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Using Technology as a Change Agent

M. Seamus Harreys, Ed. M.
Dean, Student Financial Services

Nick Zinser
Associate Director for Financial Services Systems



Introduction

- Not about Technology
 - Technology is a Tool, a means to an end
 - Not about Change
 - Mistake of Change for Change Sake
 - Mistake of Not Changing
 - It is about making something better
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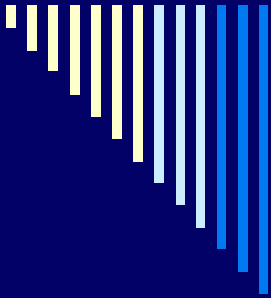
Introduction

- Change is everywhere – it's constant.
 - Everyone is affected by change.
 - The pace of change is accelerating.
 - New technology causes change
 - You can anticipate and direct that change, or
 - You can be controlled by it
-



Change

- We, as leaders, have a responsibility to bring about planned change.
 - Were you hired to bring about change or just to maintain the status quo?
 - The purpose of our jobs is to change what is possible, as institutions and as individuals, by adding value every day.
 - Managing today would be more accurately described as long periods of ongoing change, interrupted occasionally by short periods of stability.
-



“The trouble with the future is that it usually arrives before we’re ready for it.”

Arnold H. Glasow

“We cannot become what we want to be by remaining what we are.”

Max DePree, Leadership Is an Art



Ways to Effect Change

- ❑ Structure – Change agents can alter one or more of the key elements in an organization's design.
 - ❑ Technology – Competitive factors or innovations within an organization often require change agents to introduce new equipment, tools, or methods.
 - ❑ People – Change agents help individuals and groups within the organization work more effectively together.
 - ❑ Physical Settings – Change agents can affect their environment.
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Major Categories of Change

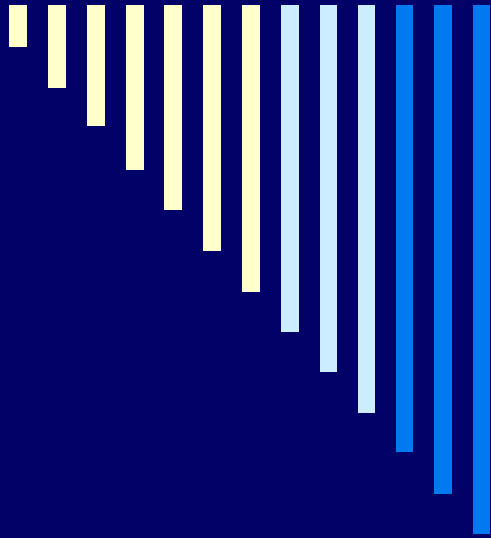
- Efficiency - Doing it faster or cheaper
 - Effectiveness - Doing it better
 - Enablement - Doing what we could not do before

 - “If you have always done it that way, it is probably wrong.”
 - Charles Kettering
-



Major Categories of Change

- For Student Financial Services
 - Better Student Service
 - Enhanced Compliance, Reduced Risk
 - Efficiency
 - Basic Services vs Complex Services
 - Technology used to perform Basic
 - Technology used to assist with Complex
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Approach: Using Technology for Change

