

**Customer Service NOW (1-3)
Great Bend Campus Discussions
Fall 2012**

Module 1 – Getting Started with Providing Excellent Service on Campus

1. Identify some areas where Barton can improve service quality, and list some actions you can take to make this happen.
 - A. Where Barton can improve Quality Service
 - a. Email – directly so it gets to the right department
 - b. Website – revamp as it is not easy to navigate. Have a focus on the flow of information.
 - c. Packages – students need a UPS station
 - d. Communication between Barton locations and entities
 - e. Enrollment services
 - f. Technology has replaced service
 - g. Front line – those who first contact students
 - h. Anticipate the second question
 - i. What questions could be asked to better understand the “real” issue
 - j. Taking the step to secure an answer (when possible) rather than transfer or send to another office
 - k. Extra time “up front” often minimizes extended problem solving later
 - l. Accuracy in gathering information is paramount
 - m. Mayo Clinic example – everyone was committed to high quality customer service
 - n. Open/closing times
 - o. Phone call returns
 - p. Communication gaps
 - q. Transferring
 - r. Vocational Education measured by the students employment
 - s. Caring attitude
 - t. Student satisfaction
 - u. Teaching
 - v. Student involvement
 - w. ↑ Academic Advising
 - x. Positive environment
 - y. Communication
 - B. Actions Barton can take to make this happen
 - a. Keep cougar accounts accessible
 - i. Keep students informed on how to use account
 - ii. Make sure changes actually happen
 - iii. Hold up our side
 - iv. Give appropriate contacts
 - b. Knowing more specifics about campus for referrals – not just go to the website
 - c. A directory – individuals and their services
 - d. Map of buildings and services associated with it
 - e. Math classes in Math building
 - f. knowledge of specific services

- g. Directory of specialized services = maps and personnel listing – it's everybody's job to answer questions!!!
- h. Knowing specific services & where located
- i. A booklet of buildings, photos of people – roles and titles, contact info
- j. What services are provided in each building and who is located – this would minimize redirection of students
- k. Focus on them – it's not about you, it's about them
- l. Communication – caring attitude
- m. Adherence to mission/vision of BCC and students
- n. Students first, employees second
- o. Cross training
- p. Contact information
- q. Be positive
- r. Run around needs to stop
- s. More cross training
- t. Willing to go the extra mile
- u. List of contact people for issues at hand
- v. Know about their service for students
- w. All campus has the same hours
- x. Be more positive
- y. Less run-around
- z. Same office hours
- aa. Lunch time
- bb. Cross training
- cc. New contact list
- dd. Common questions (scavenger list to all)
- ee. Stop the run around
- ff. More cross training
- gg. Stop the run-around
- hh. Cross train more employees
- ii. Go the extra mile
- jj. List of contacts
- kk. Go the extra mile
- ll. Phone directory up to date
- mm. Big poster of staff members

2. How do you define quality at Barton, and how should quality be measured?

A. Quality at Barton

- a. Instructors
- b. Teaching
- c. meeting the needs of students
- d. being available
- e. Is ours culture of comfort for the students? If so, they are more likely to ask for help.
- f. Physical appearance
- g. all relationships (interpersonal relationships)
- h. retention rates

- i. money in
 - j. a caring attitude
 - k. What we are providing to our students is useful to their career goals, whether they are enrolled in a certificate program, transfer program or just taking a class for personal enrichment.
 - l. Meeting a consumers criteria in all aspects
 - m. Customer = exchange between Barton personnel and outside individual grouping
 - n. Walking in the shoes of the customer
 - o. What we provide is useful to student
 - p. Recognition of difference among everyone re: self-definition of quality
 - q. As possible – individualize to meet
 - r. Excellence of service
 - s. Student centered
 - t. Measured by learning assessment and retention
- B. Measure quality at Barton
- a. student satisfaction survey
 - b. secret shoppers
 - c. dialogue with faculty and staff
 - d. through the end product
 - e. success rates after graduation
 - f. retention
 - g. end product
 - h. success rates
 - i. positive results

3. Given that a caring attitude was listed as the most important characteristic a school can provide, how can you demonstrate this attitude while enforcing campus policies that may upset or inconvenience students?

