

PC004 Customer Service Code of Practice

1. Purpose

This code of practice sets out the standards of customer service expected of all staff at Wodonga TAFE.

2. Scope

This Code of Practice refers to all staff of Wodonga TAFE and to any person contracted to carry out work on behalf of the Institute, during the period of that contract. Breaches of this Code of Practice may result in the initiation of disciplinary action.

3. References

POL15 Staff Conduct Policy

PC001 Staff Code of Conduct

PC002 Financial Propriety Code of Practice

PC003 Conflict of Interest Code of Practice

PC005 Privacy Protection Code of Practice

PC006 Copyright and Intellectual Property Code of Practice

PC007 Use of Electronic Resources Code of Practice

PP042 Staff Discipline Procedure

PP043 Staff Dispute Resolution Procedure

PP044 Staff Grievance Procedure

Web Content Accessibility Guidelines (WCAG) 2.0 (www.w3.org)

4. Definitions

For the purposes of this code

customer or **client** is anyone to whom we provide a service, whether they be external to the Institute, or a member (or group) of Institute staff.

5. Code

Every staff member *is* the face of Wodonga TAFE!

As such, all staff (and those acting on behalf of the Institute), must show a willingness to respond to the needs of learners and other clients in a proactive and positive manner.

The Institute's customer service behavioural expectations are set out below, clearly linked to our eight Guiding Principles.

<p style="text-align: center;">Guiding Principles</p> <p>We...</p>	<p style="text-align: center;">Behavioural Expectations</p>
<p>1. lead with passion and commitment to actively promote, support and implement our vision</p>	<ul style="list-style-type: none"> a) Disseminate information about the Institute, its vision and operations as appropriate. b) Advocate for Wodonga TAFE to learners and clients. c) Ensure that information on Wodonga TAFE publications for which you are responsible is complete, accurate and current. d) Clearly identify yourself as a staff member of Wodonga TAFE when interacting with learners or clients. e) Wear Wodonga TAFE nametags while at the Institute or on Institute business unless this constitutes an OH&S risk. f) Ensure that all documentation provided to clients, or other documents such as teaching materials include Wodonga TAFE identifying features.
<p>2. are responsive and accessible to our communities, customers, learners, and staff; we seek and act on their feedback to improve performance</p>	<ul style="list-style-type: none"> a) Be friendly and courteous when interacting with clients. b) Respond appropriately to learner and client inquiries and/or concerns. This means <ul style="list-style-type: none"> i) Listen actively to ensure an accurate interpretation. ii) Express empathy with the client's point of view. iii) Reassure the client of your commitment to address or resolve the issue. c) Use initiative and the application of problem solving techniques to maximise customer outcomes. d) Take ownership of a client's inquiry or problem until such time as it is resolved or has been officially handed over to another member of staff or staff team. <ul style="list-style-type: none"> i) Where it is appropriate to "hand over" the issue to another staff member or team, ensure that both the client and the responsible staff member are aware of what is happening. ii) Where you retain ownership of the issue, follow up on behalf of the learner or client as far as possible and practicable and then get back to them with the outcome, rather than expecting them to do this for themselves. e) Managers must ensure that department offices are staffed as much as possible during working hours and that appropriate signage is displayed if offices are temporarily unattended. Such signage must direct the client to alternative offices that may be able to assist with their inquiries. f) Use the Institute telephone system effectively and according to these guidelines <ul style="list-style-type: none"> i) When answering external calls, include

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	<ol style="list-style-type: none"> 1. a greeting 2. confirmation that the caller has called Wodonga TAFE 3. identification of your department 4. your name (first name is sufficient) 5. an offer to help. <p>For example “<i>Good afternoon. (Wodonga TAFE) Origami Department. This is XXX, how can I help you?</i>”</p> <ol style="list-style-type: none"> ii) Internal calls must be answered in a courteous manner. iii) Record appropriate voicemail messages (for external calls you must use the approved Institute script). iv) Respond to voicemail messages as soon as possible. v) When absent for a period of time (more than one day) either <ol style="list-style-type: none"> 1. use the call forward feature (note: always notify the person to whom you are forwarding your telephone) <i>or</i> 2. consider using a temporary voicemail message, letting the caller know the period of your absence and directing the caller to other appropriate numbers. vi) Make arrangements within your workgroup in relation to “picking up” calls when staff are away from their desks. vii) Unless requested by the client, do not transfer a call and allow it to go through to voicemail. (That is, when transferring calls, ensure that the call is picked up before completing the transfer. If the call is not answered, pick it up again and follow through with an alternate strategy). g) Use the Institute email system effectively, according to the guidelines set out in <i>PC007 Use of Electronic Equipment Code of Practice</i>. In particular, <ol style="list-style-type: none"> (i) Respond to emails from clients as soon as possible. (ii) Use the Institute official sign-off on emails to learners or clients. (iii) When absent for a period of time (more than one day) use the “Out of Office Assistant” in Microsoft Outlook to let clients know the period of your absence and to direct them to other appropriate staff.

