SYSTEMS FOR OFFICE EFFECTIVENESS

DELIVERING HIGH-PERFORMANCE CUSTOMER SERVICE IN YOUR SCHOOL

THE PRINCIPAL CENTER

WHAT'S WORKING WELL?

What visitor-facing systems in your school currently work well?

WHAT SYSTEMS ARE NOT CONFUSING?

DO VISITORS GET WHAT THEY'VE COME FOR?

WHAT SYSTEMS ARE NOT TOO MUCH OF A HASSLE FOR YOU?

GREAT CUSTOMER SERVICE

Think of your best experience as a customer...

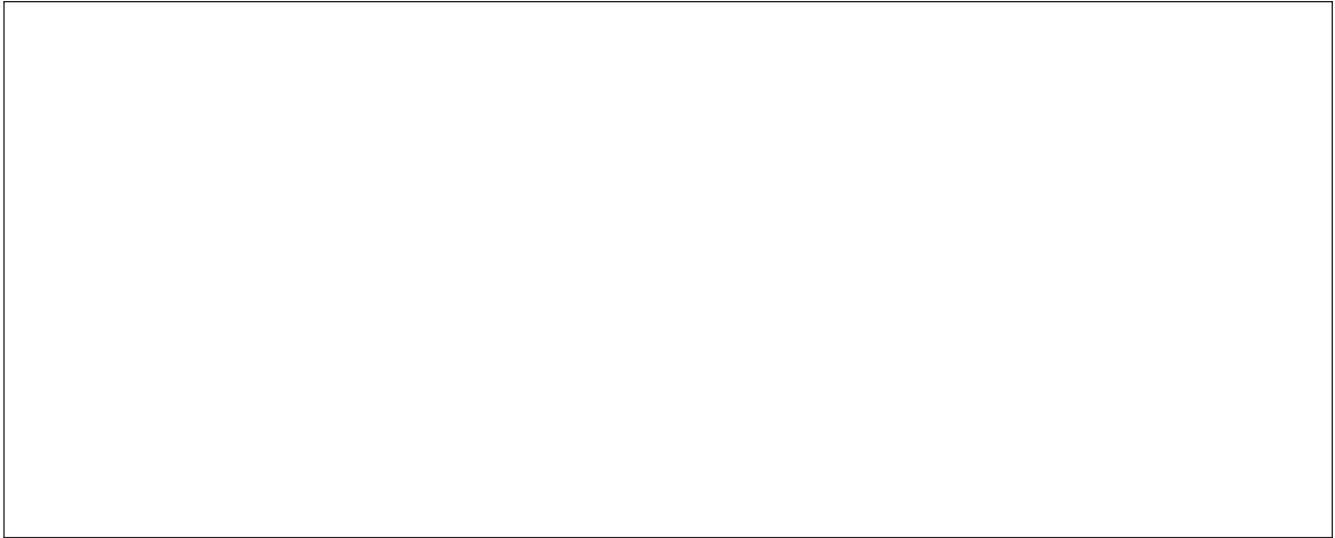### HOW DID THEY MAKE YOU FEEL WELCOME, COMFORTABLE, IMPORTANT, & UNDERSTOOD?

HOW DID THEY MINIMIZE CONFUSION?

WHAT CREATED A "WOW!" EXPERIENCE FOR YOU?

WHEN YOU CALL...

When you call a business, government agency, or other organization:

WHAT ANNOYS YOU MOST?

WHAT GETS IN THE WAY OF WHAT YOU WANT?

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WHAT DO YOU ULTIMATELY WANT?

QUESTIONING THE SYSTEM

Call your school and reflect:

WHY DO OUR PHONES ANSWER THE WAY THEY DO?

WHY IS THIS OUR PROCEDURE FOR X?

IS THIS HOW WE'D DESIGN IT FROM SCRATCH?

6

WHO NEEDS TO BE TRAINED?

