



# New Leader Transition in the Registrar's Office

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Georgia Institute of Technology

Tuesday, March 15, 2011 T1:024

# Session Rules of Etiquette

- Please turn off your cell phone/pager.
- If you must leave the session early, please do so as discreetly as possible.
- Please avoid side conversation during the session.

Thank you for your cooperation!

# Topics for Discussion

- Problems Faced by New Managers.
- Leadership Characteristics that are Important.
- Brief Background on the Registrar's Office.
- Leadership/New Manager General Information.
- Introduction of Basic Concepts in NLT.
- The Process:
  - Developing Appropriate Items for a Productive Discussion.
  - Strategic Openness.
  - Developing Discussion Topics.
    - Individually.
    - As a Group.
    - As the New Leader.
  - Comparing, Contrasting, and Agreeing.
- Current projects.



# Georgia Tech Basic Facts

- Public
- Fall 2010 enrollment: 13,750 UG; 6,970 GRAD
- Located in Atlanta, GA
- Locations in Metz, France, Ireland, Savannah, GA, China, Korea
- 25 staff members in the Registrar's Office
- RO reports to Vice Provost for Enrollment Services who reports to Senior Vice Provost for Academic Affairs
- Usual array of functions, with the exception of classroom scheduling

# New Managers

“People aren't predictable. They have moods, illnesses, career expectations, crises in their family lives, etc. **The supervisor's technical expertise is often useless when it comes to supervising people.**”

“New managers rarely have enough time **no matter how many courses or degrees a new supervisor has completed, they're often surprised that management activities are so hectic and demanding.** No matter how thorough the planning, managers rarely get to spend much time on any one activity.”

Source: [http://www.streetdirectory.com/travel\\_guide/192921/corporate\\_matters/give\\_me\\_a\\_break\\_\\_6\\_key\\_difficulties\\_for\\_new\\_managers.html](http://www.streetdirectory.com/travel_guide/192921/corporate_matters/give_me_a_break__6_key_difficulties_for_new_managers.html)



# New Managers

“To make matters worse, barely a quarter of new managers in America get the training they need to do their job properly - meaning that organizations are stuffed full of people who do not feel confident in their management abilities.”

Source: <http://www.management-issues.com/2011/2/22/opinion/top-tips-for-new-managers.asp>

# Top Ten New Manager Mistakes

1. Think you know everything.
2. Show everyone who's in charge.
3. Change everything.
4. Be afraid to do anything.
5. Don't take time to get to know your people.
6. Don't waste time with your boss.
7. Don't worry about problems for problem employees.
8. Don't let yourself be human.
9. Don't protect your people.
10. Avoid responsibility for anything.

**Source:** <http://management.about.com/od/begintomanage/tp/newmgrmistake.htm>



# New Managers' Common Mistakes

- Trying to shake things up.
  - Making changes too quickly without a full understanding of the office, team, processes, resources, etc.
- Failing to seek advice, or failing to take it.
- Believing you are in control.
- Not allowing your team to make mistakes.
- Not listening.
- Being buddies with those who report to you; struggling to make the transition from colleague to supervisor.

**Source:** <http://ezinearticles.com/?Top-Mistakes-New-Managers-Make&id=3632803>



# New Managers

- Tips for new managers:
  - Be credible.
  - Lead by example.
  - Surround yourself with the right people.
  - Build on strengths.
  - Cut your losses early.
  - Cultivate the success of others.
  - Manage performance.
  - Be respectful.
  - Master the art of influencing.
  - Get respect.

Source: <http://www.management-issues.com/2011/2/22/opinion/top-tips-for-new-managers.asp>

# New Managers

**How can new managers increase their chances for success?**

*“For new managers, **developing effectiveness in the self, one-to-one and team contexts is the priority.** If they can first diagnose the current context in which they are operating and then have a number of relevant skills to deploy, they will increase their chances of managing and leading effectively.”*

Source: [http://www.sbnonline.com/Local/Article/15732/77/171/Core\\_skills\\_for\\_new\\_managers.aspx](http://www.sbnonline.com/Local/Article/15732/77/171/Core_skills_for_new_managers.aspx)



# New Managers

- Managing poor group dynamics can be challenging, especially for new managers.
  - Wandering (group member who likes the sound of his/her own voice, storyteller, drones on and wastes time).
  - Side-bar conversation (distracting to the rest of the group, side-bar participants not listening).
  - Angry or inappropriate comment (keeping control of the conversation without alienating the offender is the challenge).

