

Can we help you? Integrated frontline services: Workshop discussion



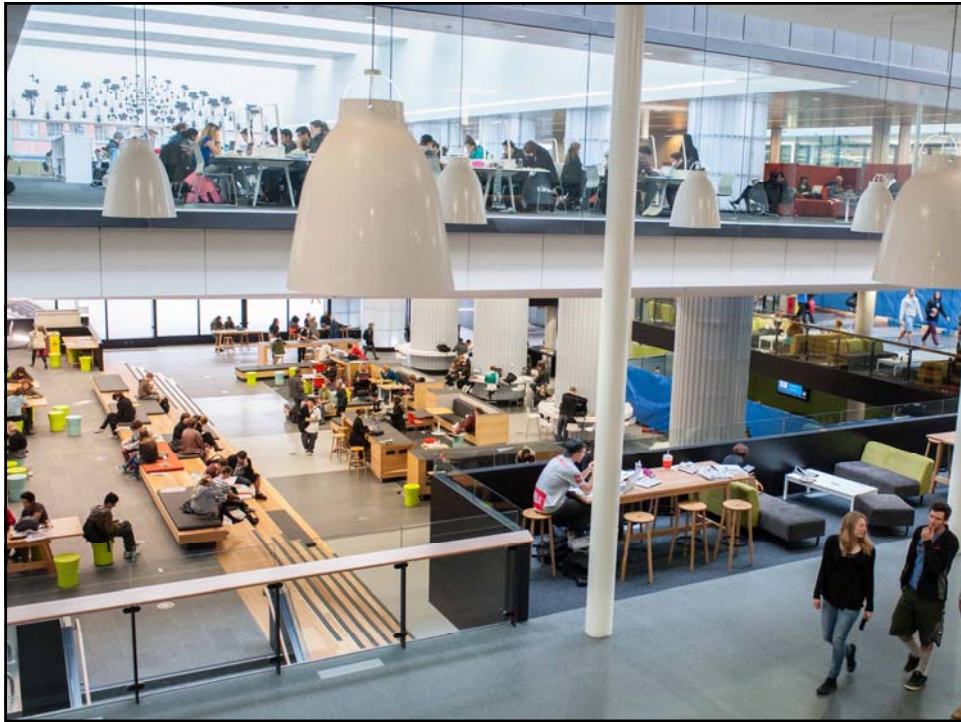
Karen Davis

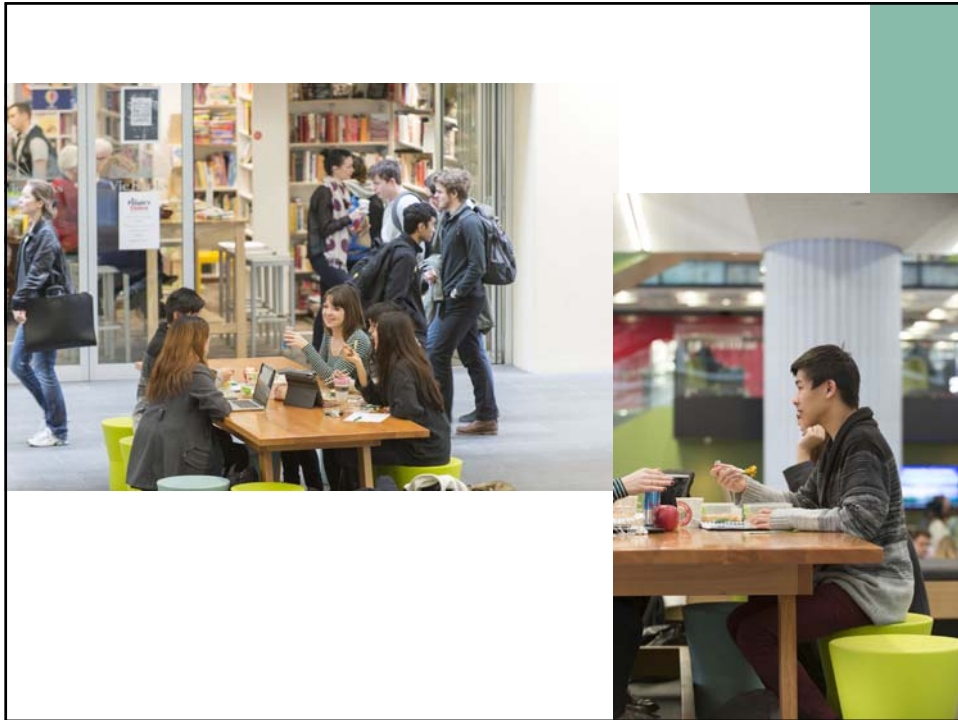
Jan Stewart

Victoria University of Wellington

Why?

