



# Assessing the Maturity of Your Registrar Service

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# Agenda

- Goal of Assessing Maturity
- Definition of Maturity
- Maturity Levels
- Registrar's Domains of Competency
  - What a Registrar Knows
  - What a Registrar Does
  - What a Registrar Is
- Value of Assessing Maturity

# Why



- Enhance your relationship with your clients – student, academic, administrative and external
- Assist Registrar in becoming a strategic partner in your institution



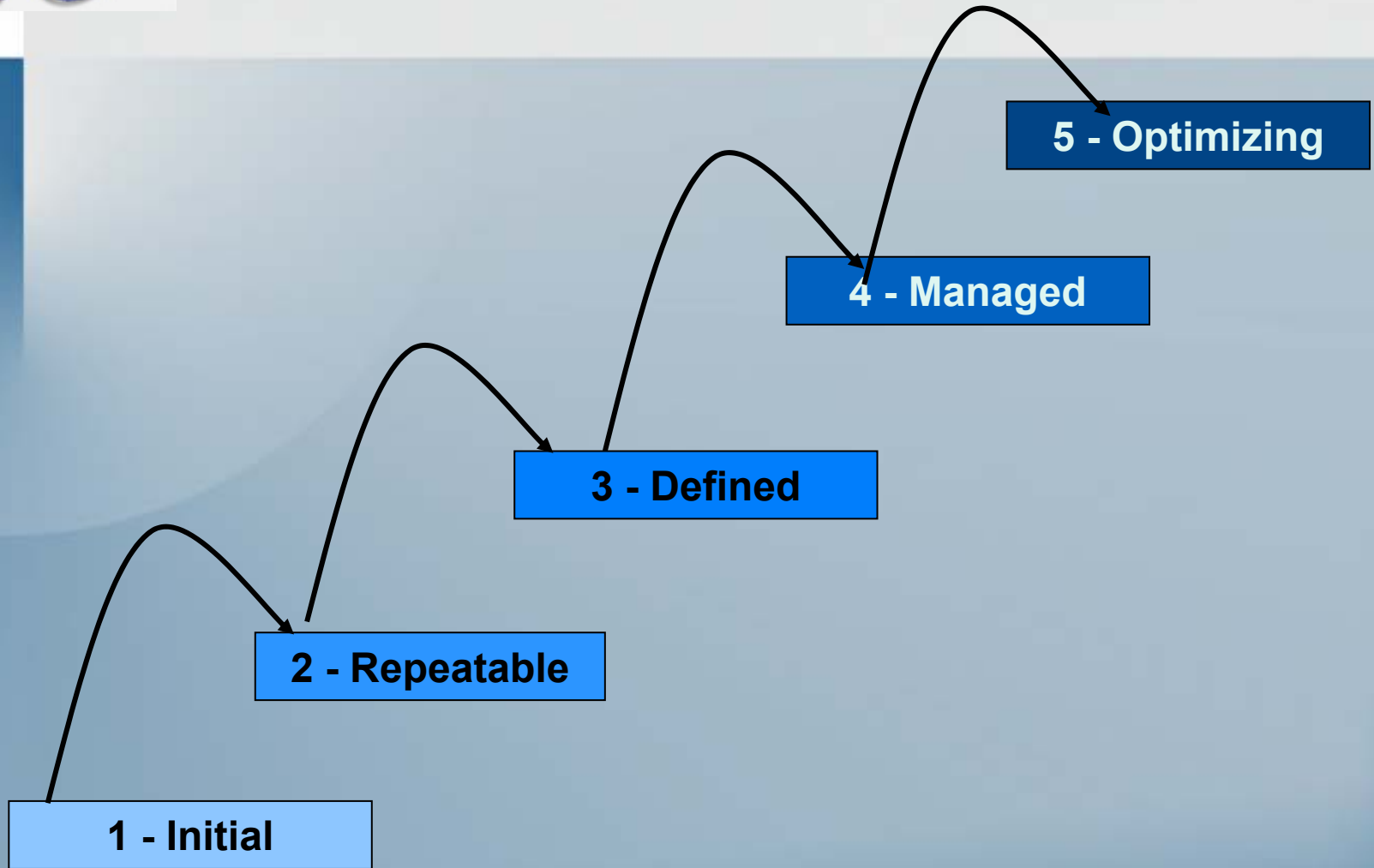
# Registrar Maturity

- The ability of a Registrar to gain control of the people, processes, information and technology required to become an effective strategic senior manager.



