**Customer Service Orientation**

**Definition:** Understands that all employees have external and/or internal customers that they provide services and information to; honors all of the institution’s commitments to customers by providing helpful, courteous, accessible, responsive, and knowledgeable customer service.

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| **Unsatisfactory Performer = NA or PA** | **Successful Performer = AE** | **Exceptional Performer = EE** |
| ƒ **Helpful:** Fails to consistently follow through on  customer commitments | ƒ **Helpful:** Follows through on customer  commitments despite time pressures or obstacles | ƒ **Helpful:** Takes extraordinary action to meet  customer needs when required |
| ƒ **Helpful:** Uses common methods to solve the same  or similar customer problems without incorporating learning from past mistakes | ƒ **Helpful:** Recognizes when work processes and/or  outcomes are negatively impacting the customer; assumes ownership of the issue and takes appropriate steps to eliminate problems | ƒ **Helpful:** Recognizes that work processes and/or  outcomes are negatively impacting the customer; owns the issue and takes action to address deficiencies by identifying resolutions and notifying the appropriate leader |
| ƒ **Courteous:** Develops “shallow” relationships that  lack personal attention and focus, which result in low levels of customer satisfaction | ƒ **Courteous:** Develops relationships with customers  that are marked by attention and customer satisfaction | ƒ **Courteous:** Maintains positive, long-term working  relationships with clients; is adept at focusing individualized attention resulting in consistent,  high-level customer satisfaction |
| ƒ **Courteous:** Handles disgruntled customers in a  similar manner to all other customers, or reacts inappropriately | ƒ **Courteous:** Addresses disgruntled customer  problems by remaining calm and professional;  personally follows through to resolve issue(s) | ƒ **Courteous:** Addresses disgruntled customers  appropriately and takes action to resolve problems;  can defuse even the most upset customer situations with ease |
| ƒ **Accessible:** Meets customer needs but is difficult  to reach; takes an unreasonably long time in responding to customer requests and issues. | ƒ **Accessible:** Responds promptly to customer  requests; is easy to reach and work with during work hours; willingly works with customers to meet  their needs. | ƒ **Accessible:** Makes self fully available to the  customer by being flexible with time and schedule in order to provide services and information;  identifies ways to make services more accessible for customers to access. |
| ƒ **Responsive:** Does not seek new ways to enhance  the customer relationship with new service offerings | ƒ **Responsive:** Seeks out customer input to better  understand their needs; develops ideas for how to meet those needs | ƒ **Responsive:** Regularly updates understanding of  customers’ needs and quickly adapts solutions, as needed, to changing customer demands |
| ƒ **Responsive:** Ignores customer requests, “passes  the buck” to others, or is disrespectful in responding to customers’ needs | ƒ **Responsive:** Listens for and responds to customer  requests or problems in a timely manner | ƒ **Responsive:** Anticipates customer needs and  responds before the situation requires action |
| ƒ **Knowledgeable: Does not d**emonstrates a  fundamental understanding of customer needs in his/her daily work; occasionally does not meet  customer expectations | ƒ **Knowledgeable:** Demonstrates a solid  understanding of customer needs by consistently meeting their expectations | ƒ **Knowledgeable:** Consistently exceeds customer  expectations by applying a solid understanding of what customers need and value |
| ƒ **Knowledgeable:** Tries to meet customer needs  but has difficulty identifying resources that could enhance the experience of each unique customer | ƒ **Knowledgeable:** Meets customer needs by acting  professionally and applying a good working knowledge of the services and information provided  by the institution or department. | ƒ**Knowledgeable:** Helps others navigate the College’s system with greater ease by explaining the services offered and how to make contact with the Institution or appropriate department. |

Collaboration

**Definition:** Cooperates with others to accomplish common goals; works with employees within and across his/her department to achieve shared goals; treats others with dignity and respect and maintains a friendly demeanor; values the contributions of others

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| **Unsatisfactory Performer = NA or PA** | **Successful Performer = AE** | **Exceptional Performer = EE** |
| ƒ Tends to isolate oneself from others while working toward team goals and objectives | ƒ Consistently works with others to accomplish goals and tasks | ƒ Frequently uses opportunities to work with others as a teaching tool to impart organizational knowledge and help others succeed |
| ƒ Sometimes treats other team members with  hostility or indifference | ƒ Treats all team members with a respectful,  courteous, and professional manner; supports team despite different points of view or setbacks | ƒ Actively seeks to eliminate “cliques” and  assists in problem solving so that all team members can be included in work processes |
| ƒ Talks about commitment to teamwork but  does not always demonstrate it in his/her actions | ƒ Considers the views of other people (and  departments, if relevant) when analyzing a situation or developing a solution | ƒ Builds loyalty among other team members (and departments, if relevant) across the institution |
| ƒ Works well with some people but not others;  is not generally regarded as a “team player” | ƒ Consistently works well with a variety of  different people; rarely encounters someone he/she cannot work effectively with on a task/project | ƒ Provides guidance to others as they work  through conflicts and disagreements so they can become better “team players” |
| ƒ Waits for others to solve interpersonal/team  conflicts and problems | ƒ Regularly initiates communication to help  solve interpersonal/team conflicts and problems | ƒ Facilitates communication between people  experiencing conflict who have previously been unable to solve problems |
| ƒ Inconsistently participates in  department and institutional meetings, activities, and events | ƒ Consistently attends and actively participates  in department and institutional meetings, activities, and events when asked or required | Volunteers on committees that are outside typical job responsibilities; exceeds the expectations of his/her job in participating in college initiatives and programs |
| ƒ Provides inconsistent feedback with different  members of the team | ƒ Provides balanced feedback to improve team collaboration and functioning on a continuous basis | ƒ Proactively works with team members to  improve team collaboration and functioning on a continuous basis |