**Source:** [http://www.chicagojobresource.com/career\\_manager\\_06.htm](http://www.chicagojobresource.com/career_manager_06.htm)

# New Managers

“An ineffective group process will interfere with performance regardless of the competence of individual members. To avoid this problem, managers should pay attention to critical process issues: decision-making methods, quality of communication, and the roles group members may play.”

Source: [http://findarticles.com/p/articles/mi\\_m3257/is\\_n11\\_v45/ai\\_11595881/](http://findarticles.com/p/articles/mi_m3257/is_n11_v45/ai_11595881/)



# What's important to us at Tech in the RO?

- Is enthusiastic about the work.
- Exhibits confidence, not arrogance.
- Keeps a cool head under pressure and deals calmly with uncertainty.
- Is capable of analytical thinking.
- Realizes that the learning process continues, even for the leader.
- Exhibits integrity and honesty in dealings with others.
- Remains mentally tough under adverse situations and is able to “bounce back.”
- Exhibits compassion for others and behaves respectfully toward others, no matter what the circumstances.
- Is able to see both the forest and the trees.
- **Takes responsibility for his/her own behavior and actions.**
- Understands the need for work/life balance.

# Where this fits in...

- New Leader Transition is a way to get started with the training process.
- It helps you to understand, early on, the various group dynamics within the office.
- It helps you to see, early on, what kinds of mentoring and guidance your new leaders will require as individuals.





# Brief Background

- New Registrar hired in June 2005 with a mandate to make changes.
  - Priorities related to:
    - Better use of technology.
    - Better use of staffing resources.
    - Better training and development of staff.
    - Creation of a more flexible organization.
- Reorganization completed in fall 2007 to modernize the Registrar's Office.

# Goals of the Reorganization

- Create:
  - a strong managerial team.
  - strong teams among the staff.
  - a structure intended to prepare staff for growth and promotion
  - redundancy in all positions.
- Eliminate:
  - information and skills silos.
  - uneven work loads in the office.
- Improve:
  - Communication.
  - Efficiency.
  - management of change.
  - assessment of performance.



# Primary Goal of the Reorganization

- **Create a strong managerial team.**
  - How is that done?
    - How do you prepare the new Registrar to lead the team?
    - How do you prepare existing managers to be better at all aspects of what they do?
    - **How do you get new managers off on the right foot?**
    - How do you successfully introduce new members into an existing team?
    - How do you engage the staff in this process?

# Leadership Transitions

From, EQ - *Educause Quarterly*

“Four areas of interaction between leaders and followers are critical for success during a transition:


- ☐ Partnering in decision making
- ☐ Focusing on the successful implementation of new directions
- ☐ Challenging the new leader as appropriate
- ☐ Understanding and providing the unique support that the new leader requires”

<http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/LeadershipTransitionsKeysforSu/162516>



# The stage was set...

- New registrar.
- New organizational structure.
- New positions.
- New managers.
- Revised staff positions.
- New goals for the office.



**We needed a plan to deploy the new team as quickly as possible.**

# Bringing in Some Help

Georgia Institute of Technology :: Office of Organizational Development - Mozilla Firefox

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http://www.orgdev.gatech.edu/

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## About OOD

- Meet the Leader
- Directions
- Contacts
- Organizational Chart
- Team Members

## OOD Teams

- Consulting
- Career/Mentoring Support
- Training
- Tuition Assistance
- Leadership Services

## OOD Resources

- Register for Training
- Training Calendar
- Customer Service @ GT

## Admin & Finance

## Office of Organizational Development

**Welcome to the Office of Organizational Development (OOD) at Georgia Tech.**

Our purpose is to be a platform for the Institute's success in teaching, research, and service through:

- Developing the talent within
- Helping leaders manage change
- Providing guidance for streamlining processes and improving efficiency
- Developing great places to work through teambuilding, leadership development, and organizational and climate enhancement

Whether you are an individual wanting to develop your skills, a faculty or staff group needing to work together more effectively to achieve a goal, or a department wanting to improve your organization - we can help you succeed. So please, take a few moments to look around at all OOD has to offer you. If you have any questions please give us a call at (404) 894-1146 or stop by and see us at 631 Cherry Street in the D.P. Savant Building.

