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Welcome to Student Employment!

The Student Employment Office, located within the Center for Career and Life Planning (also referred to as the CCLP) provides a “one stop resource” for Rollins students concerning all matters of student employment. We are dedicated to helping students find on-campus jobs and ensuring that students maximize the value of their employment experiences. We believe that having an on-campus job helps students become more involved with the Rollins community, provides valuable work experience, helps build transferable skills, and habits that will benefit future career options. Moreover, it provides payment opportunities.

This handbook will provide you with an overview of on-campus student employment and how to make it work for you. After reviewing this information, you will be knowledgeable about the types of student employment on campus, how to look for and apply for a job, and what is expected of you before and during your time working at Rollins.

If you have any questions or need further information, please stop by the Center for Career & Life Planning located on the first floor of the 170 W. Fairbanks Building or contact us at (407) 646-2195. You can also email us at studentjobs@rollins.edu or check out our website (www.rollins.edu/studentjobs).

We look forward to working with you! Go Tars!
Rollins College Mission and Guiding Principles

Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.

Rollins History

Founded in 1885 by New England Congregationalists who sought to bring their style of liberal arts education to the Florida frontier, Rollins is the oldest recognized college in the state of Florida. Today more than 1,800 undergraduate students enjoy our small classes, personal interaction with an outstanding faculty, and a lush, 70-acre campus along the shores of Lake Virginia.

At Rollins, education is learning through application. Our students explore a variety of ways of thinking and doing in the course of making connections between the theoretical and the pragmatic, the campus and the world. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.

We are proud of Rollins’ history of excellence, and prouder still of the generations of students who shaped—and continue to shape—that history.

Rollins College Student Employment Mission

Develop individuals by creating meaningful employment experiences through job exploration, professional training, mentorship opportunities, and the invitation to reflect, assess, and actively enhance one’s learning.
Rollins College Service Excellence

All staff members at Rollins are responsible for modeling the following service philosophy in order to provide consistently excellent service. Student employees will be held to the same Rollins service standards as they represent the Rollins community to our internal and external customers.

Our Service Philosophy

Together, we inspire purposeful lives through distinctive, engaged learning and exceptional service.

Our Service Standards

Responsive

• Innovative, resourceful and timely
• Approachable and open-minded
• Solution-oriented
• Personalized and caring
• Balancing individual and institutional needs

Respectful

• Friendly, courteous and considerate
• Exhibiting care and compassion when serving others
• Valuing different ideas and perspectives
• Treating others with dignity

Collaborative

• Effective at communicating within and outside of our immediate work groups
• Working together to accomplish departmental and institutional goals
• Demonstrating teamwork across boundaries
• Supporting others in what they do
• Keeping our eye on the big picture

Competent

• Thorough knowledge of job and institutional mission
• Effective, efficient, and reliable performance
• Proficient in meeting student and customer needs
• Ability to align our efforts with departmental and institutional goals
• Ongoing commitment to excellence, innovation and continuous improvement
Types of Student Employment and their Benefits

There are 3 types of on-campus employment at Rollins for undergraduate students: Federal Work Study, Frueauff, and Department-Funded student positions. The main differences revolve around the funding source and student eligibility. As for graduate students, the on-campus employment opportunities include 2 position types: Graduate Assistantships and Department-Funded positions. The eligibility criteria differ according to department needs and students course of study.

Federal Work Study Positions:
Federal Work Study (FWS) is a federally funded financial aid program awarded to students based on their eligibility determined by the Free Application for Federal Student Aid (FAFSA) along with other financial aid criteria. Funding for this program is limited. Students are awarded a specific amount, and the federal government subsidizes the wages to the employer. This means that Rollins pays a portion of the wages and FWS pays the remaining portion.

- Federal Work Study positions are available only to those students who have received communication from the Office of Financial Aid and/or the Center for Career & Life Planning regarding their work-study eligibility for the current academic year.
  - If you have not received this communication, you are not eligible for Work Study positions.
  - The receipt of a financial aid award does not guarantee a job.

Frueauff Positions:
Frueauff student positions are funded through the Charles A. Frueauff Foundation Student Employment Fund. International students as well as domestic students that meet the financial aid criteria, a component of which is determined by the Free Application for Federal Student Aid (FAFSA), may apply to these positions.