- A. Facial expressions
- B. Active listening
- C. Empathy
- D. Alternative solutions
- E. All faculty have syllabi that is explicit and applied equally
- F. Talk through the rules with the student
- G. Offer alternative solutions
- H. Explain school and federal regulations
- I. Allow alternate solutions
- J. Let the student know you understand their frustration
- K. Let the student know you hear them
- L. Avoid negative communication
- M. It's in the delivery
- N. Tone
- O. Body language
- P. Explain the policy – the why's
- Q. Sympathetic to their situation
- R. Stay calm but in authority

- S. Firm but friendly
- T. Zen communication vs. hostile communication
- U. "It → those"
- V. Show your sympathetic while remaining enforcer of rules
- W. Firm but friendly
- X. How you say it is very important
- Y. Time conscious – be familiar with policy or rule & be prepared to explain
- Z. Gather others who can help to resolve the issue
- AA. Smile on your face – even on the phone
- BB. Finding a way to remain positive even if the issue is something you disagree with
- CC. Separate personal from professional
- DD. Lots of questions and clarifications
- EE. Reinforce steps positive/accomplished and step through a process
- FF. Clarify and reinforce your listening
- GG. Think before you speak
- HH. "on stage" or "back stage"
- II. Smile
- JJ. Be honest
- KK. Be friendly
- LL. Show empathy
- MM. Listen
- NN. Be calm
- OO. Repeat back
- PP. Eye contact

Module 2 – Walking in the Shoes of Those We Serve

1. How is the campus's relationship with students or parents similar to a business relationship with its customers? How is it different?
 - A. Similar to a business
 - a. Aim to please
 - b. If we don't please the customer, we can lose them
 - c. Money
 - d. Parents and students aren't differentiated at a business
 - e. Bottom line oriented
 - f. It's the same if we don't meet our students & parent's needs – they will go elsewhere
 - g. Expectations and outcomes
 - h. \$ for service
 - i. Word of mouth – testimonial marketing
 - j. Students have many choices
 - k. Paying for service
 - l. They keep us employed – want family & friends to come back "good rumor"
 - m. Have to make \$ - student can shop around like businesses
 - B. Differences to a business
 - a. College is the next step in life for the student

- b. Deal with life related problems
- c. Not a product – they can only see a ‘purchase’ from their results
- d. We want the student to do the ‘business’ not the parent
- e. Selling opportunity
- f. Selling education
- g. Teach life lessons
- h. Core competence
- i. Grow the individual
- j. Student success
- k. Education
- l. Fun/educational
- m. Grow the individual
- n. As a government entity, we have some additional funding resources but those resources require us to be accountable – to our students/parents as customers who can take their tuition moneys elsewhere but also to government agencies such as KBOR.
- o. The “qualified consumer” paradox – consumer is mentally responsible for customer
- p. Personalized service – directly confronts life goal
- q. Students have many choices
- r. Paying for a service
- s. Personalized services that last a lifetime
- t. Each student is walking testimonial
- u. As a government entity there are responsibilities – expectations
- v. We are a one stop shop

2. Think of yourself as a student at Barton. A. What would have drawn you here? B. Would you be happy as a student here? Why or why not?

A. What would draw you to Barton

- a. Affordability
- b. economy
- c. Close to home (for some), location
- d. Transferability
- e. Small class size
- f. School change comparison (small high school →small college)
- g. Location
- h. Economy
- i. Small size (if promoted better provide it)
- j. Affordability
- k. Close by
- l. Involvement in many aspects
- m. Scholarships at athletic event
- n. trips and opportunities
- o. not overwhelming
- p. good transition to College
- q. movie night
- r. more local community
- s. program offerings – especially unique ones

- t. family reinforcement (can also be negative)
- u. size – small atmosphere
- v. athletics of quality
- w. cost
- x. cohort/closeness within programs or athletics is positive
- y. shift in student attitude re: moving away & remaining close to home
- z. building renovations to provide quality
- aa. Close
- bb. Beautiful
- cc. Friendly staff
- dd. Easy going
- ee. Good rumors
- ff. Close
- gg. Good looking campus
- hh. Easy going
- ii. Hit and miss
- jj. Cost
- kk. Small class size
- ll. Close to home
- mm. Affordable
- nn. Low cost of living
- oo. To get gen eds
- pp. Small class sizes

B. Be happy as a student?

- a. Attitude
- b. Atmosphere
- c. Friendliness
- d. Small town feel
- e. People want you here
- f. Caring
- g. City kids learn a new culture or rural life
- h. No distractions – able to focus on school
- i. Sophomore = upperclassmen
- j. Good programs
- k. Well prepared
- l. Instruction

3. How has Barton determined what your customers (students, parents, faculty, and staff) need and how well have they communicated this to you?

- A. Updates and renovation improvements
- B. surveys
- C. Student oriented service is happening
- D. People are not informed
- E. Disconnects – communication gap between what we say and what we do

- F. Top down communication needed
- G. Individual gets promoted however there is a disconnect
- H. Individual does not get promoted – taught from the top down
- I. Advisory councils
- J. Surveys
- K. how it is communicated and where it is located
- L. core competencies
- M. Advisory Boards
- N. Course surveys
- O. Advisory Boards
- P. Course Surveys
- Q. Randy Thode's position
- R. Trying to understand
- S. Caring
- T. Caring
- U. Eye contact
- V. Positive
- W. Express yourself

4. How can you turn a dis-satisfied customer into a satisfied customer? What are some of the benefits of this? Give some examples from your own experiences here.

