

What to Do When Your Customer Is Not Like You

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Who are our customers?

The choice
is clear.

Beginning with the End in Mind

- ✦ Articulate at least two important reasons for practicing **inclusive customer service**.
- ✦ Identify **three populations** from your institution with individual preferences and needs.
- ✦ Demonstrate at least one **inclusive customer service technique** useful in serving diverse populations.

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The choice
is clear.

A Common Ground

- ✈ **Customers**
If you work you have customers
- ✈ **Service**
Not customer service but customer experience
- ✈ **Diversity**
Any way that I can be different from you
- ✈ **Inclusion**
Putting diversity into action to ensure access, representation and engagement for all

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The choice
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Who Do We Serve?

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The choice
is clear.

Populations to Consider

- ✦ Customers with **cultural** differences
- ✦ Customers with differing **abilities**
 - Vision, hearing, mobility, learning
- ✦ Customers from varying **age groups** or **generations**
- ✦ Customers who identify as **LGBTQ**

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The choice
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Serving Customers with Different Cultural Background

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The choice
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Case Study

A member who visits your facility regularly has a habit of skipping to the front of the line to swipe her card at the entrance. Students and members have expressed frustration and anger over her cutting in line. ***How would you address this issue?***

Someone calls your office and it appears they can only speak Spanish. No one in your office knows how to speak this language. ***How do you address this issue?***

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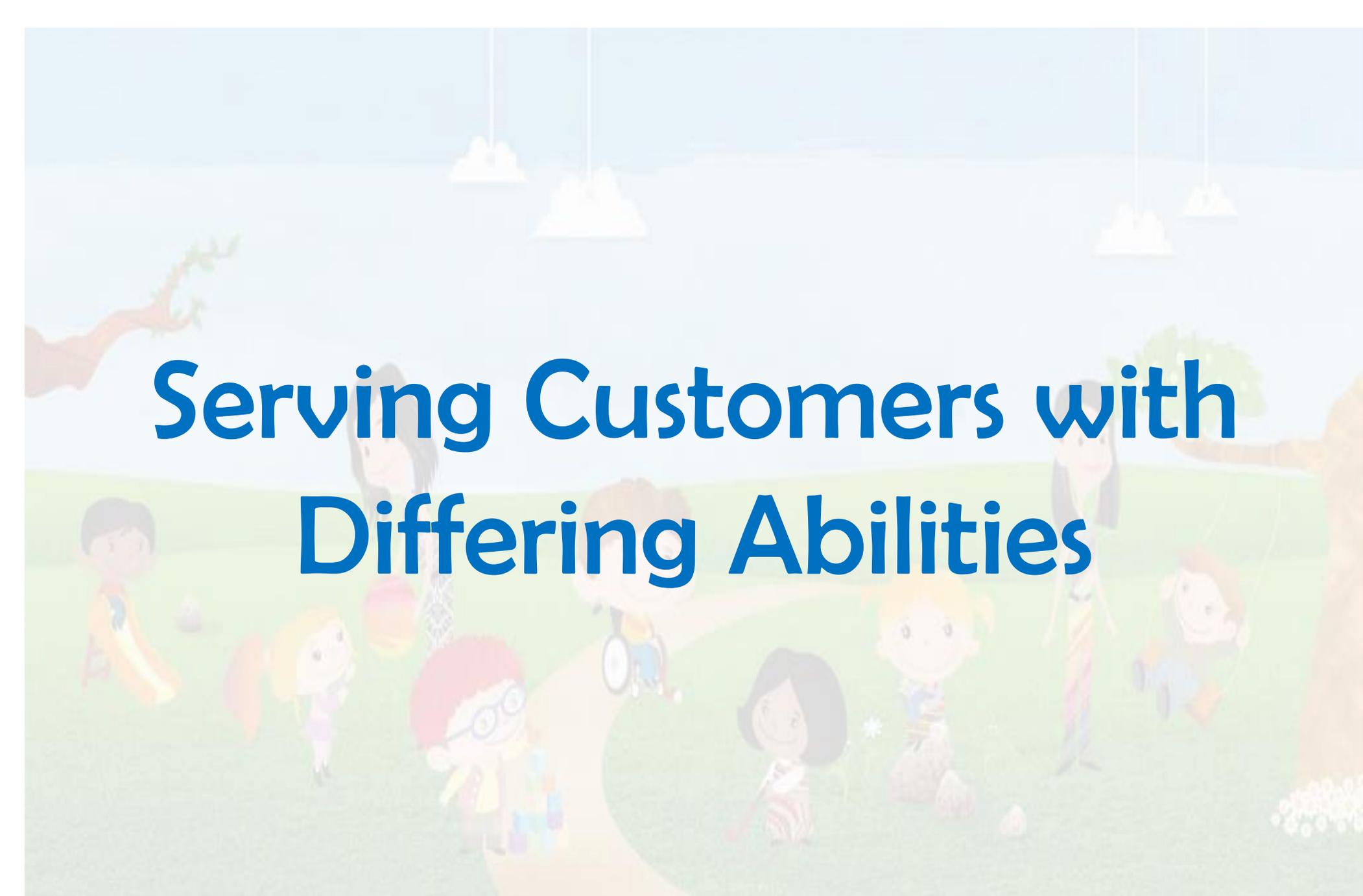
Cultural Differences