**Is your department seen as strategic –  
or simply a service?**

# Five Levels of Maturity



# Level 1 - Initial

- Success depends on individual effort and heroics.
- Registrar processes are ad hoc and occasionally chaotic.
- Quality of work is unpredictable.
- Communication between the Registrar and stakeholders is informal.

**E.G.: - New Systems, New Policies, New Administrators, Loss of Knowledge and Experience**



# Level 2 - Repeatable

- Basic tracking of scheduling and costs
- Responsibilities between the RO and other stakeholders are defined and documented.
- Earlier activities with similar requirements or deliverables have been repeated.
- The results are predictable, although not necessarily of high quality

**E.G.: - Significant cleanup of errors after the fact, Information silos exist.**

# Level 3 - Defined

- Registrar's Office primary competencies are identified and aligned with the key stakeholder needs.
- Academic, student service and registrar processes are documented and integrated into a holistic, enterprise wide plan

**E.G.: - Integrated Information Systems,  
Registrar included in Institutional  
Strategic Planning Sessions**



# Level 4 - Managed

- Departmental competency managed.
- Departmental performance aligned to institutional needs
- Metrics used to assess value are communicated
- Detailed measures of all processes and output quality are collected, understood and controlled.

**I.E. – Organizational perception of the value of the RO is explicitly managed**

# Level 5 - Optimizing

- Personal Competency Development
- Continuous Workforce Innovation
- Continuous process improvement aided by quantitative feedback from stakeholders and from piloting innovative ideas and technologies

**I.E. - Continuous improvement at both the organizational and personal level**

# Domain of Competency

- Regulatory
- Technology
- Business Strategy
- Organizational Politics
- Consulting
- Leadership



# Regulatory

- In-depth understanding of the rules and regulations of both the external and internal stakeholders.
- Personal and professional principles to withstand political pressure.
- The ability to understand the implications and mitigate the risk inherent in granting an exception.

## The Registrar

KNOWS..... DOES..... IS

# Technology

- A thorough understanding of the student system, the relevant technologies and the development processes.
- Plays a significant role in clarifying unclear or conflicting objectives.
- Focus on the implications of organizational objectives on system choices

The Registrar

KNOWS..... DOES..... IS

# Business Strategy

- Solid understanding of institutions business strategy – and rationale behind it.
- Understands competitors, their offerings and strategies
- Environmental factors

The Registrar

KNOWS..... DOES..... IS



# Organizational Politics

- Deal with many and diverse stakeholders
- Gain influence and sponsorship of senior management
- Understand business & personal objectives of key players

The Registrar

KNOWS..... DOES..... IS



# Consulting

- Recognize both students and academics as customers
- Act as mentor and teacher to both
- Understand change management & how groups adopt new processes



