

Rochester Institute of Technology

RIT Digital Institutional Repository

Theses

1998

Service management case study: Registrar's office reorganization

Patricia Nelson

Follow this and additional works at: <https://repository.rit.edu/theses>

Recommended Citation

Nelson, Patricia, "Service management case study: Registrar's office reorganization" (1998). Thesis. Rochester Institute of Technology. Accessed from

This Thesis is brought to you for free and open access by the RIT Libraries. For more information, please contact repository@rit.edu.

SERVICE MANAGEMENT CASE STUDY:
REGISTRAR'S OFFICE REORGANIZATION

by

Patricia Fischer Nelson

A thesis submitted to the
Faculty of the School of Food, Hotel and Travel Management
at
Rochester Institute of Technology
in partial fulfillment of the requirements
for the degree
of
Master of Science

August 1998

Thesis Committee

Richard Marecki, Ph.D.,Chairman

Francis Domoy, Ph.D.

Daniel P. Vilenski, Registrar

ROCHESTER INSTITUTE OF TECHNOLOGY
School of Food, Hotel and Travel Management
Department of Graduate Studies

M.S. Hospitality-Tourism Management
Presentation of Thesis/Project Findings

Name: Patricia F. Nelson Date: 4/16/99 SS#: _____

Title of Research: Service Management Case Study: Registrar's Office Reorganizat

Specific Recommendations: (Use other side if necessary.)
 Title page corrected, abstract included,
 bibliography moved, thesis reprinted.

Thesis Committee: (1) Richard Marecki, Ph.D. (Chairperson)
 (2) Daniel Vilenski, Registrar
 OR (3) Francis Domoy, Ph.D.

Faculty Advisor: R. Marecki

Number of Credits Approved: 48 (Degree Granted August 1998)

4/20/99

Date _____ Committee Chairperson's Signature

4/20/99

Date _____ Department Chairperson's Signature

Note: This form will not be signed by the Department Chairperson until all corrections, as suggested in the specific recommendations (above) are completed.

cc: Departmental Student Record File - Original
 Student

Table of Contents

	Page
Abstract	iii
Chapter 1:	
Introduction	1
Background	3
Problem Statement	4
Purpose	4
Significance	5
Limitations and Scope	5
Definition of Terms	6
Chapter 2:	
Literature Review	8
Quality Customer Service	8
Costs and Benefits of Service Quality	11
Managing for Quality and Productivity	14
Managing Supply and Demand	16
Networks	18
Staff Development	20
Teams	23
Literature Review Conclusion	30
Chapter 3:	
Methodology	31

Table of Contents, continued

	Page
Chapter 4: Findings	33
Team Maturation Rating	36
Red Barn Experience	36
Focus Group Input	38
Benchmark Findings	39
Chapter 5: Conclusions & Recommendations	41
Bibliography	43
Appendix A: Organizational Chart	47
Appendix B: Processes & Functions List	48
Appendix C: Team Maturity Scale	49-50
Appendix D: Team Maturity Scale Survey Results	51-56
Records Group	51-52
Registration Group	53-54
Combined Team	55-56
Appendix E: Red Barn Workshop Relationship Quotes	57
Appendix F: Quality Function Deployment/House of Quality	58

Abstract

This case study documents the reorganization of the RIT Registrar's Office which was a successful attempt to improve customer service, enhance staff satisfaction, and keep pace with computer technology. Reporting structure, work distribution, empowerment, team building, and training are analyzed.

Quality customer service, costs and benefits of service quality, managing for quality and productivity, managing supply and demand, networks, staff development, and team concepts are discussed relative to their applications in reengineering a team of 12 people.

Findings are documented with team maturation ratings, an experiential team building summary, customer focus group input, and benchmarking results. It is concluded that the benefits of reorganization include greatly improved cross-training of staff which enhances internal and external customer satisfaction.

Recommendations include continual training of frontline staff, annual assessment of team maturation, continued use of customer focus groups, benchmarking with similar and diverse industries, and on-going assessment of the reorganized structure of the Registrar's Office.

Chapter 1

Introduction

If the successful educational experience of students depends to a significant extent on the quality of student service programs, one might ask if higher education's academic and administrative support offices have kept pace with the increasingly consumer oriented student body of the 1990's? Colleges that want to increase their competitiveness in the market of higher education are being challenged as never before to improve services. With the explosion of computer technology in the area of electronic record keeping during the past decade, strictly clerical functions have decreased while oversight and decision making functions have increased. In spite of this dramatic change in focus regarding the manner in which student records are maintained, the organizational structure of most student support offices has remained basically unchanged.

Imagine, if you will, that you are a student in the Food, Hotel, and Tourism Program at Rochester Institute of Technology. You have tried to register via Telephone Registration for a class you need for Spring Quarter but, to your dismay, the course is closed and you need the instructor's permission to register. After obtaining written permission to register for the course, you proceed to the Office of the Registrar to register for the course. Upon arriving at the Registrar's Office, you notice a que line of three students at one service window and you also observe another open window with no que line. Because you are in a hurry, you fail to notice the signs that label the windows "Records" and "Registration," and you approach the "Records" window which does not have a waiting line. A very nice Staff Assistant greets you and you present her with your registration form, properly completed, for the closed course.

Introduction (continued)

The Staff Assistant politely and cheerfully informs you that she cannot handle that transaction, and you must wait in the que line at the window labelled "Registration." As you move to the que line, you can't help but notice the signs posted which tout the telephone and Student Information System computerized registration methods. You ask yourself, "How can they have such high tech systems and yet have human systems that are stuck in a time warp?"

This paper will attempt to outline the journey down the path of office reorganization and reengineering taken by the Office of the Registrar at Rochester Institute of Technology.

Background

Traditionally Registrar Offices of larger colleges have organized front-line staff duties into distinct operational groups. Usually these groups deal with registration services or record keeping functions. Prior to 1992, the RIT Office of the Registrar was organized into three groups; in addition to the traditional Records and Registration groups, there was a Scheduling & Certification Group. In a middle-management downsizing movement, the staff and duties of the Scheduling & Certification Group were reallocated to the Records Group and Registration Group.

While the organizational structure of the office has changed very little during the last fifteen years, the computerization of the tasks performed has been phenomenal. In 1983 there were two computer terminals for a staff of 23. The technology progressed rapidly from paper batch mode data entry to an integrated on-line database, telephone registration, an electronic student information system, student record data distributed campus wide to academic units, real-time processing, e-mail, and World Wide Web connections. Students now have the capability of registering for courses, viewing their student record, or asking questions of the Registrar's staff without the need to physically visit the office. Every employee has desktop computer capabilities.

Employee hiring requirements for Staff Assistants have remained constant. A high school education is the minimum educational requirement with some college courses preferred. The current members of the front-line staff all have the same job classification level. Their educational backgrounds range from high school to one person with a Master's Degree. Tenure in the office extends from one year to twenty years. Individual skill levels vary considerably. The salary range for these positions is \$9.22 - \$14.73 per hour for a 35-hour week with two weeks paid vacation annually.

Problem Statement

Currently the RIT Office of the Registrar is divided into two distinct operational units -- the Records Group and the Registration Group. The Staff Assistants assigned to each group have little knowledge regarding the tasks performed by the other group. An Institute-wide managed attrition program has left each group short staffed. In addition, the high level of sophistication of the computerized student record system does not lend itself well to the utilization of temporary staff to alleviate peak demand periods.

What can be done, within the constraints of current staffing parameters, to utilize resources to provide improved student services?

Purpose

The purpose of this case study is to document the reorganization of the RIT Office of the Registrar. The staff reporting structure, work distribution, empowerment, team building, and training will be recorded and analyzed. This endeavor is being embarked upon in an attempt to improve customer service as well as attain better utilization of human resources.

Significance

The significance of this case study of the reorganization of the RIT Office of the Registrar is to further explore the management of the human resource component of student services in higher education. A closer inspection of the correlation of the computerization of student record keeping and its relationship to staffing is needed within the student services area. Hopefully, I will be able to draw some conclusions relative to staff empowerment, team environments, employee training, and rewards and recognition.

Limitations and Scope

It is my intent to document the reengineering details and the human resource implications of the reorganization of the RIT Office of the Registrar's front line operations staff.

This case study will be limited to one office situation and to the first three months of the office reorganization. Due to the short duration of this study, the final impact on overall internal and external customer satisfaction will not be assessed. Assessment of employee reaction and opinion will be attempted. My position as Assistant Registrar for the newly formed combined operational group of Staff Assistants may present a biased opinion regarding the subject.

Definition of Terms

1. **student services** Higher Educational offices which deal with the administrative processes related to students.
2. **Office of the Registrar** That student services office within higher educational institutions which keeps the official academic record for all students.
3. **Staff Assistant** A front-line employee in the Office of the Registrar; those employees who deal directly with external and internal customers (i.e., college academic offices).
4. **Records Group** A group of Staff Assistants and one Supervisor which deal primarily with student records from the grading process through degree certification.
5. **Registration Group** A group of Staff Assistants and one Supervisor which deal primarily with student records from course file preparation through term registration.
6. **Student Record System (STARS)** A computerized database of academic and financial records of students.
7. **front-line staff** Staff Assistants.