WHO ARE THE VARIOUS PEOPLE WHO ANSWER SCHOOL PHONES?

WHAT DO THEY NEED TO BE TRAINED TO DO?

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DISCOVERABILITY: DESIGN

Visualize your school entrance and main office reception area:

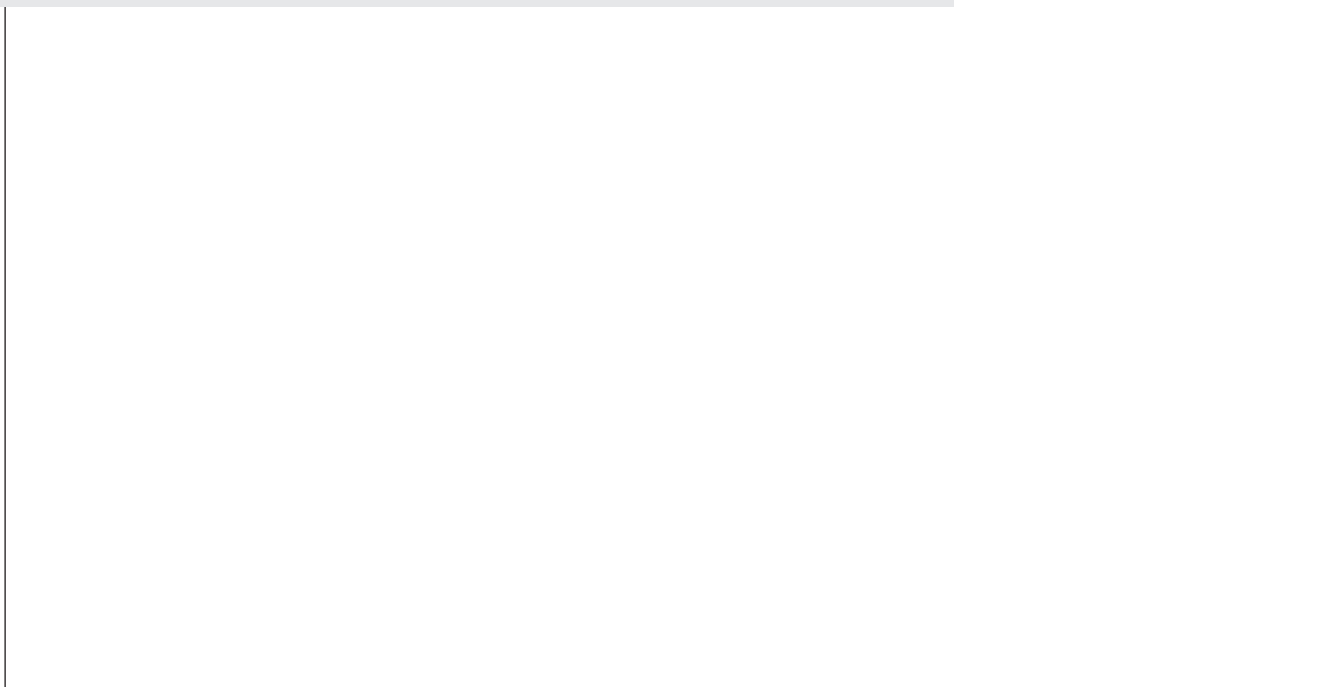WHAT VISITOR ACTIONS ARE CLEARLY SUGGESTED BY DESIGN?
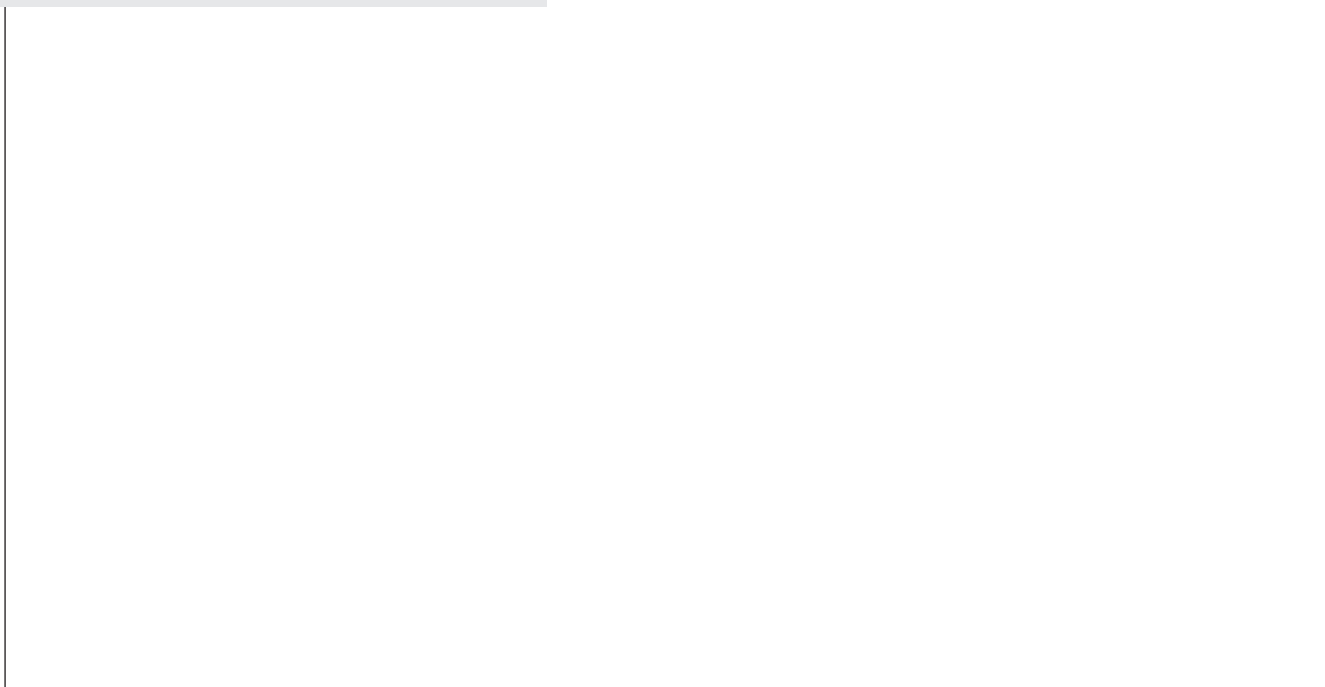
WHAT ARE VISITORS COMMONLY CONFUSED BY?

