

Customer Service NOW (4-6)
Great Bend Campus Discussions
Fall 2012

Module 4: Providing Service with Electronic Communication

1. Identify some ways your institution can use the Internet more effectively to communicate information to your students and prospective students.
 - a. Everything online for FA – communicate through email
 - b. Student Services email all their students
 - c. Largest problem is getting students knowledgeable to use electronics
 - d. Education them about their email account
 - e. Tons of stuff on the bottom – hidden
 - f. Bartonline students might not get to Barton's site
 - g. Shorten address as possible
 - h. Facebook Group Usage
 - i. Staff dedicated to Internet Communications
 - j. Proactive research on Internet tools
 - k. Be complete
 - l. Timeliness
 - m. Stress campus email is used by students
 - n. Subject lines
 - o. Implement the portal soon
 - p. Make sure info is up to date
 - q. More user-friendly
 - r. "password expires in_" message sent to any computer; not just a Barton computer
 - s. Create short-cuts to popular webpages
 - t. Professional development training?
 - u. Easy to understand
 - v. More user friendly
 - w. Training on how to use computer and then help out with the students – walk them through the computer
 - x. Love the drop down field on main page
 - y. Create your own chat sheet
 - z. Use the search box
 - aa. Use bookmarks for most-used pages
 - bb. If you are more knowledgeable, you are more able to help those who have questions or need info.
 - cc. When portal is up and going it should help with navigation
 - dd. Make sure links are up to date
 - ee. Ways for students to self-identify
 - ff. Show students and help them navigate the various pages
 - gg. More user friendly
 - hh. How to training
 - ii. To deal with students
 - jj. Links up to date
 - kk. Disabilities (?)
 - ll. Sit down with paws and email
 - mm. Email Bartonline
 - nn. ½ day as a guide service – cover it in orientation

- oo. More user friendly
- pp. More training
- qq. Portal
- rr. Links up to date
- ss. Sit with student and walk through
- tt. Drop box on main page
- uu. Own cheat sheet
- vv. Search box
- ww. Short cut redirect
- xx. Self-serve on hand holding
- yy. Trouble accessing course pages for some students
- zz. Web pages for departments for communicating with prospective students
- aaa. Teach how to use PAWS, course shells, tutorials
- bbb. Create more departmental sites – instructor information by department, more links, more personable
- ccc. Tutorials – student usage of PAWS – online tutorials – screencast has Bartonline
- ddd. $\frac{3}{4}$ of calls to switchboard are regarding PAWS-login and password – courses are offered at the beginning of semester

2. Identify some ways you personally can become more knowledgeable about your school's Web site, and how you would use this information to help current and prospective students.
 - a. Play in the website to learn it
 - b. Use direct URL's and hyperlinks
 - c. Play with it
 - d. Walk through it
 - e. Drop down a-z is a life saver
 - f. Do get familiar with the site
 - g. Scavenger hunt – “find this webpage” – prizes – 1st person gets \$5
 - h. Hide items
 - i. Just knowing where thing are would help you direct them
 - j. Drop box menu
 - k. Create cheat sheet
 - l. Surf it
 - m. Time spent
 - n. Find smooth pathways so you know where thing are at
 - o. about.com
 - p. look at calendar
 - q. Take time to use it
 - r. Employees don't know where things are located
 - s. Familiarize yourself
 - t. Student training to use email – incorporate into class for students
 - u. See if the students know what's there
 - v. Locate what you are asked about a lot
 - w. Email the link
 - x. Walk through it on the phone
 - y. Set outline of location and link

3. How can you use e-mail more effectively to communicate with colleagues, students, and prospective students?
 - a. Take time to be complete & thorough. Critical to have good subject lines in emails.

- b. CC line usage
- c. Bullets usage is good
- d. Timeliness
- e. Detail
- f. Check it!!!
- g. Grammar, punctuation, spelling, capitalization, subject
- h. Personalize
- i. Short
- j. Timely
- k. Bullet-points
- l. Always remember your audience
- m. Don't hit "send" button too soon
- n. Keep it simple
- o. Bullet points
- p. Don't push send too soon
- q. One email at a time
- r. New or updates pages link
- s. Personalize
- t. Get to the point
- u. Timely response
- v. Signature/name
- w. Contact information
- x. Subject line
- y. NOT spam
- z. Proper salutation
- aa. Content info
- bb. Personalize
- cc. subject line
- dd. bullet points
- ee. highlight email
- ff. subject line – not vague
- gg. A way to be sure we make contact – they may be away from or unable to answer a phone
- hh. Be sure to reread email before sending and be sure it stays what you intended
- ii. Replace jargon or pronouns etc. with real words so as to eliminate misunderstanding (it, she, them)
- jj. Not overusing email – balancing w/ live conversations or written materials
- kk. Tracking what was said....gives a written record
- ll. Timely if you set specific times to respond
- mm. Can hinder more personal interaction
- nn. If emailing back and forth more than 3-4 times, it might be better to pick up the phone
- oo. Read aloud
- pp. Track what was said
- qq. Be timely
- rr. May need to change to a call
- ss. Decrease of personal information leads to decrease in trust factors
- tt. Build rapport before communication so best results happen
- uu. Determine what the best way to communicate is