Definition of Terms (continued)

8. **external customers** Those people dealt with by front-line staff who are not employees of RIT, i.e., students, parents, investigators, vendors, etc

9. **internal customers** Those people dealt with by front-line staff who are employees of RIT, i.e., academic department employees, faculty, administrators, and peers.

Chapter 2: Literature Review

Quality Customer Service

The American economy has shifted from a manufacturing based environment to a service orientation. Service is gaining acceptance and stature as a means of securing a competitive edge in business today. From the perspective of administrative student services within the business of higher education, it is important to realize that students, as primary customers, have changed dramatically over the past decade. Students paying today's prices for their education are demanding value and service for their dollar. The economic impact of losing dissatisfied student customers is considerable as it is much more cost effective to retain students than to replace headcount with new recruits. Those of us who provide administrative student services (Admissions, Bursar, Financial Aid, Registrar) need to guard against paradigm defenses and look for new models of quality customer service.

In an effort to decrease student "run around" academic offices have increased their efforts to solve a student's problem by contacting other administrative or academic offices by telephone or e-mail rather than direct the student to another office. To illustrate that change begets

change, front-line office staff have been able to increase their level of problem-solving services as the technology of telephone and computerized registration relieved them of much routine data input. Front-line staff need to be recognized as important service providers; they need to be rewarded for their significant contribution; they need meaningful training; and they need adequate materials, equipment, and facilities with which to perform their duties. Focus should be on front-line employees if quality service is to be achieved.

Education may be somewhat like government in believing we do not need to be nice to customers/students in order to retain their business. Wrong. Colleges as well as other service industries (hotels, restaurants, retail stores, hospitals, etc.) have commitment to quality service that ranges from a "going out of business" attitude to "service as an artform." In my opinion, student services vacillate in the middle of the spectrum from "pursuit of mediocrity" to "making a serious effort."

A clear quality service vision and support from top administrators is necessary for quality service to permeate the entire organization. In a service culture, quality service is everyone's job. In higher education this means not only administrative student service departments (Bursar, Registrar, et al.) but also academic colleges, student affairs units, and

finance and administrative departments. The ultimate goal of the entire system must be the success of students. Moments of truth exist at every turn from the first impression, given by a brochure or phone call, to the daily interactions where people, policies, and processes converge; to the mailing of the student's diploma; to the status of alumni. The service cycle concept is extremely important as satisfied customers recommend future student/customers, provide employment opportunities for graduates, and promote good will by word of mouth. At every juncture the service cycle needs to be supported by the service triangle model. This model is a triad of 1) customer focused vision and strategy, 2) customer friendly systems, and 3) customer oriented employees at all levels of the organization.

Those organizations that have successfully implemented and practice a quality service style have certain characteristics in common. They are knowledgeable regarding the basics of their business (price, value, service, cost). A belief in quality, understanding of customers, a moment-of-truth focus, and a "whatever it takes" attitude are prevalent. Service is a primary objective for internal departments as well as front-line staff. A quality service culture understands the importance of employee

commitment to customer service. Continual improvement is achieved by being perpetually dissatisfied with status quo. A quality service focus must permeate the entire system.

Administrative student services have probably been guilty of making many service blunders at some point in time. It is easy to assume we know what our customers want; we should ask them more often. Staff should feel appreciated and not receive mixed signals from management. The "but" syndrome of think service, but reduce staff and cut budgets is demoralizing for all levels of staff and management. Quick fixes, smile training, and program overloads only create lack of energy and reduce initiative in employees. Management must loosen the reins of control and delegate more responsibility, authority, and entitlements to front-line staff and middle managers.

Costs and Benefits of Service Quality

The adage "*What gets measured gets managed.*" is never more true than when applied to customer service. Because service is not as easily quantified as production of a physical product, determining the true costs and benefits of quality service is often thought to be more art than science or, for some cynics, a waste of time and resources. Considering

the value of satisfied customers, it seems foolhardy not to utilize the techniques and measurement tools available to assess, as much as possible, the costs and level of customer satisfaction on an ongoing basis.

The costs of poor customer service can be examined from an internal and external perspective. Failures within the internal system of any business could occur due to the necessity of reworking a project or process, facility, or equipment downtime. Continual problems with internal systems may lead to loss of employee morale, loss of productivity, and higher employee turnover. Needless to say, the loss of customers is likely to follow. These are true costs which do not appear on traditional business ledgers.

The external costs of quality service may be broken down into verifiable costs, which include determining the expense of warantees/guarantees which have been exercised by customers requiring tuition refunds, as well as the determination of loss equated to customer/student attrition. The nonverifiable component of external costs associated with quality service are the "hidden costs" of customer dissatisfaction which translate into lost business through negative word-of-mouth advertising.

The counterpart to the cost of poor service is the cost of maintaining high quality service. These costs occur in the form of system appraisals (inspection of facility/equipment, review of documentation and reports, etc.), testings (checking of technical components), and auditing (continual appraisal of the systems and processes). Costs involved in the prevention of poor service to keep errors from occurring are real but effect the bottom line positively. Businesses usually get what they pay for when it comes to hiring quality staff, especially when the costs of training, error, and turnover are considered.

Measuring the costs of quality is problematic in that service is intangible and is measured by each customer through a different set of values and beliefs. Since there is no product to be returned by a dissatisfied customer, error data is lacking. Measurement systems can be costly, even a routine customer satisfaction questionnaire bears a considerable expense.

Since traditional accounting systems do not include the debits and credits of quality service, it must be measured through service events , service perceptions, subsequent customer actions, system appraisals, prevention methods, and recovery strategies. Surveys, customer satisfaction surveys, avenue for complaints of external and internal

customers, focus groups, etc., are good sources of pertinent data. The customer's perception of the service is paramount. During RIT Orientation Sessions each summer, very long lines of new students wait outside the Office of the Registrar for their official identification card. While our internal systems support production of an ID card in under one minute per card, when there are 100 students in line the perception can be that the service is burdensomely slow. We have noticed that by providing music, snacks, and encouraging conversations, students are much more complimentary regarding our service and product (ID cards).

The cost of quality is worth the price!

Managing for Quality and Productivity

Quality and productivity are not mutually exclusive. It is possible, and profitable, for a service organization to continually improve quality and increase productivity/profitability.

To manage for improved quality, certain criteria need to be taken into consideration and analyzed objectively. First and foremost, every service organization needs to have a good, working understanding of their customers' expectations. The simplest way to find this out is to ask (e.g., customer/student comment cards) and then listen and heed the input.

Service delivery systems need to be constantly monitored to be sure they are up-to-date and doing the job intended. Various measurement techniques (flow-charts, fishbone analysis, pareto charts, etc.) are effective and easy to use. Both external and internal resources need to be up-to-date and fine tuned to increase efficiency which in turn improves quality. Facility logistics, current technology, effective information systems, and employees are all resources that are an integral part of managing quality. The up-front cost of quality is more than regained in bottom-line outcomes.

Productivity is easier to measure than quality, however, productivity that is attributable to quality is somewhat harder to prove. The work study approach (measurement of steps involved in a process), self-determination (team management), and matching the appropriate approach to the task are proven ways to improve productivity.

To implement quality and productivity improvement programs, it is vital that leadership is supportive in thought and deed; they must walk the talk. Decisions must be based on facts supplied by accurate measurements. It is important to note here that quality improvement is more acceptable to rank-and-file employees than productivity initiatives. Personnel must be convinced that improved quality and productivity

increases improve the long-range business/service position which will, in turn, increase job security and income opportunities for all. Celebration of successes and rewards and recognition for continual improvement contribute to a culture in which there is trust among all levels of the organization. This is a formula for success!

Managing Supply and Demand

Understanding demand levels, patterns, and relationships is a crucial ingredient for a successful service operation. Managers must be cognizant of fluctuating levels of demand and be able to discern a pattern of the activity. Various interrelated stages of a service process need their relationships analyzed and modified to allow for smooth transitions from one phase to another. If waiting lines are part of a service process, they need to be analyzed to determine customer reactions to the time spent in line and then systems and practices need to be implemented to reduce waiting time or eliminate lines altogether.

Managing customers and service capacity are significant in dealing with supply and demand. Customer/student behavior can be redirected through advertising, incentives, design of distribution strategies, tuition/fee structures, and the utilization of reservations or queueing

techniques. Service supply strategies include maximizing efficiency during peak periods, use of part-time employees and rental equipment, cross-training of employees, sharing of facilities/capacity, increased customer participation in the delivery system, advanced inventorying of capacity (built in excess capacity), and/or calling on superhuman effort.

Every business has a pulse or rhythm; the toy industry gears up for the Christmas season, higher education runs on a term-by-term calendar, the dairy industry fluctuates with seasonal changes, etc. Cycles should be tracked and measured on a continual basis to help distribute service capacity effectively. Management also has the option of adjusting the timing of internal reporting or other operations which may not be readily apparent to the customer to off-peak periods.

During the past fifteen years the management of college course registration processes has gone through dramatic changes. The days of standing in line to have a person manually record a registration on a tally sheet have evolved to students registering themselves directly into computerized student record systems via telephones, computer links, or the internet. Student/customers have not always reacted as expected to the advancing technology; in some cases products were pushed into existence by customer/student demand; and yet, some students still

refuse to personally utilize the computerized registration techniques. Resources and systems are continually being improved to enhance customer service.

