

# THE 2010 MASTERCLASS FOR REGISTRARS



## CLIENTS, CLOSURE AND A CONTINUING RELATIONSHIP Led by DONNA GALLOWAY

Melbourne Friday 21st May, 2010 (CBD venue to be advised)  
Sydney, Friday 15th October (CBD venue to be advised)  
9am—4.30pm



Donna Galloway



Tony Conabere



Geraldine Wilson

At last year's "Six Hats" Forum, Donna Galloway's presentation was widely praised. Here are just four comments that appeared on the evaluation sheets. For these reasons, we asked her to lead our 2010 Masterclass.

**"Thank you for the fabulous couple of days. Brilliant! Futuristic! Stimulating! Thought provoking! I valued each person's comments but Donna was the tops. Thank you so much for organising such a great get together of Registrars."**

**"Very well done. Every presenter had a fantastic rapport with the participants - I can carry so many ideas back to work. Valued Donna Galloway's experience, practical insight and understanding of our role."**

**"It was a most worthwhile summit and the speakers were excellent. It was great to have the opportunity to participate. I really got so much from Donna's presentation."**

**"We felt the Summit was a great success. Loved the work smarter, not harder ethic and the notion of the tribe, the future and the roles outside the box as well as the brilliant practical suggestions I will implement back at school. It is fantastic to be part of such a positive conference in the education sector. Well Done, team! Well Done, Donna!"**

# THE MASTERCLASS

## Clients, Closure and a Continuing Relationship

The Masterclass will have no more than twenty-eight members. It offers each the opportunity to work closely with the facilitator and with the other members of the class on problems, challenges and future possibilities to reach conclusions for action, implementation or discussion with management. The class contains a breadth of experience and a rare collegiality to complement what the facilitator will propose. Each class has a workbook created specifically to support the presentations. With such a diversity of expertise on the ground and in management and creative thought, each participant can extract what will matter to improve their practice. The masterclass is not a conference, especially a large conference, where the opportunity to participate, discuss and enquire is so limited and where listening intently seems to be the only opportunity offered. The masterclass offers professionals the opportunity to learn, to develop a "take-back" package to improve their practice, and to enjoy the company of the like-minded, establishing links that will continue once the class has finished.

- **Enliven and enrich your word-of-mouth**
- **Reduce dissatisfaction and attrition**
- **Establish and maintain loyalty and a life-long affinity across the generations and generate a team of experts to service that relationship**

**9.00 am – 10.30 am**

**Identifying prospective clients, determining what they really want, and closure.**

Decisions about schools: Who makes them? On what information? What factors influence these decisions? What is the relative level of influence of father, mother, child, friend, former student, or an "insider"? How do you establish what families are looking for? How do you train your ear to hear the buying signals, and your mind to learn to trust your intuition enough to know who to follow up quickly and who can wait. What is the right moment for closure? Then, managing the relationship positively with appropriate follow-up to alleviate dissatisfaction and reduce the attrition rate.

**Facilitated by Donna Galloway**

**11.00am to 1.00 pm**

**Servicing your clients throughout with care and consideration, while measuring the improvement in performance of the Registrar's Office. A team of experts.**

Clients must be struck by the shift in power and by their relative loss of influence once they sign the enrolment contract. Before contract, each has the undivided attention of the registrar, a Senior Teacher or Head of School, and usually of the Principal to answer their questions, no matter how menial. After contract, they are likely to be referred to a co-ordinator or a teacher, who may or may not have the time to see them. More frequently, their call will result in a message being taken with the promise of a return call. Sadly, in so many schools, that call will never be made. Why does the servicing of the on-going relationship pass to teachers, especially at secondary level, who have little time and even less energy to maintain an on-going relationship with their student's parents because they teach so many. Even more sadly, most clients are contacted only when something has gone wrong, with devastating effect for their child's sense of worth and self-esteem. What on-going relationship should be maintained with every client? How should it be structured? What performance measurement options exist by which improvement in client care and satisfaction might be calculated? Continual Improvement and teacher liaison? What skills would be required to manage this on-going contact? A team of experts appropriately managed? **Facilitated by Tony Conabere**