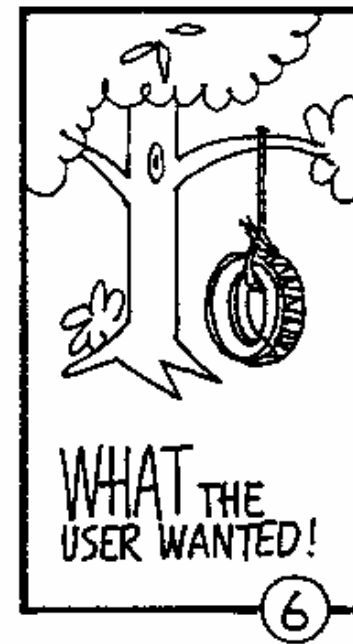
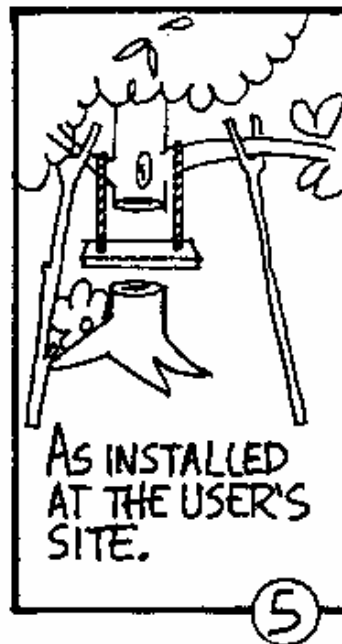
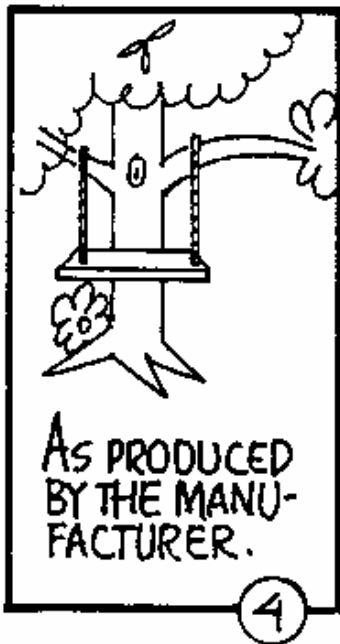
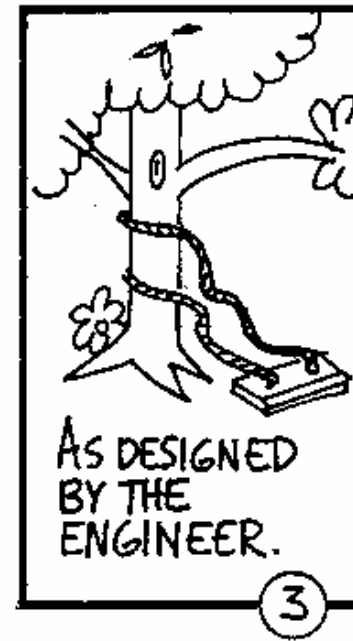
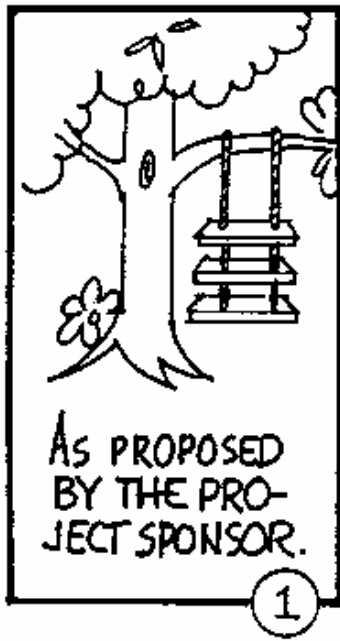


Planning and Choosing Technology

Put a good person in a bad system and the bad system wins, no contest.

-W. Edwards Deming

- Plan from the Future
 - The Vision Thing
 - Where do you want/need to end up?
 - Design your ideal Business Process
 - Marry your Technology to that Ideal Business Process
 - Don't start with the technology
-





Planning and Choosing Technology

- Understand the limitation of the technology
 - No one single technology will be the total solution
 - Enterprise or Best of Breed
 - Max is only about 70%
 - Ability to make up the other 30%
 - Either though existing technology
 - Or by building it
-



Planning and Choosing Technology

- Concept/Vision vs Reality/Actual
 - Ideal Concept will change as you go
 - Learning Organization
 - Final outcome is most important
 - “In preparing for battle I have always found that plans are useless, but planning is indispensable.”

