
Enhancing Customer Experience



UNIVERSITY OF LEEDS

**School of Medicine
Student Education Service Team**

**Worsley Building SR (9.58b)
Tuesday 30th July 2019**

www.surveymonkey.co.uk/r/CX4UofLeeds



Feedback
here

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Timetable (Approximate)	Workshop Content	Page
09.30am - 9.45am 15 minutes	1. Introduction and session aims	3
9.45am – 11.00am 1 hour 15 minutes	2. What Shape Are You? This exercise uses five simple shapes to help people identify and understand different personality types.	
11.00am – 11.15am	Break	
11.15am – 12.00noon 45 minutes	3. The three components of Customer Experience In this session we consider the difference between: Service delivery, Customer Care and the Management of Customer Expectations.	5
12.00noon –12.45pm 45 minutes	4. Managing expectations during the customer journey This session looks at understanding and mapping customer journeys managing customer expectations.	9
12.45pm – 1.30pm	Lunch	
1.30pm -2.30pm 1 hour	5. Identifying areas of good practice and ideas for improvement Using the three components of Customer Experience model, team members will have an opportunity to share examples of current good practice.	12
2.30pm – 3.00pm 30 minutes	6. Drafting SES Customer Experience Standards In this session we will start creating a set of customer experience standards for the School of Medicine SES team.	14
3.00 – 3.15pm	Break	
3.15pm – 3.45pm 30 minutes	6. Drafting SES Customer Experience Standards Continued	14
3.45pm – 4.00pm 15 minutes	7. Next Steps In this final part of the workshop we will look at what should happen next to complete and agree the standards.	
4.00pm	Finish	

1. Introductions

Thank you for attending this workshop. The main aim of the workshop is:

To help you and the team enhance your customers' experience

Specific Workshop Objectives:

1. To share the existing good practice and expertise within the SES team.
2. To identify and agree a set of key service level/customer experience standards for the School of Medicine SES team.
3. To promote team-working within the School of Medicine SES team.

Do you have any personal objectives for this workshop?

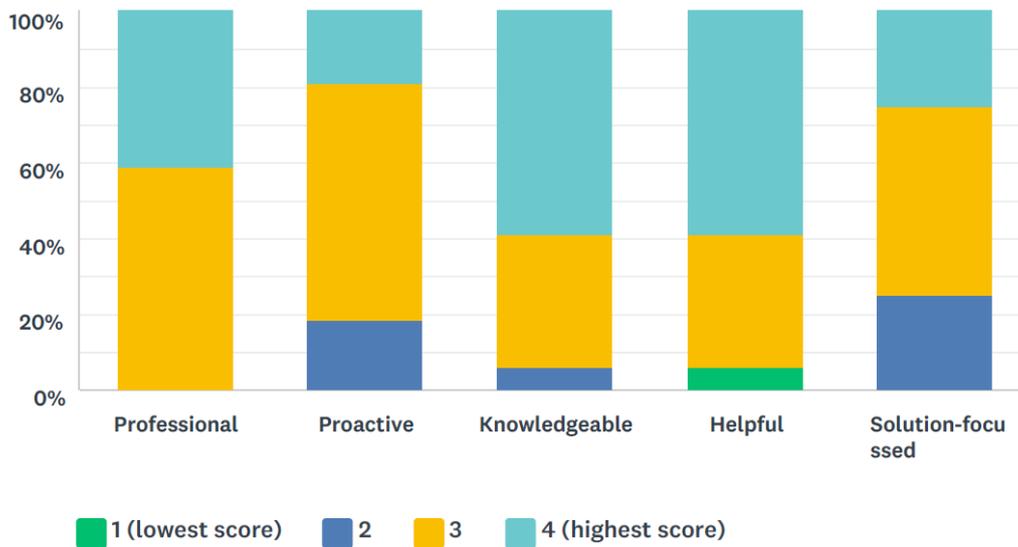
Pre-Workshop Survey question 7 – Do you have any other comments, questions or concerns?