\* ONLINE REGISTRATION

\* TRANSCRIPT

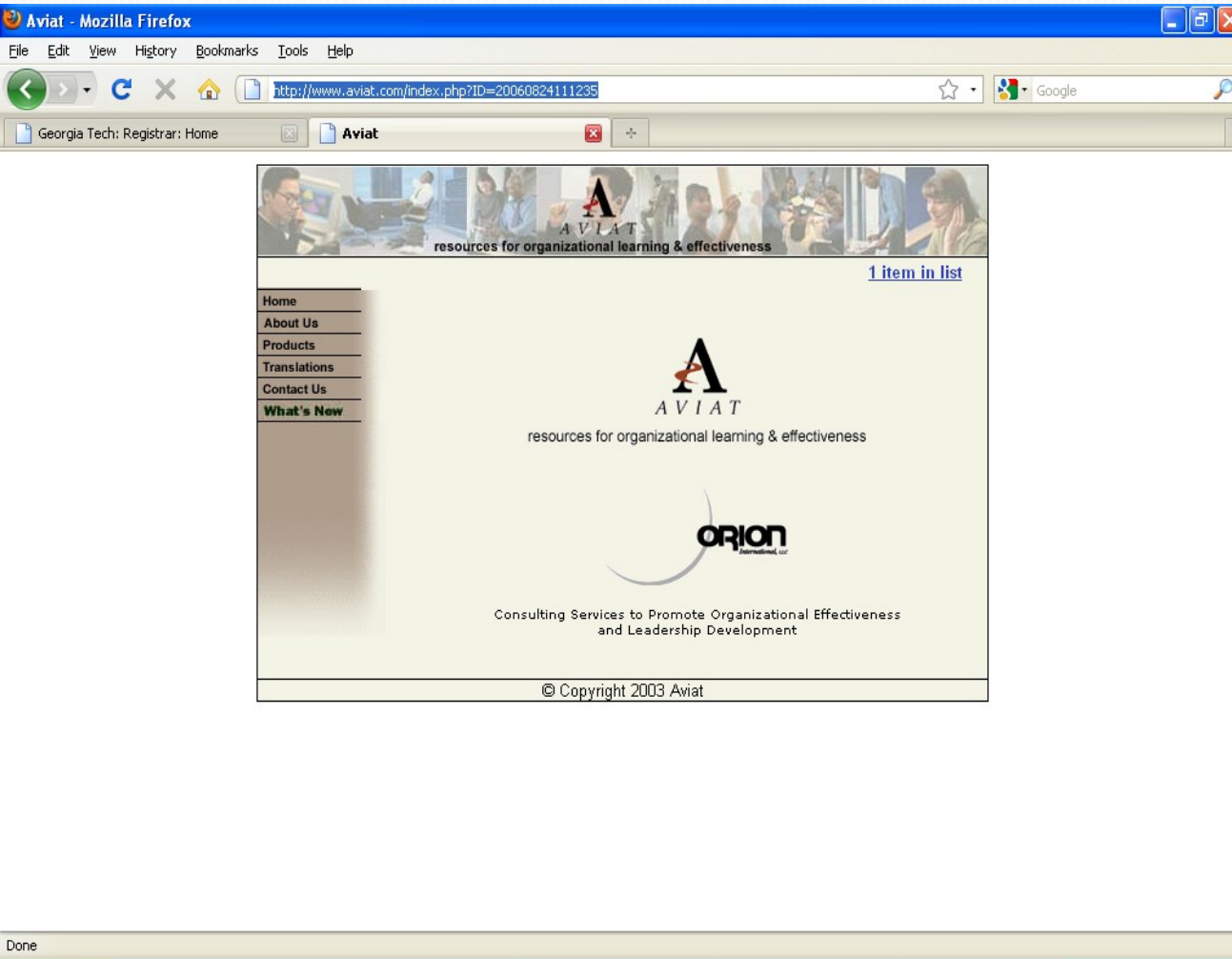
TRAINING SERVICES

Georgia Tech Training Services  
Knowledge - Convenience - Growth

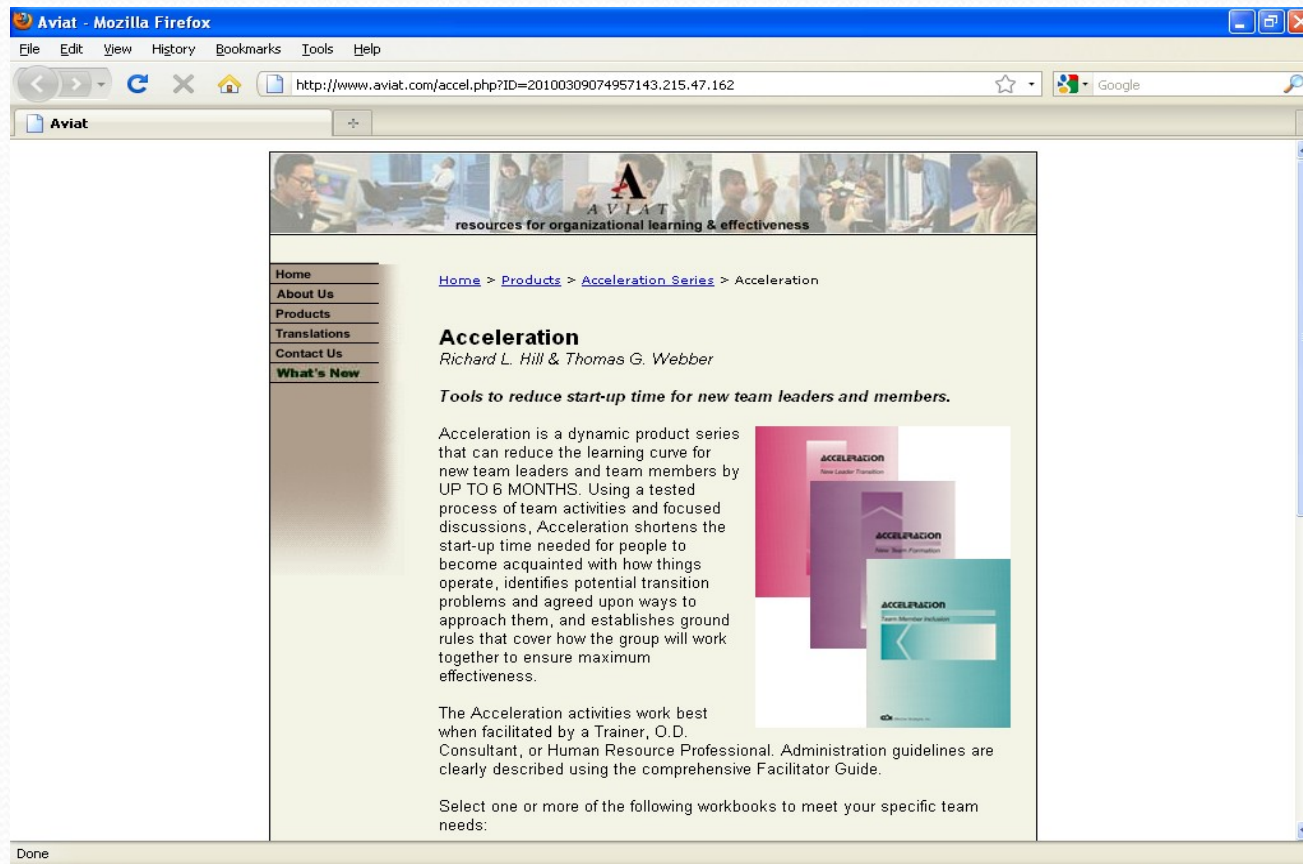


# Preferred OOD Resource

**OOD staff were familiar with the Aviat products.**



# Aviat Products



**Acceleration:  
New Leader  
Transition – a  
tool for new  
leaders and  
team members.**

**<http://www.aviat.com/accel.php?ID=20100309074957143.215.47.162>**



# Aviat Products

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http://www.aviat.com/accel.php?ID=20100309074957143.215.47.162

Aviat

The Acceleration activities work best when facilitated by a Trainer, O.D. Consultant, or Human Resource Professional. Administration guidelines are clearly described using the comprehensive Facilitator Guide.