DISCOVERABILITY: SIGNAGE

Visualize your school entrance and main office reception area:

WHAT SIGNAGE DO VISITORS SEE?

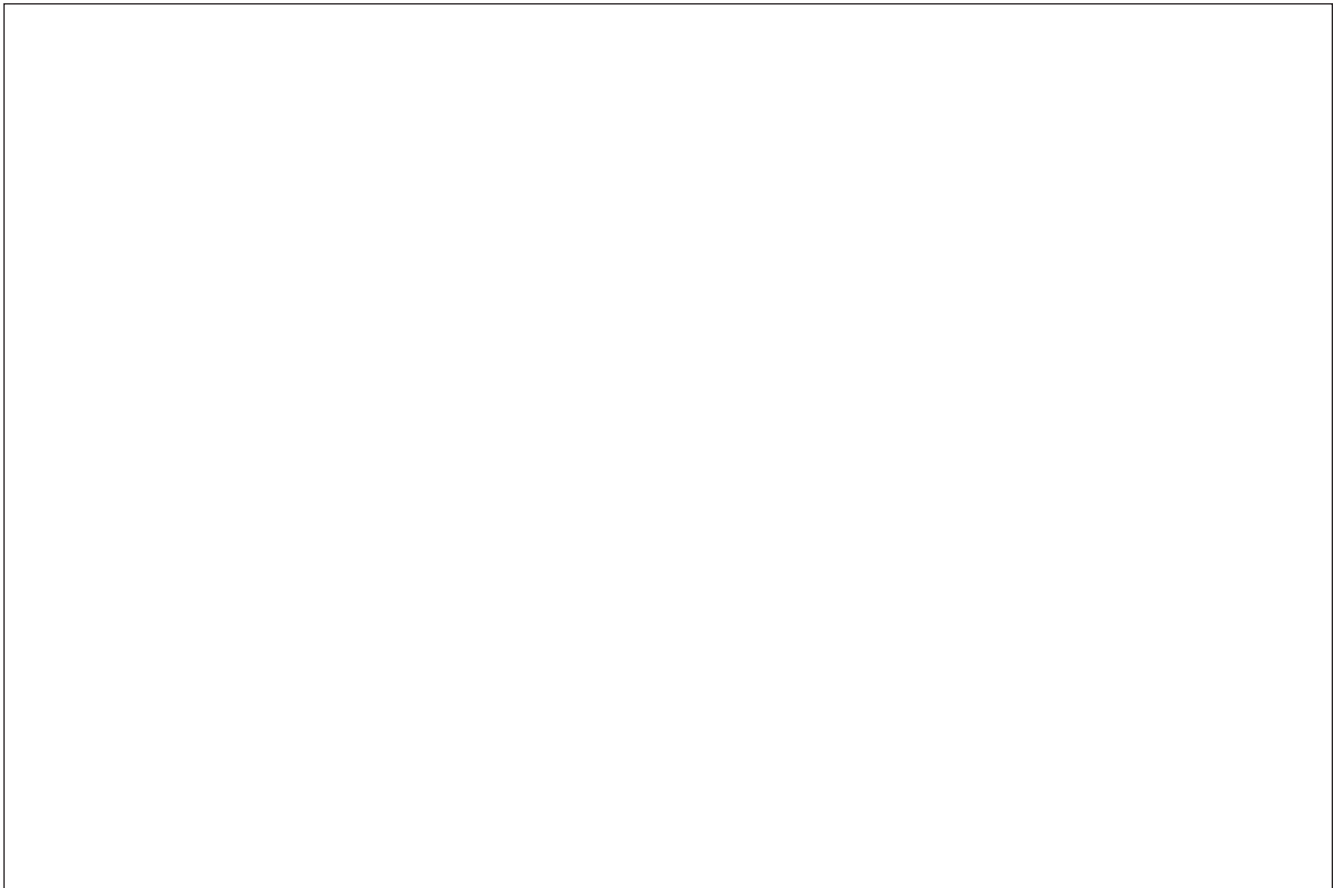DO WE HAVE DIRECTIONAL ARROWS?

WHAT MESSAGE DO YOU WANT VISITORS TO SEE AS THEY ENTER YOUR SCHOOL?

Draw a map of the entrance area of your school, starting at the visitor parking lot.

WHAT DOORS DO PEOPLE ENCOUNTER?

WHAT SIGNS DO PEOPLE ENCOUNTER?

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WHERE MIGHT THEY BE CONFUSED?

SELF-SERVICE

WHAT SELF-SERVICES DO YOU ENJOY AS A CUSTOMER?