- Not being able to be honest about issues & look for solutions to this if management are present.
- In my opinion it is useful to have a culture statement and map out values / aims etc. It may be useful to try and relate this to specific plans/projects/outcomes in future. (In other words - good to have it, but need to use it). Communication and change management could be improved.
- Stakeholders include academics and we must work in tandem with them to deliver high quality education. SES is not a separate entity from academic delivery, it is joined-up and therefore successful.
- I feel the MBChB team are meeting the 5 aims of the culture statement and would be interested to see any feedback indicating any areas in which we are lacking so we know collectively what the aim of the session is and what we need to work on.

Quantitative Feedback from 17 survey responses

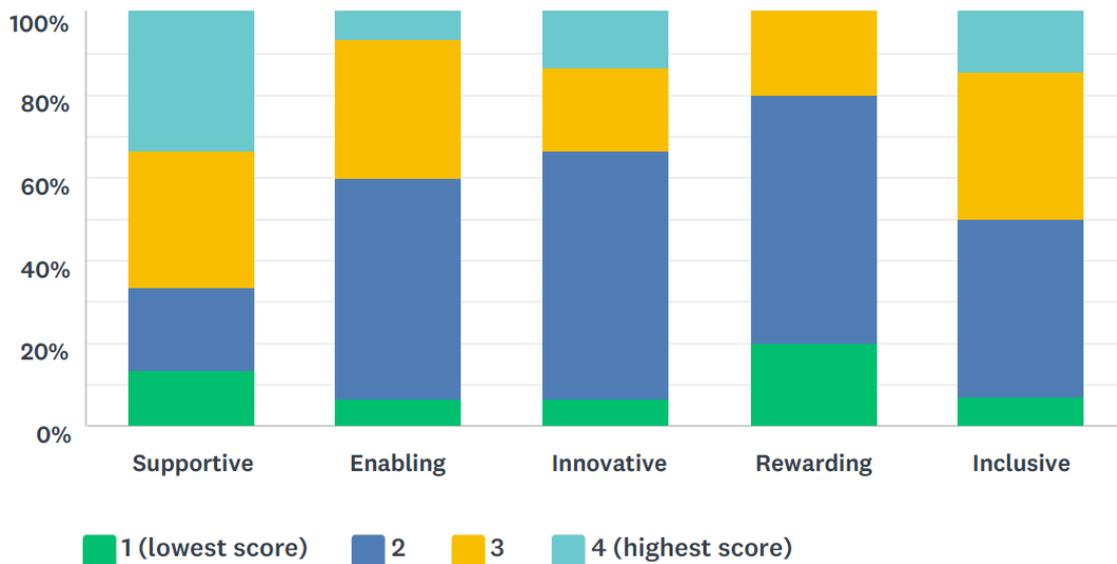
Pre-Workshop Survey question 1

Rate how you think our team currently aligns with the culture statement:
The Service we provide is:



Pre-Workshop Survey question 4

Rate how you think our team currently aligns with the culture statement:
Our Community is:



3. The three components of Customer Experience

A definition of customer experience:

The total of our interactions with a customer, seen from the customer's perspective.

Every time you interact with (email, phone, write, meet or tweet) a customer (students, academic and professional staff, external partners and visitors) you are contributing to their experience of you, the SES team, the School of Medicine and the University.

We work collaboratively with staff and students and external organisations so that customers receive a joined up experience, characteristic of our University values and aspirations for service excellence

Service Excellence Standards: **People**

We provide outward looking services that view delivery from our customer and community perspective

Service Excellence Standards: **Provide**

We define customers as groups and individuals that use and receive our services.

These include students, academics, external visitors, partners and colleagues in other service areas

Source: Service Excellence Framework 2019

3. The three components of Customer Experience

Providing an **Excellent** Experience

You should aim, whenever possible, to make sure that customers receive an **excellent** experience.

OUR AIMS

We work in partnership with other professional services and our stakeholders to enable:

 Students to maximise their potential and have an excellent experience	 Academic staff to focus on delivering their key priorities in student education and research
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Providing a **Positive** Experience

In some situations you won't be able to immediately give the customer what they want. You may not be able to give the customer what they want at all.

