Equipping Your Team to Deliver Exceptional Guest Service

ASTC 2023
1. Introductions and Icebreaker
2. Recipe for Great Guest Engagement
3. How We Do It:
   • Marbles Kids Museum
   • Children’s Museum Houston
   • Sciencenter
4. You Share
5. Q&A
Table Chat:

- Share a time when a business wowed you.
- Share a time when an employee wowed you.
- What makes your guests feel welcome?
- What makes your guests feel valued?
- What does your museum do well when it comes to customer service?
- Name one thing that would improve your guest experience.
Recipe for Great Guest Engagement
What are the ingredients for great guest service?
65 responses
# Marbles Right Fit Engagement Framework

<table>
<thead>
<tr>
<th></th>
<th>Welcoming</th>
<th>Purposing</th>
<th>Engaging</th>
<th>Delighting</th>
<th>Knowing &amp; Sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feels Like</td>
<td>Inclusion, Nonjudgement, Being valued, Belonging</td>
<td>Intentionality, Proactivity, Responsiveness</td>
<td>Connection, Friendliness</td>
<td>Joy, Fun, Play, Enthusiasm</td>
<td>Confidence, Expertise</td>
</tr>
<tr>
<td>Looks Like</td>
<td>Smiling, Greeting, Making eye contact, Being approachable, Friendliness, Intentionally, continuously staged spaces, Patience</td>
<td>Being visible, Being observant, Being attentive, Taking initiative, Modeling behavior you want to see, Thinking/acting ahead, Eye for constant improvement</td>
<td>Putting yourself where the play is happening, Tuning into and meeting guests’ needs, Talking with guests, Helping guests, Active listening, Asking questions, Knowing guests</td>
<td>Going above and beyond, Celebrating guests’ discoveries and creations, Finding solutions, Surprising guests with extras, Making guests feel seen and valued, Sparkling laughter</td>
<td>Being in the know, Being a resource, Knowing the why behind what we do, Understanding learning connections, Telling our story, Connecting guests with additional opportunities, Finding answers</td>
</tr>
</tbody>
</table>

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ImAGIne Discover Learn
**Marbles Kids Museum Guest Code of Conduct Response Framework**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accountability</strong></td>
<td><strong>Guest Engagement Host</strong></td>
<td><strong>Lead or Manager</strong></td>
<td><strong>Security</strong></td>
</tr>
</tbody>
</table>
| **Examples** | • Unsafe play  
• Inappropriate use of props/materials  
• Food in galleries  
• Unsupervised child  
• Unscheduled parties  
• Ticketing issues  
• Dissatisfied guests  
• Unticketed use of restrooms | • Escalation of Level 1 examples  
• Refusal to comply with host requests/instructions  
• Entering without paying  
• Stealing from PlayStore  
• Clothing with offensive language/symbols | • Escalation of Level 2 examples  
• Refusal to comply with lead/manager requests/instructions  
• Behavior that threatens the physical or emotional safety of guests or staff  
• Destructive behavior  
• Religious, gender-based, sexually-oriented, ethnic, racial, or socio-economic bullying or slurs  
• Altercations between guests  
• Unhoused people on campus  
• Violation of restraining order | • Escalation of Level 3 examples  
• Refusal to comply with security requests/instructions  
• Physical violence or threats of violence  
• *Anyone may make a 911 call in an emergency. In cases of escalation, refusal to comply with security, or physical violence, the lead or security should call 911.* |

<table>
<thead>
<tr>
<th><strong>Notification</strong></th>
<th>Lead or Manager</th>
<th>Lead or Manager</th>
<th>Lead or Manager</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Action</strong></th>
<th>Conversation with Guest</th>
<th>Conversation with Guest</th>
<th>Incident Report</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Others to Contact</strong></th>
<th>None</th>
<th>None</th>
<th>Director</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Required Documentation</strong></th>
<th>None</th>
<th>None</th>
<th>Incident Report</th>
</tr>
</thead>
</table>

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Marbles Kids Museum Play University Curriculum

Module One: Campus Tour and Strategic Roadmap
- Campus Tour Script
- Campus Tour Jeopardy Game
- Strategic Roadmap

Module Two: Work Basics
- Software Systems
- Clocking In & Out
- Attendance Expectations
- Behind the Scenes Spaces
- Dress Code
- Breaks
- Opening & Closing
- Walkie Etiquette
- Working with Allied Security & the Diversified Team