- Frueauff positions are available only to those students who have received communication from the Office of Financial Aid and/or the Center for Career & Life Planning regarding their eligibility for the current academic year.
  - If you have not received this communication, you are not eligible for Frueauff positions.
  - The receipt of a financial aid award does not guarantee a job.

Department Funded Positions:
Students without federal funding can find jobs in an array of departments. Rollins departments pay in full for these students' wages. All Rollins students are eligible to apply for these positions, regardless of financial need.

Graduate Assistantships:
Graduate Assistantship positions vary widely depending on the hiring department. Some pay an hourly rate, while others provide a stipend or tuition assistance. Please check the Rollins student job posting website, and/or Handshake for Graduate Assistantship postings and their individual characteristics.

What are a few of the benefits of being a student employee?
- Getting paid!
- Gaining important work experience.
- Fostering working relationships and networking professionally.
- Working within a position that also is flexible with your class schedule.
- Increasing your current level of skills and knowledge.
Finding a Job On-Campus

Now that you understand the two most common types of student employment at Rollins, you are ready to look for a job on campus.

Steps to Apply

1. Search

For available positions, sign in to Handshake using your full Rollins address and password. Click on Jobs & select “On Campus Student Employment” as the Job Type. New positions will be posted daily starting on July 24, and continue throughout the school year. See this short video for instructions. **Tip: Marking Rollins College as a “favorite” company will ensure that you receive live posting updates.**

   - **Note:** Work Study & Frueauff positions are only available to students who have received an email indicating their eligibility. Ineligible students will be withdrawn from the Work Study/Frueauff applicant pools. Feel free to reach out if you have any questions regarding your eligibility. Call 407-646-2195/2382, or email us at studentjobs@rollins.edu.

2. Apply

After finding a position you wish to apply to, click the green “Apply” button, right hand site above the job description. Ensure that you upload the posting-specific required documents, examples include: resume, cover letter, class schedule, etc. Remember to hit the blue “Upload” button to upload a new PDF document file. Be sure to use the CCLP guides if you need help enhancing your application materials.

3. Next Steps

You will receive an email notification confirming your submission. Make sure to keep an eye on your email for possible requests for interviews. It may be a few weeks before you hear back about your application as departments have many applications to review, so don’t let this discourage you or keep you from applying to other positions. **Remember, the more you apply, the higher your chances of being hired!**

Please Note: Once you accept a Work Study or a Frueauff position, your applications to other Work Study & Frueauff positions will be withdrawn.

**Apply for an On-Campus Job**

**Remember:** There are many students applying for each position, so make sure to include information in your resume that makes you stand out to the department. If you have any questions about your resume, cover letter, or how to make yourself more competitive in a job application, feel free to visit the Center for Career & Life Planning for guidance.
Once Hired: Required Documents and Forms

Congratulations! You’ve submitted your student application and have received an offer of employment.

Before starting to work in any on-campus jobs, students must visit the Center for Career & Life Planning to complete the necessary new hire paperwork listed below. All forms can be found by clicking on the “New Hire Paperwork” tab at this site: http://www.rollins.edu/career-life-planning/students/index.html

Please note: U.S. resident students are required to complete their new hire forms only once during their college career. International students are required to update their tax information annually, and connect with CCLP regarding status, visa, and related updates.

1. Student Employment New Hire Paperwork Checklist & Cover Page
2. Student Employment Application
3. I-9 Form - To be completed in person by visiting the Center for Career & Life Planning. To complete this form you must present CCLP staff with original/unexpired documents: either one document from List A, or a combination of one document from list B and one document from List C as presented in the List of Acceptable Work Documents. Be sure to review these instructions for more information, and get started on completing your I-9, via this fillable form.
4. W-4 Form - Complete the personal allowance worksheet and fill out the withholding allowance information at the bottom of the page.
5. Worker’s Compensation Form - Read thoroughly, then sign and date the form.
6. Employee Pay Selection Form - To be completed in person by visiting the Center for Career & Life Planning. Initial, enter your preferred method of payment, add account information, and sign.
7. Confidentiality Statement - Review FERPA FAQs, then sign form.
8. Student Title IX Online Courses - Student employees are required to complete only following online course: Workplace Harassment Prevention. Return your completion certificates to CCLP along with the rest of your new hire documentation.
Student Employee Expectations

☐ Report to work at your scheduled start time, notifying your supervisor when you arrive. Call if you will be late. If you are unable to report to work, notify your supervisor at least 30 minutes prior to your start time or as soon as possible.

