SERVING OUR STUDENTS:
EVEN WHEN THEIR BEHAVIOR IS DISTURBING, DIFFICULT OR DISRUPTIVE

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Y(B) >= (M)X = +O  OR  Y(B) < (M)X = -O
What is the Office of Campus Interventions?

INTERVENTION

/ˌIN(T)əˈven(ə)ntʃn/

THE ACT OF INTERFERING WITH THE OUTCOME OR COURSE ESPECIALLY OF A CONDITION OR PROCESS (AS TO PREVENT HARM OR IMPROVE FUNCTIONING)

But Why Do We Need This Office...?
An Ounce of Prevention (Intervention) is Worth A Pound of a Cure
WHAT IS EXCELLENT CUSTOMER SERVICE?

IT'S NOT BAD CUSTOMER SERVICE

IF YOU'RE NOT A CUSTOMER
IF WE KNOW WHAT IT IS, WHAT GETS IN OUR WAY?

• Under staffed?
• Too many customers?
• We’re over worked?
• Their bad attitudes?
• We don’t care anymore?
• It doesn’t matter if I provide excellent service?
• They don’t appreciate it?
SO WHATS YOUR POINT?
I've got no skin in the game.
“When you have skin in the game you behave differently”
NECESSITATING CHANGE:

Funding Formula and AB 705
KEY TAKEAWAYS

• PERFORMANCE, PERFORMANCE, PERFORMANCE BASED

• Funding is no longer based on delivery of services (i.e. orientation, assessment, ed plans, etc.)

• Every student IS EXPECTED to receive an education plan

• Assessment/placement exams stop Fall 2019

• Students must complete transfer level Math and English within 1 year
SO I'M LIKE

"YOUR CALL IS VERY IMPORTANT TO US"
WHEN IT COMES TO EXCELLENT CUSTOMER SERVICE, WHAT COMPANIES/STORES COME TO MIND?
Every time an employee interacts with a student, the student takes inventory and makes an assessment of the quality of the service, even if it is unconsciously.

- Was that quality service?
- Do they (person/college) care about me?
- Do I matter?
- Did that person even try?

The sum total of their interactions leads to an assessment of the College’s commitment to them, their success and overall costumer service.

They bring this assessment to their interactions with them...GOOD OR BAD!
SO HOW DO WE SERVE STUDENTS AND WHAT ARE THE EXPECTATIONS?
PROPOSED EXPECTATIONS FOR STUDENT SERVICES

- Define what is good customer service?

- Use good judgment:
  - Put students first
  - Do what’s best for students?
  - Try to start with or say “Yes”

- Stick to policy, but know when to veer away
- Be willing to inconvenience yourself
- Staff are empowered to make frontline decisions
- Be the campus exception as it relates to customer service
- Raving fans: Do people “rave” about their experience with your office? Do they tell everyone?
“The first hurdle to addressing this: even regarding students as customers. That may seem like a minor semantic distinction but Politi said higher education wrestles mightily with it.”
WHAT’S BEST FOR STUDENTS MUST BE CENTRAL

“There’s almost a confrontational relationship with students in some places,”

They’re presidents and administrators from community and technical colleges…that uses private-sector lessons from companies — including Disney, Kimberly-Clark, Southwest Airlines, and Ritz-Carlton — to improve the notoriously impersonal and bureaucratic front-office student support functions blamed for worsening the high dropout rate.
While we can’t always give students what they want, we should always work hard to avoid saying no. This stance also requires supervisors to empower frontline staff to have latitude to make decisions. We must not become slaves to rules and procedures.
DECISIONS SHOULD BE MADE WITH THE BEST INTEREST OF STUDENTS

Who’s advocating/looking out for students? Who’s making sure their voices are being heard? We have to ask ourselves what works best for students?
Learning is not relegated to the classroom and we play a significant role in helping students learn many life skills. We must find and utilize our opportunities for teachable moments.

Teachable moment: is an unplanned opportunity that arises where we have a chance to help a student learn an important life lesson or skill. Often it requires a brief digression from the original topic at hand. Occasionally, it will require you to engage the student after the fact.
“Obviously, they need to take their own responsibility for their [education]…But there are also things we can do that make a huge difference for the student—the customer.”
STUDENTS ARE OUR CUSTOMERS

“Our students say, ‘Damn tootin’ I’m a customer,’” Helminski said. “‘I’m paying all this money to go here.’”