- Campus redevelopment opportunity from planning stages
- Library restructure and changed philosophy
- Student feedback said that they were pushed from pillar to post
- Different parts of the university did not know what others did
- Holistic models of service delivery –seamless, integrated aims across student lifecycle and diverse groups of students



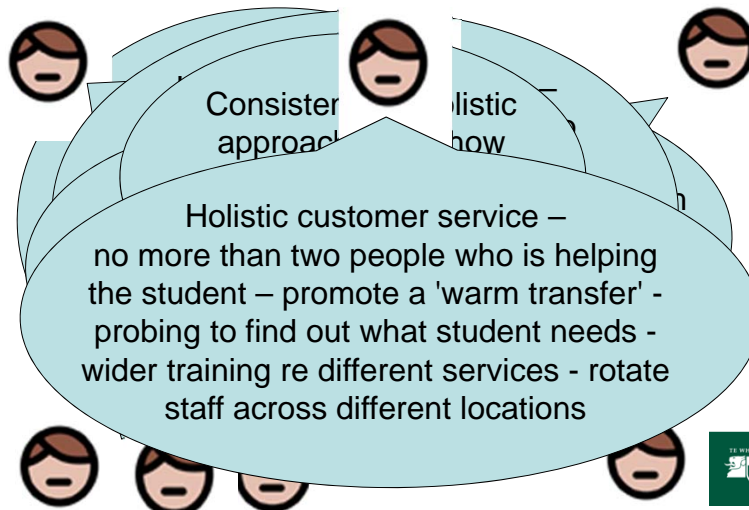


- *Why create synergies between university services?*
- *What makes for good customer service in tertiary institutions?*



From student panel at Victoria

Key things they expect from frontline staff/Improvement suggestions



Role of student voice

- *Can students take a lead in this type of development?*
- *If yes, how?*
- *If not, why not?*



Victoria Info Ihonui (VII) Collaborative model

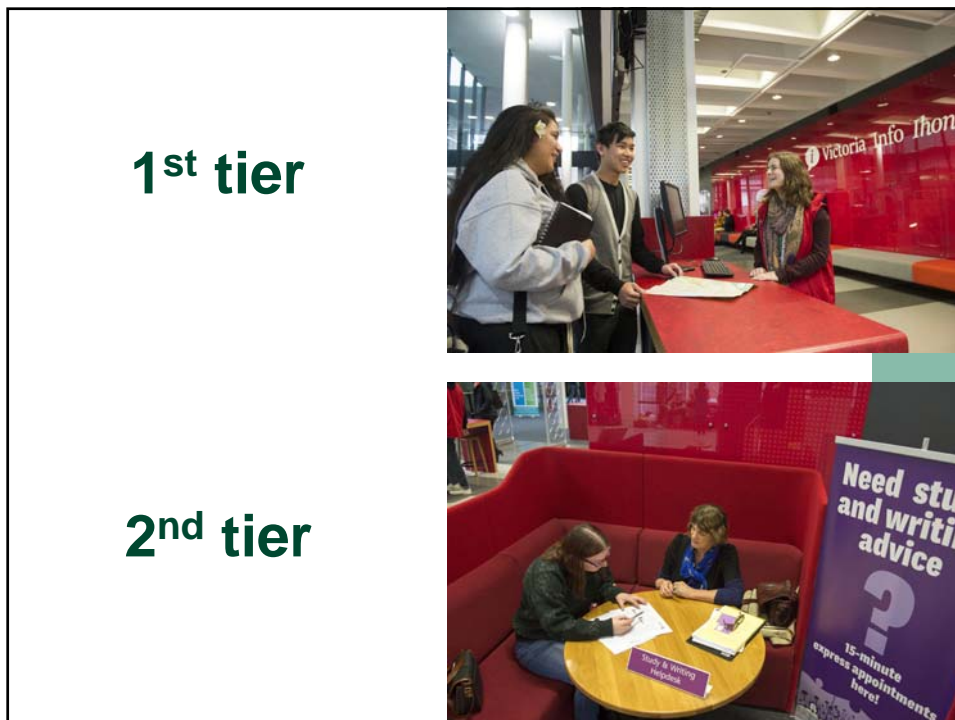
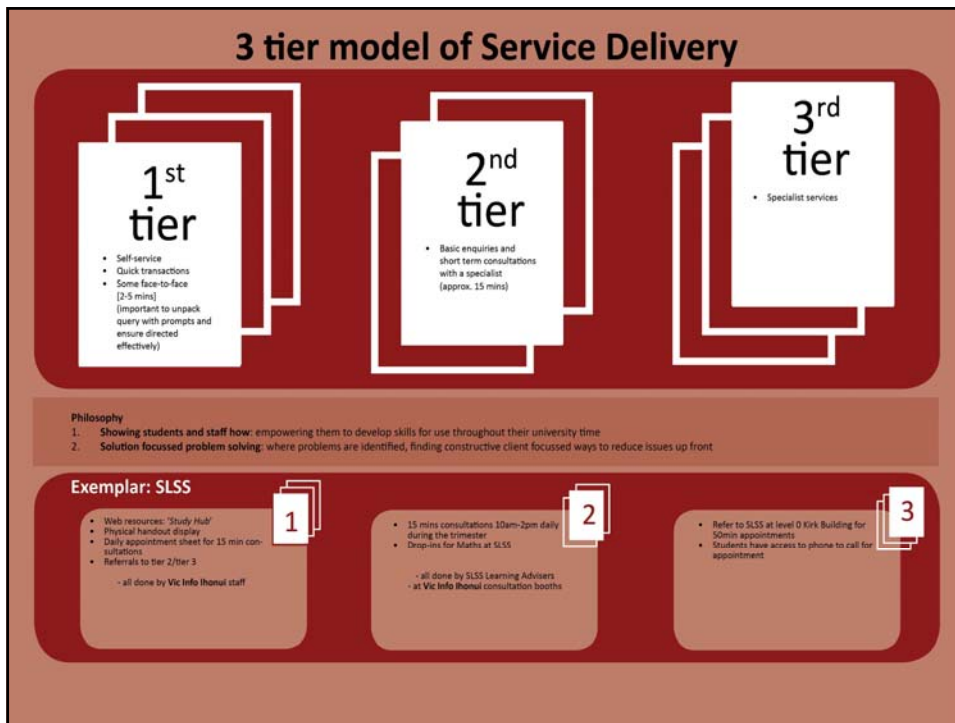
Project Team