## The Registrar

KNOWS..... DOES..... IS



# Leadership

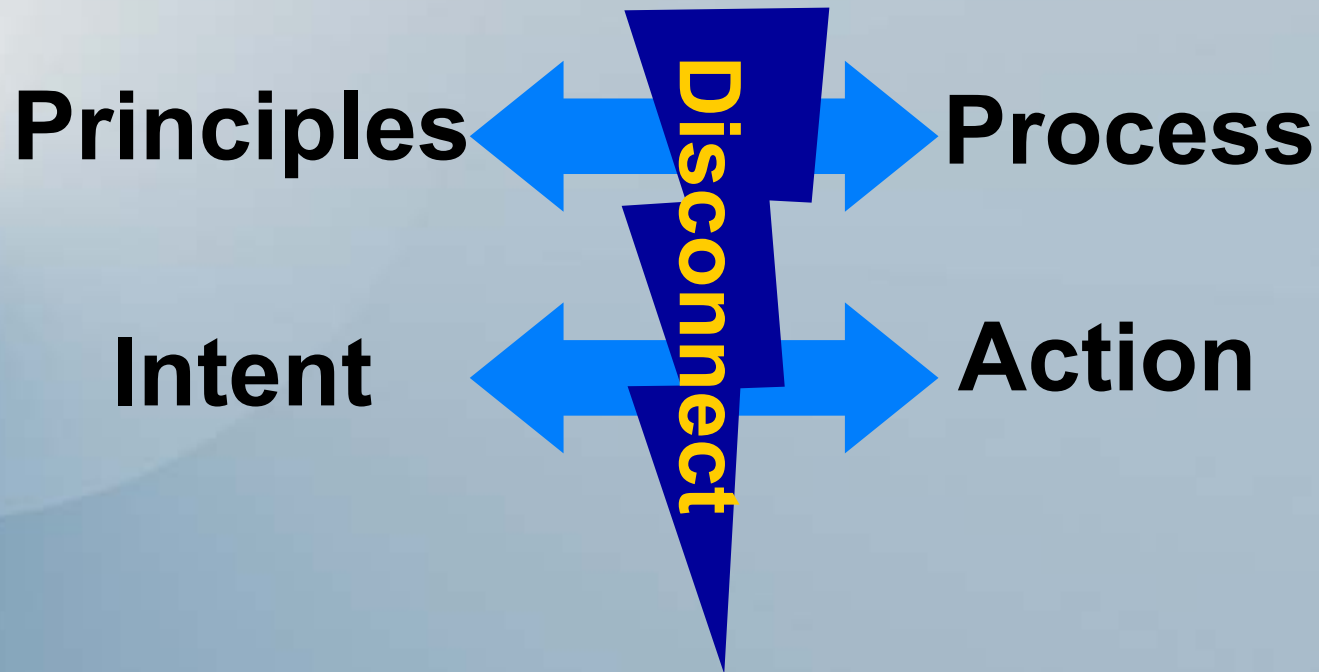
- Organizes all the other domains and gives them dynamic force
- A Registrar's Office without a strong leader is ineffective, reactive and constantly playing catch-up.