- A. Turn a dis-satisfied customer into a satisfied customer
 - a. Give them what they want
 - b. Empathy
 - c. responsive in a quick manner
 - d. keep them in the loop regarding their situation
 - e. find a solution or new option
 - f. give them full attention
 - g. take initiative if you know before the student approaches you
 - h. Listen to concern
 - i. Follow through
 - j. Listen
 - k. Follow through
 - l. Manage their expectations – what would you like to have happen
 - m. Repeat back what you heard
 - n. Understand that sometimes they are right
 - o. Sometimes you have to give something for free
 - p. Listening and follow through
 - q. Read back notes for clarification
 - r. Be realistic
 - s. Don't assume you know who's right too soon
 - t. Latitude to make decisions to resolve customer service concerns
 - u. I'm sorry this is happening, I can help you.
 - v. Empathy, caring, personal in all directions
 - w. Give the customer what they want
 - x. Listening

- y. Caring
 - z. Understand
 - aa. Empathy
 - bb. Return customer than going somewhere else
 - cc. Listening
 - dd. Caring
 - ee. understanding
- B. Benefits of doing this
- a. Keeping the student
 - b. More memorable for the student
 - c. Good PR
 - d. Getting to know the student a little better
 - e. Keeping them

Module 3 – Mastering the Art of Positive Communication

1. How would you characterize the communication style Barton, and how do you think your customers perceive it?
 - A. Barton’s Communication Style
 - a. Good but unorganized – Admissions/PR/Housing send out information and it’s all different
 - b. Campus Directory – faculty, staff, students with electronic links
 - c. Website navigation
 - d. Website communication updates
 - e. Email how to and where
 - f. Website navigation
 - g. Customer perceives we are disorganized because we don’t know where to send them
 - h. Give staff an outlet for releasing their struggles
 - i. How do we help those under stress? – Offer support
 - j. Campus directory needed – electronic links
 - k. College sponsored “happy hour” – help needed/provided
 - l. Reliance on voice mail
 - m. Varying degree annoyance
 - n. “herding cats”
 - o. Our communication style is electronic – text message, email, website
 - p. Kirkman needs good/positive (front lines)
 - q. Inconsistent
 - r. Information dissemination – thoughtlessly positive in various student services areas
 - s. Expect very quick response is expected by students
 - t. Voicemail relied on heavily – offices take long response time
 - u. Reliance on email – over reliance
 - v. Positive communication is not consistent
 - w. Electronic communication reliance
 - x. Starts at the top – listening – responding positively
 - y. Remember they may not have asked before – each on is unique –

- z. No assuming
- aa. Depends on who and what
- bb. If there are developments – tell us
- cc. Interdepartmental issues here and there
- dd. Caring
- ee. Teaching
- ff. Money
- gg. Involvement
- hh. Sometimes it is lacking
- ii. each department is different
- jj. At times it is lacking
- kk. Misinterpretation due to tone of voice
- ll. Depends on the day
- mm. Lacking in some departments
- nn. Active communication skills
- oo. Where to send students
- pp. Communication is lacking in departments
- qq. Timing is important

B. How do customers perceive it?

- a. Turns to a negative because they get so much
- b. Disorganized because we don't know where to send them for answers, Runaround
- c. Expect instant response
- d. Younger customers are used to electronic communications

2. Discuss some ways you can avoid negative communications (plastic, crooked, zero, and hostile) and how you might help others avoid the perception of negative communication.

- A. It is in the culture and mindset of individuals
- B. be genuine
- C. Give staff an outlet for releasing their struggles
- D. How do we help those under stress – offer support
- E. Can't get out of it, the get into it
- F. Support
- G. Time
- H. Student responsibility
- I. Good directions
- J. Smile – it immediately lightens the mood
- K. Mirror by the phone
- L. Keep the smile plastered on your face
- M. Stay genuine
- N. Be a duck
- O. Focus on positive
- P. Don't take it personally
- Q. Work at helping, not being right
- R. Smile
- S. Have someone read

- T. Pre-send information
- U. Using prior experiences
- V. Maintain positive attitude
- W. Telephone
- X. Smile
- Y. Communication style on campus
- Z. Reminder of communication
- AA. Customer service
- BB. Always smiling
- CC. Eye contact
- DD. Don't take things personally
- EE. Make sure new employees know their basics information
- FF. (G Drive) – don't take anything for granted, things they should know.
- GG. Don't spend too much time at once
- HH. Timing is important!
- II. Don't implement new things during the "rush"
- JJ. On-going reinforcement
- KK. Active
- LL. Available for students (external)
- MM. Internally weak – between departments, new faculty

Other – timing is very important for change or education for staff. The customer service training needs to be spread out more. Very difficult to complete due to time.