Select one or more of the following workbooks to meet your specific team needs:

**TEAM MEMBER INCLUSION**  
Accelerate the integration & orientation of a new team member Completion Time: 3 to 4 hours

**NEW TEAM FORMATION**  
Helps a new team hit the ground running Completion Time: One full day

**NEW LEADER TRANSITION**  
Helps the new Team Leader get up to speed quickly and successfully.

**Completion Time:** One full day

Acceleration:	Price:	Quantity:
Team Member Inclusion	8.45	<input type="text"/>
New Team Formation	10.45	<input type="text"/>
New Leader Transition	10.45	<input type="text"/>
Facilitator Guide (Contains instructions for all Acceleration Activities. Only one copy is needed.)	30.00	<input type="text"/>

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# Acceleration: New Leader Transition

- New Leader Transition process has been used with great success:
  - Developed in the business world and refined by the military.
  - Helps leaders and team members get to know each other.
  - Shortens the “start up” time that it takes to get a new team up and running and working productively.
  - **Helps prevent many of the typical problems that new managers tend to have in over- or under-managing their work groups.**
  - Helps team members understand the work style of their leader.
  - Helps team members understand the perspectives and priorities of their colleagues.
  - Helps team members interact more effectively with each other.
  - Establishes a solid foundation for effective communication.
  - Establishes an understanding of how decisions will be made and with what kind of input from others.



# Acceleration: New Leader Transition

- Completion of the process should result in:
  - **Leaders and team members that better understand what they want and need from each other.**
  - Identification of problem areas and a plan for working through them, but getting on with business in the meantime.
  - Establishment of “ground rules.”
  - A solid foundation from which to set goals that have “buy in” from the group.

# The Process

- Retreats
  - Registrar, Associate Registrar, and management team (Assistant Registrars) – February 2008.
  - All staff with their managers – March 2008.
  - Office of Organizational Development facilitated all sessions at both retreats.





# Agenda for the March Retreat

- Introductions.
- Opening remarks.
  - Why we are here and what we hope to accomplish?
- Ice-breaker activity.
- Description & discussion of the process for the day.
  - How the individual work will be done.
    - Making individual lists.
  - How the small group work will be done.
    - Combining the individual lists.
  - The process for prioritizing of lists to make sure most important things are discussed.

# Agenda for the March Retreat

- Flip-chart presentations.
- Large group discussion.
- Comparing and contrasting the items on the lists.
- Agreeing on how to deal with the problematic issues/areas
- Appropriate items for discussion.
- On-going process discussion.
- Fun activity.
- Planning for the follow-up meeting.

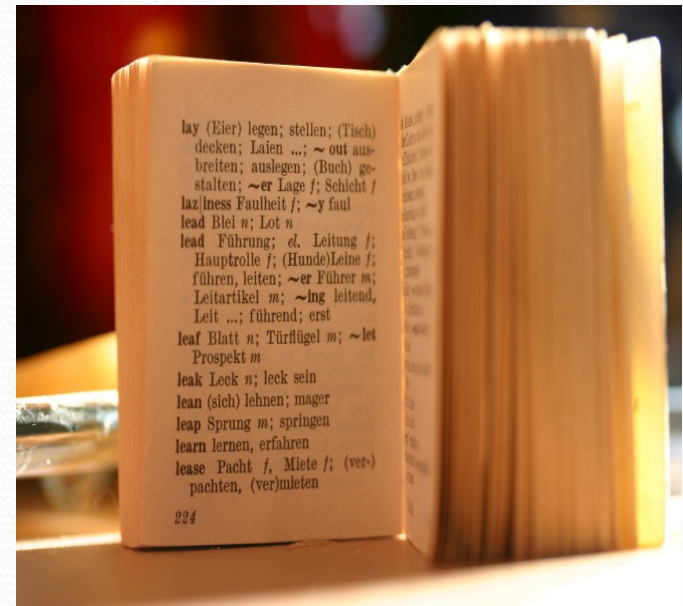
**Note: First stage of this typically takes ½ to 1 day – we spent the entire day and did not finish.**

**Note: We served breakfast and lunch.**



# Description of the Process

- Process that we followed is outlined in the workbook.
- Followed the workbook very closely for the most part.
- Process is adaptable, as we learned later in the second round.



# The Process

- Individual work:
  - Questions to ask new leader and things to tell new leader about yourself.
  - Hopes, concerns and expectations.
- Small group work:
  - As a team, discuss individual lists and importance of the items included.
- Leader and group presentations.
- Written reports and action items.



# The Process

- Managers were given workbooks.
  - Workbooks have blank sections for notes.
- Participants issued large writing pads on which to organize information from the group discussions.
- Sessions held in building where we could spread out (this is important to facilitate the small group discussions).

# Appropriate Discussion Items

- No set guidelines.
- Some are more comfortable than others when it comes to revealing personal information.
- **Establish a comfort zone so that everyone knows he/she may skip questions that are uncomfortable.**
- What are examples of relevant and appropriate discussion items?