- Dwight D. Eisenhower, general and president (1890 - 1969)



Learning Organization

- ❑ Develop Institutionalized reflection (ie Learning)
 - ❑ Develop System Thinking (ie Dependencies)
 - ❑ Be Flexible, Creative, Innovative
 - ❑ Be Committed
 - ❑ Find the Best Answer (vs Right Answer)
 - no one has the answers
 - “So often, the enemy of the Best is the Good”
 - ❑ Be comfortable with change and the unknown
 - ❑ Be comfortable with fear (loss of the linear, the known)
-



Learning Organization

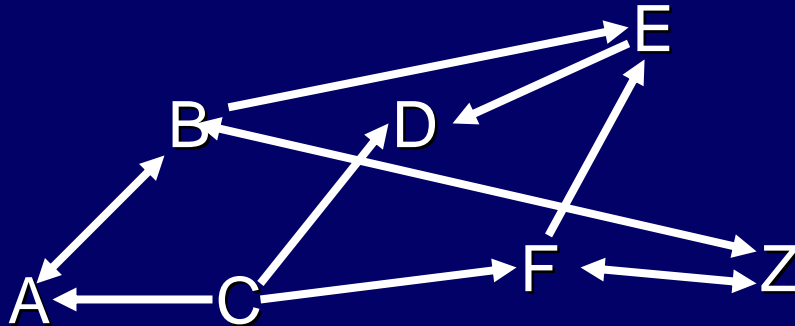
- “Constant Improvement, Change, Implementation”
 - Always Assess and Improving
 - Think in terms of 3 Years not 1 Year
 - After 2 or 3 Years: tweaking & enhancements
 - Each Year Create a Project Plan: building on prior year
 - 1st Year: Up and Running: 70 - 80% Implemented
 - 2nd Year: 90% Implemented
 - 3rd Year and beyond: Tweaking: 95%+
-

Understanding an Implementation

□ System Thinking

■ Not Linear

- $A \rightarrow B \dots \rightarrow Z$ but



■ Dependencies

- the whole Business Process

- What comes after effects what comes before and vis versa

■ Make time to assess each phase you will do again next year (95% Work, 5% Assess/Plan)

- Learning Organization

- If it ain't broke don't fix vs. If it ain't perfect make it better philosophies

- Make it better, don't just replicate the past $\rightarrow GI > GO$



Hints with Technology Implementations /Enhancements

- Issues Management (Issues will happen)
 - Deal Breakers
 - Work Arounds
 - Next Years
 - **When things are going well, something will go wrong. When things can't get any worse, they will. When things appear to be going better, you have overlooked something. Murphy was an optimist.**

 - Manage to the Rule not the Exception
 - For 1000, work for the 999 and develop a workaround for the 1
 - Bogs Down Implementation
 - Develop a offline intervention
-



Managing Staff

- Hold to Vision, Commitment
 - Integrating reason/logic and intuition
 - Be Creative, Realistic, Positive, Honest
 - It's about Solutions: ID Issues, find Solutions
 - Manage Expectations (internal/external)
-



Staff: Business Process Design

- Think about the users
 - Staff, Student, Others
- What is the best interface for the staff?
 - Not for yourself but put yourself in their shoes
 - What did they use before, How did they use it? Is the use consistent? What has changed? What are the benefits?
 - Set the Context→What do you want them to:
 - Feel, Think, Act, Do
 - About the student service, the office, their jobs in using the system

A common mistake people make when trying to design something foolproof is to underestimate the ingenuity of complete fools.

- **Douglas Adams**, author, *The Hitchhikers Guide to the Galaxy*
(1952-2001)



Staff: Measuring Your Success

- Manage the Message
 - Make the conversation external to them
 - Nothing matters if you can't . . .
 - Disburse Aid
 - Pay a Student
 - Provided Correct Information
 - What is best for the . . .
 - Student?
 - University?
 - It is not about you or your job . . .
 - But rather the work of the office, the staff, the University and most importantly the student
-



Staff and New Technology: Easy as PIE

- **Participation— Implementation Team:**
Involve staff in new and old systems; create a Implementation Team (plus a steering committee?)--include “resistors”; keep meetings open; document and share proceedings.
 - **Information:**
Keep all staff informed. Use newsletters, e-mail, web sites, meetings, demos/prototypes; repeat goals often; be honest about problems; manage expectations!
 - **Education:**
About the need for the new system and what it will do; how it works elsewhere. Use Training of the Trainers Model.
-