There’s a practical reason, and not just an emotional one, for this kind of realignment...He said that the more states cut allocations for higher education, the more public universities and colleges become dependent on tuition...All of that is driving more customer responsiveness like the kind you see there.”
SHOW UP:
CAN’T SERVE STUDENTS IF WE AREN’T HERE

When you show up for work on time and are diligent about your attendance, you increase the chances that your supervisor, manager and co-workers will view you as someone who is committed to your job and responsibilities.

In many cases, traits like dependability and reliability are just as – if not more – important as your technical abilities and qualifications.
AT THE CORE, WHAT DO STUDENTS NEED FROM YOU/US?
AT THE CORE, WHAT DO STUDENTS NEED FROM YOU/US?

- To be understood.
- To feel welcomed.
- To feel like they matter.
- To be cared for.
"Welcome to King Burger, where we could do it yo’ way...BUT DON'T GET CRAZY."
Sometimes STUDENTS Aren’t At Their Best...And They Show It!

So How Do We Respond?
In my world there are

no bad kids,

just impressionable,

conflicted young people

wrestling with

emotions & impulses,

trying to communicate

their

feelings & needs

the only way

they know how.

Janet Lansbury.
CONFRONTATION

kon-fruh n-tey-shuh n

noun

1. an act of confronting.
2. the state of being confronted.
3. a meeting of persons face to face.
4. an open conflict of opposing ideas, forces, etc.
5. a bringing together of ideas, themes, etc., for comparison.
6. Psychology. a technique used in group therapy, as in encounter groups, in which one is forced to recognize one’s shortcomings and their possible consequences.
DRE’S DEFINITION

The act of bringing someone’s behavior to their attention in hopes of finding common ground or resolving a potential conflict before escalating. A process by which you make your needs/displeasure known, as well as potential outcomes.
A POISON TREE BY WILLIAM BLAKE

I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I water’d it in fears,
Night & morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night.
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole,
When the night had veild the pole;
In the morning glad I see;
My foe outstretched beneath the tree.
Don’t Over Think It, It’s As Simple As:

\[ Y(B) \geq (M)X = +O \]

OR

\[ Y(B) < (M)X = -O \]

\[ Y(B) \Rightarrow \text{Your Behavior} \quad (M)X \Rightarrow \text{My Expectations} \quad O \Rightarrow \text{Outcome} \]
“My perspective will create my perception.”

Neale Donald Walsch
SOMETIMES IT’S REALLY A MATTER OF PERSPECTIVE
• Conflict and confrontation often occur together; however they can occur separately.
• Neither is inherently good or bad. It is the sum of our prior experiences that lead us to feel one way or the other.
• The key is how we handle the conflict and subsequent confrontation.
Presenting Behaviors

Angry
Yelling
Cursing
Bad Attitude – “Baditude”
Demanding Immediate…
Not listening

Wanting it “their way”
Resistant
Entitled
Rude
Dismissive
Sometimes PEOPLE aren’t at their best…and they show it!

HELLO, CUSTOMER SERVICE?!

FIRST OF ALL, YOU SHOULD KNOW I DIALED YOUR NUMBER WITH MY MIDDLE FINGER...
BEFORE YOU SAY: “I WOULD NEVER BEHAVE THAT WAY.” ASK YOURSELF A FEW QUESTIONS?

• Have you ever not been at your best and behaved poorly?

• Have you ever been frustrated, stressed, panicked, out of money, overwhelmed, tired, worried, or _____ and did not behave your best?
SO WHO’S REALLY BAD?

WHO’S BAD?
SHIFTING YOUR FRAME OF REFERENCE

11th Commandment: Know Thyself

- How do you handle conflict?
- What are your triggers?
- What are the rules of engagement you learned about conflict (Think growing up)?
- How do your values and personal experiences help or hurt your ability to connect with the person’s issue?
What Role Has The College’s Policies Played?

- What’s the College’s culture and reputation for serving students?
- What are our bad practices that may have contributed to their current feelings?
- Bad Policies?
- Bad Attitudes?
IT'S A MATTER OF PERSPECTIVE!