# Appropriate Discussion Items

- Business-related questions:
  - **New leader's management style.**
  - How existing team prefers to be managed.
  - How members of the team view the functions they perform.
  - How the work actually gets done.
  - How the work *should* get done.
  - What the team members value the most about their current jobs.

# Appropriate Discussion Items

- Specific things that are done really well.
- Specific things that are not done as well as they could/should be.
- Perceived barriers to better overall performance of the office.
- Perceived barriers to better individual performance.
- How to decide which areas that need improvement should be dealt with first.



# Strategic Openness

- This is an important concept for this process:
  - Each person assumes responsibility for effective communication.
  - Means taking some risk, but does not mean that one has to expose his/her deepest, darkest secrets to the group.
  - All about open communication.
  - Issues that affect the *whole group* and that will benefit the *whole group* when the discussion is over should be the primary concern.
  - Requires an appropriate level of sensitivity to others in the group (a sense of good will).

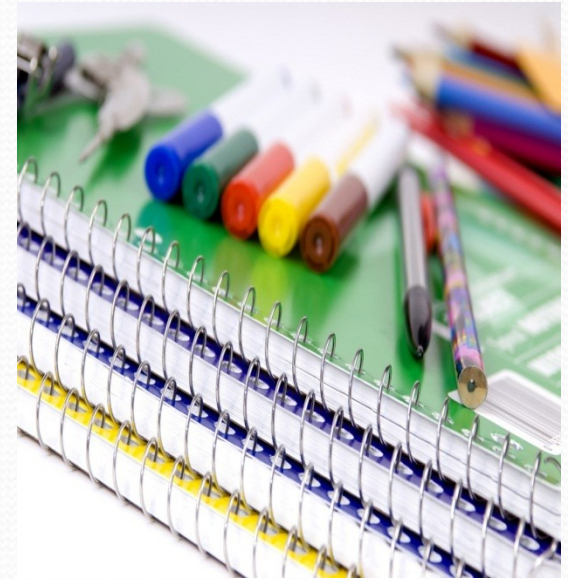
# Strategic Openness

- Giving and receiving feedback:
  - Addressing behaviors (something too often ignored?)
  - Taking the person out of it – disagreeing with an issue, not an individual.
  - **Seeking compromises.**
  - Refusing to judge others.
  - Assumptions *versus* facts.
  - Seeking productive and helpful insights.



# Three Kinds of Information

- If you are a *member of the team*:
  - What you would like to know about the new leader?
  - What you as an existing group and as individuals want the new leader to know about you?
  - What you expect from your new leader, and your manager, to help you do a better job?



# Three Kinds of Information

- Team member, about new leader:
  - General information.
  - Basic management style.
    - Verbal and non-verbal cues to watch for to know how important something is or isn't.
    - Strengths & weaknesses.
    - What kind of contact and how frequent?
    - Preferred method of communication.



# Three Kinds of Information

- **Team member, about new leader:**
  - Performance:
    - Define good performance, bad performance.
    - Communicating satisfaction or lack thereof with performance.
    - Philosophy on performance reviews.
    - Performance review procedures.
    - **Performance planning.**
    - How professional development of staff will be supported and funded.

# Three Kinds of Information

- **Team member, about new leader:**
  - Decision making:
    - What is your process for making a decision?
    - **How do we or should we tell you that you are making a mistake?**
    - To what extent will you allow others to be involved in making decisions?
    - Are your decisions final – can an issue be re-opened?
      - Will you say “we’re really done with this”, or how else will we know to let something go?



# Three Kinds of Information

- Team member, about new leader:
  - Personal style:
    - What do you want us to know about you?
    - May we contact you at home, after hours, or on weekends?
    - Should we expect you to contact us? Under what conditions?
    - Do you have “hot buttons” that we should be aware of?
    - Are there things that you just don’t like and that you would prefer not to see as part of the office environment?

# Three Kinds of Information

- **Team member, about new leader:**
  - Communication:
    - If we are writing something, do you want to see a rough draft and/or final draft?
    - Do you want to see all written materials/presentations before they go out?
    - **How much background do you want to know when we are dealing with a problem or an issue?**
    - Do you like frequent communication, or do you prefer that we save up a list and talk about several different things at once?



# Three Kinds of Information

- Team member, about new leader:
  - Existing business:
    - What are any current trends or issues in higher education that particularly interest and/or concern you?
    - Where are our office's opportunities in regard to the Institute's mission and strategic vision?
    - At this point, what do you think are our two greatest problems?
    - Are there pending changes that you are aware of either locally, state- or nation-wide that you feel will affect us?