Why People Resist Change

- Habits – We are creatures of habit.
 - Fear of the unknown.
 - Security – The higher the need for security, the stronger the resistance.
 - Economic factors.
 - Selective information processing – We all have our own ideas of what is right.
 - Not All Resistance is Bad
 - Hone the Vision
 - Hone the Message
-



Managing External

- Understand Each Constituency Effected by the Change
 - Manage the Message to Each
 - Don't Over Promise
 - Say Something, Don't Surprise (negative)
 - Tell Less than ideal but prep for the change
 - Surprise: Better than expected
 - Student
 - Other Offices
 - External Entities
-



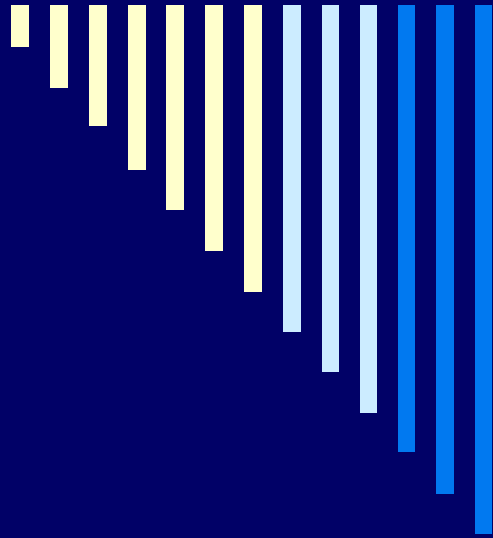
Manage Risk

- Risk to Change
 - Also, a risk in not change
 - Failure!
 - Manage the Risk
 - In the Implementation Plan
 - Have a Plan B (sometimes a C)
 - Dual Process-> Old and New
 - Be prepared to be Flexible
 - A risk will arise you did not account for
 - Don't Ignore
-



Resources

- Particular to each Institution
 - Funding for a Project
 - Return on Investment (ROI)
 - Match the Institution's Priorities
 - Receivables
 - Retention
 - Recruitment
 - Budget? → Be careful
 - Managing the Human Resource
 - Same Jobs Plus Implementation
 - Manage the Maintenance of new Technology
 - Look to External Sources
-



Power*FAIDS* - The New Aid System





Institutional Context

- Legacy Aid MainFrame System
 - About 18 years old
 - 4 Months to build each year
 - 5 Years of Basic Enhancements
 - System Managed the Staff
 - No easy ability to manage the student or enhance the business process
 - Aid Processing Issues
 - Communication
 - Compliance
 - Lack of Access to Data: Decision Making
 - Student Complaints: 10 to 15 Per Week
-



Implementation Plan

- Choosing PowerFAIDS
 - Limited Enterprise Wide Solution
 - Only Standalone Aid System
 - Dire Circumstances
-