Networks

A network may be described as any widespread, highly organized system or activity. As applied to student service organizations, a network could consist of facilities, information, or relationships. Networks are extremely important in the service industry. They need to be designed with a vision of the future, anticipation of customer needs (present and future), with a win-win relational theory, and with a positive deviation from the competition. The network should be as simple as possible and based on a success template if possible. The value of such a network may be relational to its size (e.g., the value of the Federal Express delivery system increases in value as their delivery routes are enlarged and their delivery system improved). The number of high quality graduates from a college increases the value of a degree from that university by virtue of saturation and publicity. Efficient utilization of the capacity of a network is very important, but is also difficult to ascertain and/or manage.

The two networks that effect the customer service aspects of most student services offices are the internal employee network and the information systems network (computers). The computer networks have burgeoned within the past 15-20 years to the point of being the most important official record keeping vehicle within the system. Undoubtedly the cost of this network has been, and will continue to be, very expensive; however, its value to bottom line and customer service has been extremely positive - well worth the cost. The internal employee network is interesting in that people are still people and, while they have adapted to technology, they are still motivated and demotivated to quality service and productivity much the same as they were 20 years ago. The golden rule still applies.

To ward off rigor mortis brought on by a highly structured environment like the business of higher education, it will be necessary to re-evaluate organizational structures, policies and procedures, to encourage creativity, and to authorize staff members to think. If we could accomplish these objectives, we would then be ready to cultivate a truly service-oriented culture - a culture where people are treated as adults, judged on results, and given more latitude in how they accomplish those results. This is the first step to join the customer service revolution.

Staff Development

Staff development begins with the hiring process. By hiring the "right" people initially, potential problems which may have a long-term adverse effect on the organization may be avoided. Competent, caring individuals produce the most successful student services programs. It is important to hire people who are able to embrace the philosophy of your university and office. A similar attitude and manner of doing things pervades the principles and actions which underly all day-to-day activities. Choosing employees who have at least one common characteristic (smile a lot, enjoy travel, love animals, etc.), is one hiring technique that has proven successful in building strong student service units. All new hires should receive a complete orientation to their new positions to get them off to a good start and promote their success.

Student services staff are expected to be proficient in communicating effectively with very diverse campus populations - students, parents, faculty, administrators, and community representatives. They must be knowledgeable regarding all institutional academic and administrative units, and they must understand the inter-relatedness of the various divisions. They must exercise decision making

skills as well as interpersonal relationship skills. Yet, often, little or no training is provided to support and enhance their innate abilities.

As many colleges report, higher education is notorious for providing limited resources for staff development as compared to industry. Training is often considered a frill in this era of declining budgets and down-sized work forces; dollars are considered best spent in direct support of the organization's mission not in peripheral support of improving employee skills and knowledge.

Many staff development programs and techniques may, however, be accomplished within the constraints of departmental budgets and still produce positive results with regard to increasing productivity, efficiency, and job satisfaction. Job rotation among employees is a good way to broaden the knowledge base and provide new learning experiences within an office. In-house workshops which run in one-hour time blocks can be an effective method of improving group dynamics as well as imparting information. Employee suggestions and participation should be encouraged on a daily basis. Brainstorming and working groups formed for exchange of ideas, discussions, and departmental procedure review are other methods used to encourage continual employee improvement. The use of humor and "just for fun" activities develop a sense of camaraderie

and increase social interactions which, in turn, have a positive effect on the entire work environment. The affective side of staff development (feelings, emotions, social skills) is also an important consideration because self-image is such a critical factor in job performance.

Attention should also be paid to creating a good working environment which is entrepreneurial rather than bureaucratic, incorporates mutual trust and respect among employees and employer, empowers employees, is friendly and enjoyable, and promotes lifelong learning. Such an environment moves employees to new levels of assertiveness and fosters a "we" instead of "them" attitude and a win-win situation for all.

It is important to monitor employee's job satisfaction in order to maintain high energy and morale levels which translate directly to quality customer service. Unhappy employees make for unhappy customers. Studies have shown (Kline, 1991) that examining the smallest possible unit in an organization (within cost constraints) is the most useful way to study and make relevant recommendations for improvement in levels of job satisfaction. Ergonomic measures are also indicators of specific difficulties in small groups, and supervisory support is positively related to job satisfaction. Positive motivators which have been noted are:

1) more adherence to rules, 2) less use of power by management, 3) more supervisory support, and 4) more shared visions and goals. All employees have a need to keep in touch with the pulse of the organization as it grows and changes.

Technological advances are dramatically changing the employment and organizational environment of higher education's administrative offices. It is imperative that staff development and training keep pace with the technology.

Teams

The team concept has gained popularity as an organizational strategy that increases productivity, efficiency, employee job fulfillment, and customer satisfaction. The development of staff into teams is currently being highly touted by industries and customer service organizations world-wide.

The term *team* has become a cornerstone in the jargon popularized by the Total Quality movement during the past ten years. We hear references to many types of teams ranging from "Team Xerox" to sports teams. On closer inspection, each team takes on its own identity,

is comprised of different types of personalities, functions in a unique manner, and aspires to diverse goals. Consider the unique characteristics of baseball vs. basketball vs. football teams. The logistics of thousands of people being a "team" vs. tennis doubles partners as a "team" are self-explanatory. It's a lot easier for two people to go in the same direction.

Within the context of our personal experiences, a family unit (traditional or non-traditional) is an excellent example of team concepts. The degree to which the family is successful as a team often determines the ultimate success of each of the members. Since the whole system is greater than the sum of its parts each member benefits from the others.

Nature abounds with teams whose members have never read Deming's theories or attended a training seminar. Consider how wolves, lions, primates, cattle, goats, geese, etc. function as a "team" with survival and propagation of the species their primary goal.

In the more traditional business world, the team concept has been introduced in the form of work groups, committees, project teams, and self-directed teams. Any group of people working toward a specific goal, whether that group is comprised of two or twenty people, may be considered a team.

The ultimate team concept is that of *self-directed teams*. Such teams are described as intact groups of employees who are responsible for a whole work process or segment that delivers a product or service to an internal or external customer. To varying degrees, team members work together to improve their operations, handle day-to-day problems, and plan and control their work. In other words, they are responsible not only for getting work done but also for managing themselves. Self-directed teams may be broken down even further into *autonomous teams*, which have no designated leader, and *semiautonomous teams*, which have a designated leader. In semiautonomous teams the leadership role is necessary to provide functions such as: training resource, facilitator, deal with interface issues with other units or customers (internal and external). To be a truly autonomous, self-directed work team, the members must be prepared to deal with issues such as hirings, terminations, allocation of pay raises, vacation schedules, training schedules, etc. These types of activities have proven difficult for even experienced teams and represent the epitome of self-direction. To reach this stage of development, would be the ultimate goal of team maturation.

Self-directed teams are not formed overnight; if supported and nurtured by the organization's culture, they progress through all the

stages of growth common to any team. These stages are: forming, storming, norming, and performing.

In the *forming* stage a focus on team basics is imperative. A formula which includes commitment, accountability, and skills focused on performance results provides the foundation of team building (see Exhibit 2). People are the crucial component. During this initial period, there is excitement, anticipation, and optimism. Attempts are made to define the task and method of accomplishment, abstract concepts and discussions will develop. Progress is slow and frustrating, which leads to the second stage of team development, storming.

Storming is a difficult time for any team. Members become frustrated as they realize their task is different and more difficult than they had first imagined. Conflicting personalities and work styles will emerge. Near panic may ensue before these tensions begin to subside and set the stage for norming.

Norming brings a sense of team cohesion, a common spirit, and goals. Members accept each others strengths and weaknesses. Attempts to avoid conflict, confide in each other, express criticism constructively, and establish ground rules/boundaries are prevalent. The team begins to make progress and moves on to the performing stage of maturation.

It's during the *performing* stage that the team becomes an effective unit with everyone working in concert to attain the goals they set out to accomplish. They will be able to diagnose and solve problems as well as chose and implement changes in a productive manner.

That is the forming, storming, norming, performing theory of teams. The time spent in each stage differs greatly depending on the group dynamics. Some teams never proceed beyond storming, while others move quickly to the performance level. One of the perplexing realities of the team concept is that of continual set-backs to a previous stage of team formation. These set-backs may occur with normal staff turnover or be initiated by organizational changes.

The differences between a "staff" and a "team" is significant. A self-directed team sets goals, makes decisions, and give assignments; communication is open among all team members; relevant data is shared; team members initiate action, make suggestions, and participate in planning. Critical feedback is regarded as important to improvement, and differences are worked through in a trusting/helping environment. Employee morale, productivity, customer satisfaction, efficiency, and improvements are high in a well-functioning team.

A "staff" is often characterized by a strong, controlling management with goals, decisions, and assignments being made by the boss. A top-down communication style is common, and data is shared on a need-to-know basis. Staff members are responsible for their own work with differences and conflicts avoided or glossed over. The primary goal of a "staff" is to get the job done with little concern for improvements.