# Three Kinds of Information

- Team member, about us, for the new leader:
  - How we approach our work?
  - What we would like to change in how we do our work on a daily basis?
  - Specific issues/problems that we feel are of particular concern/urgency.
  - How decisions are made.
    - What would we like to stay the same?
    - What we would like to see change?

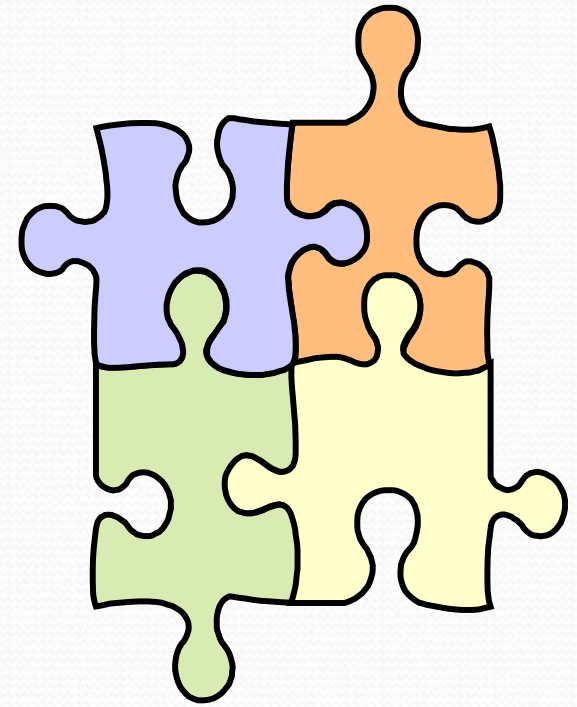


# Three Kinds of Information

- **Team member, for the new leader:**
  - Help us do our jobs better...
    - **Your major responsibilities as we see *them*.**
    - How we would prefer to get feedback and how often
    - Priorities as we see them.
    - Communication preferences, how would we like *you* to interact with us.
    - How we will let you know when we want/need you to step in and how we will let you know when we wish to solve our own problems.

# Three Kinds of Information

- If you are the *new leader*:
  - What you would like the group to know about you:
    - Management style.
    - Performance expectations.
    - Decision making.
    - Personal style.
    - Strong likes/dislikes.
    - Communication preferences.





# Three Kinds of Information

- If you are the *new leader*:
  - What do you want to know about the existing group?
    - Current state of affairs as they see it:
      - Strengths?
      - Weaknesses?
      - Opportunities?
      - Threats?
      - Focus for the next 6 months?

# Three Kinds of Information

- If you are the *new leader, from the existing team*:
  - How do they prefer to do their work?
  - Do they want you involved in daily operations, or only as needed?
    - What does “involved” mean?
    - How much involvement is too much?
  - Are there things that really *need* to be done differently in the office? Are there any *urgent* issues?
  - What successes have there been recently of which they are particularly proud?



# Three Kinds of Information

- If you are the *new leader*:
  - What I expect from the existing group:
    - Tangibles (specific deliverables) from immediate reports, indirect reports, administrative assistant, other office support, etc.
    - How I will let you know if you are meeting expectations or not?
    - What I want/need to know from you about my performance?
    - How I will provide some ongoing means for you to have input to me about things I need to focus on or do better?

# Three Kinds of Information

- If you are the *new leader*:
  - Interpersonal relationships:
    - Relating to me – how I *prefer* that you do that.
      - How I will react if there is a problem with this.
    - How I want the team members to interact with each other.
      - How I will react if there is a problem with this.
    - Gossip and the “grapevine” – how I feel and how I will react.
  - Social activities – what you can expect in regard to my participation.



# Preparing Discussion Items

- Combine lists that were developed individually.
  - Use the outline form of “what we want to know...”
    - From existing team to the new leader.
    - From new leader to the existing team.
- Consolidate as you go along, as possible.
- Clarify as you go along, as needed.
- Assign priority to those items (“A” items are the highest priority).

# Information Exchange

- Follow the outline form of “what we want to know...”
- Start with priority items “A” and *remain aware of the time*.
- If a particular issue resonates with the group, focus on it, but be prepared to wrap up the discussion.
- Facilitator needs to be prepared to intervene if the discussion wanders off course or becomes inappropriate.