☐ If your schedule changes, notify your immediate supervisor. Departments understand that projects and exams may occasionally conflict with your work schedule, and they will be as accommodating as possible, but your supervisor needs to know your schedule.

☐ Dress appropriately for an office setting. For example, do not wear low cut, midriff or halter-tops; low cut jeans, see through clothing, very short shorts, short skirts or hats during work hours. Regular jeans are acceptable for most departments. If you are unsure about appropriate dress, ask your supervisor.

☐ Work hours are to be used for department work only. Do not use phones or computers for personal use. Do not invite friends to visit. Do not do homework or study during work hours.

☐ Attend to duties as assigned by your supervisor(s). If assigned work is complete, check with your supervisor for the next project. You may be asked to work on projects that involve other areas pertaining to the department.

☐ Ensure that your workstation is clean, orderly and maintains a professional appearance at all times.

☐ If you experience a work-related problem, attempt to resolve it by approaching your immediate supervisor first. Many problems may be resolved on an informal basis. If you are unable to resolve the issue after meeting with your supervisor, please contact the Center for Career and Life Planning at studentjobs@rollins.edu, or 407-646-2382, 407-646-2195.
Student Employment Information

Work Hours and Schedules

Students typically work between 8-16 hours per week. One's workload depends on the student’s availability as well as the departments’ need.

Please note, student employees:

- **may not** work during scheduled class times and may not be excused from class in order to work on campus.
- **may not** work more than a total of **20 hours per week** while classes are in session (including the week of finals).
- **may work** up to 40 hours per week during official academic break periods (as defined by the College’s Academic Calendar) when classes are not in session (excluding the weeks of finals), provided they are registered for 8 undergraduate hours.

If you working in a Work Study position, the more hours you work, the faster you will earn your work-study award. Once you reach the level of your work-study award for the semester/year, you may be required to cease working. Each student is responsible for monitoring his earnings so he/she does not exceed the amount of FWS awarded.

**Fair Labor Standards Act (FLSA)**

Once an employer/employee relationship has been established between a student employee and his/her department, the employee is to be compensated for all hours actually worked. The FLSA, as amended, prohibits employers from accepting voluntary services from any paid employee. A student cannot participate in a preliminary training period without pay.

**Conflicts and Complaints**

If conflicts arise between student employees and their employers, the employing unit shall make every effort to satisfactorily resolve the issue. Unresolved complaints arising from employment or termination issues may be directed to the CCLP.

**Reappointment**

A student employee is not guaranteed continued employment from one semester to the next. The supervisor may end the appointment at any time (see Termination Section below).

**Leaves**

Student employees are not eligible for paid leaves such as vacation, paid holidays, disability leave, funeral leave, sick leave or jury duty. However, these are considered reasons for excused absences when coordinated through the supervisor. Such leaves are without pay.
Workers’ Compensation

Student employees are protected under the State of Florida Workers’ Compensation Act for injuries or illnesses arising out of and in the course of their employment. Workers’ Compensation is a broader coverage than group health insurance. If the injury/illness is accepted as a covered injury/illness, Workers’ Compensation pays the doctor, hospital and prescription drug bills connected with the injury or illness.

The employee must notify the supervisor of the injury or illness as soon as possible. The supervisor must report the incident to the Human Resources Department within 24 hours.

Federal Work Study Earning Limitations

The Federal Work Study (FWS) award indicates the maximum dollar amount the student may earn during the designated work period. Once the awarded amount is earned, he/she may only continue working under the following conditions:

- The department converts the FWS status to hourly non-work study student status and pays 100% of their wages; or
- Another department hires the student, and he/she is not paid with FWS funds.
- FWS employees are responsible for notifying their Supervisor if there has been a change in their FWS award amount.