The literature states that significant performance challenges do more than anything else to foster teams but also states that, from a total-organizational perspective, a more critical question is whether established managerial values and behaviors (the company's performance ethic) helps or hinders the team-inducing effect of performance challenges. Management beyond the team needs to be self-supportive in philosophy, provision of resources, and delegation of authority in order to foster an environment in which teams will thrive. Leadership must ensure a balance between the competing forces of profit and product customers. The symbiotic relationship of shareholders/boards of trustees, who provide opportunities for employees, who deliver value to customers, who generate returns for shareholders, must be maintained.

Whether we are talking about a manufacturing business, a service organization, or higher education, today's environment is one where

change is constant. Market and customer demands need to be met quickly and efficiently. Vast technological changes, globalization trends, and market pressures require organizations with the operational systems and human resources necessary to meet the demands. It will be through the use of self-directed teams that organizations will be able to keep up with the needed changes.

Literature Review: Conclusion

In a world-wide economy that is refocusing from a manufacturing base to information age service, organizational survival is dependent on delivering quality. The literature clearly outlines the costs and benefits of quality customer service and sites innumerable examples and methods of managing for quality and productivity. The development of networks and systems to aid in the delivery of quality is an essential component.

Every employee is critical to the success of a business; therefore, staff development is a necessary factor in the success formula. By training and empowering employees to become self-directed teams, the organization positions itself for long-term, as well as short-term, profitability and success.

Yes, even the RIT Registrar's Office will better serve our students and internal customers when we become an empowered, self-directed team!

Chapter 3: Methodology

This case study has been based on the reengineering of the organizational structure of the Rochester Institute of Technology's Office of the Registrar. The population consisted of the twelve members of the Records Group and Registration Group which were combined into one front-line customer service team on April 6, 1998. There are nine Staff Assistants (front-line staff), two Supervisors, and myself as Assistant Registrar. See Appendix A, Organizational Chart.

The primary methodology for documentation of this case study was the notation of organizational changes as well as the reactions of frontline employees who were directly impacted by the change.

Progress of team building was assessed by using a Team Maturity Scale (Dyer 1995) questionnaire which was administered to the frontline staff at the beginning the reorganization process and again three months into the reorganization. This was used to document the team's self-assessment of growth.

The newly formed Records & Registration Team participated in an RIT Red Barn experiential workshop during which "team" concepts were presented in an activities-based format. Employees' reactions and comments were noted.

An e-mail focus group was conducted with the collegiate Scheduling Officers and department secretaries who are the internal RIT customers of the Office of the Registrar. Their comments were noted and reported. The purpose of soliciting this input was to get feedback regarding the effect of our reorganization on our primary internal customers.

Our benchmarking partner was the Registrar's Office of SUNY Brockport, Brockport, NY. Brockport has recently undergone a similar office reorganization and embarked on an ambitious cross-training program. The RIT Registration/Records Team Supervisors and I visited Brockport and compared philosophies and implementation strategies regarding reorganization of our respective offices. Our hosts were most gracious and cooperative. Similarities and differences were noted.

These assessment tools allowed me to ascertain the progress achieved by the Registration/Records Team as a result of our reorganization. The results are an indicator of customer and employee satisfaction, and provide direction for future endeavors.

Chapter 4: Findings

The platform for change had been established during the preceding year for reorganization of the Rochester Institute of Technology's Office of the Registrar. Institute job designation levels and title changes had unified all frontline staff at one level. The two Group Supervisors were one level higher than the nine frontline Staff Assistants. The Registrar, Associate Registrar, and two Assistant Registrars had discussed (sometimes heatedly) the pro's and con's of reorganizing the frontline staff into one primary customer service unit. Staff Assistants and Supervisors had been consulted regarding their suggestions and concerns about reorganization. The decision to move forward was made in March, 1998, and implementation began April 6, 1998.

The reengineered Organizational Chart (Appendix A) reflects nine front line Staff Assistants (four former Records Group personnel, five former Registration Group personnel) reporting to a Supervisory Team consisting of the two former Registration and Records Group Supervisors. The Supervisory Team reports to one of the two Assistant Registrars. Form followed function in this instance as these positions have considerable daily interaction with customers. Two Staff Assistants are assigned to the other Assistant Registrar in support of functions that do not deal directly with student customers on a daily basis. Appendix B outlines the distribution of specific functions performed by the office staff. From this point forward, my observations will be based on the dynamics of change as related to the frontline staff.

Employee reactions to the organizational change were mixed. Some were excited about a new challenge, others exhibited a wait-and-see attitude, and one or

two were sure we were headed for ruin. Nerves were quite prevalent during the first week as seasoned Staff Assistants were confronted with unfamiliar situations and processes. By the second week tensions began to recede and everyone was moving forward, albeit at different rates. Frequent formal and informal discussions were encouraged to allow venting of frustrations as well as sharing of ideas.

To reaffirm our commitment to better student service through reorganization, integration and crosstraining of staff began on the first day of implementation of the restructuring plan. This was a big step out of comfort zones for most staff members, It was, however, a necessary step toward our goal of increasing the scope of each employee's knowledge of the entire range of services provided by the Office of the Registrar.

Because we still have face-to-face interaction with students through service windows located between our office and the student corridor, all Staff Assistants were assigned window coverage which equated to approximately one hour per day for each frontline employee. Under our former organizational structure we had maintained continual coverage for two windows and expected students to choose the appropriate location to transact business. The change to one primary service window eliminated the need for students to choose the appropriate window depending on whether or not they had a "records" or a "registration" problem. Now students que to one window for all requests and questions; and, as demand increases, Staff Assistants open subsequent windows. This process change necessitated interaction and cross-training among Staff Assistants and afforded opportunity to appreciate how much knowledge each possessed and encouraged support and initial dependency among team members. Staff Assistants voted and chose to be called a "Team" rather than the previous term of "Group."

The concept of a Supervisory Team was developed initially to insure continuation of supervisory level employment for two very knowledgeable and productive people. Each came to the position with complete mastery of their respective areas of responsibility; each had a basic understanding of the other's area. As the Supervisors have worked together to cross-train each other, they have provided an excellent example for Staff Assistants.

Former Records and Registration processes are being integrated, not only by staff assignments, but also by work flow. We are finding and eliminating duplication of effort, contradictory information being dispensed, and process gaps. Most of the discrepancies noted thus far have been discovered simply through open communications. In one example, college departments were using the same grading report for Dean's List, suspension, and probation determinations; but, because the recording of these processes had been performed by two distinct groups within the Registrar's Office, different deadlines had been established. This was confusing to college departments and created a system input problem for the Registrar's Office. In the future the deadlines will be the same. As more formal process mapping, cross-training, and job documentation develops, it is expected that more efficiencies will be discovered.

Team Maturation Rating

As a means of tracking team maturation, a Team Maturity Scale questionnaire (Appendix C) was administered to employees to ascertain their perception of team maturation prior to the reorganization and again three months after the reorganization. One of the former groups rated themselves at what was considered by the rating instrument to be at an "appropriate" level of maturation with a 3.83 score. The other former group rated themselves at "mid-level" maturation with a 3.53 score. These groups had functioned as working units for approximately six years. The newly restructured "Team" perceived team maturation to be at an "appropriate" level with a score of 3.88. (See appendix D.) These findings were somewhat perplexing as I would have expected the newly formed Team to have perceived their maturation much lower given the short period of time they had been working together. Perhaps this represents a "honeymoon" period in the maturation process.

Red Barn Experience:

During the third month of the reorganization Staff Assistants, Supervisors, and Assistant Registrar participated in an RIT Red Barn experiential workshop which presented "Team" philosophies relative to risk taking, problem solving, and trust. The workshop consisted of a series of activities which focused the team on improving its abilities to solve problems, expand awareness, and enjoy the synergy and energy of productive interaction. Emphasis was placed on participation in a supportive environment to meet challenges and discover new personal and group capabilities. Appendix E presents a list of Team members responses to the question "What do you see as an important aspect of any relationship?"

Problem-solving skills were addressed by timed activities which necessitated group input and planning to improve the completion time of the process. For example, the goal of one activity was to have each member of the team touch a ball sequentially with only one person touching the ball at a time. Upon completion of the task, team members were asked if they could devise a means by which they could reduce the time needed for the activity. After three tries and much communication, the group reduced the time necessary for the activity from 50 seconds to 2.5 seconds. Poignant lessons in communication were effectively demonstrated by this exercise. Similar activities were designed to explore risk-taking, to increase personal self-confidence, to foster team spirit, and to elicit cooperation.

Because the team maturation questionnaires had indicated a relatively low level of risk taking tendencies among the Staff Assistants when they were questioned independently, it was interesting to observe their willingness to risk embarrassment and failure as a team. The team was more willing to take risks as a group during the Red Barn workshop than I would have expected.

While this workshop lasted only an hour and a half, it had a profound effect on the team members. Each returned to the office with a renewed enthusiasm and spirit of camaraderie. The activities, and ensuing discussions relative to the lessons presented, transformed philosophies into practical examples of positive team behavior and principles.