Module 5: Taking Command of the Telephone

1. Do you meet your customer's needs when they call, or do you perceive telephone calls as interruptions?
 - a. At first it seems like an interruption if really busy, but once into the conversation the feeling changes – make effort to not let it sound like it
 - b. Try to see telephone as just another mode of contact with a human who needs immediate help to find a solution.
 - c. Phone may not be as easy to get an immediate solution
 - d. Try too
 - e. Customer service
 - f. Try to ask questions to get them to the right person
 - g. Getting phone calls from Ft. Riley because they do not answer
 - h. Voice Jail!!
 - i. Not interruptions – prefer call – understand what they are saying
 - j. Not able to navigate site
 - k. View as opportunity
 - l. Tone of voice is important
 - m. Listen
 - n. Need to get information
 - o. Be sure to let people know who they are talking to
 - p. It can be an interruption, but a necessary one
 - q. Give same treatment to all
 - r. If it will be an interruption, then it might be better to let it go to voicemail
 - s. Try to meet their needs at the time of call
 - t. Tell them you can call back – get date, time, phone number, name
 - u. If they need something from me then I feel it's important to spend time answering their questions.
 - v. Phone calls often meet the need quicker, more directly, but it can feel like an interruption

2. Does Barton have specific procedures for telephone communications, especially when dealing with customers who are having problems or who are upset?
 - a. Familiarize what departments do what
 - b. Common sense – don't transfer again – simply return the call with information
 - c. Know the process of transferring calls so as not to lose the customer
 - d. There is a procedure in some offices for calls where customer is upset or someone else needs to provide the solution
 - e. No – take name and number
 - f. Offer to transfer them
 - g. Give them the direct name and number of who you are transferring them too
 - h. Specific set of questions to ask customers to ascertain what they need; who they talked to; who you can send them to in each area if they're upset or having problems for resolution of the issue
 - i. On the t-drive, but probably not well-known. Probably need to have a procedure/flow chart in place
 - j. Superior – boss for the worst case scenario
 - k. Calm – stay as professional as possible
 - l. Empathy

- m. What should I do flowcharts –
 - i. Shortcut popular pages for faculty
 - ii. Shortcut popular pages for staff
 - iii. Shortcut popular pages for advisors
- n. Don't pass them on if you don't have to
- o. Watch the wait time
- p. Learn how to transfer calls
- q. Offices – Facetime
- r. Tdrive – policies
- s. Is there a flowchart? Should there be?
- t. Kiosks
- u. Emergency operations plan
- v. See about.com on email

Module 6: Giving Your Professional Best in the Workplace

1. What kinds of attitudes do employees have about their jobs? Do these attitudes produce any negative impressions to students?
 - a. Depends on what departments employees work in which can foster negative attitude towards students.
 - b. People don't get along with coworkers
 - c. Overwhelmed, over trained
 - d. Frustration, stressed, depressed, angry, lack of enthusiasm. Yes, this can lead to students having negative impressions about the employee, department, college, etc.
 - e. In general, most are pretty positive (or hide it well)
 - f. Depends on day
 - g. Depends on person
 - h. Be aware that not all cultures share our modes of communication
 - i. Always remember your audience
 - j. Depends on the day
 - k. Most people put on the appearance of liking their job
 - l. Students perceive someone as hateful and complain about how they are treated
 - m. Good and bad
 - n. Some people relate better with students than with their peers. But generally in class → positive attitude
 - o. Remember the audience
 - p. Remember your audience
 - q. Most employees do have positive attitudes, and those attitudes do directly impact students.

2. How well does Barton accommodate and welcome students with disabilities? What changes might improve the environment for these students?
 - a. Not totally ADA, but making adjustments
 - b. Certain disabilities create fears
 - i. Not a lot of understanding
 - ii. Overreact to situations
 - iii. Wellness team has been developed
 - c. Cognizant of how we deal with people

- d. We can accommodate needs
 - e. Accommodation Report – believe that work with students with disabilities both physical and others
 - f. Order equipment to meet needs
 - g. Four rooms in housing to accommodate disabilities
 - h. All buildings, bathrooms, etc. should be equally accessible
 - i. Doors are much better – big AM Doors
 - j. Improve access from housing to Union and bathroom doors
3. Is confidential information handled appropriately at Barton? What problems have you encountered with confidential information?
- a. Talking about students in areas where things can be overheard by other students
 - b. Consider where information is being shared – write instead of speaking it
 - c. Train to know what should be confidential
 - d. Believe it is very confidential (paper wise) credit card info, etc.
 - e. Verbal confidential is difficult – office cubicles – individual chatter
 - f. Does a great job in general
 - g. Secure your office files when out of the office
 - h. Depends – sometimes it is
 - i. Sometimes us vs. family or families
 - j. With FERPA I don't tell anyone anything anymore.
 - k. FERPA info is split in 3 different places than on the website (see Karen Kratzer)
 - l. Sharing prison time – bad (at least not professional)
 - m. Grade checks not as confidential as it could be (other students seeing fellow student's grade sheets as they wait in line for us to sign.)
 - n. Blue Team needs to stay confidential
 - o. External FERPA, HIPPA, Locking without – awareness
 - p. Standard of discipline not carried out – Blue Team
 - q. Make sure your door is closed and your voice is down