Implementation Plan

□ Implementation Plan

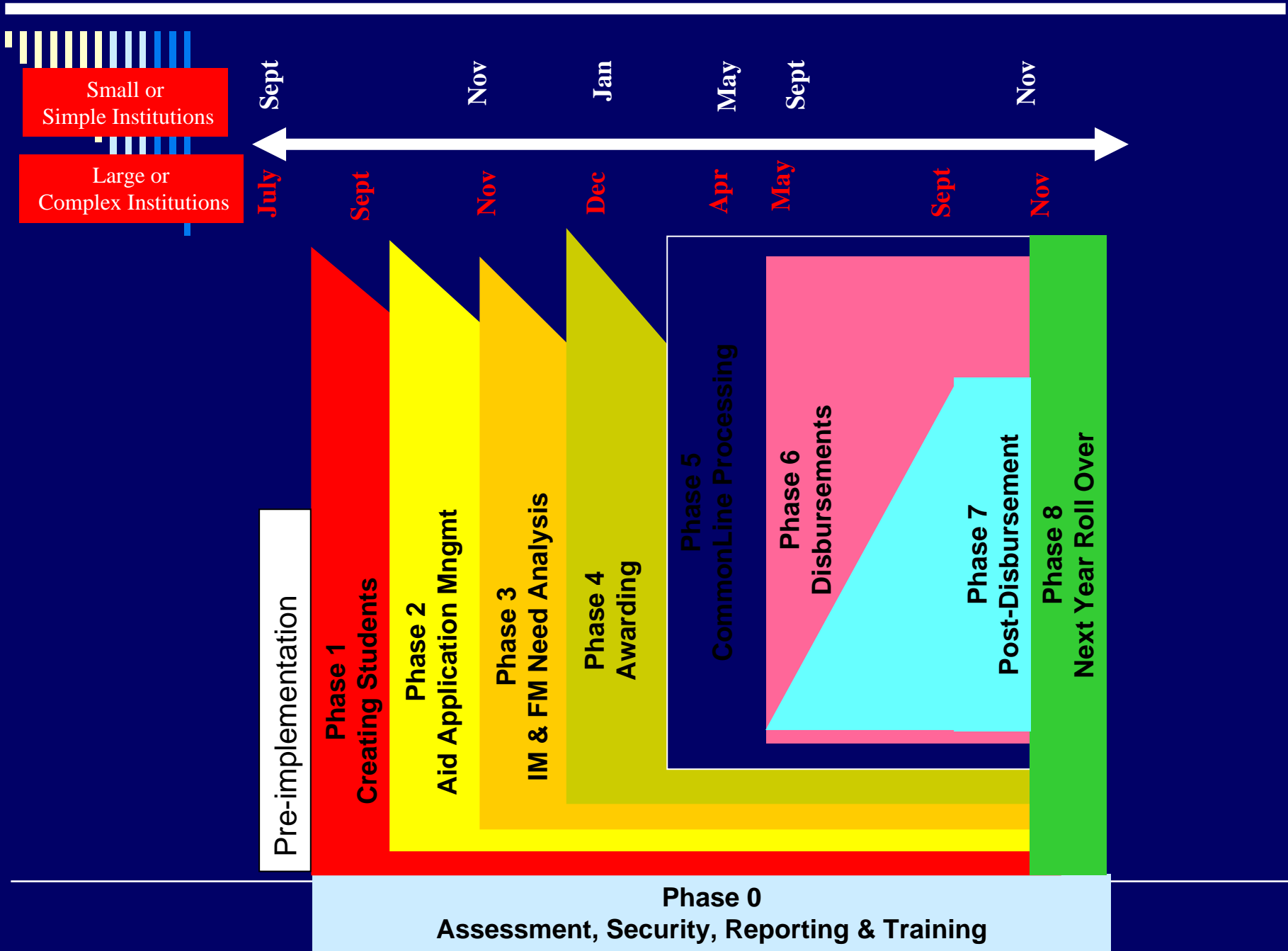
■ Implementation Team

- Sequestered
 - Functional Lead, Technical Lead
 - CB Consultant
 - Project Lead → Work the Institutional culture and knowledge of the Systems
 - IT, Registrar, Student Accounts As Needed
 - Started July 1st for a Jan Go Live
-



Implementation Plan

- Plan
 - Initial Replicated the Prior World
 - Modified by Sept
 - Focused on advantages of system
 - Moved from a Staff Focus to a Student Focus
 - Phase Approach
 - Not all at once
 - Match the Activity of the Aid Office
 - Staff Rollout
 - Training of the Trainers Model
 - Software→ Intuitive
-



Small or Simple Institutions

Large or Complex Institutions

Sept

Nov

Jan

May

Sept

Nov

July

Sept

Nov

Dec

Apr

May

Sept

Nov

Pre-implementation

Phase 1
Creating Students

Phase 2
Aid Application Mngmt

Phase 3
IM & FM Need Analysis

Phase 4
Awarding

Phase 5
Common Line Processing

Phase 6
Disbursements

Phase 7
Post-Disbursement

Phase 8
Next Year Roll Over

Phase 0

Assessment, Security, Reporting & Training



Outcomes: Student Service

- Staff Focused on Student
 - ID Individual Issues for that Student
 - System helps with Counseling
 - Students at Risk → Retention
 - Manage Human Resources and Work
 - Real Time: To do by Cnslr, by Student Type
 - Focus Resources on Appropriate Work
 - Communication to Students and Parents
 - Better Award Letters
 - Specific MIL Letters
 - E-mail Letters
 - Paper Processing: Removed 2/3
 - Imaging (IDOC)
 - No Lost Files (almost)
-