Focus Group Input

Comments from internal customers (college/department personnel) has been mostly positive three months into the reorganization. Comments indicate that they are pleased with the service provided and appreciate the decreased turn-around time of documents such as Schedule Confirmations and Grade Reports. Decreased turn-around time was made possible by utilizing more staff for processing during peak times. This was one of the efficiencies we had hoped to achieve with the reorganization, and we have not been disappointed in the results.

One department noted that often information sent from the Office of the Registrar prior to the reorganization was not all inclusive because it pertained to either the Records Group or the Registration Group. The consolidation should alleviate this disjointed dispersement of information. Another Scheduling Officer is hopeful of better coordination of report distribution to alleviate multiple retrieval trips by student workers.

The suggestion was made that the Staff Assistants be more proactive in notifying colleges when there is a computer problem or report distribution snag. It was also noted that Staff Assistants should preface transfer telephone calls with a brief explanation of the caller's situation. Both of these were very good suggestions and it is expected that Staff Assistants, by sharing the workload with more people, will have more time to be more proactive regarding such matters.

Those college/department internal customers who participated in the focus group expressed their gratitude for the opportunity to comment and share their ideas regarding the reorganization of the Registrar's Office.

Benchmark Findings

SUNY Brockport's Registrar's Office was chosen as our benchmarking partner because they have recently reorganized their office in an attempt to provide more efficient customer service.

Similarities between the Brockport and RIT reorganization included:

- Former Records Groups and Registration Groups were combined to form one frontline customer service group.
- Two Assistant Registrars were included in the reorganization.
- Cross-training of frontline staff is seen to be essential to providing good customer service and adequate office coverage.

Differences between the Brockport and RIT reorganization included:

- Brockport began cross-training employees a year before the actual reorganization, while RIT began cross-training with the reorganization.
- Brockport's organizational structure has all employees at the Staff Assistant level reporting to one Supervisor who reports to one Assistant Registrar. RIT has nine Staff Assistants reporting to a Supervisory Team of two who, in turn, report to one Assistant Registrar; in addition, RIT has two Staff Assistants who perform behind-the-scene functions reporting to another Assistant Registrar.
- RIT has attempted to measure Team Maturity and has provided experiential team activities (Red Barn).

Differences (continued):

- The Brockport Registrar's Office has been operating as a unit of the Student Affairs Division but is in the process of a reporting change to a newly formed Division of Enrollment Management. The RIT Registrar's Office reports to the Division of Academic Affairs.
- Duties and responsibilities of the Offices differed somewhat. Brockport is responsible for transcript evaluations for degree certifications and commencement proceedings; RIT's Registrar's Office does not deal with these functions. RIT houses Identification Card processing and transfer credit posting in the Registrar's Office, whereas Brockport houses those functions in departments other than the Registrar's Office.

This benchmarking experience was well worth the time and effort involved. I believe both colleges benefited from the exchange of information and ideas.

The findings stated in this chapter are a summation of the documentation recorded in accordance with the methodology proposed for this case study.

Chapter 5: Conclusions & Recommendations

Conclusions

It would be foolhardy to form conclusions regarding reorganization of any work environment after only three months into the plan. As the Quality Function Deployment/Houses of Quality chart outlined in Appendix F illustrates, reorganization of frontline staff is only an initial step in the continual customer service improvement process. At this point in time, however, the reorganization of the Office of the Registrar at Rochester Institute of Technology appears to have been a step in the right direction.

Expansion and sharing of knowledge exhibited by Staff Assistants and the Supervisory Team has been remarkable. This increased information base will provide employees with the tools to better serve our internal and external customers. Processing efficiencies created by the reorganization have engendered a significant improvement in staff utilization.

As team maturity increases and Staff Assistants are trained and empowered to provide the best possible customer service, I am sure the decision to merge the RIT Registrar's frontline employees into one comprehensive unit will not be regretted.

Recommendations

Training of frontline staff should become a primary concern. Not only should team members be trained to be expert interpreters of RIT academic and administrative policies, procedures, and processes; but they should also be given customer service training and self-improvement opportunities. Team maturation improvements should be acknowledged by increased rewards and recognition.

The Staff Maturation Survey should be administered annually to assess strengths and weaknesses of the current team. Such assessment should be the basis for goal setting.

Focus groups should be extended to include student customers. Student needs and perceptions are a vital component of decisions made by the RIT Office of the Registrar. Student comment cards should also be available at all times as a vehicle for customers' suggestions, concerns, and complaints.

Benchmarking should be continued with Brockport and extended to other colleges and universities who are experimenting with organizational changes within their Registrar's Offices or other student services areas. The possibility of benchmarking with organizations outside of higher education, such as hospitals or hotels, might also be considered as a means to think creatively beyond our own paradigms.

My final recommendation would be that documentation of this reorganization be continued as an assessment tool for implementing continual improvement within the Rochester Institute of Technology's Office of the Registrar. Such documentation could also serve as a guide for those employed in student services who have yet to embark down this path.

"If we are to experience real gains in serving the students and employees of the university, we must complement the capabilities of new technology with redesigned business practices." James Watters, Vice President Finance and Administration, Rochester Institute of Technology, 1998.

Bibliography

The following bibliography represents the search of relevant literature in support of my proposed case study thesis of the reorganization of the RIT Registrar's frontline customer service staff.

Albrecht, K. (1998). At America's Service. New York: Warner Books, Inc.

Austin, P.O. (1987). Registration as a Student Service: How Did it Evolve, and Where Is It Headed? College & University (Fall), 63 (1), 64-69.

Bell, D.J. and Bracken, J.D. (1992). Combining "Peopleware" and "Software" in the Admissions Office: A Case Study in Change. College & University (Winter), LXVII (2), 151-159.

Boothe, R. (1990). Who defines quality in service industries? Quality Progress, (February), 23 (2), 65-67.

Christoforou, S. (1992) The Well-Informed Office: Can it be Accomplished? Presented at 62nd Annual Meeting of The Middle States Association of Collegiate Registrars and Officers of Admission, Atlantic City, New Jersey..

Coate, L.E. (1991). Implementing Total Quality Management in a University Setting. New Directions for Institute Research, (No. 71 Total Quality Management in Higher Education), (Fall), 18 (3), 27-38.

Dauphinais, P.R. (1998). In Praise of One-Stop Shopping for Student Services. College & University (Spring), 73 (4), 12-16.

Dyer, W.G. (1995). Team Building: Current Issues and New Alternatives. Reading, MA: Addison-Wesley.

Engelkemeyer, S.W. (1998). All Quiet on the CQI Front? AAHE Bulletin, (March), 50 (7), 11-16.

Bibliography continued

- Evert, H.D. (1990). A Day in the Registrar's Office, Circa 2003. College & University (Spring), LXV (3), 171-175.
- Fitzsimmons, J.A., and Fitzsimmons, M.J. (1998). Service Management. Boston, MA: McGraw-Hill.
- Haid, W.R. (1995). Moving Up: Skills for Advancement Opportunities in Admissions and Records Organizations. College & University (Summer), LXXI (1), 34-37.
- Heskett, J.L., Sasser, W.E., and Hart, C.W.L. (1990). Service Breakthroughs. New York: The Free Press.
- Hoerr, J. (1988, November 28). Work Teams Can Rev Up Paper Pushers, Too. Business Week, pp. 68-69.
- Jones, C. (1992). Developing a total quality strategy. Management Services, (March), 36 (3), 22-26.
- Katzenbach, J.R., & Smith, D.K. (1993). The Wisdom of Teams. New York: HarperBusiness/HarperCollins
- Kline, T.J.B., Parsons, L., Gibson, K., Ogden, N., and Lim, C.S. (1991). A Study of Job Satisfaction: Making a Case for Using Small Sample Sizes, Including a Variety of Variables and Testing for Significance with Randomization Tests. College & University (Fall), LXVII (1), 15 - 22.
- Lawler, E. E.; Mohrman, S.A.; & Ledford, G.E. (1992). Employee Involvement and Total Quality Management. San Francisco, CA: Josey-Bass.
- Lee, C. (1990, June). Beyond Teamwork. Training, pp. 25-32.
- Lipnack, Jessica (1994). The Age of the Network: Organizing Principles for the 21st Century, Essex Junction, VT: OMNEO.
- Lonabocker, L. (1997). Transformation: Instructional Management. College & University (Winter), 72 (3), 20-24.
- Lonabocker, L. (1996). Transformation: The Student Services Domain. College & University (Fall), 72 (2), 25-28.