**The Registrar**

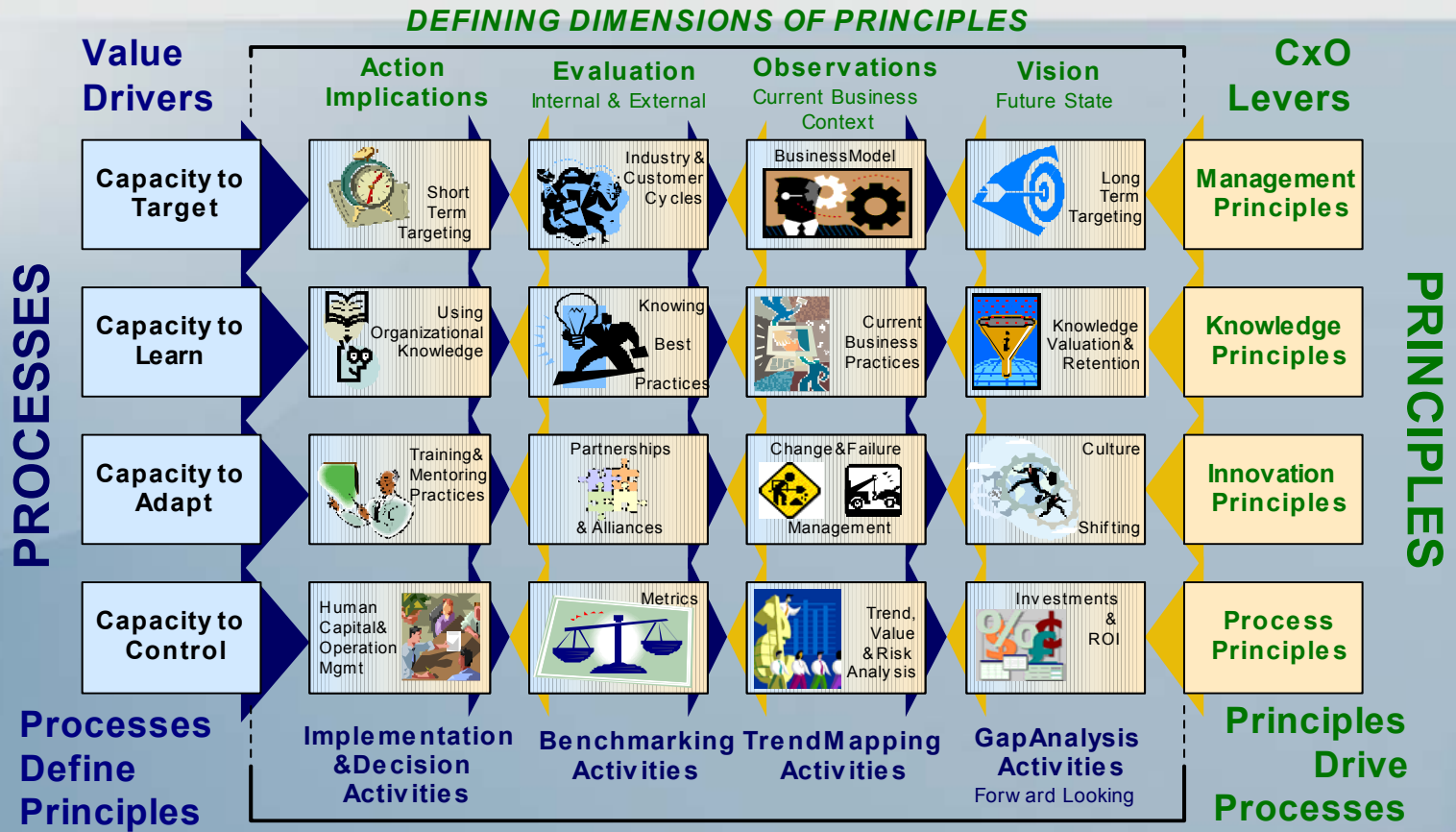
**KNOWS..... DOES..... IS**

# Principles and Process



**A disconnect between  
Principle & Process inevitably leads to  
Service Lags and/or added Service Costs**

# PRINCIPLE & PROCESS ALIGNMENT MATRIX



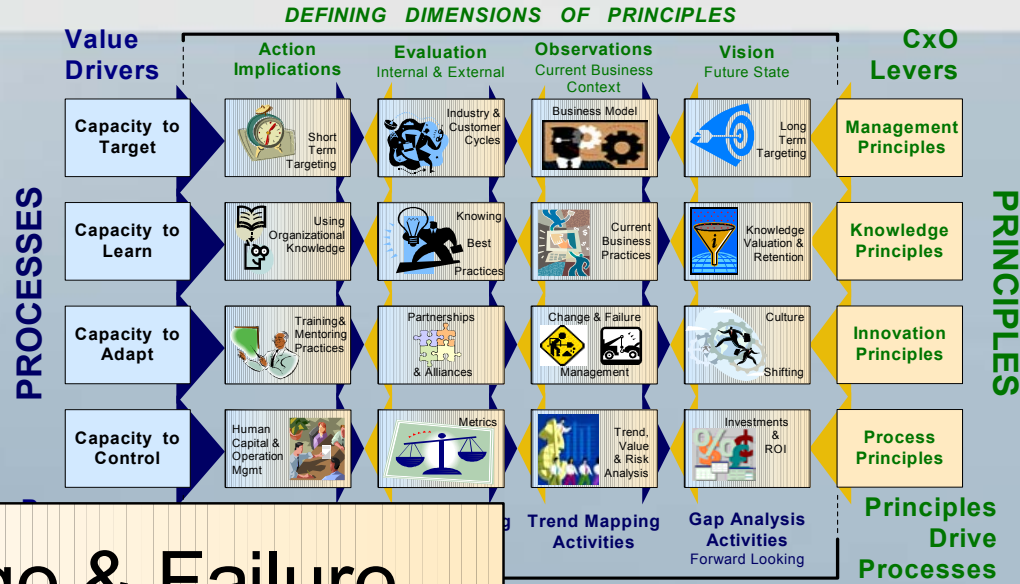
**PROCESSES**

**PRINCIPLES**

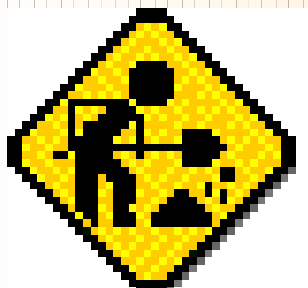
**PRINCIPLES DRIVE PROCESSES. PROCESSES DEFINE PRINCIPLES. ASSUCH, PRINCIPLES & PROCESSES CAN BE DERIVED FROM EACH OTHER**



# PRINCIPLE & PROCESS ALIGNMENT MATRIX



## Change & Failure Management



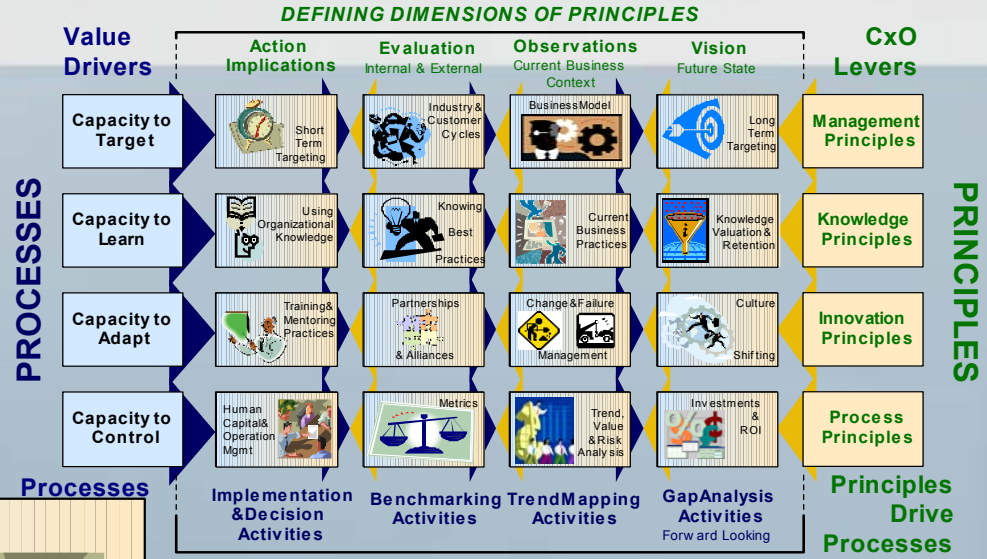

## Management

**PROCESSES DEFINE PRINCIPLES. CAN BE DERIVED FROM EACH OTHER**

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# PRINCIPLE & PROCESS ALIGNMENT MATRIX



## Human Capital & Operation Mgmt



**PRINCIPLES DRIVE PROCESSES. PROCESSES DEFINE PRINCIPLES. SUCH, PRINCIPLES & PROCESSES CAN BE DERIVED FROM EACH OTHER**

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# Post Secondary Education Value Chain



**Registrar is a Service Provider at each Stage**

# Service Definition

- **Registrar staff need a clear sense of:**
  - What drives your department?
  - Whom do you need to service?  
What is the value of the service?
  - What value proposition do you espouse?
  - Do your actions match your value proposition?



# Strategic Service

*Regulatory*

*Strategy = WHY  
Service = WHAT*

*Politics*

*Technology*

*Registrar should  
provide  
**STRATEGIC SERVICE**  
in each  
Domain of Competency*

*Consulting*

*Strategy*

*Leadership*







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