

Employability Skills Inventory

CUSTOMER SERVICE-MINDED

- Responding appropriately to questions from peers, supervisors, clients, and the general public based on the situation.
- Discussing problems and resolving conflict calmly and patiently with peers, clients, stakeholders, and others.
- Communicating with different departments or partners of an organization to understand their roles and needs.
- Encompassing the knowledge, attitudes, and activities of an individual who actively works to improve or positively influence a community.
- Ability to understand one's role in a community and the society at-large through active involvement and participation in an organization for the welfare of that community.

Potential Performance Tasks

The following is a list of potential performance tasks that demonstrate how being *Customer Service-Minded* pertains to a service year experience. These are just examples and do not necessarily reflect a comprehensive list of tasks every service year corps member will do during their service year – there may be other tasks that demonstrate proficiency in being *Customer Service-Minded*.

- Communicating with stakeholders to develop knowledge or obtain information outside of one's expertise.
- Reviewing lessons learned after completing a task, project, or event.
- Working patiently with people from different cultures, communication styles, and abilities than one's own to solve an issue or problem.
- Learning people's names and pronouns, and using them correctly.
- Assisting others in a project that is not one's own.
- Prioritizing requests and communicating expectations.
- Resolving conflicts or issues with dissatisfied peers, supervisors, clients, and stakeholders.
- Participating on and contributing to various committees outside of one's department or areas.

Detailed Rubric

The following rubric is meant to provide service year program staff and service year corps members a guide to assess *Customer Service-Minded* as a skill. This rubric should be utilized as a tool during check-in meetings to determine coaching and professional development discussions and recommendations.

SKILL	Emerging	Developing	Proficient	Advanced
Responding appropriately to questions from peers, supervisors, clients, and the general public based on the situation.	<ul style="list-style-type: none"> Needs frequent reminders to respond to emails and phone calls. Peers, co-workers, managers, and the general public have to ask more than once when a task, deliverable, or request will be complete. Assigned tasks, deliverables, or requests go uncompleted and/or are not completed in the promised timeline without explanation. 	<ul style="list-style-type: none"> Occasionally needs reminders to respond to emails and phone calls. Peers, co-workers, managers, and the general public occasionally have to ask when a task, deliverable, or request will be complete. Assigned tasks, deliverables, or requests occasionally go uncompleted and/or are not completed in the promised timeline with occasional explanations. 	<ul style="list-style-type: none"> Independently responds to emails and phone calls in a timely manner. Peers, co-workers, managers, and the general public are always told when a task, deliverable, or request will be complete. Occasionally, customers reach out to commend participants for their customer service. If there are delays with assigned tasks, deliverables, or requests, participants provide satisfactory explanation. 	<ul style="list-style-type: none"> Meets proficiency benchmark and helps peers by modeling effective customer service. Follows up after tasks are complete to debrief or learn from customers about their experience. Adjusts approach to reflect lessons learned from previous feedback received from customers. Customers and stakeholders often reach out to commend participants for their customer service.
Discussing problems and resolving conflict calmly and patiently with peers, clients, stakeholders, and others.	<ul style="list-style-type: none"> Gets easily frustrated by others when conflicts or issues arise. Ignores or does not follow-up with stakeholders, peers, or others because they do not have a resolution or an understanding of who to ask. Heavily relies on guidance identifying solutions to conflicts versus attempting to resolve challenging situations on their own. Rarely apologizes or accepts responsibility for their mistakes and/or course-corrects future behaviors. 	<ul style="list-style-type: none"> Occasionally gets frustrated by others when conflicts or issues arise. Occasionally ignores or does not follow-up with stakeholders, peers, or others because they do not have a resolution or an understanding of who to ask. Sometimes relies on guidance identifying solutions to conflicts, but is mostly able to handle challenging situations on their own. Occasionally apologizes or accepts responsibility for their mistakes and/or course-corrects future behaviors. 	<ul style="list-style-type: none"> Exhibits patience with others and is able to calmly resolve conflicts or issues with stakeholders, peers, and others. Responds to stakeholders, peers, and others to give updates even if they do not yet have a resolution. Attempts to resolve challenging situations on their own and brings in supervisors or others when the issue requires resolution beyond their authority. Apologizes and accepts responsibility for their mistakes and is able to apply learnings to future interactions. 	<ul style="list-style-type: none"> Meets proficiency benchmark and helps peers by modeling how to effectively discuss and resolve conflict. Is often the go-to person when conflicts arise. Coaches and trains others in navigating and resolving conflict. Is often commended for resolving issues swiftly and patiently.