Terminations

Student employees may be terminated at any time. Examples of reasons for terminations include but are not limited to:

- Recurring unauthorized and unexcused absences;
- Refusal to do work assigned, or refusal to work properly assigned time periods;
- Recurring dress code issues;
- Intentionally falsifying entry of hours worked on time records;
- Inability to perform tasks required by the nature of the job after completion of a reasonable training period;
- Violations of the Student Code of Conduct which occur in connection with student employment;
- Violation of the College policy concerning the Privacy Act in giving out confidential information from student records.

Please Note: If you are terminated from your work-study position for ‘cause’ (see: reasons listed above), then your work-study award may be cancelled. This means that you would not be eligible for a new work-study position until the following year.
Rollins College Policies:

Students, who are employed by the College through student employment, while classified primarily as students, have the additional rights and responsibilities of employees of the College.

Nondiscrimination Policy Statement

It is the policy of Rollins College not to discriminate on the basis of sex, disability, race, age, religion, color, national or ethnic origin, ancestry, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, physical characteristics, or any other category protected by federal, state, or local law, in its educational programs, admissions policies, financial aid, employment, or other school administered programs. The policy is enforced by Rollins and, where applicable, federal laws such as Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. The College is an equal opportunity educational institution. For more policy information refer to Rollins College Policy 030.00.

Sexual Harassment Policy Statement

Rollins College prohibits harassment of any kind, including sexual harassment. Rollins College promotes a cooperative work and academic environment in which there exists mutual respect for all College students, faculty, and staff. Sexual harassment is inconsistent with this objective and contrary to the College policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, gender identity or expression, alienage or citizenship, religion, race, color, national or ethnic origin, disability, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the College.

What is Sexual Harassment?

Unwanted and unsolicited sexual advances, requests for sexual favors, and other deliberate or repeated communication of a sexual nature, whether spoken, written, physical or pictorial, shall constitute sexual harassment when:

• Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, academic status or participation in College-sponsored activities;
• Rejection of such conduct is used as the basis, implicitly or explicitly, for imposing adverse terms and conditions of employment, academic status or participation in College-sponsored events; or
• Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or learning environment.

Sexual Harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant.
Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples this type of sexual harassment (known as quid pro quo harassment) includes, but is not limited to, the following:

- Requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- Submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.
- Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile, offensive or abusive work or academic environment has been created. Examples of this kind of sexual harassment (known as hostile environment harassment) include, but are not limited to, the following:
  - Sexual comments, teasing, or jokes;
  - Sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
  - Graphic or sexually suggestive comments about an individual's attire or body;
  - Sexually suggestive letters or other written materials;
  - Title IX: Sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling; ☐ Coerced sexual intercourse or sexual assault.

How do I report sexual harassment?

If you feel that sexual harassment has occurred, or if you have observed harassing behavior, please contact the Human Resources Department at 407-646-2369.

If you believe that you have been harassed on any basis other than sexual harassment, you should immediately discuss the circumstances of the harassment with the Human Resources Department. The College will promptly handle each complaint with discretion and, where necessary, appropriate action will be taken. For additional information, please see Policy 050.00.
Americans with Disabilities Act

Rollins College is committed to providing equal access to its academic, social, and employment opportunities to all qualified persons with disabilities. While upholding this commitment, Rollins will also maintain the high standards of achievement and excellence, which are essential to the integrity of the College’s programs and services. In advancing these aims, the College will ensure that its policies, practices and procedures conform to Federal and state statutes and regulations.

Members of the college community who are protected under the law and who believe that they require consideration/accommodation must provide, in writing, the following information:

1. Identify themselves as a person with a disability, eligible for protection;
2. Identify the nature of the accommodation or consideration desired;
3. Provide adequate medical or other appropriate documentation of the disability and the need for the desired accommodation or consideration. Such documentation must be current (usually not less than three years old) and provide a clear understanding of how the individual is functioning at this point in time. For more information refer to Policy 035.00.
Key Skills and Important Information

- Telephone Service Skills
- A Service Guide for Dealing with Difficult Situations
- The Art of E-Mail: Finding the Proper Etiquette for Electric Communication
- General Rules of Etiquette for Communicating with Persons with Disabilities
- Five Steps to Service Recovery
- Resources

Telephone Service Skills

As representatives of both Rollins and a particular department, student employees should possess good communication and people skills. Student employees should be able to provide effective and efficient service to customers over the telephone, as well as provide accurate and timely messages to the different members of their department. Unfortunately, there will be times when an upset or angry customer calls. Your ability to deal with such situations will be invaluable both personally and professionally. Below are some principles and tips for good telephone service:

Quality service means—

- Providing timely service.
- Recognizing that the success of the organization partially depends on good telephone service.
- Practicing good telephone skills.

