Responded well to parent’s needs – making them feel at ease

- Helping students
  - Making time for them (parents and alumni too)
  - Responding to needs
- Relationship building
  - Responding in a timely fashion
  - Making them feel important
  - Anticipating needs
- Be there for your colleagues – help support
- Team work!

- Guiding the customer through their question/need until you are sure they receive the solution they are looking for (even if it’s outside the scope of your responsibility!)
- Follow up is key
- Culture of the company influences how the staff employs customer service
  - Do the metrics support customer service?

- Never assume, dig deeper
- Personal service
  - Makes the difference
  - Leads to connections, networking, and success
  - Feels good, great for both parties

- Poor Service:
  - Conflicting information from multiple sources
  - Rep didn’t get full information
  - Multiple times put on hold
  - Result angry and frustrated
  - Not caring – “not my problem”
  - Getting the run-around

- Good Service:
  - Attentive
  - Listened and answered fully
  - Acknowledge concerns
- Honest
- Check in/follow up (did I answer your question?)
- Ask as an advocate
- Personal touches, ex. walk campus with student
- Restaurant (bad) – sat at an unmarked, but reserved, table. Was asked to move but there were no other seats, made to wait
- Hannaford (bad) – no eye contact
- Summer Reunion (good) – student ambassadors giving great service to our alumni guests
  - Regular/daily reinforcement of service expectation
  - Acknowledgement - catch people doing good things and let them know!
  - Offer an alternative if you cannot meet the initial request

- Acknowledgement
- Communicating with them even if you can’t solve the problem
  - Being comfortable with not knowing the answer
  - Having useful tools to find the answer
- Being polite!
- Internal customer service (between staff and faculty)
- Not making the customer feel like a bother