Outcomes: Compliance

- Easily ID Issues → Real Time
 - Reconciliation
 - Auditing Trails
 - Date and Time Stamp
 - Easy to Pull Data and Analyze
 - Document Tracking/Communication
 - On time Completion of Forms
 - Timely Adjustment of Funds
 - Easier Fund Management
 - Eligibility Checks
 - Reporting
-



Outcomes: Efficiencies

- Paper
 - 2 ft stacks of Paper → Gone
 - Reallocation of Human Resources
 - Processors → Financial Aid Assistants
 - Basic Verification
 - Match Flags
 - 2 Positions to Counselors
 - Change Awarding or Work
 - On a Dime
 - Focus on Need
-



Outcomes

- Student Complaints to the Presidents Office
 - 1 a month on average
 - Increased Student Satisfaction with the Aid Office
 - Part of an Overall Comprehensive Strategy: Recruitment and Retention
 - Decreased Bad Debt/ Receivables
 - Increased Retention Rates
 - Staff Satisfaction with Work → focused on the Student
 - First Client-Server Product at NU, First Large Scale Software Implementation in 10 years
-



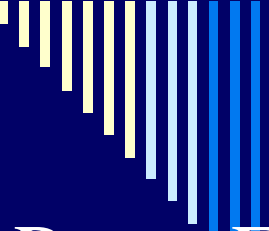
Implementation Review

- External Data Sources
 - Show Weaknesses
 - Vs. Strength of PowerFAIDS
 - Managing External Office Access
 - Managing the Documentation
 - Hit by Bus
 - Maintaining Documentation
-

