

# New Student Employee On-boarding



Providing Excellent  
Service & Interfaces  
*Train-the-Trainer*

# Why does excellent service matter?



<https://www.youtube.com/watch?v=bTbHwnxCGaI>

# Agenda for Today

- Excellent service and interfaces as extension of our Culture of Care
- Examples of Service Levels
- Creating a Welcoming Environment
- Proactive skills
- Reactive skills
- Small differences yield big results
- Five Characteristics of Great Customer Service

# USD's Culture of Care

How does providing excellent services and interfaces tie to our Culture of Care and what does this entail within our campus context?

Think about a time you experienced excellent service – how did that make you feel?

Poor service?

What is the impact of interfaces that don't feel as described?

# USD's Culture of Care

YOU:

- See students and community members in various environments
- Contribute to the USD environment
- Model our Culture of Care
- Help people navigating a variety of issues and concerns  
– ultimately helping our community feel belonging and mattering

# USD's Culture of Care

## How services are provided:

- We all represent USD
- Set tone and environment
- We all chip in
- If you see something...say something
- If you see something...pick it up
- Knowledge is power...learn it and share it:
  - Strive to be knowledgeable about:
    - Our campus
    - The building you work in
    - The office you work in
    - The Department you work for
    - The Division you work for

# Create a Welcoming Environment

## Pleasant, Comfortable, Informative

- We all contribute to maintaining a clean work space
- Background noise minimized to allow conversation
- Intuitive on how to get assistance
- Information easily accessible
  - Posted materials (bulletin boards)
  - Display of pamphlets or information sheets
  - Names or positions of staff
  - Business cards displayed for staff

# Proactive Skills

## Setting Interactions up for Success - Key Principles and Skills

- Kindness
- Eye contact
- Open-ended welcoming questions that are inclusive
- Work to be as helpful as possible within boundaries
- “I don’t know, let me find an answer” vs. “I don’t know”
- The nuances of having to say “No”
- Using inclusive and appropriate language & topics
- Know your office team, and teams of nearby offices



# Proactive Skills

## Professionalism

- Dress for Success
- Wear your name badge if provided
- Exhibit good hygiene
- Familiarity vs Formality on the job
- Protecting Private information
- Appropriate “Front of House” versus “Backstage”
  - Food and Beverage
  - Posture
  - Phones
  - Ear-buds
  - Language
  - Venting
- Remember that you are always representing yourself and our community

# Proactive Skills

## Good Listening skills

- Face the guests, keep eye contact
- Pay attention to what they are saying
- Pay attention to what they aren't saying (and body language)
- Keep an open mind
- Picture, visualize what they are saying (*it will help you stay attentive*)
- Don't be preparing your response in your mind
- Don't impose your solutions
- Wait for a pause to ask them clarifying questions
- Try to feel what they are feeling
- Give regular verbal/non-verbal clues you are listening (*nod, uh-hum*)
- Acknowledge you have heard them by summarizing back to them
- Let them know what you can do to help, even if it isn't exactly what they are requesting.

# Proactive Skills

## Phone messages

- Who message is for
- Who called (First and Last Name)
- Caller's phone number or extension (and perhaps email as well)
- What time
- General reason for call
- Urgency

PHONE CALL

FOR Melissa

M. Diego Torero

OF University of San Diego

PHONE 619-260-4618 CELL \_\_\_\_\_

DATE 9/10/14 TIME 10:00 AM P.M.

MESSAGE  
Called regarding the student outreach from CHWP. Please call when you have a chance.

SIGNED Jessica C.

TELEPHONED  
 RETURNED YOUR CALL  
 PLEASE CALL  
 WILL CALL AGAIN  
 CAME TO SEE YOU  
 WANTS TO SEE YOU

# Reactive Skills

## Navigating Challenges in your Role

- People:
  - Individuals come to us potentially carrying or navigating significant challenges – think back to empathy conversation)
    - 53% of USD students report being diagnosed with or treated by a professional for a chronic illness, psychiatric condition or a disability (NCHA 2018)
  - De-escalation
  - When & how to hand off to a supervisor or share an incident
  - Referring to key campus resources
- Systems:
  - Equipment Failures
  - Staff Shortages
  - Rules you don't understand
  - Communication

# Reactive Skills

De-escalation Strategies: *Crisis Prevention Training Institute*

Be empathetic and nonjudgmental

Respect personal space

Use nonthreatening verbals

Avoid overreacting

Focus on feelings

Ignore challenging questions

Set limits

*People often feel a need to simply be heard. Affirming that you hear the person and want to help them can be key.*

# Reflection

- Consider your role and how it might impact even just 1 person, for 1 moment
- Consider your identities and what they do or may bring to your engagements with others.
- Consider others' unique attributes and what you can gain or learn from them

# Small Differences Yield Big Results



<https://www.youtube.com/watch?v=6yd35rEKXio&t=88s>

# Five Characteristics of Great Service

## Micah Solomon's WETOC

- **Warmth** – Simple Human Kindness
- **Empathy** – The ability to sense what another person is feeling
- **Teamwork** – an Inclination toward “Let’s work together to make this happen” and against “I’d rather do it all myself”
- **Optimism** – The Ability to bounce back and not internalize challenges
- **Conscientiousness** – Detail Orientation, including an ability and willingness to follow through to completion



# Summary Statement

An exceptional experience for higher education customers means that every time individuals step on campus or interact with a member of the staff, they are made to feel welcome, respected, treated with consideration, and leave believing they were heard and that their needs were given top priority.

*An excerpt from the APPA 2016 Thought Leaders Series*



Thank you!  
Questions? Comments?