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WHAT DO YOU WISH WAS MORE SELF-SERVICE?
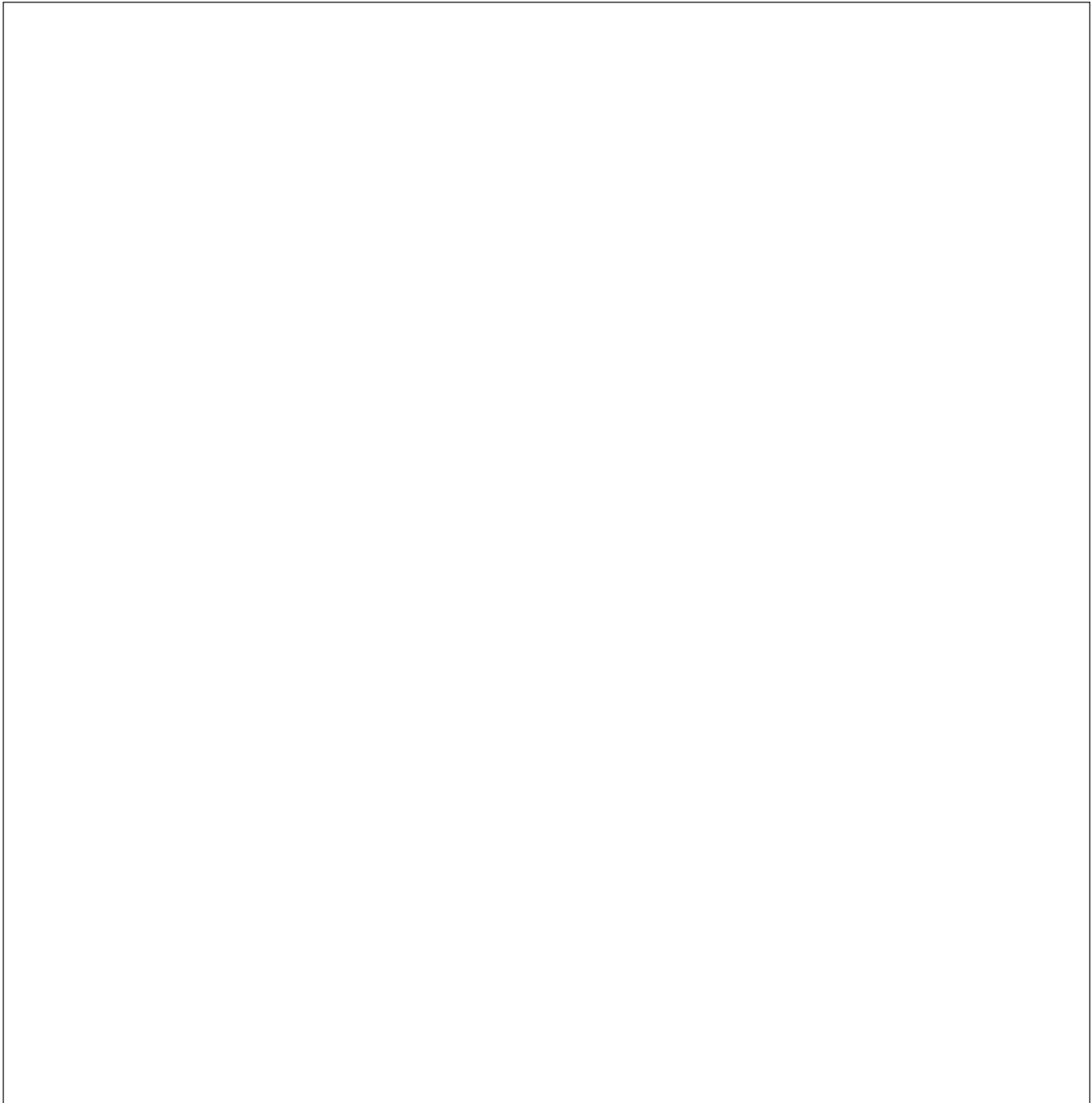
KIOSK BRAINSTORMING

**WHAT ROUTINE MATTERS COULD YOU SET UP
SELF-SERVICE KIOSKS TO STREAMLINE?**

WORKFLOW MAPPING: ATTENDANCE

Draw a diagram showing all the steps for turning the input into the outcome for

attendance in your school.

INPUT: CHILD IS PRESENT, ABSENT, TARDY, SIGNED OUT, ETC.

OUTCOME: ATTENDANCE IS ACCURATELY RECORDED AND COMMUNICATED TO ALL NECESSARY PARTIES.

WHAT HAPPENS IN BETWEEN?