Telephone basics—

- Answer with as few rings as possible.
- Screen the caller tactfully.
- Ask permission before placing a caller on hold. For example: “I need to speak to an HR representative about that form. Could you hold for a moment?”
- Double check that the caller is on hold before discussing his/her needs with a co-worker.

While on the phone—

- Maintain a high voice level so that the caller can hear you clearly.
- Speak in a clear pace.
- Greet the caller respectfully, if the caller’s name is hard to pronounce, use ma’am or sir.
- Identify your organization first, and yourself second.
- Offer to assist the caller.
- Recognize the caller’s needs- if in doubt; repeat the request back for confirmation.
- End the call after finding a solution or with the promise of a follow-up with the information requested.
- Explain to the caller that you will be transferring him or her before doing so. Also, provide the phone number of the office to which you are transferring the caller.
- When taking messages, write down the caller’s name, phone number, day and time they called and brief description of their needs.
• Do not eat or drink while on the phone.
• Vary tone and inflection accordingly; i.e., change inflection for questions, be calming when sympathy is needed.
• Be sure the caller feels that you are on his or her side.
• Don’t be afraid to ask questions.
• Explain what you are doing/what needs to be done in a patient and clear manner.
A Service Guide for Dealing with Difficult Situations

Dealing with a difficult customer is the nightmare of all customer service providers. Whether the customer is rude, angry, or confused, there is always a way to prevent an unnecessary scene. The six guidelines described below can be used to prevent or avoid the sticky situations.

Let the Customer Vent

The first step towards resolving a difficult situation with a customer is to let the individual express himself or herself. It is important that the customer feels that you are interested and aware of their needs.

• Don’t interrupt.
• Don’t take the customer’s frustrations personally.
• Do nod your head to let the customer know that you are listening.
• Do affirm your attention with “uh-huh” every now and then.
• Do maintain eye contact.

Avoid Getting Trapped in a Negative Filter

It is always important for you to appear interested in helping the customer. For this reason, you must be careful not to create a negative opinion of the customer based on your interpretations of his/her actions, which will only foster greater obstacles in your working relationship.

• Filters are often found in the form of name-calling; i.e., jerk, stupid, etc.
• Filters are contagious. If one nurse writes on a patient’s chart that the patient is being difficult, another nurse will read the comment and approach the patient with her guard up, and thus the negative opinion has infected another person.
• To overcome the negative filters that we sometimes assign to a customer, we need to ask, “What does this customer need and how can I provide it?” The filter slides into the background and we are able to focus on the situation.

Express Empathy to the Customer

Once a customer has vented, it is always wise to make a brief empathetic statement to convey your understanding of the customer’s frustration and situation. Empathy requires you to appreciate and understand another person’s feelings, while not necessarily agreeing with them. Agreeing with the customer, on the other hand, shows sympathy. For example:

• Empathetic phrases show understanding: “I see what you mean by that.” Empathy means being able to apologize for the situation.
• Your tone of voice should reflect understanding. In other words, do not approach the customer with “I am sorry” in your best impression of Scrooge, the grumpy old man.
Begin Active Problem Solving

At this point in the conversation, you, as the customer service provider, should be taking a more active role in resolving the customer’s situation.

• Gather any additional information that you may need. Don’t interrupt, but bridge your needs to the customer’s concerns with an empathetic statement and a question as soon as the customer takes a breath (and they must).
• Use a reflection technique to check the facts - repeat, in your own words, the concerns of the customer to affirm your understanding of the situation.

Mutually Agree on a Solution

• If you need a moment to do some behind the scenes research, make sure the customer understands why.
• Don’t promise what you can’t deliver.
• After you and the customer both feel you understand the situation, discuss what needs to be done and explain the steps you will take to implement the resolution.

