

## 9.1 Appendix 1: Questionnaire for students



NORTH WEST UNIVERSITY  
YUNIBESITHI YA BOKONE BOPHIRIMA  
NOORDWES-UNIVERSITEIT

### Dear student

This survey is interested in the **customer service levels you experience as a student at the NWU from administration staff** and the University in general. You have been randomly selected from the NWU student database to participate in this study. By completing this survey you agree that that the information you provide may be used for research purposes. The survey is completed anonymously. We request that you complete this survey as truthfully and accurately as possible. Participation is voluntarily, and you have the right to withdraw from the study at any time while completing the survey. The researchers undertake to keep your information confidential, to store the data in a secure place, and to analyse and report your results in aggregated form only (as part of the collective dataset). Thank you very much for your time and effort to complete this survey and helping us to improve our customer services at the NWU.

Please mark the applicable blocks to indicate your current status or opinion by using a X:

<b>1. Gender:</b>	Male	1	Female	2
-------------------	------	---	--------	---

<b>2. Age group:</b>	18-20yrs	1	21-25yrs	2	26-29yrs	3	30-39 years	4	40+ years	5
----------------------	----------	---	----------	---	----------	---	-------------	---	-----------	---

<b>3. Please indicate your campus and the mode of delivery you are using for your studies (mark only one):</b>	1) On-campus (Mafikeng)	1	2) Off-campus (Mafikeng)	2
	3) On-campus (Vanderbijlpark)	3	4) Off-campus (Vanderbijlpark)	4
	5) On-campus (Potchefstroom)	5	6) Flexi-programmes (Potch)	6
	7) Telematic Learning (Potch)	7	8) Bursary programmes (Potch)	8
	9) SEDIBA-programme (Potch)	9	10) School-based programmes (Potch)	10

<b>4. Language of delivery in class/ contact session</b>	English	1	Afrikaans	2	Tswana	3	Other	4
----------------------------------------------------------	---------	---	-----------	---	--------	---	-------	---

<b>5. Your mother tongue (mark only one)</b>	English	1	Afrikaans	2
	Setswana (Tswana)	3	IsiXhosa (Xhosa)	4
	IsiZulu (Zulu)	5	Northern Sotho (Sepedi)	6
	IsiNdebele (Ndebele)	7	Sesotho (Southern Sotho)	8
	SiSwati (Swati)	9	Tshivenda (Venda)	10
	Xitsonga (Tsonga)	11	Other	12

<b>6. Academic status (according to major subjects or programme). Mark only one.</b>	1st year B-degree or NPDE	1	2nd year B-degree or NPDE	2	3rd year B-degree or NPDE	3	4th year B-degree or NPDE	4
	1st year ACE	5	2nd year ACE	6	1 year diploma	7	Other	8

<b>7. Please indicate your faculty. MARK ONLY ONE.</b>					
<b>Mafikeng campus</b>		<b>Potchefstroom campus</b>		<b>Vaal Triangle campus</b>	
Faculty of Agriculture, Science & Technology	1	Faculty of Arts	2	Faculty of Economical Sciences and Information	3
Faculty of Commerce & Administration	4	Faculty of Economic & Management Sciences	5	Faculty of Humanities	6

<u>Mafikeng campus</u>		<u>Potchefstroom campus</u>	
Faculty of Education Sciences	7	Faculty of Education Sciences	8
Faculty of Human and Social Sciences	9	Faculty of Engineering	10
Faculty of Law	11	Faculty of Health Sciences	12
		Faculty of Law	13
		Faculty of Natural Sciences	14
		Faculty of Theology	15

**8. Please indicate which one of the following modes of communication you have the best access to and uses most frequently to communicate with the University (MARK ONLY ONE)**

	At home	At hostel	On campus	At work	Within 5km from home
1) Face-to-face contact			3		
2) Mail/Postal Box	1	2	3	4	5
3) Fax Machine	1	2	3	4	5
4) Computer with internet-access (e-mail)	1	2	3	4	5
5) Cellular phone (SMS)	1	2	3	5	5
6) WAP-enabled cellular phone (access to internet, e-mail, mXit, eFundi)	1	2	3	4	5

**9. How would you like to communicate with the University? MARK ONLY ONE**

SMS	E-mail	Fax	Telephonic	Postal mail (Post Office)	eFundi (internet)	Face-to-face	Other
1	2	3	4	5	6	7	8

**10. What mode of communication would you prefer from the University? MARK ONLY ONE**

SMS	E-mail	Fax	Telephonic	Postal mail (Post Office)	Internet platform, e.g. eFundi	Other
1	2	3	4	5	6	7

**11. Please rate following statements about the administrative support staff and the NWU in general by using the scale between 1 (strongly agree) to 7 (strongly disagree). MARK ONLY ONE PER STATEMENT**

	Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1) The NWU has a professional appearance/image	1	2	3	4	5	6	7
2) When I have a problem, administrative staff shows a sincere interest in solving it	1	2	3	4	5	6	7
3) Administrative staff provide caring and individual attention	1	2	3	4	5	6	7
4) Inquiries/complaints are dealt with efficiently and promptly	1	2	3	4	5	6	7
5) Administrative staff are never too busy to respond to a request for assistance	1	2	3	4	5	6	7
6) I think administrative offices keep accurate and retrievable records	1	2	3	4	5	6	7
7) When the administrative staff promise to do something by a certain time, they do so	1	2	3	4	5	6	7

	Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
8) The opening hours of administrative offices are personally convenient to me	1	2	3	4	5	6	7
9) Administrative staff show positive work attitude towards students	1	2	3	4	5	6	7
10) Administrative staff communicates well with students	1	2	3	4	5	6	7
11) Administrative staff have good knowledge of the systems/procedures	1	2	3	4	5	6	7
12) I feel secure and confident in my dealings with the NWU	1	2	3	4	5	6	7
13) The NWU provides services within reasonable/expected time frame	1	2	3	4	5	6	7
14) Students are treated equally and with respect by the administrative staff	1	2	3	4	5	6	7
15) The administrative staff respect my confidentiality when I disclose information to them	1	2	3	4	5	6	7
16) The administrative staff ensure that they are easily contacted by telephone	1	2	3	4	5	6	7
17) The NWU values feedback from students to improve service quality	1	2	3	4	5	6	7
18) The NWU has an effective delivery procedure	1	2	3	4	5	6	7
19) The support services staff members' see students as customers.	1	2	3	4	5	6	7
20) The administrative service access points are conveniently located	1	2	3	4	5	6	7

12. Please rate your customer service experience at the following administrative support departments:	Very poor	Below average	Average	Above average	Exceptional	No experience
1) Academic Administration department (admissions)	1	2	3	4	5	6
2) Academic Administration department (registrations/ student records)	1	2	3	4	5	6
3) Academic Administration department (examinations)	1	2	3	4	5	6
4) Your own faculty's central administrative manager & -staff	1	2	3	4	5	6
5) Your school's own administrative staff (within faculty)	1	2	3	4	5	6
6) Distribution Centre (study guides)	1	2	3	4	5	6

13. About how long did you have to wait at the front office desk before speaking to an administrative staff member? MARK ONLY ONE.					
I was taken care of immediately	Within 3 min	3-5 min	5-10 min	More than 10 minutes	Not applicable
1	2	3	4	5	6

14. About how long did you have to wait <u>on the phone</u> before speaking to an administrative staff member? <b>MARK ONLY ONE</b>						
Immediately	Within 3-5 rings	Within 30 seconds	Within 1 minute	3-5 minutes	The phone is often ignored when it rings	Not applicable
1	2	3	4	5	6	7

15. About how long did it take to get your problem resolved? <b>MARK ONLY ONE</b>						
Immediate resolution	Less than one day	Between 1 and 3 days	Between 3 to 5 days	More than a week	Problems stays unresolved	Not applicable
1	2	3	4	5	6	7

16. How many times did you have to contact the administrative support department before your problem was resolved? <b>MARK ONLY ONE</b>						
Immediate resolution	Once	Twice	Three times	More than three times	The problem is still not resolved	Not applicable
1	2	3	4	5	6	7

17. Have you experienced the following when trying to contact the administrative department at the University?	YES	NO	Not applicable
1) No administrative staff member present during lunch hours?	1	2	3
2) All administrative staff having a social/tea break, and no-one offers to assist you?	1	2	3
3) Administrative service department not staying open for longer hours during peak times?	1	2	3
4) Administrative service department not staying open on Saturdays during peak times?	1	2	3
5) No additional staff members are moved to the front office when there are long queues?	1	2	3

18. The following describe my experience when I contacted the administrative department the best. <b>MARK ONLY ONE</b>						
I received prompt and professional service from the support staff	The staff kept me waiting on hold	I had to explain my request/ problem several times	The support staff members didn't know how to handle my problem	The support staff members had to ask others	Other	Not applicable
1	2	3	4	5	6	7

19. What did you experience when you made a phone call to the administrative support department, but reached the wrong administrative staff member accidentally? <b>MARK ONLY ONE</b>						
Not applicable / did not happen to me	I was informed that I reached the wrong department/ extension and the other person ended the call	I was informed that I reached the wrong department/ extension and the other person transfer me to the correct number	The other person took a message and promised to convey it to the relevant person	The other person took a message and conveyed it personally to the relevant person and ensured that they respond back to me	The other person took the matter up with the relevant person and call me back to provide feedback personally	
1	2	3	4	5	6	

20. If you consider the customer services levels of the NWU as <u>below standard</u> , please indicate the most important reason for this according to your opinion. <b>MARK ONLY ONE.</b>	Mark with a X
<i>I do not agree with this statement, because I consider the NWU's customer services levels as good or on standard</i>	1
Administrative support staff is not trained specifically to be aware of a customer service approach	2
There are insufficient administrative support staff members to provide proper customer service	3

Administrative support staff are not motivated	4
Administrative support staff are underpaid	5
Students are not considered as customers	6
The NWU's management information system (Oracle) is ineffective	7
The NWU has have outdated/slow computer/equipment	8
Administrative support staff have insufficient office space to work in	9
Unknown/Other	10