WHAT ARE THE POSSIBLE SCENARIOS?

WORKFLOW MAPPING: MONEY

INPUT: STUDENT TURNS IN MONEY FOR AN ACTIVITY.

OUTCOME: MONEY IS DEPOSITED & RECORDED.

WHAT ARE THE CURRENT WORKFLOW STEPS IN YOUR SCHOOL?

GOOGLE FORMS AND SHEETS

WHAT MIGHT YOU USE GOOGLE FORMS AND SHEETS FOR?
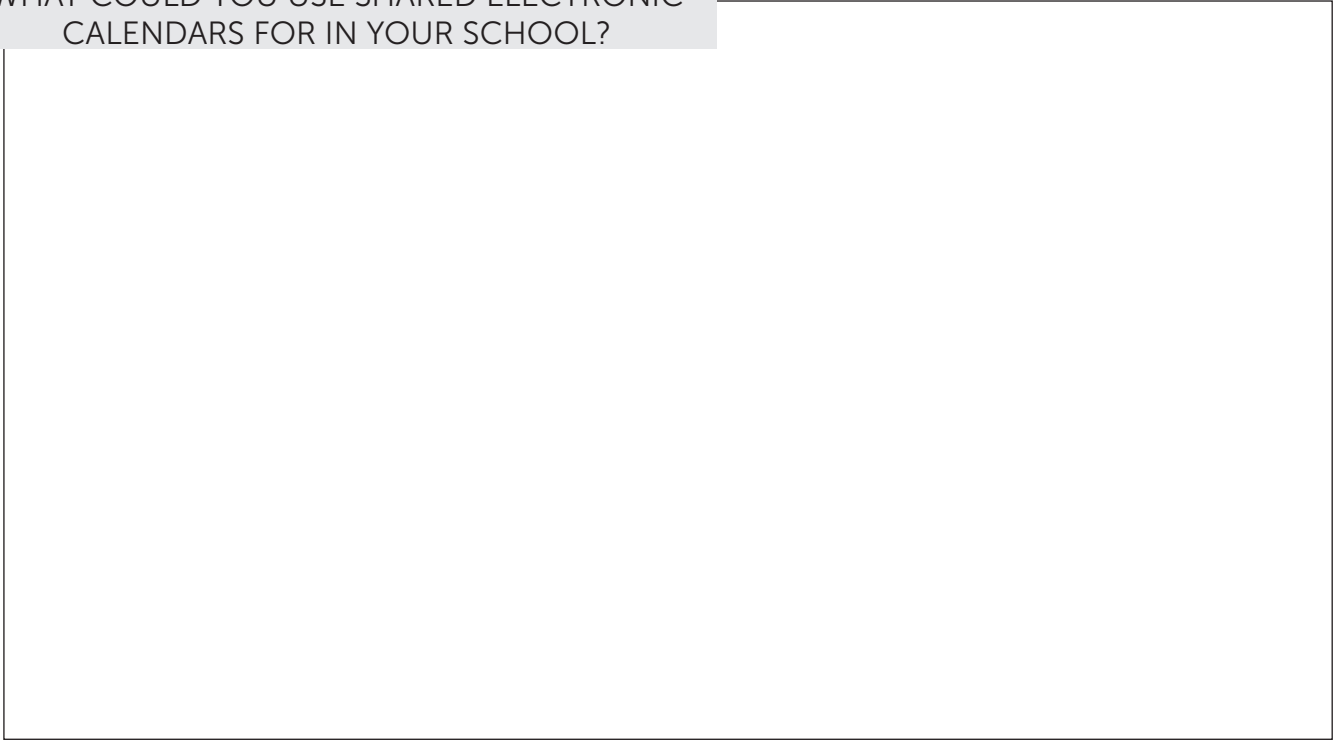
CALENDARS

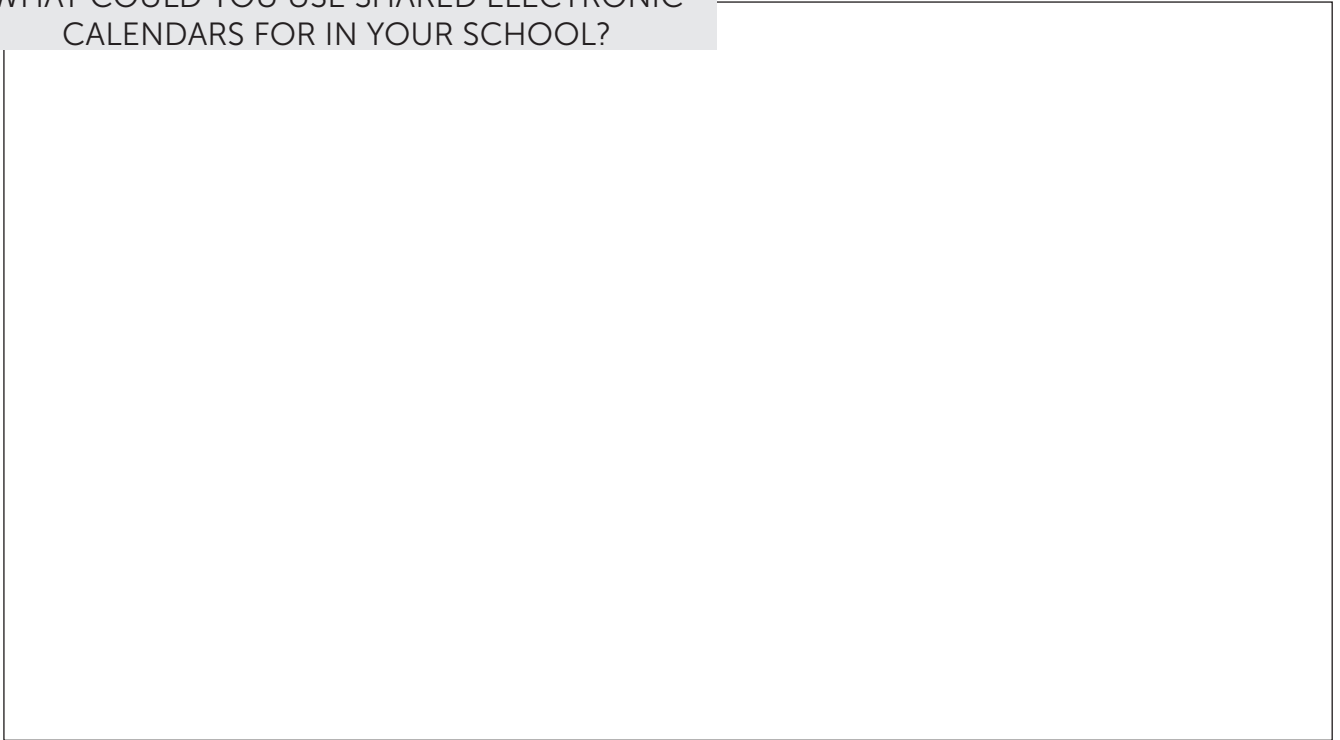WHERE IS IT?

WHO'S ALLOWED TO WRITE ON IT?

HOW DO YOU COMMUNICATE CHANGES?

HOW DO WE AVOID DOUBLE-BOOKING?

WHAT COULD YOU USE SHARED ELECTRONIC CALENDARS FOR IN YOUR SCHOOL?

WHAT COULD YOU USE SHARED ELECTRONIC CALENDARS FOR IN YOUR SCHOOL?

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TRELLO

WHAT KIND OF TASKS, ITEMS, OR ISSUES COULD YOU TRACK IN TRELLO?

WHO COULD COLLABORATE WITH YOU?

FEEDBACK

Send an email to: justin@principalcenter.com

1. What are you going to work on first?

2. What additional help can I provide?

3. Name/role/location