###### Continuous Learning

**Definition:** Demonstrates a commitment to professional development by proactively seeking opportunities to develop new capabilities, skills, and knowledge; acquires the skills needed to continually enhance his/her contribution to the institution and to his/her respective profession

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| **Unsatisfactory Performer = NA or PA** | **Successful Performer = AE** | **Exceptional Performer = EE** |
| ƒ Takes advantage of learning opportunities only when they are presented to him/her or needs encouragement to take action | ƒ Engages in continuous learning opportunities to further develop skills and capabilities in technical and functional areas | ƒ Seeks out continuous learning opportunities that develop self and expands organizational intellectual capital |
| ƒ Ignores feedback from co-workers and  customers or becomes defensive; does not use feedback to improve performance | ƒ Uses feedback from co-workers and  customers to find ways of enhancing his/her performance | ƒ Proactively requests feedback from co-  workers and customers and uses it to enhance personal and team performance |
| ƒ Fails to recognize his/her own strengths and  development needs or does not seek ways to address those needs | ƒ Accurately identifies his/her own strengths  and development needs, leverages strengths, and takes action to develop areas that can be improved | ƒ Provides coaching to others to help them  leverage their strengths and effectively develop in areas where improvement is needed |
| ƒ Does not maintain ties with other  professionals in his/her field | ƒ Takes part in professional associations to  maintain a current knowledge base and relationships with others in his/her field | ƒ Participates in professional associations to  ensure he/she is visible to others in his/her field of expertise |
| ƒ Allows professional knowledge to become  antiquated; does not keep up with trends in his/her field of expertise | ƒ Updates professional knowledge and skills on  a regular basis to stay current and apply new trends or best practices to his/her work at the Institution | ƒ Shares new knowledge regarding  professional standards with others to ensure they are able to contribute new ideas to the Institution |
| ƒ Inconsistently demonstrates a growth mindset over a fixed mindset. (see appendix for explanation) | ƒ Consistently demonstrates a growth mindset over a fixed mindset. (see appendix for explanation) | ƒ Anticipates customer needs; stays abreast of  changes in the external environment and anticipates how they will impact his/her department and/or agency |
| ƒ Follows the steps in the Institution’s performance management program but is not committed to making the process work for himself/herself (e.g., linking performance to learning and development) | ƒ Actively participates in the Institution’s  performance management program, including focusing on improving performance through learning and development opportunities | ƒ Helps others enhance their experience with  the Institution’s performance management program by mentoring and coaching them through the process |

### Intercultural Orientation

**Definition:** Demonstrates an open-minded approach to understanding people regardless of their gender, age, race, national origin, religion, ethnicity, disability status, culture or other characteristics; treats all people fairly and consistently; effectively works with people from diverse backgrounds by treating them with dignity and respect

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| **Unsatisfactory Performer = NA or PA** | **Successful Performer = AE** | **Exceptional Performer = EE** |
| ƒ Does not recognize cultural differences; may use unfounded stereotypes to develop an understanding of others | ƒ Recognizes cultural differences among people and effectively works to bridge cultural gaps | ƒ Develops strategies for overcoming even the most challenging cultural differences to achieve common goals |
| ƒ Occasionally treats people differently  depending on culture, gender, race, socioeconomic, or other factor(s) | ƒ Treats all people with dignity and respect  regardless of cultural or socioeconomic background | ƒ Actively seeks to eliminate “out groups” so  that all people feel included and are free to be themselves |
| ƒ Works well with people who are similar to  him/her but has difficulty working with people who have different backgrounds | ƒ Effectively works with people of diverse  backgrounds regardless of personal differences that may exist | ƒ Thrives within the context of diverse teams;  capitalizes on diversity to find creative solutions and encourages other team members to leverage the diverse talents of employees |
| ƒ Sometimes makes statements that are  offensive or insensitive | ƒ Avoids making statements that may offend or  hurt others from different cultural or socioeconomic backgrounds | ƒ Consistently communicates even the most  difficult messages in a sensitive and supportive manner without compromising on the meaning of the message |
| ƒ Criticizes or disregards different opinions,  styles, or ways of working | ƒ Considers and honors different opinions,  styles, and ways of working | ƒ Helps other team members embrace the  value of considering and honoring different opinions, styles, and ways of working |
| ƒ Tolerates comments and actions of others  that reflect stereotypical views of people that are different from one’s self | ƒ Responds to and directly addresses  comments and actions of others that reflect stereotypical views of people that are different from one’s self | ƒ Proactively works to change views of those  that are intolerant of different people |

Appendix

Fixed versus Growth Mindset

(Adapted from Carol Dweck’s work)

Goshen College’s competency of continuous learning consistently demonstrates a growth mindset.

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| FIXED MINDSET |  | GROWTH MINDSET |
| Intelligence is static. |  | Intelligence can be developed. |
| Leads to a desire to *look smart* and therefore a tendency to: |  | Leads to a desire to ***learn*** and therefore a tendency to: |
| * Avoid challenges |  | * Embrace challenges |
| * Give up easily due to obstacles |  | * Persist despite obstacles |
| * See effort as fruitless |  | * See effort as path to mastery |
| * Ignore useful feedback |  | * Learn from and seek feedback for ongoing growth |
| * Be threatened by others’ success |  | * Be inspired by others’ success |