# Comparing, Contrasting, Agreeing

- Focus on expectations.
- Areas in which there is disagreement:
  - If there are areas of disagreement, note those that have the highest probability of creating problems.
    - Discuss possible solutions and try to come to an agreement on the best approach to take on each.
  - Agree to follow up and note that you will come back to this in the future.
  - Contracts *versus* agreements (we don't like the term used in the workbook).

# Rogue Questions

- Do you think you are qualified to be in this job? (from the staff to the assistant registrars)
- What were the circumstances that brought you here? (from the managers to me)
- Since we know so much more than you do, how will you go about catching up? (staff to assistant registrars)
- If you don't know how to do our jobs, how can you help us? (staff to assistant registrars)
- Given the fact that you do not have experience in a registrar's office, how is your prior experience applicable? (staff to assistant registrars)



# Ongoing Work

- If you do not complete all the items, schedule another meeting to complete them.
- It is important to keep your word. If you agreed to do something by a certain date, make sure it gets done.
- Continue to build on the communication lines you opened with this process – this should be a model for how you will continue to work together.
- You do not need a facilitator or outside help to keep the information flowing.

# Wrap-up Meeting

- OOD staff facilitated wrap-up meeting and summarized major findings.
- We attempted to prioritize major findings to determine action items for the near and short term.
- OOD staff debriefed with the Registrar privately on successes/failures throughout the day and offered suggestions.



# Key Points of the Wrap-up Meeting

- The focus was on expectations and *hopes* for the office.
- It was clear that forming specific ideas for how the office would meet its goals was important. Three concrete ideas would be needed to get started.
- The *vision* for the office is important and everyone needs to be aware of it and involved in it.
- Action plans need to be in place and we need to hold ourselves accountable for them.

# Getting better or still struggling?

- Things that have gotten better since we went through this process:
  - Communication
  - Comfort level of staff; mutual respect
  - **Ability to orchestrate actions more effectively**
  - Managing change
- Things with which we still struggle:
  - Balancing day-to-day demands with “big picture” projects
  - **Managing expectations, particularly with tight budgets**
  - Staying calm, and keeping a cool head under adverse circumstances



# Recent Changes

- New Vice Provost for Enrollment Services arrived in August 2010.
  - Very supportive of and interested in staff development, especially training for managers.
- Remodel of the office space completed in Summer 2010.
  - complete remodel created a much more efficient and comfortable space.
  - allowed us to better position the managers and the staff to facilitate communication and supervision.

# Current Projects

- New division of the office created in June 2010.
  - ROSS (Registrar One-Stop Shop):
    - Walk-in traffic.
    - Phone bank.
    - General email.
    - Special events.
- New leadership training for ROSS team, late Spring, early Summer 2011.
- New leadership training for all managers scheduled for late April 2011 (two new leaders in the group).



# Modeling the Future

- New Leader Transition.
- Performance evaluation.
- Competency modeling.
- Professional development for all staff.
- Assessment.
- Feedback loop and informed decision making.



# Web Sites of Interest

- Inside Higher Education article on equipping new leaders in community colleges
  - <http://www.insidehighered.com/news/2008/08/04/ccpres>
- Georgia Tech's Office of Organizational Development
  - <http://www.orgdev.gatech.edu/>
- Center for Management and Organizational Effectiveness
  - [http://www.cmoe.com/leadership-development-training.htm?\\_oskwdid=3225894&gclid=CKORnu23i6ECFcNX2godzl4fNw](http://www.cmoe.com/leadership-development-training.htm?_oskwdid=3225894&gclid=CKORnu23i6ECFcNX2godzl4fNw)
- Chronicle of Higher Education article on new leaders
  - <http://chronicle.com/article/Your-Next-Few-Leaders/44269/>



# Web Sites of Interest

- EQ - Educause Quarterly article on leadership transitions
  - <http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/LeadershipTransitionsKeysforSu/162516>
- Top Ten Characteristics...
  - <http://www.mentalgamecoach.com/articles/LeadershipQualities.html>
- Seven Characteristics of a Good Leader
  - <http://ezinearticles.com/?Seven-Personal-Characteristics-Of-A-Good-Leader&id=59305>

# Contact Information

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- Reta Pikowsky, Registrar  
reta.pikowsky@registrar.gatech.edu





# Session Evaluation

- Please complete the class evaluation form!
- Session ID 024
- Thank You!