SKILL	Emerging	Developing	Proficient	Advanced
Communicating with different departments or partners of an organization to understand their roles and needs.	<ul style="list-style-type: none"> • Demonstrates a limited or superficial understanding of other departments' or partners' roles and functions. • Relies heavily on guidance from supervisors or others to interact with other departments and partners. • Has no understanding of how their role is connected to other departments or key partners. • Avoids interacting with other departments or partners because of lack of knowledge or understanding of their roles and functions. 	<ul style="list-style-type: none"> • Has some understanding of other departments' or partners' roles and functions. • Occasionally relies on guidance from supervisors or others to interact with other departments and partners. • Has a surface level understanding of how their role is connected to other departments and key partners. • Occasionally interacts with departments or partners but only when directed by a supervisor. 	<ul style="list-style-type: none"> • Has a complete understanding of other departments' or partners' roles and functions. • Able to independently interact with other departments and partners. • Has a complete understanding of how their role is connected to other departments and key partners. • Independently interacts with departments or partners as needed for their service. 	<ul style="list-style-type: none"> • Meets proficiency benchmark and helps peers by modeling effective feedback strategies. • Coaches and trains others to connect and interact with partners and other departments. • Includes partners or other departments in discussions that affect them.
Encompassing the knowledge, attitudes, and activities of an individual who actively works to improve or positively influence a community.	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the impact of their actions to positively or negatively influence or affect a community. • Does not accept responsibility if their actions negatively influence a community. • Does not actively pursue learning related to how they can positively influence a community. • Is not always seen as someone who is a positive influence on a community. 	<ul style="list-style-type: none"> • Has some understanding of the impact of their actions to positively or negatively influence or affect a community. • Occasionally accepts responsibility if their actions negatively influence a community. • Occasionally pursues learning related to how they can positively influence a community. • Is sometimes seen as someone who is a positive influence on a community. 	<ul style="list-style-type: none"> • Has a complete understanding of the impact of their actions to positively or negatively influence or affect a community. • Accepts responsibility if their actions negatively influence a community. • Actively pursues learning related to how they can positively influence a community. • Is often seen as someone who is a positive influence on a community. 	<ul style="list-style-type: none"> • Meets proficiency benchmark and helps peers by modeling actions towards improving and positively influencing a community. • Is invited to mentor others or lead conversations about being a positive force and influence.
Ability to understand one's role in a community and the society at-large through active involvement and participation in an organization for the welfare of that community.	<ul style="list-style-type: none"> • Demonstrates a limited or superficial understanding of the communities they are serving. • Heavily relies on guidance from their supervisors or others to interact with community organizations. • Rarely asks questions about the communities they are serving. • Avoids interacting with community members or organizations because of lack of understanding or knowledge. 	<ul style="list-style-type: none"> • Has some understanding of the communities they are serving. • Occasionally relies on guidance from their supervisors or others to interact with community organizations. • Attempts to learn more about the communities they are serving. • Occasionally interacts with community members or organizations but only when directed by a supervisor. 	<ul style="list-style-type: none"> • Has a complete understanding of the communities they are serving. • Is able to independently and positively interact with community organizations. • Has a complete understanding of the communities they are serving and how their role is connected. • Independently interacts with community members or organizations. 	<ul style="list-style-type: none"> • Meets proficiency benchmark and helps peers by modeling effective feedback strategies. • Is invited to participate in community events or conversations. • Is sought out to be a community liaison or ambassador.