Module Three: Great Guest Engagement
- Right Fit Guest Engagement Framework

Module Four: Safety
- Guest Code of Conduct and Guest Code of Conduct Response Framework
- Safety Code
- Big Kids
- Injury Incidents and Reports
- Separated Child Protocol
- Safety Walkthrough
- Emergency Response Plan

Module Five: Welcome Desk
- Opening & Closing
- Stickers
- Cash Handling
- Welcome Desk Computers
- Memberships
- Admission

Module Six: DEAI at Marbles & Full Circle Programs
- DEAI Goals
- Marbles Full Circle Access Programs
## Play University Report Card

**Module One: In-depth Campus Tour**

<table>
<thead>
<tr>
<th>Team Member Assessment</th>
<th>Supervisor Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Still Learning</td>
</tr>
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</table>

- I can name and describe Marbles Five Core Initiatives.
- I can name, locate, and describe all of Marbles exhibits.
- I can explain how Marbles generates revenue.
- I can explain what takes place in the IMAX building and Play Annex.

**Module Two: Work Basics**

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- I understand our Lost and Found procedures and locations of our Lost and Found.
- I understand the uses of Namely.
- I know how to clock in and out using Namely Time.
- I can use Humanity to view my schedule, my team schedule and update my availability.
- I can name the Point of Sales systems used on campus.
- I can demonstrate how to use Teams to communicate.
- I can demonstrate how to use Outlook to communicate.
- I can name, locate, and describe where my break spaces are.
- I know my staff benefits on campus.
- I know and can demonstrate Marbles’ dress code.
- I can use a walkie to communicate with my team and know proper walkie care.
- I know who to contact if I cannot make my shift or am running late.
Reflective Discussions & Role Play

John Bartlett, M.S.
Science Education Manager
I’m not Mr. O, so who am I?

Scientist turned Educator
Children’s Museum Houston

Location: Houston, TX

Onsite Attendance: 650,000+

Target Audience: Ages 0-12
Museum Floor Engagement

- Gallery Educators
- Discovery Guides
- Discovery Squad
Discovery Squad Trainings

1. Improv Training – Worst Present Ever
3. Paired with a Discovery Guide
Gallery Educators Trainings

- Both formal and informal educators
- Multiple training types
Customer Service Focused Facilitation

- Co-teaching & Shadowing
- Observation
- Video reflection
- Group trainings
# Observation Rubric

<table>
<thead>
<tr>
<th>Indicator</th>
<th>5pts</th>
<th>3pts</th>
<th>1pts</th>
</tr>
</thead>
</table>
| **Fish Philosophy** | **Be There**  
Demonstrates all parts of the FISH Philosophy. | **Choose Your Attitude**  
Demonstrates at least 2 parts of the FISH Philosophy (circle which parts) | **Make Their Day**  
Demonstrates at least 1 part of the FISH Philosophy (circle which part) |
| **Exhibit Knowledge** | **Interaction btw. Educator & visitor provides optimal support for play, exploration & learning.** | **Interaction btw. Educator & visitor provides some support for play, exploration & learning.** | **Interaction btw. Educator & visitor provides limited support for play, exploration & learning.** |
| **Component Knowledge** | **Educator gives clear explanation of exhibit components and able to demonstrate proper use.** | **Educator gives partial explanation of exhibit components and may demonstrate 1 or 2 things.** | **Educator does not clearly explain exhibit components nor demonstrate use.** |
| **Engagement** | **Educator consistently finds ways to engage with children in meaningful ways.** | **Educator sometimes finds ways to engage with children in meaningful ways.** | **Educator does not find ways to engage with children in meaningful ways.** |
| **Professionalism** | **Educator’s appearance, demeanor, and interactions are aligned with Museum mission and brand.** | **Educator’s appearance, demeanor, and interactions are somewhat aligned with Museum mission** | **Educator’s appearance, demeanor, and interactions are NOT aligned with Museum mission and brand.** |

Point Total:  
Coaching Needs/Next Steps:  
-------------------------------------------------------------------------------------------------------------------

![Image of educational activity]
Group Training for Educators

What does it mean to facilitate?
- Assist, educate, and create
- Teach and ask questions
- Taking them to the next step in what they are doing
- "Zone of Proximal development"
- Making connections on a personal level
- Getting them excited about whatever we are doing
- Teaching outside of a lesson plan
- Genuine

What are simple ways to make a visit feel special?
- Stickers / giveaways
- Knowing their names
- Pulling something out that matches their interest
- Finding an alternative if they are sad that something is unavailable
- Hall of fame / Pictures of their creation
- Listening, let them finish their sentence
- Be silly, play