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	<ul style="list-style-type: none"> (iv) When attaching documents to an email, ensure that they include features that identify them as originating from Wodonga TAFE. h) Provide opportunities for stakeholders to raise issues or provide feedback, anonymously if required. For example: <ul style="list-style-type: none"> i) Ensure key informational documents (eg Handbooks, Service Level Agreements, Contracts etc) inform stakeholders about these processes. ii) <i>LF004 Improvement Opportunities and Complaints Forms</i>, instructions and lodgement boxes freely available at all sites. iii) Be proactive in seeking open and honest feedback from learners, clients and other stakeholders. i) Ensure that feedback is received with an open mind and is objectively analysed. In particular <ul style="list-style-type: none"> (i) appropriate action must be taken in relation to complaints that are substantiated. (ii) Systems, procedures and general practices must be reviewed in the light of feedback received. j) Take steps to protect the privacy of stakeholders who provide feedback, and fully comply with the Institute's <i>PC005 Privacy Protection Code of Practice</i>.
<p>3. show respect in our interactions with an inclusive attitude towards diversity and difference</p>	<ul style="list-style-type: none"> a) Understand that our customers come from diverse backgrounds and ensure that all are treated with courtesy and consideration. b) Ensure that required information is accessible to all stakeholders, taking into consideration the special needs of particular client groups. For example: <ul style="list-style-type: none"> i) For those responsible for developing web based information ensure that it complies with Web Content Accessibility Guidelines 2.0. ii) Convert information into alternative formats (eg audio, braille etc) as necessary (note that the Institute Equity Officer can provide some assistance with this) c) Be proactive in removing barriers for clients and learners. d) Make reasonable adjustments to delivery and assessment strategies to accommodate the special needs of clients and learners.
<p>4. act with integrity, treating all with honesty, fairness and discretion</p>	<ul style="list-style-type: none"> a) Always speak positively about other staff or areas of the Institute to learners, clients and staff, even when you believe that an error has been made or a process has not

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	<p>been followed correctly.</p> <ul style="list-style-type: none"> b) Provide learners and clients with all relevant information in a timely manner. c) Ensure that learners and clients are fully aware of any benefits to which they may be entitled. d) Give feedback to learners and clients in a considerate and constructive manner. e) Respect the privacy of learners and clients and comply with <i>PC005 Privacy Protection Code of Practice</i>.
<p>5. are accountable, with open and transparent decision making and performance of duties</p>	<ul style="list-style-type: none"> a) Provide clear information to learners and clients about processes that affect them (for example, course selection, discipline, assessment processes etc). b) Document expectations and deliverables in any interaction with customers (other than individual learners). Appropriate forms of such documentation include <ul style="list-style-type: none"> i) contracts ii) service level agreements iii) project plans that have been endorsed by all relevant parties.
<p>6. act responsibly and sustainably towards our bio-physical, social and economic environments</p>	<ul style="list-style-type: none"> a) Utilise electronic based information dissemination systems (for example website, email etc) instead of paper based systems wherever possible or appropriate. b) Include environment awareness impact statement on email signoff. c) Do not display personal items or notices at your workstation that could reasonably be considered offensive to learners or clients.
<p>7. share knowledge and opportunities through collaboration, teamwork and partnerships with those committed to our vision</p>	<ul style="list-style-type: none"> a) For those whose clients are largely individuals, groups or departments/clusters within the Institute. <ul style="list-style-type: none"> i) effectively utilise the Institute's committee structure and other frameworks to network with client groups to ensure a full understanding of their business needs. ii) ensure that all staff in your area understand that the quality of service to internal customers must be equal to that expected of those dealing with external clients.
<p>8. recognise and value our staff; we support them to pursue excellence, innovation and continuous improvement</p>	<ul style="list-style-type: none"> a) Facilitate access to professional development activities in the area of customer service for all staff.