Creating and Sustaining Change
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and
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Where we're from...

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…

<table>
<thead>
<tr>
<th>Application Year</th>
<th>Total Applications</th>
<th>% Qualified and Attending RDC (Yield Rate)</th>
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</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>5,331</td>
<td>59%</td>
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<tr>
<td>Fall 2010</td>
<td>4,529</td>
<td>59%</td>
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<tr>
<td>Fall 2011</td>
<td>4,494</td>
<td>70%</td>
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<tr>
<td>Fall 2012</td>
<td>4,372</td>
<td>51%</td>
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<tr>
<td>Fall 2013</td>
<td>4,389</td>
<td>53%</td>
</tr>
</tbody>
</table>

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…
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

<table>
<thead>
<tr>
<th>Dedicated Application Processors</th>
<th>Digit System</th>
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<tbody>
<tr>
<td>Combined Phone Lines</td>
<td>Filing System</td>
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<tr>
<td>Apprenticeship Binders</td>
<td>Office Moves /Consolidated Staff</td>
</tr>
<tr>
<td>Error Checking</td>
<td>Weekly Tasks Plan</td>
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<tr>
<td>Assign Projects</td>
<td>Eliminated Non-Core Services</td>
</tr>
</tbody>
</table>

ARI Workload

<table>
<thead>
<tr>
<th>Position</th>
<th>Primary Responsibility</th>
<th>ORIGINAL FTE</th>
<th>CURRENT FTE</th>
<th>PRIORITY BIN</th>
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</thead>
<tbody>
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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

<table>
<thead>
<tr>
<th>Year</th>
<th>FTE</th>
<th>Total Applicants</th>
<th>App's/FLE</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/2010</td>
<td>15.5</td>
<td>5,331</td>
<td>344</td>
<td>Average of 8 week processing time</td>
</tr>
<tr>
<td>2010/2011</td>
<td>14.6</td>
<td>4,529</td>
<td>310</td>
<td>Process Review initiated</td>
</tr>
<tr>
<td>2011/2012</td>
<td>14.2</td>
<td>4,404</td>
<td>316</td>
<td>Average of 72 hours processing time</td>
</tr>
<tr>
<td>2012/2013</td>
<td>11.5</td>
<td>4,372</td>
<td>380</td>
<td></td>
</tr>
<tr>
<td>2013/2014</td>
<td>11.95</td>
<td>4,389</td>
<td>382</td>
<td>0.45FTE allocated to Inquiry/Future Student workload</td>
</tr>
<tr>
<td>Total</td>
<td>-2.3%</td>
<td>23%</td>
<td>+11%</td>
<td>% Change when comparing 2009/2010 and 2013/2014</td>
</tr>
</tbody>
</table>

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 😊

Remember to celebrate

Rebecca
References


