Managing Success
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Presenters

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Topics

• What is success?
• How do we learn from it?
• What kinds of traps or pitfalls do we have to avoid to ensure future success?
• The culture of failure
• Managing and defining success in a changing environment and in a new culture
• Managing expectations
Georgia Tech Basic Facts

- Public
- Located in Atlanta, GA
- Fall 2014 enrollment: Undergraduate – 14,682, Graduate – 8,427 (23,109 total), up 7.63%
- Global presence
- 31 staff members in the Registrar’s Office
- RO reports to Vice Provost for Enrollment Services who reports to the Provost
- Usual array of functions, with the exception of classroom scheduling
How to say “success” in Klingon...

The Klingon word for success is Qapla’ (pronounced KAHPLAH’).

Source: http://klingonska.org/dict/?q=success
Definitions of Success

• Favorable outcome of an action
• Growth, development, improvement
• Achieving what you have set out to do
• Getting the job you wanted
• Fixing something that is broken
• Solving a problem
• Promotion at work
• Shedding a few surplus pounds
• Seeing your business prosper
• Seeing someone you have mentored succeed
• All these things and many more
What is success?

- Triumph
- Victory
- Attainment
- Win
- Hit
- Smash
- Home run
- Bull’s eye
- Conquest
- Passing with flying colors
- Realization
- Score
- Pay dirt
- Big time
- Prosperity
- Achievement
- Accomplishment
Where to begin?

*In order to manage success, you have to first know how to learn from it.*
How do we learn from it?

“There is a key difference between merely enjoying success and actually learning from success. Learning from success is an active process that needs to become part of an organization's culture, lest you fall into the complacency trap that is so often cited in dire warnings about companies that basked in their own successes.”

How do we learn from it?

...success can breed failure by hindering learning at both the individual and the organizational level. We all know that learning from failure is one of the most important capacities for people and companies to develop.

Yet surprisingly, learning from success can present even greater challenges. To illuminate those challenges—and identify approaches for overcoming them—we will draw from our research and from the work of other scholars in the field of behavioral decision making, and focus on three interrelated impediments to learning.

How to learn from it?

“The first is the inclination to make what psychologists call *fundamental attribution errors*. When we succeed, we’re likely to conclude that our talents and our current model or strategy are the reasons. We also give short shrift to the part that environmental factors and random events may have played.”

How to learn from it?

“The second impediment is overconfidence bias: Success increases our self-assurance. Faith in ourselves is a good thing, of course, but too much of it can make us believe we don’t need to change anything.”

How to learn from it?

“The third impediment is the failure-to-ask-why syndrome—the tendency not to investigate the causes of good performance systematically. When executives and their teams suffer from this syndrome, they don’t ask the tough questions that would help them expand their knowledge or alter their assumptions about how the world works.”

How to learn from it?

• Try to fully understand all the factors to which your success may be attributed.

• Don’t let it go to your head; don’t imagine that you are now so clever or so good at planning that you really don’t need to change anything or take a different approach.

• Ask the hard questions about why the project or action succeeded (did it succeed because you threw lots of money at it, or did it succeed due to other reasons?).
How do we learn from it?

• Celebrate it!

• Avoid becoming a fat cat by seeking continual feedback on what is happening on your campus and determine how you can respond.

• Look at past successes as fodder for creative thinking in the future.

• Look at your recent successes as indicators of where you might need to go in the future.

• See success as a starting point, not an ending point.
The Culture of Failure

“Many organizations today — particularly government agencies — have a learn-from-failure culture. Talking about what went wrong in the past is an everyday experience, institutionalized in practices like "after action" reporting that invariably are heavily weighted on failure reporting.”

The Power of Failure

“Yes, I said failures. Failure is a necessary part of the innovation process because from failure comes learning, iteration, adaptation, and the building of new conceptual and physical models through an iterative learning process. Almost all innovations are the result of prior learning from failures.”

Source: http://www.forbes.com/sites/darden/2012/06/20/creating-an-innovation-culture-accepting-failure-is-necessary/
Avoiding the Culture of Failure

- Think about failure in a different way.
- Understand that failure is not always bad.
- Learning from failure is not always a straightforward process.
- Not all failures are created equal; keep your perspective.
- Stir the ashes on all your projects and activities and go about reviewing failures the same way that you go about reviewing successes.
- *Think of every experience as a learning experience regardless of whether it is described or feels like a success or a failure.*
Seeing Success in Failure

“Fortunately, it's very easy to make a cultural shift here. You just need to ensure that at least some of your after action reporting, whether it occurs in meetings or memos or informal hallway chats, is dedicated to what went right. *Even an event that was largely a failure probably has some small successes that need to be shared.*”

Seeing Both Sides

- It is also true, as we mentioned earlier, that even a successful project or event may have had some small failures in it that could serve as learning moments. There is usually some of both, success and failure, in any situation.