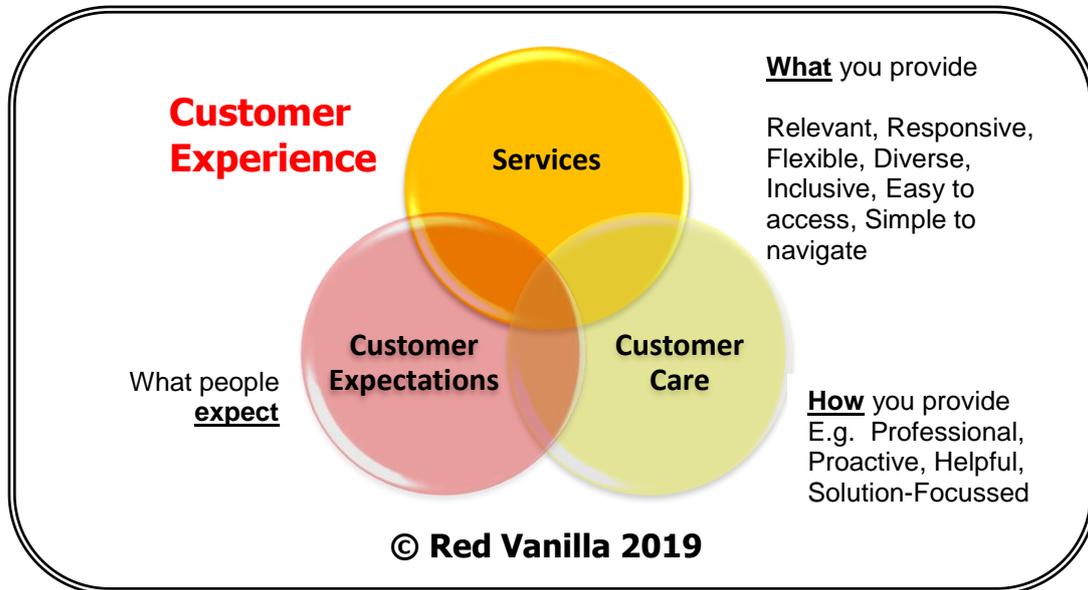
In these situations, you can still aim to provide a **positive** experience where the customer feels satisfied with their experience.

<p>We are skilled professionals and use our expertise and knowledge to agree, shape and deliver outcomes for customers and the university</p> <p>Service Excellence Standards: People</p>	<p>We know who our customers are; we listen and understand their needs and expectations</p> <p>Service Excellence Standards: Engage</p>	<p>We communicate our priorities, explain our services and are clear on what we can deliver</p> <p>Service Excellence Standards: Engage</p>
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3. The three components of Customer Experience

Customer Experience:

A customer's experience is made up of three components:



This clip from the BBC's The Office shows the difference between the service delivered, customer care and customer expectations.



The clip is only 1 minute 15 seconds long. You can tell a lot about a customer's experience from just brief interactions. www.youtube.com/watch?v=2Z8pgV74_Hw

- | | |
|---------------------------------|---|
| Q1 Customer Expectations | What was the customer expecting? |
| | |
| Q2 Services | Out of 10 how would you rate the quality of the service provided? |
| | |
| Q3 Customer Care | Out of 10 how would you rate the customer care provided? |
| | |
| Q4 Customer Experience | Overall, what sort of experience was provided? |
| | |

3. The three components of Customer Experience

Questions for your team to consider

1. Do we provide a good service but customer care could be improved?

Our people demonstrate a positive can do attitude

Service Excellence Standards: **People**.

2. Do we provide a good service but our customers have higher, increased or different expectations?

3. Could our service be improved? (Are our services relevant and sufficiently responsive, flexible and open to change? Are services shaped by customer needs and are they understandable, easy to access and simple to navigate? Are services diverse, inclusive, consistent and efficient?
(See '**Design**' and '**Provide**' elements of the Service Excellence Standard)

We are proactive about continuous service improvement and seek out new ways of doing things that will benefit our customers.