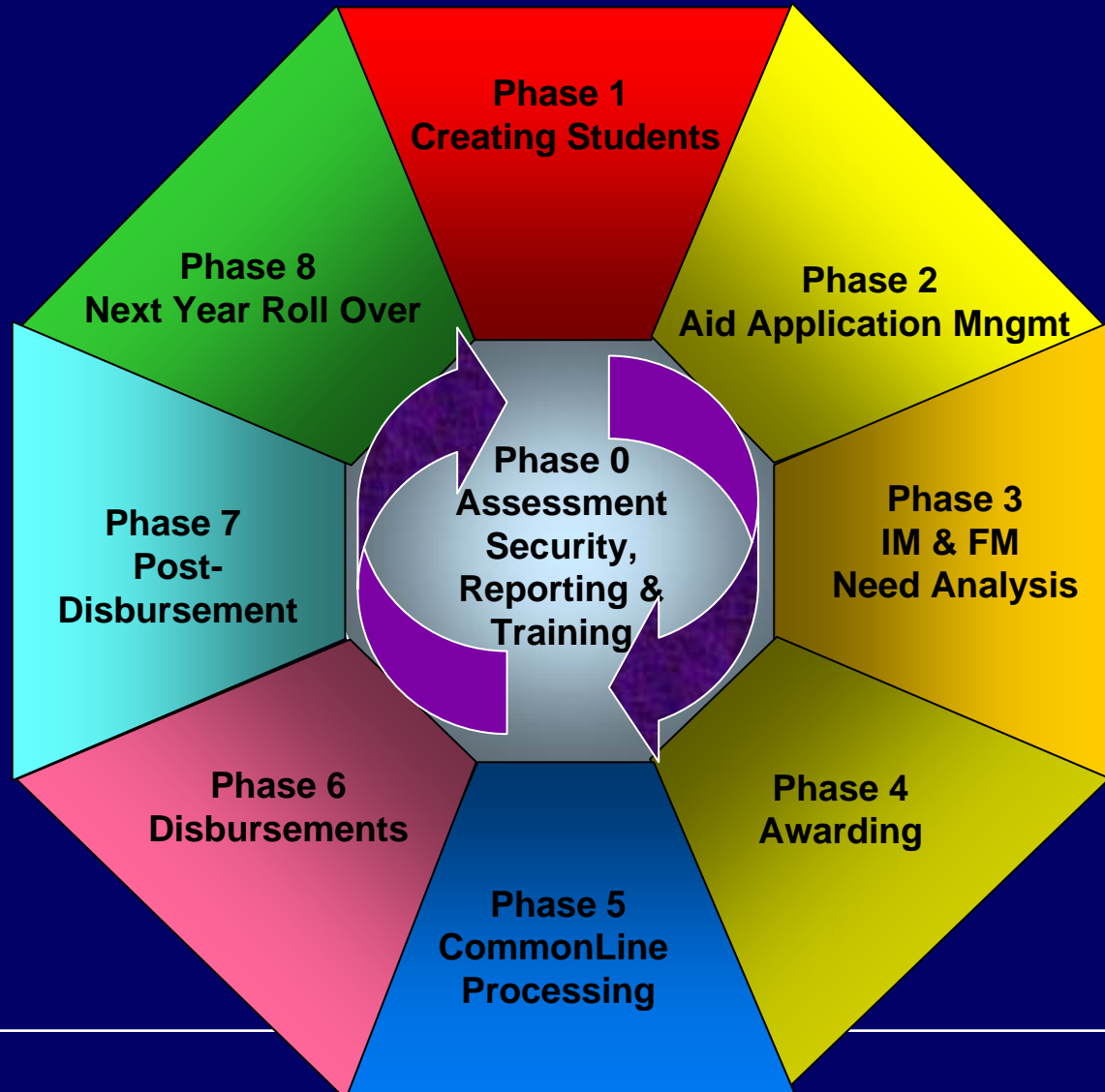


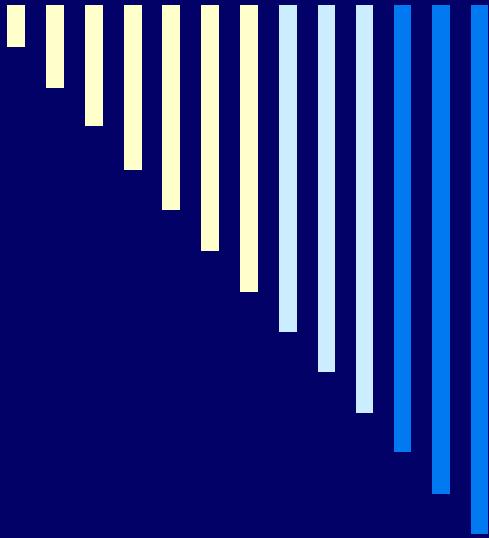
Enhancement & Review

- Annual review of aid processing by managerial staff
 - What worked well?
 - What needs to be improved?
 - Changes made during the start of the new award year cycle and each phase
 - Work with vendor to provide additional functionality
-



PowerFAIDS Cycle of Life: On-going Implementation





Power*FAIDS* Net Partner



Aid Information On The Web

- Student Financial Services had aid information on the web prior to the portal's existence
 - Program and data had some drawbacks
 - Data was at least 24 hours old
 - Content management was difficult for SFS staff
 - Student navigation limited
-



Net Partner Benefits

- ❑ Business goal of real-time data interaction achieved
 - ❑ Better ability to manage content and improve on student experience
 - ❑ More flexibility in branding this experience to mirror myNEU Portal
 - ❑ Improved interface for students results in their reliance on the software to answer basic questions
-



Implementation Strategies

- Decide who the target audience is:
 - Incoming Students
 - Returning Students
 - Adjusted implementation to that cycle
 - December/January for new students
 - Prior to deadline time for returning students
-



Implementation Strategies

- Kept separate task lists for different functions
 - Hardware/software installation
 - Given to IS & managed by technical lead
 - Testing of application/other integration points
 - Customizing software
 - Updating information in the PowerFAIDS database
-



Access To Information

- Incoming students began to access Net Partner as soon as they were notified of their portal account
 - 75% of admits had accessed their account within 72 hours of notification
 - Caused a surge in application-related questions as students looked to complete their file
-