- Evaluate your performance based on the whole package and learn from both sides of the equation.
Defining Success in a Changing Environment

In the past, how was a Registrar’s Office determined to be “successful” or not?

- Gave out correct information
- Published a *Catalog* that was on-time and error-free
- Published a schedule of classes that was on-time, complete, and accurate
- Completed the registration process in a timely way
- Processed grades in a timely way
- Posted degrees accurately and in a timely way
- Issued transcripts efficiently and at no or low-cost
- Issued diplomas in a timely way and with good quality
- Processed other forms such as verification of enrollment in a timely way
Defining Success in a Changing Environment

Today we have to ask in what areas are we measuring our effectiveness. How are these areas assessed? What is our feedback loop for each area?

- Customer services
- Enrollment services
- Technology services
- Data management and reporting services
- Veteran’s services
- Academic support services
- Athletic certification
Defining Success in a Changing Environment

“What comes to mind when you hear "college student?"

“Popular culture and the media have helped cement that picture in our collective minds, yet it has never been less accurate -- and is rapidly getting further and further from reality. The changing face of today's typical college student has profound implications for the future of higher education in our country.”

Source: http://www.huffingtonpost.com/dr-ricardo-azziz/a-looming-challenge-higher-education_b_4855108.html
Defining Success in a Changing Environment

The future of higher education will be filled with pervasive complexity, ambiguity, and change, requiring a different leadership skill set.

Source: https://www.academicimpressions.com/conference/new-leadership-skills-higher-education-institute
Defining Success in a Changing Environment

To manage your success as a leader, you will have to:

- Lead when there aren't any clear answers or solutions.
- Craft solutions that will require cross-boundary collaboration throughout a campus.
- Reduce costs while increasing quality and responsiveness.
- Anticipate future challenges to their institutions in a way that coalesces broad understanding and support for future action.

Source: https://www.academicimpressions.com/conference/new-leadership-skills-higher-education-institute
Defining Success in a Changing Environment

A Different Kind of Office Culture...

In its 2011-2012 Annual Report, the Registrar’s Office at the University of Florida has the following listed as one of its values.

“Culture of Hospitality

We actively seek very talented people who embrace, advocate and practice our mission. Our unique culture of a collegial and collaborative environment inspires us to become change agents and to excel in support of the university’s goals. We are hard-working, friendly, spirited, loyal, and fun-loving. Recognizing and celebrating individual and team accomplishments are keys to sustaining our positive energy.”

Defining Success in a Changing Environment

\[ Service \, Excellence = \text{Commitment} + \text{Attitude} + \text{Action} \]

Source: Creating a Service Culture in Higher Education Administration, by Mario C. Martinez, Brandy Smith, and Kate Lumphreys
Defining Success in a Changing Environment

...We wish to be known as an office that can get things done, as an office with a positive attitude. When we must say “no”, we will do so politely and pleasantly. We will make quality referrals; when we can’t help, we will find out who can and direct the customer accordingly. We believe timeliness is important and customer time is valuable. We will work toward having short turnaround times and short lines.

Source: http://www.registrar.uconn.edu/faculty_staff_mission_philosophy.htm
Defining Success in a Changing Environment

Culture of “Yes” versus “No”

Part of our evolution, especially in the Registrar’s Office, has been managing our “brand” so that we are no longer thought of by students, faculty, and other staff as the folks who say “no,” but as the folks who can and will say “yes,” and be partners in the educational business of the campus on a daily basis.

What does this mean for how we define and measure “success?”
How to say “yes” in Klingon...

- HISlaH
- Hija’
- Luq

Source: http://klingonska.org/dict/?q=yes
Other Important Things

There are other things that are good to know or think about in regard to success and how to manage it effectively.
Managing Success

One key to managing success is to know the difference between an idea and an opportunity...
Idea *versus* Opportunity

Ideas are a dime a dozen. Opportunities are much more important. An opportunity is an idea that’s passed the test of planning. It has potential. You can implement it.

Source: http://timberry.bplans.com/2012/09/ideas-vs-opportunities.html
Idea *versus* Opportunity

The difference between an idea and an opportunity is whether:

- You can build it or get it to work.
- Your customers will embrace it.
- There aren’t too many obstacles getting in the way of getting it done.
- At the end of the day, even if not perfect, it is still an improvement.

Source: [http://www.venturechoice.com/articles/opportunity_evaluation.htm](http://www.venturechoice.com/articles/opportunity_evaluation.htm)
Idea versus Opportunity

Common pitfalls when you are examining ideas:

- Judging your ideas too quickly without critically raising questions and queries;
- Stopping with your first good idea and sticking with it rather than brainstorming your idea and developing it substantially;
- Obeying rules that don’t exist rather than questioning and examining your assumptions and testing them. It could be possible to come up with a unique idea by questioning what is currently seen as a standard or acceptable.