Service Excellence Standards: **Improve**

4. Do we discuss customer experience at our team meetings?

5. Do we collect and respond to customer feedback?

We seek out and listen to customer feedback to find out how we performed and whether we can do things more effectively.

Service Excellence Standards: **Improve**

4. Managing expectations during the customer journey

A Customer Journey is any customer interaction that has distinct start, middle and end. Mapping the customer journey is the process of identifying how your customers interact with you during their customer journey.

The Customer Journey



The **start** of the customer journey is **key** to providing a positive customer experience because:

- a) First impressions are formed at the start and rapport can be either built or destroyed.
- b) Customer expectations are generally first formed at the start of the journey.

1. The start

Managing your customers' expectations at the start of their customer journey will help customers have a good customer experience.

2. The Middle

For longer customer journeys you may need to manage customers' expectations frequently, during their journey.

3. The end

It can be useful to check that customers understand what to do, once their customer journey with you has ended.

We ensure we have a continuous dialogue with customers throughout their interactions with us

Service Excellence Standards: **Engage**

The video below by the touring cabaret group Fascinating Aida, is directed at Ryanair. It shows how people react when their expectations are not met.

Please note that this video contains some moderate swearing – used to demonstrate a strong emotional response to repeated frustrations.



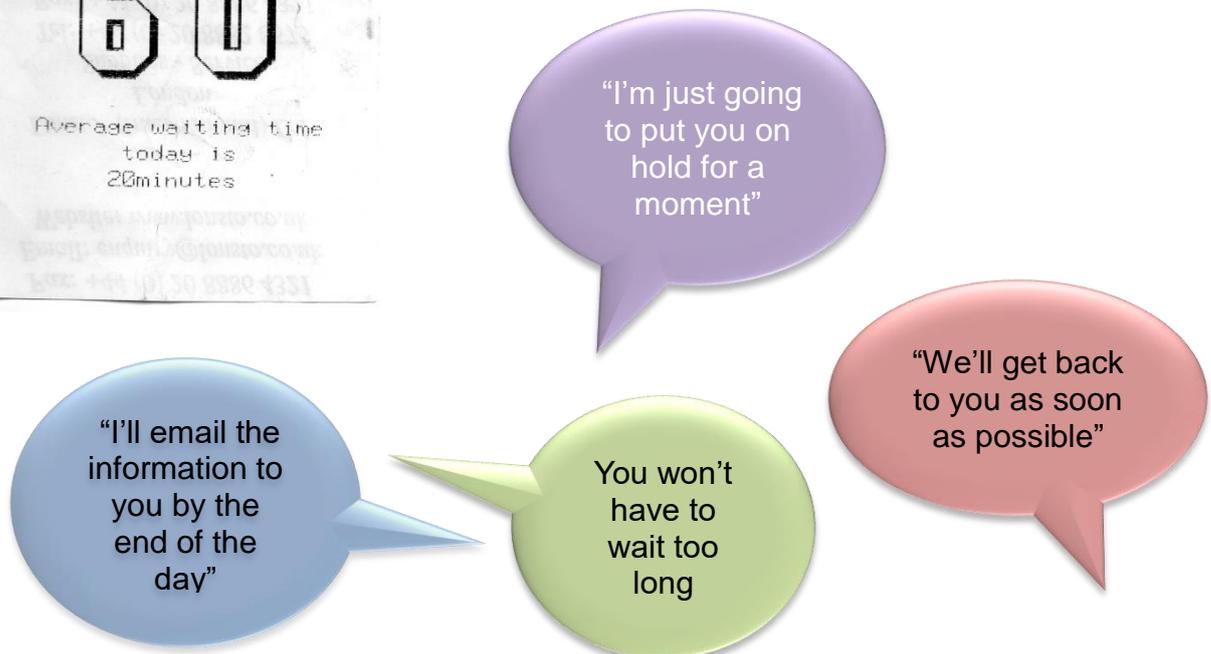
www.youtube.com/watch?v=HPyl2tOaKxM
www.fascinatingaida.co.uk

4. Managing expectations during the customer journey

Under Promise and Over Deliver



Under promise and over deliver involves building in a contingency or buffer-zone when promising something to the customer so that you can always deliver on your promise.