Bibliography, continued

- Marchese, T. (1991). TQM Reaches the Academy. AAHE Bulletin, (November), 44 (3), 3-9.
- McMillen, L. (1991, February 6). To Boost Quality and Cut Costs, Oregon State U. Adopts a Customer-Oriented Approach to Campus Services. The Chronicle of Higher Education. pp. A27-28.
- Morgan, B.E., and Weckmueller, B.L. (1991). Staff Development for the 1990s. College & University (Fall), LXVII (1), 81-88.
- Rickard, C.E. and Spotts, B.L. (1988). Staff Development: The Key to Our Profession's Future. College & University (Spring), 63 (3), 296-302.
- Rogers, M.E. (1989). Building a winning admissions team. College and University, (Fall), LXV (1), 5-13.
- Rohan, S. and Enstrom, J. (1993). Effective Teamwork: Participant Notes. University of Wisconsin. Presented at the annual meeting of the American Association of Collegiate Registrars and Admissions Officers, Orlando, Florida.
- Scholtes, P.R.; Joiner, B.L.; & Streibel, B.J.(1996). The Team Handbook. Madison, WI:Joiner Associates, Inc.
- Schoderbek, P.P., Schoderbek, C.G., and Kefalas, A.G. (1990). Management Systems: Conceptual Considerations. Homewood, IL: BPI/Irwin.
- Seymour, D.T. (1991). TQM on Campus: What the Pioneers Are Finding. AAHE Bulletin, (November), 44 (3), 10-13.
- Seymour, D.T. (1992). On Q: Causing Quality in Higher Education. New York: Macmillan.
- Siblock, S. (1997). Customer Service as Affected by Data Quality on an Integrated Student Information System. College & University (Summer), 73 (1), 19-22.
- Snyder, D. (1989). Hiring Support Staff Can Be a Win/Win Affair. College & University (Spring), LXIV (3), 300-305.

Bibliography. continued

Tolstoy, A. (1992). Quality means improvement. Executive Excellence, (May), 9 (5), 10-11.

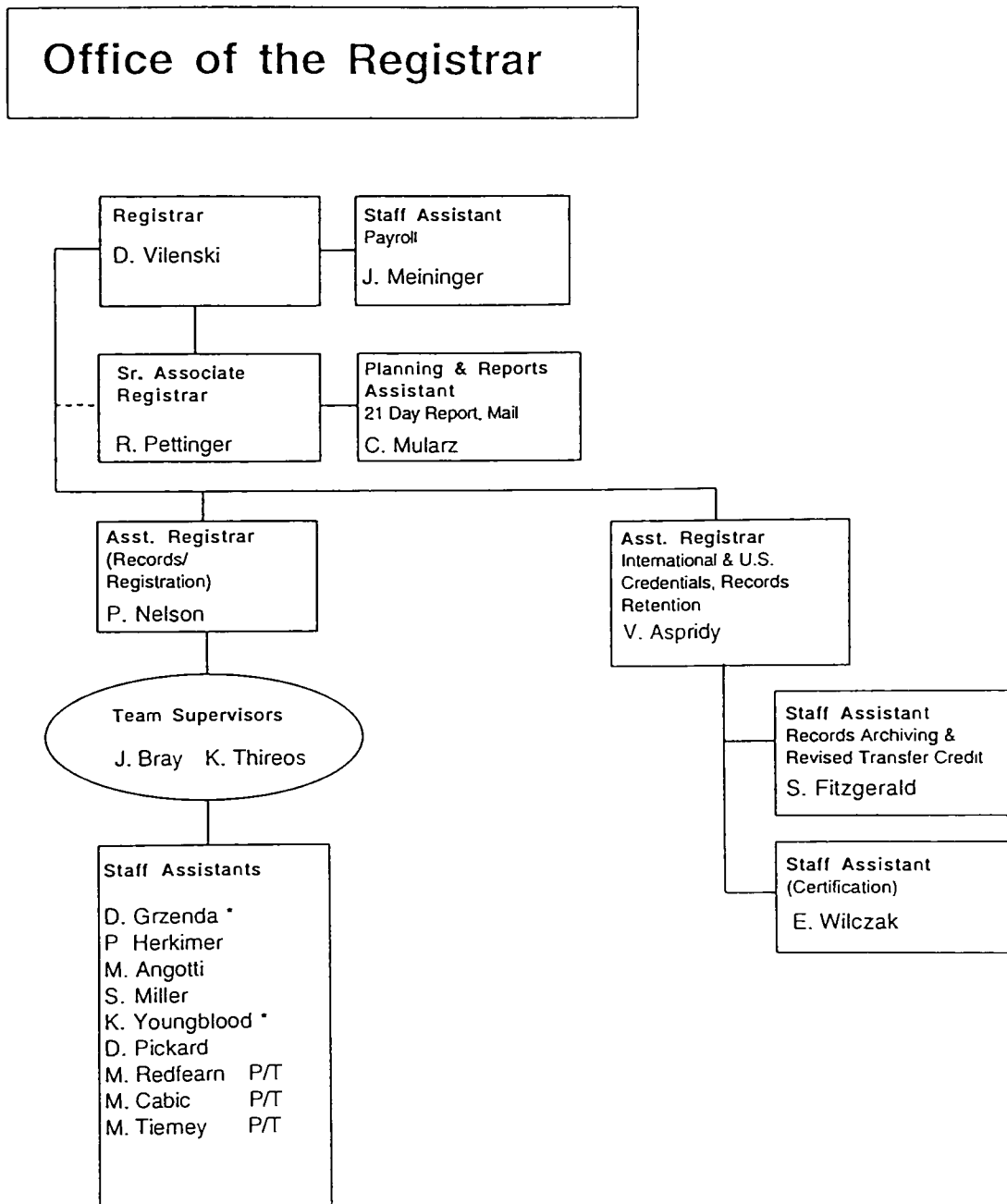
Walton, R.E. (1985, March-April). From Control to Commitment in the Workplace. Harvard Business Review, pp. 77-84.

Wellins, R.S., Byham, W.C.; & Wilson, J.M. (1991). Empowered Teams. San Francisco, CA: Josey-Bass.

Zoglio, S. (1997, September). How to Rejuvenate a Tired Team. Managing Office Technology, p. 34.

Appendix A

RIT Office of the Registrar: Organizational Chart



P/T = Part-time
* Evening Hours

Appendix B

RIT Office of the Registrar: Staff Functions

Records, Registration, and Scheduling (Frontline Staff Assistants)

- Academic Advising Reports
- Address Changes
- Change of Grades
- Change of Program
- Class List Distribution
- Classroom Scheduling
- Confirmation of Registration
- Continuing Education Units
- Course File Maintenance
- Course Withdrawals
- Credit by Exam/Experience
- Deans and Probation Lists
- Enrollment Verification
- Extension of Incomplete Grades
- Grade Roster Distribution
- Final Exam Schedule
- Graduate Equivalents
- Identification Cards
- Leave of Absence/Withdrawals
- Main Telephone Information (Voice and TTY)
- Name/Student Identification No. Changes
- Pre-App Admissions Roster
- RAC Intercollegiate Registrations
- Registration Correction Forms
- Registration Drop/Add
- Repeat of Grades
- Report Distribution
- Suspension/Suspension Waivers
- Transcripts - Outgoing
- Transcripts - Incoming

Certification, Records Retention, & International Records (Back Office Staff)

- Evaluation of Foreign Credentials
- Revised Transfer Credit Evaluations
- Record Retention
- Post Degree Certifications

Appendix C

Team Maturity Scale

Dyer, William G. *Team Building*. Addison-Wesley Pub. Co., 1995, p. 59-65.

Team Maturity Scale

Based on your observations of your work unit, evaluate the maturity of your group as a mature team

1. How are goals established in your work unit?

1	2	3	4	5
The group leader sets the goals for us.		We discuss goals, but finally the leader sets the goals.		We all work together to arrive at our goals.

2. How committed are the people in your unit to working hard to achieve the goals?

1	2	3	4	5
People demonstrate surface-level commitment to the goals.		People work at achieving the goals with which they agree.		Everyone is deeply committed to all of the goals.

3. How are decisions made in your unit?

1	2	3	4	5
The boss tells us what the decisions are.		We discuss issues, but the boss makes all final decisions.		We all make appropriate decisions by consensus.

4. How well do people collaborate with others?

1	2	3	4	5
Each person works independent of others.		There is some collaboration when people are pushed to it.		People easily work with others as needed.

5. How much do people trust each other—to carry out assignments, to keep confidences, to do their share, to help when needed?

1	2	3	4	5
There is almost no trust at all.		Some trust exists, but it is not widespread.		There is high trust among all.

6. How would you describe the unit leader's management style?

1	2	3	4	5
S/he is authoritarian—runs things his/her way.		S/he is consultative—consults with us, but has final say.		S/he is participative—is part of the team.

7. How open and free are communications in unit meetings?

1	2	3	4	5
Communication is very closed, guarded, and careful.		People will talk about matters that are safe.		Everyone feels free to say what they want.

8. When people have differences or conflicts, how are they handled?

1	2	3	4	5
Conflicts are ignored, or people are told not to worry about them.		Conflicts are sometimes looked at but are usually left hanging.		Conflicts are discussed openly and resolved.

9. What is the level of people feeling they are part of a team?

1	2	3	4	5
People really don't feel like they are part of a team.		Occasionally, there is a sense of team spirit.		There is a deep feeling of team pride and spirit.

10. To what extent do people in your work unit understand what people need from each other in order to achieve common goals?

1	2	3	4	5
People really don't understand what others need from them.		There is some understanding between some people.		Each person truly understands what others need from him/her

11. To what extent do people really understand, accept, and implement decisions and assignments with commitments?

1	2	3	4	5
People just do what they are told. There is little personal commitment.		At times there is some commitment to decisions and assignments; at other times there is not.		There is full commitment by everyone to all decisions and assignments.

Appendix C

(continued): Team Maturity Scale

Dyer, William G. *Team Building*. Addison-Wesley Pub. Co., 1995, p. 59-65.