How do we assist visitors that are unhappy?
- Redirect
- Call GMT!!!
- "Let me get a manager to help you"
- Empathize; Be weak
- Give a small success
- Offer solutions and alternatives

What does/should educator presence in the gallery add to the experience?
- Flexibility / scaffolding
- Adding materials that aren’t otherwise there
- Going deeper or adding materials
- Talking to an expert (scientist/engineer/etc.)
- Taking the risk to bring out extra materials / make their day / redirect when not possible
- Personality / relationships / making kids feel special

How do we foster a welcoming and inclusive environment?
- A simple smile
- Big hello! Or some sort of greeting (small hello)
- Knowing your options to make it inclusive for everyone
- Ask what they are doing (in a nice / interested way)
- Being prepared for different ages / types of visitors
Facilitating to Different Audiences

“Types” of Visitors:

- Shy Visitors
- Overwhelmed Parents
- Young Visitors
- Difficult Visitors
- Been-there-done-that Visitors
The Science Team

- Teaching science can be challenging
- Going the extra mile
- Celebrate the successes/compliments
- Learn from the failures/complaints
Submitted compliment from a member:
"Late in the day we stopped at the hands-on science area on the first floor...The woman [Milan] asked if the children wanted to do some experiments...she gave them film canisters...The canisters shot up. The kids were thrilled. One of the children is special needs and has trouble with small muscle coordination. The child struggled to get the canister lid on and turn it over. The woman observed the child's problem, changed the experiment and the little girl got to have the same experience as the other kids. She was so excited. I know the woman has a PhD...she needs thanks for her willingness to make science special for all kids and fun for special kids."
Thank you!

John Bartlett, M.S.
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1500 Binz, Houston, TX 77004
DE-ESCALATION AND SCENARIO BASED TRAINING

Cori Thompson
Director of Guest Relations
Sciencenter
Ithaca, New York
DE-ESCALATION TRAINING
FOR FRONT-FACING STAFF
WHY DE-ESCALATION TRAINING MATTERS

There will be times when front-facing staff face difficult situations and a simple interaction may not go as planned.

Behavior in museums has changed.

The ways in which our visitors are interacting with exhibits, staff, and others around them can be challenging.

Set your teams up for success by providing them with the resources and support that they need to deal with a wide variety of situations.
<table>
<thead>
<tr>
<th>VALIDATE</th>
<th>LAY OUT THE FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The feelings the individual is experiencing are valid.</td>
<td>There are policies, operating procedures, and protocols that are set by the organization, state, or federal law.</td>
</tr>
<tr>
<td>Empathize with them about their frustrations - we’ve all been there!</td>
<td>These policies and procedures must be followed without exception.</td>
</tr>
<tr>
<td>Be aware of the language you are using and do not assign any fault for the current situation.</td>
<td></td>
</tr>
</tbody>
</table>
There are a limited number of ways in which the issue can potentially resolve.

Don’t force the individual into a single solution - often there’s more than one option available.

The individual needs time to process the information just given to them.

They need to have the time and space to evaluate their options.

Staff should respect the choice that the individual makes without judgement.
CALL FOR BACKUP

Recognize when a situation requires a secondary person to get involved.

Do not hesitate to reach out for help if the situation continues to escalate.

A secondary person getting involved will more likely be seen as helpful by the individual and take the heat off of the initial staff involved in the interaction.
SCENARIO BASED TRAINING
FROM THE SERIOUS TO THE SILLY
EXPECTING THE UNEXPECTED

A classic customer service conundrum is not knowing what each interaction may hold, so you must try to prepare for all possible scenarios.

It is not possible to train for every scenario.

Every visitor interaction gives staff new opportunities to learn and grow with a wider variety of variables and unique situations.

Through these experiences staff can:

- Learn new skills
- Practice problem solving
- Build confidence
THE RIGHT TIME, THE RIGHT PLACE

Some situations that front-facing staff need to be trained on that are not a joking matter.

- Visitor safety
- Emergency procedures
- First-Aid
- Biohazards

Many other day-to-day trainings can be entertaining and even funny.

The more outlandish the scenario, the more likely the key points will stick!
SILLY TRAINING TOPICS

- General admissions
- Memberships
- Store sales
- Store item requests
- Field trip inquiries
- Birthday parties
- Visitor questions

PRO-TIP

This should be fun for you too!

Get into character for a more impactful training!
EXAMPLES

Let’s meet Cori San Francisco.
Where in the world is she?
She’s come into your museum for a visit!
…with some outrageous demands.
Cori Thompson
Director of Guest Relations

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