It is really confusing!!!
IT’S A MATTER OF PERSPECTIVE!
IN THE MOMENT: ADDRESSING INAPPROPRIATE BEHAVIOR

• Express empathy where you can. You understand where they are, you’ve been in similiar shoes.

• Developing discrepancy – Help them understand that what they are doing isn’t getting them closer to their ultimate goal.

• Avoid argumentation – Not the time for that…Instead actively listen, simple reflections, summary reflections.

• Roll with resistance – Think judo!
  • STUDENT: “You’re not going to help me, no one at this school helps.”
  • YOU: “That may have been your experience, but you’re working with me now and I’m pretty known for my customer service. Do you want to give me a chance to show you otherwise?”

    REMEMBER: I DON’T WANT YOUR CHEESE!

• Set clear expectations

• Find the teachable moment
IN THE MOMENT: ADDRESSING THE ANGRY OR ASSERTIVE STUDENT

- Meta communication: separate CONTENT from DELIVERY.
- Don’t respond in kind to the delivery.
- Try to connect with the person’s content…What is the delivery masking? Frustration, fear, fatigue, helplessness, feeling that I don’t matter/no body cares?
- Feed back (not FEEDBACK) to them what they are sharing…i.e. summarize or restate.
- Connect with the content in order to address the delivery and articulate your expectations
- “It sounds like your frustrated and feeling challenged about being able to get an appointment. During this time of the year trying to get an appointment can be very upsetting. I want to help resolve this issue, how about we work together to figure something out? In order for you to get the best service from me, I really need you to lower your voice and refrain from vulgarity. Can you do this?
- Oft times connecting with/normalizing/sharing in the students frustrating can effectively diffuse their energy.
ONE OF YOUR MOST POWERFUL TOOLS: EMPATHY

• “I UNDERSTAND THAT YOU ARE UPSET AND I’M GLAD YOU ARE SPEAKING WITH ME BECAUSE I REALLY WANT TO HELP, I’M SO SORRY YOU’RE GOING THROUGH THIS…”

• “Most students get upset, but rarely come to speak with someone and I’m glad that you’re giving me that chance to help. I believe we can work together to solve this problem. Would you like to work with me to resolve this??”

• “I want help…” “Let’s work together…” “I think I can see why you’re upset…” “Tell me what happened…what upset you?”
MAKE YOUR EXPECTATIONS CLEAR

- POSITIVE RESULTS: \( Y(B) \geq (M)X = +O \)
- NEGATIVE RESULTS: \( Y(B) < (M)X = -O \)
  - \( Y(B) \rightarrow \) Your Behavior
  - \( \geq \rightarrow \) needs to equal or exceed
  - \( (M)X \rightarrow \) My Xpectations
  - \( O \rightarrow \) Outcome (positive or negative)

- Make expectations simple and clear
- I need you to XXXX or XXXX will happen
- LRPD is always an option…HOPEFULLY, THE LAST OPTION!
DE-ESCLATION TECHNIQUES

- Clear communication
- Show empathy and listen
- Connect with their experience, pain, feelings, etc
  - Undivided attention
  - Be nonjudgmental
  - Refocus on positive
- Silence is your friend
  - Active Listening
DE-ESCLATION PHRASES

• “I want to help you!”

• “How can I be helpful?”

• “I’m so glad that you came to me, I’m really good at helping frustrated students.”

• “Please tell me more so I better understand how to help you.”

• “Let’s call Mr. Smith … I know he would be able to help with this…”

• “Ms. Jones handles this for our district, let’s ask her what she thinks about this situation … She is always willing to help!”
FINAL TIPS

• Your personal safety is of supreme importance.
• Remain calm -- Listen - really listen!
• Avoid overreaction.
• Validate! “I understand why you might be upset.” (This doesn’t mean you agree).
• Remove onlookers -- or relocate to a safer place. ..Send an onlooker for help if needed.
• Watch for non-verbal clues or threats.
• Bring in another trained person to assist whenever possible.
• There is less chance of aggressive behavior if two people are talking to one person.
• Always report minor situations. Minor situations can be a “cry for help” and/or “warning signs” of bigger things to come!