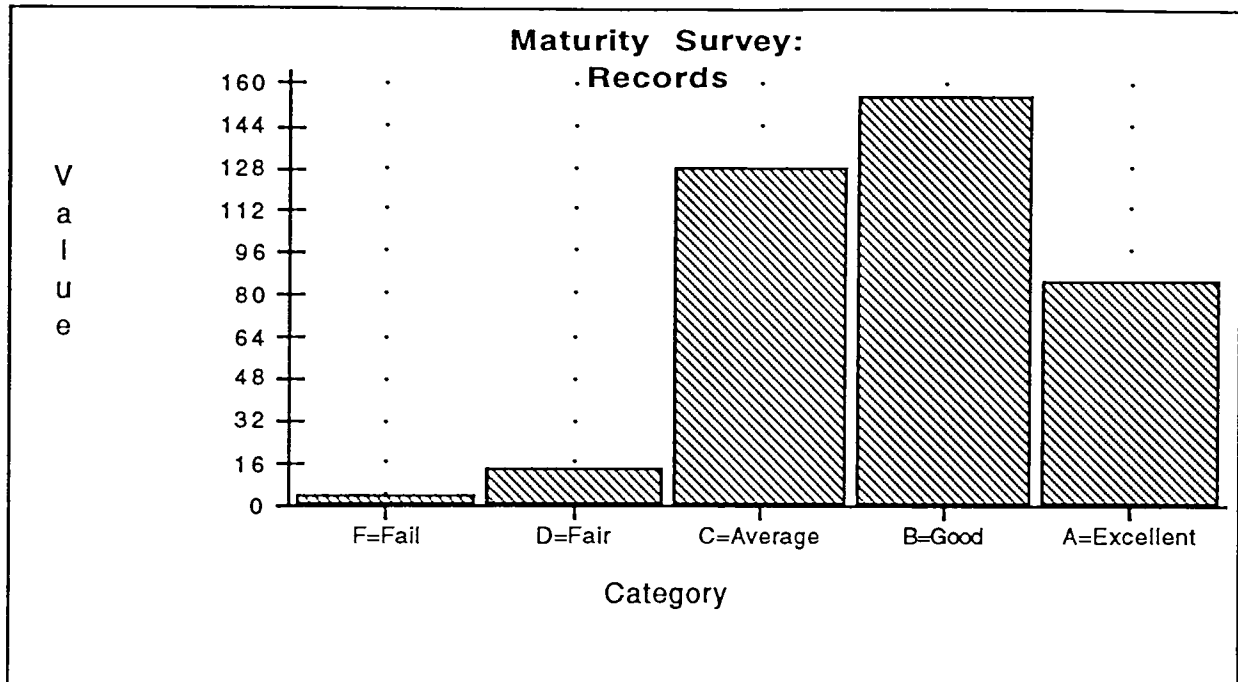
- | | | | | | |
|--|--|---|--|---|---|
| 12. How supportive and helpful are the unit leaders and members toward one another? | 1 | 2 | 3 | 4 | 5 |
| | There is little support among leaders and members. | | There is some support and help some of the time. | | There is high support and help most of the time. |
| 13. Does your work unit ever stop and critique how well they are working together? | 1 | 2 | 3 | 4 | 5 |
| | We never stop to critique how well we are doing. | | We occasionally take time to critique how well we are doing. | | We regularly take time to critique how well we are doing. |
| 14. Generally how satisfied are you with the way your work unit functions as a team? | 1 | 2 | 3 | 4 | 5 |
| | I am not satisfied at all. | | Sometimes I'm satisfied; sometimes not. | | I am very satisfied almost all of the time. |
| 15. To what extent is the work unit dependent on the unit leader to move ahead and get work done? | 1 | 2 | 3 | 4 | 5 |
| | Completely dependent on the leader. | | Somewhat dependent. | | Able to work independently as needed. |
| 16. Is your unit leader capable of building your group into an effective team? | 1 | 2 | 3 | 4 | 5 |
| | Not capable at all. | | Somewhat capable. | | Completely capable. |
| 17. Do group members in your work unit have the knowledge and skills necessary to build an effective team? | 1 | 2 | 3 | 4 | 5 |
| | Skills and knowledge are not there. | | Some people have skills and knowledge. | | Members have adequate skills and knowledge. |
| 18. Are people willing to take a risk and try out new actions to make the team better? | 1 | 2 | 3 | 4 | 5 |
| | No one is willing to risk. | | Some willingness to risk. | | High willingness to risk. |
| 19. Group members are willing to make personal sacrifices for the good of the team. | 1 | 2 | 3 | 4 | 5 |
| | Almost never | | Sometimes | | Almost always |
| 20. People feel they know how their work contributes to the goals of the total group. | 1 | 2 | 3 | 4 | 5 |
| | No real understanding | | Some understanding | | Complete understanding |
| 21. Team members know how to get work done and maintain good relationships at the same time. | 1 | 2 | 3 | 4 | 5 |
| | Don't do this well | | Have some ability | | Completely able to do this |
| 22. Team members are sensitive to the needs of other members of the team. | 1 | 2 | 3 | 4 | 5 |
| | No sensitivity | | Some sensitivity | | Complete sensitivity |

Scoring: Each person should add up his or her score for the twenty-two items and divide that total by 22. This will give the perceived maturity score of the team by that member. If you add up all of the individual scores and divide by the number of members of the team, you will find the team's rating of its maturity. If the ratings are 3.75 or higher, there is evidence that there is an appropriate level of maturity. If the scores are between 2.5 and 3.75, this indicates that maturity is at a midlevel, and there is still work to be done by the team and team leader. If the score is between 1.00 and 2.50, the indications are that the team is at an immature level, and a great deal of team building is needed.

An item analysis, looking at the individual and team scores for each item, will help the team see the areas that need the most work to move the team to a higher level of maturity.

*This scale used with Permission of Novations, Inc. Provo, Utah.

Appendix D
Team Maturity Scale: Survey Results



Appendix D

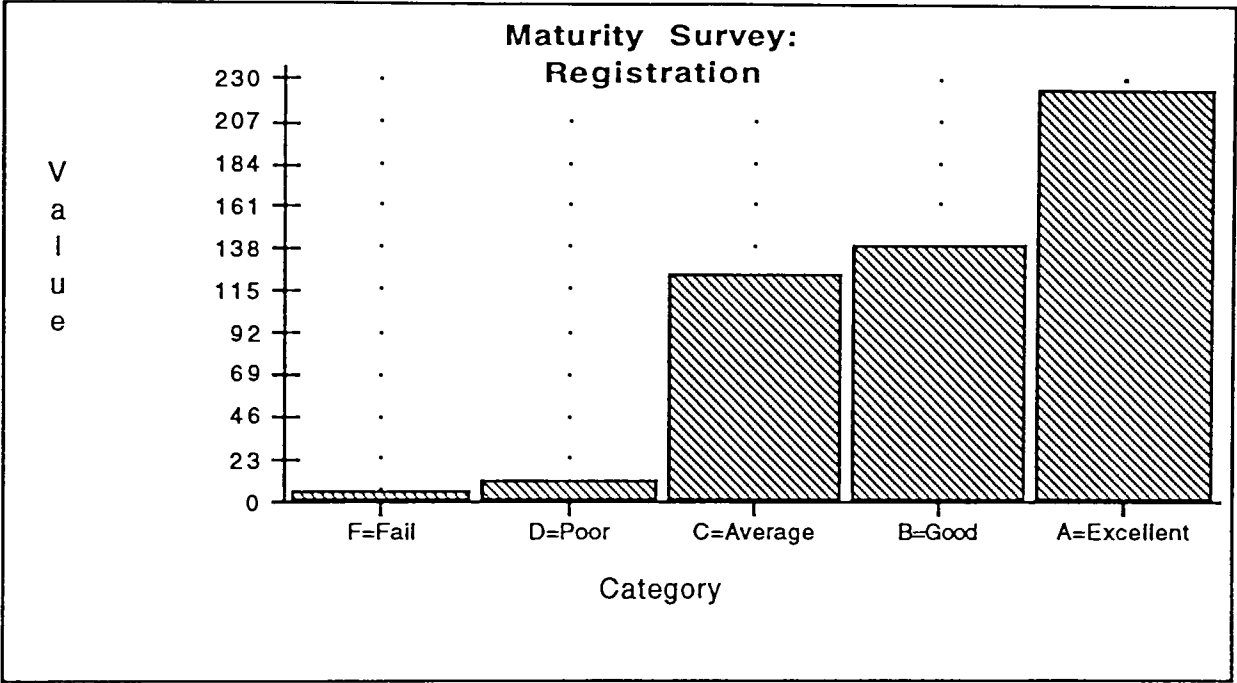
Team Maturity Scale: Survey Results

Team Maturity: Records Group

Question	Response=1	Response=2	Response=3	Response=4	Response=5	
	F=Fail	D=Fair	C=Average	B=Good	A=Excellent	
1		1	2		2	
2			2	3		
3	1		2	1	1	
4				2	3	
5			2	3		
6			1	2	2	
7		1	2	2		
8			2	2	1	
9			4	1		
10			2	3		
11		1	2	2		
12				3	2	
13	1		3	1		
14			4		1	
15			1	4		
16		1	1	1	2	
17			2	1	2	
18		2	2	1		
19	1	1	3			
20	1		1	3		
21			1	3	1	
22			4	1		
Total Score	4	14	129	156	85	3.5272727