Real-Time Solutions

- Easy questions can be answered 24/7
 - Did you receive my FAFSA?
 - Have I turned everything in?
 - How much have I borrowed in loans for this year?
 - By driving basic questions to the web, our staff spent more time working with students on more difficult issues
 - Changes in a family's circumstances
 - Searching for Endowed/External scholarships
 - Anticipating problems rather than reacting to them
-



Implementation Review

- What could we have handled better?
 - Content – too much stale content, no one person with responsibility for updating it
 - Student communication – launched with little information on transition
 - Market service in phone and in-person contact
 - How to improve
 - Include Net Partner on our list of items to update for the upcoming year
 - Designate a staff member responsible for keeping content fresh throughout the aid cycle
-



JobX & TimesheetX Work Study System



Where Do We Begin?

- After the implementation of PowerFAIDS, the last remaining Mainframe-based part of our daily work in aid was work study processing
 - Retiring the mainframe process was a top priority
 - How can we enhance what we do in work study?
-



The Dark Ages

- Mainframe-based hiring and time card input system
 - Paper cards ran the system
 - Paper card to get hired
 - Paper card to get paid
 - No flexibility for redesign of system
 - Technology prevented us from doing a wholesale redesign of the business process
 - No web interface for managing and posting jobs
 - 2,000+ weekly timecards manually entered
-



Behind The Times

- Student financial aid data already moved to web via PowerFAIDS web module and NetPartner
 - Other University systems feeding into integrated student portal (Course registration, unofficial transcripts, etc.)
 - Work Study still required review of 300+ page Acrobat document posted to the web
 - No search functionality
 - Jobs not always updated by supervisors
 - Listing was only as current as the day it was printed
-



The New Process

- ❑ Focus on ease of use for students and supervisors
 - ❑ Job search/hiring process not enough – student must also complete timesheets electronically
 - ❑ Must be able to decommission mainframe work study system
 - ❑ Ability to handle 3,000 student work study employees, and 450 supervisors, plus off-campus employers and co-op employers using work study students
 - ❑ Look for the ability to expand beyond work study – how can we adapt to all student employment on campus?
-



The New Technology

- Any new system would need to be a component of a new work study delivery model
 - Current system was driving how we conducted work study business
 - Ideas on a start to finish business process were discussed first
 - How does a student find a job?
 - How does a student get hired?
 - Can a student do a timesheet electronically?
 - With an outline for a business process in place, we began to search for a solution
-



Components of the Process

- Identified software which would aid us in creating a new work study process
 - Worked with IS to create an implementation team
 - Simultaneously focused on technology and business process
 - Decisions could be made quickly with everyone at the table
 - End-user experience more important than status quo
-



Implementation

- Software launched late June 2004
 - Successful start-up session with a reduced number of users
 - Immediate adoption of new process by students
 - Supervisors prefer the level of control they have over their jobs and applicants
 - Constant issue monitoring between vendor, Work Study Office, and IS
-



Improvements

- Students paid 6 days earlier than under mainframe system
 - Job search, hiring, and timesheet completion available 24/7
 - Students can work at their schedule
 - Supervisors freed from same constraints as students
 - No need to be present when student submits a timesheet
 - Increases work study usage by making the process easier
-



Next Steps

- Review what didn't work as part of the project
 - Co-op Work Study students applying for jobs twice (via Co-op & via Work Study)
 - Resolution of user problems – Who is responsible?
 - IS Customer Service
 - Work Study Office
 - Supervisor management
 - No responsibility to full responsibility
 - Major shift requires constant monitoring
 - Review current implementation to adapt to all student employment on campus
-



Conclusion

- *Technology will change the way you do business, so make those changes your changes.*
- “The illiterate of the 21st century will not be those who cannot read or write, but those who cannot learn, unlearn, and relearn.”

Alvin Toffler



Questions?

□ Contact Information

M. Seamus Harreys, Ed. M.

1-617-373-4095

s.harreys@neu.edu

Nick Zinser

1-617-373-5830

n.zinser@neu.edu



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