- ✦ Second spoken language
- ✦ Pace of speech & cultural differences
- ✦ Training
- ✦ Escalation procedures



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Serving Customers with Differing Abilities

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Case Study

Tiffani, who has significant hearing loss, approaches the welcome center and requests for a campus tour. *How can our Student Ambassadors successfully communicate with Tiffani during the tour?*

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The choice
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Customers with Hearing Impairments

- ✦ Shorter words & visual aids
- ✦ Communication mode
- ✦ The interpreter



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Customers with Vision Impairment

- ✦ Introductions
- ✦ Provide the choice
- ✦ The details



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Customers with Mobility Impairments

- ✦ Self-sufficiency
- ✦ Facility design and adaptive equipment
- ✦ Disability is unique

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Case Study

A building manager walking down the locker hallway in your facility notices an interaction between Philip (a customer in a wheelchair) and Caroline. Caroline had just locked up her tablet and wallet in an adapted locker. There are no other open lockers and your student staff has been discouraged from holding customer's personal items. *Who should have precedence when it comes to adaptive equipment? How can your staff respond?*

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Serving Customers across Generations

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The choice
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Generational Groups

- ✦ Matures/The Silent Generation (Born before 1946)
- ✦ Baby boomers (Born 1946 - 1964)
- ✦ Gen X (Born 1965 - 1984)
- ✦ Millennials (Born 1985 - 2004)
- ✦ Generation Z (Born after 2004)

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The choice
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Mature Customers

(Born before 1946)

- ✦ Change can be hard - be patient
- ✦ Personal attention and connection is crucial
- ✦ High touch over high tech

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The choice
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Baby Boomer Customers

(Born 1946 - 1964)

- ✦ Provide individual and professional attention
- ✦ Enable their self-sufficiency
- ✦ Consider customer “rights” and best interests

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The choice
is clear.

Gen X Customers

(Born 1965 - 1984)

- ✦ Demonstrate technical excellence
- ✦ Provide real-time service and opportunity to DIY
- ✦ Keep things informal and fun
- ✦ Be transparent with data and guidelines

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The choice
is clear.

Millennial Customers

(Born 1985 - 2004)

- ✦ Automation over human interaction
- ✦ Offer opportunities for social connection
- ✦ Care about values and authenticity

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The choice
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Serving Customers who identify as LGBTQ

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The choice
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Case Study

A staff member in your office receives a campus ID card that was found in the building. Per protocol, the staff emailed the owner to notify them about their ID being found. Based on the name and picture on the ID, the staff assumed that the student identifies as a male and addressed the email “Dear Mr. Miller...”. This assumption was incorrect, and the student sent a reply email expressing that they were very offended by our incorrect gender assumption. How can you respond to this customer? How can you revise protocol to prevent such incidents in the future?

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Customers who identify as LGBTQ

- ✦ Allow customers to self-identify gender and relationships, then reflect their choice of language
- ✦ Address users with gender-neutral terminology
- ✦ Provide safe spaces in facilities and programs for all gender identities
- ✦ In general, don't assume

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So What Do We Do When our Customers are Not Like Us?



RESPECT



DEFLECT

DIVE IN



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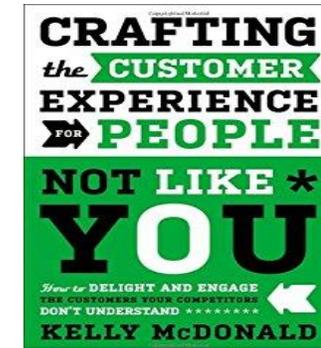
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Resources

- ✈ ADA National Network (<http://www.adata.org>)
- ✈ Reaching Out to Customers with Disabilities (<http://www.ada.gov/reachingout/intro1.htm>)
- ✈ Checklist for Readily Achievable Barrier Removal (<http://www.adachecklist.org/>)
- ✈ Crafting the Customer Experience for People Not Like You
- ✈ <https://www.userlike.com/en/blog/cultural-diversity-customer-service>



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Thank You!

“There is nothing more **Unequal** than the **Equal** treatment of **Unequals.**”
– T.J

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