

Service Excellence

@UWindsor

Guidelines for In-Person Interactions



WELCOME

We are ambassadors of the University of Windsor. Our interactions with students/stakeholders, and particularly how we greet them, send the message that we are proud of our University and the service we provide. The greeting also sets the tone for the service encounter.

The following are some guidelines for making our students/stakeholders feel welcome:

- Offer your assistance promptly. If this is not possible, acknowledge the student/stakeholder and advise them that you will be with them shortly.
- Greet the student/stakeholder in a timely manner, smile and make eye contact (e.g. "Good morning! How may I help you?").

- Project a friendly, enthusiastic and professional attitude.
- Ask how the student/stakeholder would like to be addressed, be mindful of personal space.
- Pronounce their name correctly. If the name is difficult to pronounce, ask the student/stakeholder to clarify the pronunciation.
- Focus on the interaction, avoid letting yourself be distracted by e-mail message alerts, telephone calls or conversations that may be taking place around you.

DELIVER

The key to providing exceptional service is grounded on our communication and problem-solving skills as well as critical thinking abilities. The following are some guidelines:

- Maintain eye contact.
- Be patient, tactful, polite and courteous throughout your interaction.
- Speak clearly, at a suitable speed and volume level and be mindful of your tone.
- Know your audience, avoid using University jargon and acronyms that they may not understand.
- Be alert to the non-verbal cues that the student/stakeholder is sending and ask questions to ensure understanding.
- Stay focused on the service encounter. If you need to take a telephone call, or if someone interrupts you, excuse yourself and address the disruption.



Service Excellence Vision

Together, we foster a culture of success and support by making every interaction an exceptional experience.

For more information go to www.uwindsor.ca/serviceexcellence



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- Demonstrate active listening by giving your full attention and projecting sincerity verbally and non-verbally. Interrupt only to focus the conversation or to get clarification.
- Repeat the issue/inquiry to the person in your own words to ensure understanding (e.g. *"If I understand correctly, what you are asking is..."*).
- Respond with empathy and ask open ended questions to enhance understanding of the situation and to help formulate possible solutions.
- Take the time to provide informative explanations and describe what you can do and discuss any limitations.
- Be solution oriented; try to find alternatives to address the issue/inquiry.
- Refrain from using the word *"cannot"*. There is always something we can do, or at least try to do for our students/stakeholders (e.g. Instead of, *"I cannot do that,"* say, *"I will do my best to explore possible solutions"*).
- Summarize the conversation, get agreement on the solution/next steps.
- If you need time to explore possible alternatives, make the necessary arrangements to get back to the student/stakeholder and advise them of the expected timeline.

REFER/TRANSITION

Should a referral to another person/department be required:

- Explain to the student/stakeholder the reason for the referral.
- Ensure appropriate referrals. It is a good practice to call the person/department first before sending the student/stakeholder. This will minimize the *"run-around"*.
- Refer to a campus map to illustrate the location of the place you are sending the student/stakeholder to; provide in writing the name of the individual, department and contact information.

CONCLUDE

After addressing the inquiry/issue, we have an opportunity to make our students/stakeholders feel that they matter and that we care by following these guidelines:

- Before closing the encounter, ensure that the student/stakeholder does not have any additional questions (e.g. *"Is there anything else I can assist/help you with today?"*).
- Thank the student/stakeholder for coming and wish them a good day.
- Leave them with the feeling that they are welcome to come again. (e.g. *"Feel free to come back should you need any further assistance."*)