Co-chaired

Representatives:

- Students
- Student Academic Services
- Library
- Information Technology Services
- Faculty Managers





1st tier



2nd tier



Impact, Challenges and Outcomes

- *Enablers and barriers to setting up this type of service zone?*
- *Enablers and barriers to maintaining this type of service?*

Our challenges

- Consistency across different locations
- Staff – range of abilities & skills
- Bringing together transactional & transformative services
- Use of technology
- Expanding to frontline service across the university



Evaluation and feedback Survey – key benchmark areas

Service Principle 1:

Clients' information needs are met by friendly, open, approachable and knowledgeable staff

Survey responses from users of the service

Rated as good or very good	2013	2014
Staff are easily identifiable	99%	100%
Staff friendliness (smiling, good eye contact etc)	99%	100%
Overall experience	94%	97%
Agreed or strongly agreed		
Staff are knowledgeable	96%	95%
VII gave me the information I needed	-	88%



Service principle 2:

Clients have a good knowledge of the service/information provided by Victoria Info Ihonui (VII)

Non-users:

- 13% knew VII offered Student Service info, library info, SLSS help, general direction finding and bus info
- 88% did not know what VII provided

Users:

- Most recently asked about library services (79%), ITS (17%), and directions (12%)

Student Experience Survey 2014

- 75% of respondents felt the Victoria Info Ihonui effectiveness of information sources was very good or good



Service Principle 4:

The Victoria Info Ihonui physical space is easily recognisable by brand (colour and logo), and easily accessible to all clients.

- 96% rated the space as very good / good when asked if the space worked for them (access, branding, layout)



Survey Comments

- (x5) Service is helpful or no comment
- (x6) *“Particularly good when you are first starting at uni and need help getting around!” “Very efficient when asked questions. Deal with problems fast.” “Very good service very helpful. They know what they are talking about”*
- Other – Information (x2) *“Have more information available about what they can do for people.” “I am a bit unsure what's all to offer.”*
- Other – Nostalgia x2 *“I wanted help with finding stuff in the library, but the guy obviously wasn't a proper librarian. I miss there being actual librarian services.” “I'm old school and miss an enquiry desk!”*



Observations

- **Staff identification**

Exemplary at both locations

- **Staff Proactivity**

Level 1 consistent review and movement between desk area and inside library space
Level 2 less proactive, both staff tended to stay at PCs and not roam the space

- **Staff approachability**

Staff at both levels were friendly, smiling and open in their stance and had good eye contact with customers so they were receptive to potential customers and approachable.

Level 2 - staff seemed to stick to the staff PCs rather than be moving about. Staff “stationed” themselves at the PCs and they seemed to be checking or reading on the PC. As in the 2013 observations, it is difficult for clients to approach staff if they seem preoccupied on the computers and this activity also reduces eye contact which is critical for good customer service.

- **Queue management - Self help assistance**

Both these were sound but not busy enough to observe in real sense



Wider impact of this type of change

- *With the diversity of the student population – is this model of service delivery likely to meet their needs? What critical success factors need to be considered?*
- *Could this type of service option help the transition and retention of students?*
- *What impact can integrated frontline services have on current student service delivery? (face to face; online; generalist; specialist services)*