Appendix D

Team Maturity Scale: Survey Results



Appendix D

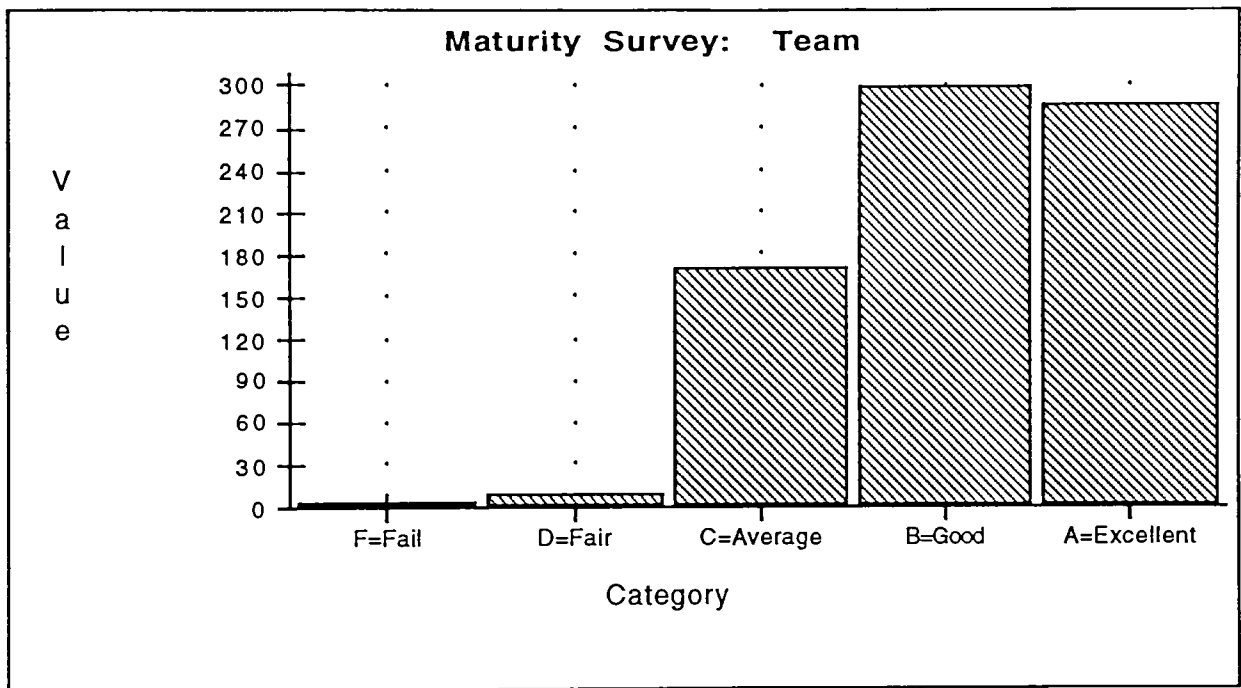
Team Maturity Scale: Survey Results

Team Maturity: Registration Group

Question	Response=1	Response=2	Response=3	Response=4	Response=5	
	F=Fail	D=Poor	C=Average	B=Good	A=Excellent	
1	2	1	1	1	1	
2	1		1	3	1	
3		1	2	2	1	
4			1	1	4	
5			3	1	2	
6		1	3	1	1	
7	1		4	1		
8		1		3	2	
9			2	3	1	
10			4	1	1	
11	1		2	2	1	
12			1	2	3	
13			4	2		
14			2	1	3	
15		1	1	1	3	
16			1	2	3	
17			1	1	4	
18		1	1	1	3	
19			2	2	2	
20			2	2	2	
21			1		5	
22			2	2	2	
Total Score	5	12	123	140	225	3.8257576

Appendix D

Team Maturity Scale: Survey Results



Appendix D

Team Maturity Scale: Survey Results

Team Maturity: Records/Registration/Scheduling Team

Question	Response=1	Response=2	Response=3	Response=4	Response=5	
	F=Fail	D=Fair	C=Average	B=Good	A=Excellent	
1	1	1	1	4	2	
2		1	2	4	2	
3			4	3	2	
4		1		3	5	
5			5	3	1	
6			3	2	4	
7			3	5	1	
8	1		2	5	1	
9			4	4	1	
10			4	3	2	
11			3	3	3	
12			1	4	4	
13	1		4	3	1	
14			4	2	3	
15			3	3	3	
16				3	6	
17				5	4	
18		1	3	3	2	
19	1		3	3	2	
20		1	3	3	2	
21			2	3	4	
22			3	4	2	
Total Score	4	10	171	300	285	3.8888889

Appendix E

Red Barn Exercise

Each team member was asked to state one important aspect of any relationship.

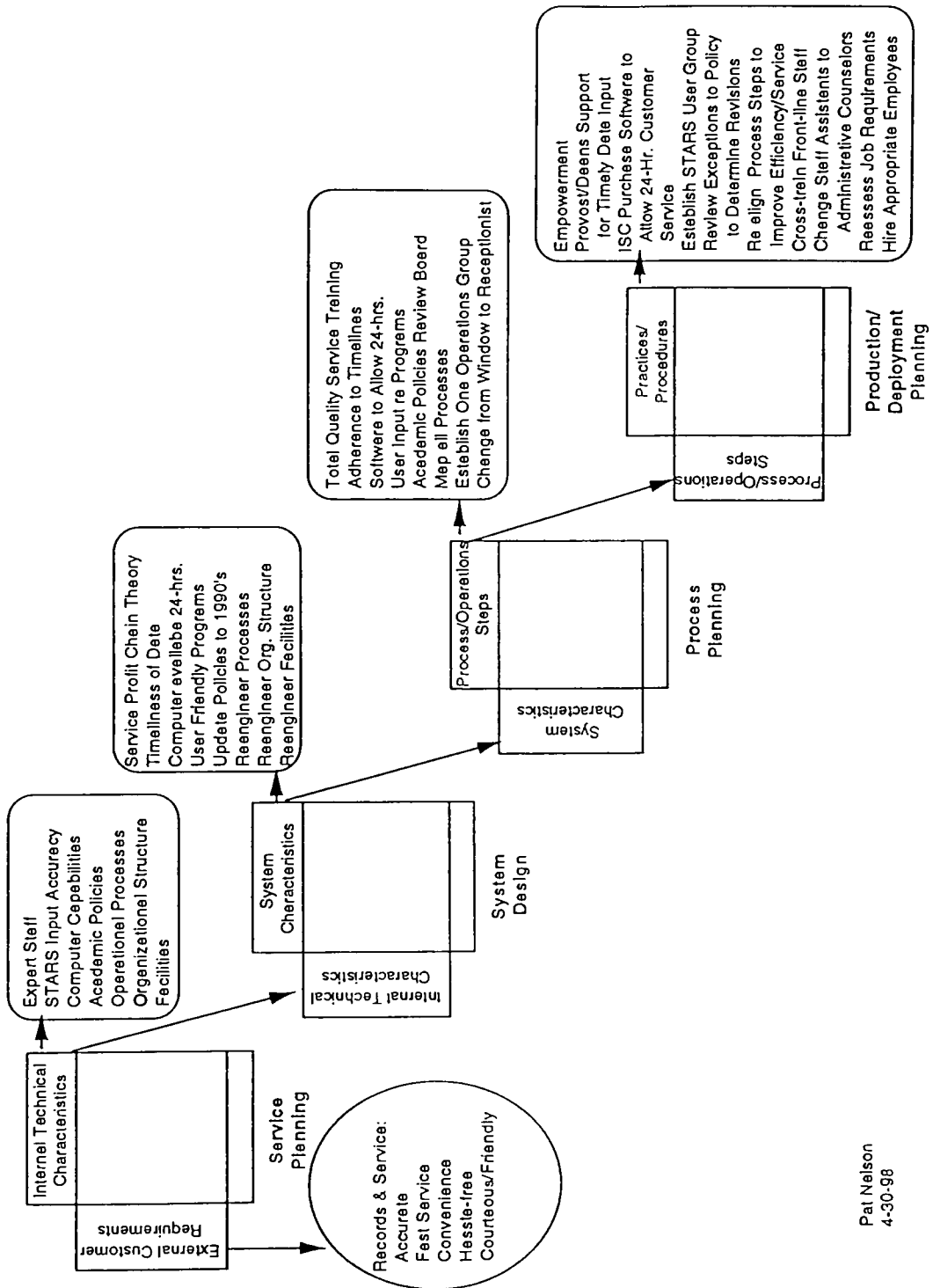
The following are Staff Assistants' responses:

- Teamwork
- Teamwork, Communication
- Cooperation, Slow Down and "Talk It Out"
- Keep Your Temper
- Team Trust, Sense of Humor
- Patience
- Open, Honest Communication
- Trust in Team, Communication
- Cooperation, Trust

Red Barn Experiential Workshop, 6/16/98

Appendix F

Quality Function Deployment/Houses of Quality: Registrar's Office



Pat Nelson
4-30-98