the investment made in establishing past processes
- Documented new process and practices
- Cross-training



How we got to 72 hours

Dedicated Application Processors	Digit System
Combined Phone Lines	Filing System
Apprenticeship Binders	Office Moves /Consolidated Staff
Error Checking	Weekly Tasks Plan
Assign Projects	Eliminated Non-Core Services



ARI Workload

Position	Primary Responsibility	ORIGINAL FTE	CURRENT FTE	PRIORITY RIN	ALLOCATION	PROJECTS	STATUS	Days of week
1	Apprenticeship	1	1	1	5	M	OK	
2	Apprenticeship	1	0.5	0	5,16		OK	
3	Reg Desk	1	1	4	9,13	R	Backlog	
4	Reg Desk	1	1	9	9	W	Backlog	
5	3600 Inv	1	1	7	11,1	F	Sally	
6	3600 Inv	1	1	2	14,15	F	Denise	
7	Reg Desk	1	1	5	8,2	F	Mary	
8	Can Ed	1	1	3	6,7	T	Roberta	
9	3600 Inv	1	1	2	10	R	Shirley	
10	3600 Inv	1	1	6	13,9	W	Catherine	
11	Can Ed	1	1	8	6,7	T	Shirley	
12	Reg Desk	1	1	9	3	W	Charita	
13	Training on Apprent	1	1	-	-	-	Tim	
13	Admissions and Registration Specialist	1	0.8				Amey	
13	Admissions and Registration Specialist	0	0.2				Mary	
TOTAL FTE		14	13.5	1041	Difference is no backfill for Sarah's 0.5			

- Projects include:
1. Information Admissions/Reg Process Review (all positions)
 2. File Room Reorg
 3. Program Waiver (credit)
 4. Course Waiver (credit)
 5. Course Waiver (learning)
 6. Course Waiver (CI)
 7. CI Program Waiver (CI)
 8. Transcript Manager
 9. International assessments
 10. Admissions Index
 11. Learning tool
 12. ~~Admissions~~
 13. Inquire/Net email acct
 14. 3600 worksheet
 15. Forms inventory
 16. Pick-up driver behind Reg Desk

- Weekly Tasks Include:
1. Mail and forms
 2. Letters
 3. Web page
 4. Recruitment Communication

- Weekly Tasks and Absence back-up:
1. Santos, Marc and Denise
 2. Robinson, Eric and Catherine
 3. Quinlan, Fern and Kimberly
 4. Sally and Barbara



What is core service?

What do table cloths, sandwich boards, Campus work orders and traffic pylons have to do with ARI?



Step 4 (Anchor Change)

Sustained the change through **Practice**

- Provide on-going training and support
 - Crucial Conversations
- Agree that good is good enough
- Continue to encourage a culture of asking why?



Our reality now...

- Continuous improvement approach to communication & performance
- Lead new service initiatives and technological change
- Current staff recommend others apply on jobs in our office. How cool is that?
- Annual Planning and Process Review schedule



Planning & Review Schedule

- January to February – Registration Process (reports)
- February – Continuing Ed Summer program
- March – GPA process for Admission & Continuing/New Student Registration
- April – Apprenticeship Registration & International Admission
- May - Admission Information on web and portal
- June – High School transcripts
- July – Mass call-out function
- August – Drop-for-non-payment
- September – Admission Charts and Processes
- October – Supplemental/Deferred Exam Processes
- November – Records Management/Archival
- December - Operational Plan



The evidence

Year	FTE	Total Applicants	App's/FLE	Comments
2009/2010	15.5	5,331	344	Average of 8 week processing time
2010/2011	14.6	4,529	310	Process Review initiated
2011/2012	14.2	4,494	316	Average of 72 hours processing time
2012/2013	11.5	4,372	380	
2013/2014	11.95	4,389	382	0.45FTE allocated to Inquiry/Future Student workload
Total	-23%		+11%	% Change when comparing 2009/2010 and 2013/2014

FTE - Staff Full Time Equivalent
FLE - Student Full Load Equivalent

- ### Theory to Practice
- When did we know it worked?
- Leadership team talked about our success.
 - The President took us for coffee to find out our secret to success.
 - Staff from outside our department continue to apply for our vacancies.
 - Our Director never has to worry about us☺
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