Source: http://www.venturechoice.com/articles/opportunity_evaluation.htm
Recognizing Opportunity When It Knocks

• It won’t be perfect. Don’t let perceived imperfections blind you to the larger potential or impact.

• The future is built with today’s tools, not tomorrow’s tools. Many great opportunities are not so much breakthroughs as they are a re-packaging or better combination of things that already exist.

• Appreciate the full evolution of failures. Many opportunities don’t reveal themselves on the first attempt at trying out an idea.

• Timing can be everything.

Source: http://www.businessinsider.com/opportunity-doesnt-knock-it-whispers-2010-11
Idea versus Opportunity

Manage your success, or chances of being successful, by *investigating* ideas and determining whether there are any opportunities among them. Chase opportunities that were identified out of well-vetted ideas.
Making the Most of It

After you define what you mean by success, you know to learn from it, and you know how to avoid the culture of failure, you then need to think about how you maximize your chances of success and maintain your forward motion.
Maximizing Success

Soft Skills *versus* Hard Skills

- To maximize success, you and your team must have a blend of hard skills and soft skills.

- Every office and role is different, but the most successful ones employ both.

- Technology-heavy positions need soft skills, too.
Soft Skills

- A person’s relationships with other people are characterized by how they interact and are driven by personality traits.
- Soft skills are often described as a compliment to hard skills.
- It’s more than what we know, and more of who we are.
- They are difficult to acquire and change.

Source: http://www.investopedia.com/terms/s/soft-skills.asp
Soft Skills

• Why is this skill set important?
  
• A gap in these skills can prevent you or your office from obtaining true success and maintaining it for an extended period of time.
• If you have a lot of staff turnover, there is a chance that you have a soft skills gap.
• If you have a lot of managers but no real leaders, you could have a soft skills gap.
• Though technical proficiencies and other hard skills are important, soft skills are needed to collaborate, negotiate and think creatively.
• Soft skills are key to team work.

Source: http://www.mindtools.com/pages/article/newCDV_34.htm
Hard Skills

These are specific, teachable abilities that can be defined and measured:

- Specific, tangible job skills
- Operating software programs
- Using SQL to retrieve data
- Experience with student information systems

Source: http://www.investopedia.com/terms/h/hard-skills.asp
Managing Success: Setting Annual Goals

- You can’t do everything all at once.

- Together with your management team, review the areas of success and areas for improvement.

- If you are successful in one area, consider focusing your resources on an area in need of improvement.

- Prioritize your goals and establish regular meetings and benchmarks.

- Continue to evaluate throughout the year.
Managing Expectations: Questions that Stump Us

I answer a lot of questions at the information desk at Olympic National Park, in Washington State. But one visitor stumped me: "Do you have any trails that just go downhill?"

Source: http://www.rd.com/jokes/funny/customer-service/wrong-direction-joke/#ixzz2nC3qU3dA
Managing Expectations

The needs, wants, and preconceived ideas of a customer about a product or service.

- A person’s previous experience is a major driver of his or her expectations
- Customer satisfaction = Meeting expectations
- Expectations are constantly changing, make sure you understand the current expectations
Managing Expectations

How can you manage and understand expectations?

• Set expectations by establishing goals and delivering
  • Let your actions drive expectations
  • Make sure you only state what you can deliver

• Monitor expectations by actively involving those impacted:
  • Don’t assume, ask
  • Actively seek the opinions and needs of those impacted
  • Create focused task forces and surveys to gather information

Source: http://www.lehigh.edu/~inchain/documents/VICS.pdf
Managing Expectations

How can you manage and understand expectations?

• Influence expectations
  • Set specific meetings to gather information
  • Provide a forum to reveal new technologies, practices, and ideas

Source: http://www.lehigh.edu/~inchain/documents/VICS.pdf
Managing Success: Key Factors

- Celebrating it
- Not becoming complacent
- Learning from it

Deciding if whatever success you’re celebrating now puts you in an OK position, at least for the near future

Taking stock of the balance or lack thereof in business *versus* personal life

Learning to know the difference between good opportunities and good ideas

Sharing your success stories

Keeping the assessment process going; keep looking at your office to see how things are running

Understanding the price

Managing expectations
Managing Success

In managing success, you need to evaluate the price of what you have achieved and maintain a healthy balance.

• What price is too high a price?
  • Have you overrun or stretched your budget to the breaking point?
  • Was there a battle to get funding that ramped up the pressure to get it done?
  • Have you focused on intensely on the big, high-profile project(s) that the smaller ones have been neglected to the point of crisis?
  • Are your staff members exhausted, so much so that they can’t really enjoy the celebration?
  • Were there business relationships damaged in the process?
  • Has work-life balance for you and your staff members become a thing of the past?
momentum
÷
REALISM
=
balance
Connectivity

Conference Guidebook App
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