Touchpoints

A touchpoint is any instance when a potential customer or current customer comes interacts with your team or organisation – before, during, or after they receive a service.

Customer journey mapping can be used to identify all the touchpoints that your customers have.

Moments of Truth.

Moments of truth are those interactions that are especially important to customers and create a relatively high emotional response in customers. Emotional responses can be positive or negative.

4. Managing expectations during the customer journey

Questions for your team to consider

- Does the service we provide meet our customers' expectations?
- Do we make clear what our customers can expect of us at every stage of their interaction with us?
- Do we effectively communicate what we expect and need from our customers so that we can help them?
- Do we manage the expectations of other teams' customers?
- Do other individuals, teams and organisations effectively manage our customers' expectations?
- Who else has a significant impact on our customers' journeys? Who else provides a service that is part of our customers' journeys and how do we refer our customers to another team or service provider?
- At the end of a customer journey do we pro-actively seek customer feedback by asking: "Did we meet your expectations?"

We work collaboratively with staff and students and external organisations so that customers receive a joined up experience, characteristic of our University values and aspirations for service excellence

Service Excellence Standards: **People**

5. Identifying areas of good practice and ideas for improvement

Examples of good practice

Working in groups please identify up to three examples of current good practice that you feel it is useful to share with the whole group.

We are looking for specific examples of good practice that can be used, copied, adopted or in some way adapted by other colleagues within the School of Medicine SES team.

Your examples may link to the three components of customer experience i.e. service delivery, customer care or the management of customer expectations.

If possible, can you also show how your example(s) of good practice supports one of the elements of the SES Culture Statement and/or one of the elements of the Service Excellence Standards

SES Culture Statement		Service Excellence Standards
<ul style="list-style-type: none">• Professional• Proactive• Knowledge• Helpful• Solution-Focussed	<ul style="list-style-type: none">• Supportive• Enabling• Innovative• Rewarding• Inclusive	<ul style="list-style-type: none">• People• Engage• Design• Provide• Improve

5. Identifying areas of good practice and areas for improvement

Ideas for Improvements

Working in groups please identify up to three ideas where you believe improvements could be made to the customer experience.

Your examples may link to the three components of customer experience i.e. service delivery, customer care or the management of customer expectations.

You may want to refer to the answers in Q3 of the pre-workshop survey (see separate hand-out

If possible, can you also show how your example(s) of good practice supports one of the elements of the SES Culture Statement and/or one of the elements of the Service Excellence Standards.

6. Drafting Customer Experience Standards for the School of Medicine SES

The University's Service Excellence Framework, together with the Student Education Service's Culture Statement provide a good starting point for creating a set of Customer Experience standards that are specific to School of Medicine SES team.

The purpose of creating a set of standards specific to the School of Medicine is to help the team further enhance customer experience and to help ensure consistency of customer experience within the School.

Using the Service Excellence Framework and the Culture Statement

Selecting and building on relevant parts of the University's Service Excellence Framework and the SES Culture Statement may help you create a set of standards for the School of Medicine.

External Standards to consider for ongoing development

1. Customer Service Excellence www.customerserviceexcellence.uk.com/

The University's Lifelong Learning Centre and Commercial and Campus Support Services have achieved this standard (as has the whole of Leeds Beckett University).

Criterion 1 Customer Insight
Criterion 2 The Culture of the Organisation
Criterion 3 Information and Access
Criterion 4 Delivery
Criterion 5 Timeliness and Quality of Service

2. Customer First www.customerfirst.org/home

30 Statements within three sections

- Building Customer Relationships
- Maximising Market Awareness
- Developing your People

3. National Occupational Standards for Customer Service

<https://www.instructus-skills.org/apprenticeships/apprenticeships-qualifications-nos/nos-index/nos-customer-service/>

A 296-page pdf document with detailed examples of standards.