Follow Up

If you want to score some BIG points with your customers, do a follow up.

☐ Check to make sure that you mutually agreed upon solution worked, by telephone, email or letter.

Red Flags for Losing Control

• Tight neck and shoulders.
• Headaches.
• Dreading the ring of the telephone.
• Raising your voice unnecessarily.
• Grinding your teeth.
Five Steps to Service Recovery

There’s a proven path that leads your customer from a negative impression to customer satisfaction.

Five steps to take:

1. **Acknowledge the problem.** Make sure the customer knows you have heard and understood his or her concern.

2. **Apologize.** Say, “I’m sorry that...” immediately to diffuse customer annoyance and demonstrate that you’re on the same side.

3. **Problem solve.** Look for creative ways to remedy the problem, remembering that the goal is customer satisfaction, not staff convenience.

4. **Communicate and make amends.** Share your solution with the customer, gain agreement and offer to “make it up” to the customer if possible.

5. **Implement and follow-up.** Solve the problem, keep your promises and check to be sure the customer is now satisfied.
The Art of E-Mail: Finding the Proper Etiquette for Electric Communication

The Basics of Using E-mail for Inter-Office and Intra-Office Communication

If you plan to use e-mail as a primary mode of communication remember:
• E-mail, unless presented effectively, can lead to a greater number of misunderstandings, as the writer is not present to help the reader interpret its meaning.
• E-mail is not the most secure method of communication.
• E-mail is insufficient for relating major company policy changes.
• Emergencies should be related by phone or in person.
• E-mail is not appropriate for handling personal issues between or limited to co-workers or an employee.

Manage Your Time by Managing Your Mailbox
Reply immediately when possible.
• Forward the message to the appropriate person.
• Once you have replied, or if the message is junk, delete it from your inbox.
• If the message contains important conversation references, numbers, etc., save it to your hard-drive so that you have immediate access to it when necessary.

Create Electronic Rapport
• Body language and tone of voice have a lasting impact on our audience. When you are working through e-mail, there are fewer opportunities for your audience to understand your intentions/background/etc. Make the most of your language!
• Backtrack key words and language. When responding via e-mail, use the terminology established by the sender.
• Use sensory language. Instead of using terms familiar to the business world, such as “think” or “recall”, use phrases that bring in your senses, which will create a greater rapport between you and your audience. Examples:
  o Visual (I see your point of view).
  o Auditory (I hear what you are saying).
  o Feeling (I feel your pain).

Compose G.R.E.A.T. E-mails

• G-Goal.
• What is the purpose of the e-mail?
• Will the reader understand the issue?
• R-Relevant facts.
• Did you provide enough up front information?
• Are there any details the reader may not have?
• E-Emotional tone- what moods have you set for the e-mail? Friendly, angry, etc.
• A-Action- Have you made a specific request that can be satisfied?
• T-Timeframe- Have you alerted the reader of a due date for your requested task to be completed?
Test Your E-mail Etiquette:

To: actng.mny@lpa.com  
From: peterrut@lpa.com  
Re: screw up  
CC: Jackie.colr@lpa.com; Steve.blr@lpa.com; Molly.dau@lpa.com; Aron.sn@lpa.com  

I submitted my expense report last week and I stil don’t have a check back :-(  

I always have problems receiving my checks on time! I know that you have cutoff times and I usually make them, so I don’t know what is happening?  

Is there any way that you could notify people when you don’t process their reports on time? CAN YOU CLARIFY EXACTLY HOW YOUR PROCESS WORKS? as well as review the policy that you regarding cutting checks after standard cut off times? I’d like to get my check Fedexed to me by tomorrow. I realize that TNSTAAFL but there might be a better way to handle this!!! How do you process checks for direct deposits? Do you have the same cut off times? Can you process last week’s expense report and get it into my Wells Fargo Account as soon as possible? I really don’t want to have to wait an extra week on this if at all possible. Please advise. Please don’t just give me the typical RTFM accounting response.

Read the e-mail above and then try and identify some of the mistakes that you see.

Mistake #1:  
The sender does not choose an effective title for the e-mail that alerts the reader about the contents of the e-mail.