**1.00 pm to 1.45 pm**

**Lunch**

**FULL DAY  
INCLUDING  
ALL WORKING  
PAPERS AND  
LUNCH**

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# THE AFTERNOON SESSION

**1.45pm to 3.00 pm**

## **Reducing Attrition:**

### **A structure for the contemporary Registrar’s Department**

Attrition rates for non-graduating students fall regularly in the 5% to 10% range. One Principal recently said he felt more like a station master than an educator, such was the effect of the growing student departure levels. Family movement is a factor. So is financial hardship, although this “excuse” often disguises dissatisfaction. Does your school really know why the leaving students are leaving or future enrolled students are not commencing as agreed. The replacement cost and/or loss of income involved in a 5% attrition at a school of 1000 students will be several thousands of dollars. Worse, the negative word of mouth such dissatisfaction spawns will damage the reputation of the school. What are the early warning signs? Can we put some processes in place to be able to better forecast our enrolments and reduce the attrition? **Is there not then a substantial case to develop a strategy and a structure to eradicate attrition due to dissatisfaction?** **Facilitated by Donna Galloway**

**3.00 pm**

### **Afternoon Coffee**

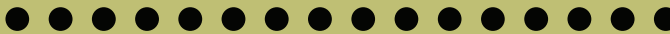
**3.15pm to 4.45pm**

### **The gentle intrinsic art of negotiation**

What are the skills and strategies of assertive communication and negotiation? What is your natural negotiating style? What other negotiating styles should you have available to use with clients, colleagues and your managers? Just as a golfer selects a particular club for each shot, the brilliant negotiator knows which style and which strategy should be selected to suit the particular occasion. When should negotiation cease, become compromise, or maintain its mindset for closure? The registrar is in so many ways involved in negotiation, not selling. Are you employing best practice? **Facilitated by Geraldine Wilson**

**4.45pm**

### **The Take Back**



**EARLY BIRD REGISTRATIONS FOR MELBOURNE MAY 21 CLOSE APRIL 21**

**EARLY BIRD REGISTRATIONS FOR SYDNEY OCTOBER 15 CLOSE JULY 16**



**Early Bird**

**\$699 including GST**

**Full Fee**

**\$899 including GST**

**NETWORK  
AND LEARN  
WITH YOUR  
PEERS**



**Donna Galloway, Grad. Cert. Bus. Admin.,** is the Local Admissions Registrar at Toorak College, Mt. Eliza, Victoria, a position she has successfully managed since 2002. Donna has extensive experience in education: at Ashridge Management College in the United Kingdom, at Monash Mt Eliza Business School, at RMIT University in Melbourne, and at CYW Consulting in Shanghai, Beijing and Guangzhou. She is passionate about her role and education in general, particularly the relationships she can establish with current and prospective parents and students. Away from Toorak College, her special interests are travel, golf, "Very Special Kids", food and wine, friends and family. Her presentation to the 2009 Registrars' Forum on yellow hat (when praise is due) and black hat thinking (when criticism and judgement abound) was widely acclaimed.



**Tony Conabere, BA (Melb.), B.Ed. (Mon), M.Admin. (Mon), F.A.C.E.L., now Director of Janus Consulting,** has had a long and outstanding career in education. He is a Head of 30 years standing in independent schools and is consulting in change and risk management, innovation, and people management. Tony is committed to the importance of education, professional and career development. His exceptional leadership was recognized with the award of an Honorary Fellowship of the Australian Council of Educational Leaders in 2003.



**Geraldine Wilson, FAIOP, AIMM, Director of Janus Consulting and former co-director of PD Insider Training,** managed support Staff for the one of the "Big 4", managing recruitment, induction and performance, prior to commencing Janus Consulting. She is a Past President of the Victorian Division of the Australian Institute of Office Professionals and a Fellow of the Institute. She has been a member of advisory boards at RMIT University and Swinburne University during the development phases of post graduate certificates specifically designed for Office Professionals. Geraldine contracts to the Department of Treasury and Finance and many leading independent schools. She is the author of two professional books and over the last decade has significantly contributed to the office professional's role development.

*Ianus (pronounced Janus) was an ancient Latin deity, depicted with two faces looking in opposite directions, who presided over the beginnings of all enterprise*



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