Mistake #2:  
The sender does not have a friendly, appropriate greeting.

Mistake #3:  
The sender uses abbreviations not commonly used or understood.

Mistake #4:  
The sender unnecessarily sends the message to four other people who will probably have no impact on the problem.

Mistake #5:  
There is sloppy grammar, spelling and punctuation.

Mistake #6:
The sender gives off an angry vibe by writing in all capital letters.

*Mistake #7:*

There is no end greeting or close off to the e-mail.

*Mistake #8:*

The run-on sentences, repeated points and poor organization make the e-mail very difficult to read.

*Mistake #9:*

The sender has a very unfriendly and accusing tone.

*Mistake #10:*

The sender does not pinpoint exactly what is desired from the reader. This creates misunderstanding and will prompt more bad feelings.
General Rules of Etiquette for Communicating with Persons with Disabilities

1. When talking with a person with a disability, speak directly to that person rather than to a companion or sign language interpreter.

2. When introduced to a person with a disability it is appropriate to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. Shaking hands with the left hand is an acceptable greeting.

3. When meeting a person with a visual impairment, always identify yourself and others who may be with you. When you are conversing in a group, remember to identify the person to whom you are speaking.

4. If you offer assistance, wait until the offer is accepted. Then listen to and ask for instructions.

5. Treat adults as adults and address people who have disabilities by their first names only when extending the same familiarity to all others.

6. Leaning or hanging on a person’s wheelchair is similar to leaning or hanging on a person and is generally considered inappropriate. The chair is part of the personal body space of the person who uses it.

7. Listen attentively when you are talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.

8. When speaking with a person in a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.

9. To get the attention of a person who is hearing impaired, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people with a hearing impediment can read lips. For those who do not read lips, be sensitive to their needs by placing yourself so that you face the light source and keep hands, and food away from your mouth when speaking.

10. Relax. Don’t be embarrassed if you happen to use accepted, common expressions such as “See you later” or “Did you hear about this” that seems to relate to a persons’ disability.
Specific Disabilities

**Hearing impairments**

- Face the person when you are speaking.
- Don’t chew gum, smoke, bite a pencil, or cover your mouth while talking – it makes speech difficult to understand.
- Rephrase sentences or substitute words rather than repeating yourself again and again.
- Speak clearly and at normal voice level.
- Communicate in writing, if necessary.
- Move away from noisy areas or the source of noise - loud air conditioning, loud music, TV and radio.
- Get the hearing impaired person’s attention and let your face be in full view before talking.

**Visual Impairments**

- Be descriptive. You may have to help orient people with visual impairments and let them know what’s coming up. If they are walking, tell them if they have to step up or step down, let them know if the door is to their right or left, and warn them of possible hazards.
- Offer to read written information for a person with a visual impairment, when appropriate.
- If you are asked to guide a person with a visual impairment, offer your arm instead of grabbing his or hers.

**Speech Impairments**

- Listen patiently. Don’t complete sentences for the person unless he looks to you for help.
- Don’t pretend you understand what a person with a speech disability says just to be polite.
- Ask the person to write down a word if you’re not sure what she is saying.

**Mobility Impairments**

- Try sitting or crouching down to the approximate height of people in wheelchairs or scooters when you talk to them. Grab a chair to sit in if possible.
- Don’t lean on a person’s wheelchair unless you have his or her permission-it’s their personal space.
- Be aware of what is accessible and not accessible to people in wheelchairs.
- Give a push only when asked.
- Move away from counters, if not accessible.

**Learning Disabilities**

- Don’t assume the person is not listening just because you are getting no verbal or visual feedback. Ask her whether he or she understands or agrees.
- Don’t assume you have to explain everything to people with learning disabilities. They do not necessarily have a problem with general comprehension. Offer to read written material aloud, when necessary.
Student Employee Website Resources

- All About On-Campus Student Employment
- Center for Career & Life Planning - ALL Services
- Directory of Staff and Faculty
- Financial Aid FAQs
- Handshake Access
- How to Apply to an On-Campus Job
- Pay Information and Pay Schedule
  - Guide Video to Utilizing TimeClock Plus WebClock
- Rollins Campus Safety
- Rollins Human Resources Policies
- Student Employee Supervisor Resources