21. Considering the overall value of the studies you/your parents/sponsors paid for, is it:			
An <u>exceptional value</u> , worth more than I paid for it	A <u>good value</u> , worth about what I paid for it	A <u>poor value</u> , worth less than I paid for it	Not sure
1	2	3	4

22. Please rate your loyalty towards the NWU			
It is just another University	I am relatively loyal towards the NWU	I am loyal towards the NWU	I am very loyal towards the NWU
1	2	3	4

23. When I complete my current studies, I will consider enrolling for another qualification at the NWU				
Definitely	Agree	Low chance	Disagree	Not applicable
1	2	3	4	5

24. I will actively recommend the NWU to friends and family members to enroll as future students				
Definitely	Agree	Low chance	Disagree	Not applicable
1	2	3	4	5

Please complete your **student number** should you want to be eligible for the **lucky draw price of a new Nokia 5030 cellular phone**. You are, however, under **no obligation** to do so. Even if you complete your student number, the data will still be dealt with confidentially and your individual responses will not be made known to any third party.

--	--	--	--	--	--	--	--

## 9.2 Appendix 2: Questionnaire for administrative staff



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

**Dear colleague**

This survey is interested in the **customer service levels you and your colleagues deliver and experience at the NWU** towards students, but also in general. By completing this survey you agree that the information you provide may be used for research purposes. The survey is completed anonymously. We request that you complete this survey as truthfully and accurately as possible. Participation is voluntarily, and you have the right to withdraw from the study at any time while completing the survey. The researchers undertake to keep your information confidential, to store the data in a secure place, and to analyse and report your results in aggregated form only (as part of the collective dataset). Thank you very much for your time and effort to complete this survey and helping us to improve our customer services at the NWU.

**Please mark the applicable blocks to indicate your current status or opinion by using a X:**

<b>1. Gender:</b>	Male	1	Female	2						
<b>2. Age group:</b>	21-29 yrs	1	30-39 yrs	2	40-49yrs	3	50-59 years	4	60+ years	5
<b>3. Current employment situation</b>	Temporary staff member	1	Contract-/ fixed term appointed staff member	2	Permanent staff member	3				
<b>4. Please indicate your years of service at the University</b>	0-5 years of service	1	6-10 years of service	2	11-20 years of service	3	More than 20 years of service	4		
<b>5. Your mother tongue (MARK ONLY ONE).</b>	English	1	Afrikaans	2						
	Setswana (Tswana)	3	IsiXhosa (Xhosa)	4						
	IsiZulu (Zulu)	5	Northern Sotho (Sepedi)	6						
	IsiNdebele (Ndebele)	7	Sesotho (Southern Sotho)	8						
	SiSwati (Swati)	9	Tshivenda (Venda)	10						
	Xitsonga (Tsonga)	11	Other	12						
<b>6. Your own highest qualification level. (MARK ONLY ONE).</b>	Gr. 12 (matric)	1	Diploma or certificate	2	B-degree	3	Higher degree	4	Other	5
<b>7. Please indicate your department/faculty where you are employed. (MARK ONLY ONE).</b>										
<b>Mafikeng campus</b>			<b>Potchefstroom campus</b>			<b>Vaal Triangle campus</b>				
Academic Administration department	1	Academic Administration department	2	Academic Administration department	3					
Faculty of Agriculture, Science & Technology	4	Faculty of Arts	5	Faculty of Economical Sciences and Information	6					
Faculty of Commerce & Administration	7	Faculty of Economic & Management Sciences	8	Faculty of Humanities	9					
Faculty of Education Sciences	10	Faculty of Education Sciences	11							
Faculty of Human and Social Sciences	12	Faculty of Engineering	13							

Mafikeng campus		Potchefstroom campus	
Faculty of Law	14	Faculty of Health Sciences	15
		Faculty of Law	16
		Faculty of Natural Sciences	17
		Faculty of Theology	18

8. Please indicate your job level/description (MARK ONLY ONE).

Administrative manager at a faculty	1	Coordinator at an academic administrative department	2
Administrative official at a faculty	3	Administrative official at an academic administrative department	4
Administrative assistant at a faculty	5	Administrative assistant at an academic administrative department	6
Secretary at a faculty/school	7	Secretary at an academic administrative department	8

9. Please indicate with which administrative tasks you work with (mark the most appropriate tasks (mark MORE THAN ONE if necessary))

1) Applications and admissions	1	2) Registrations and student records	2
3) Examinations arrangement	3	4) Curriculum changes and approvals	4
5) Study guides	5	6) Complaints, problems and requests	6
7) Results and grading	7	8) Assignments	8
9) Other	9		

10. Please indicate the different student groups and the modes of delivery you are working with (mark MORE THAN ONE group if needed):	1) On-campus (Mafikeng)	1	2) Off-campus (Mafikeng)	2
	3) On-campus (Vanderbijlpark)	3	4) Off-campus (Vanderbijlpark)	4
	5) On-campus (Potchefstroom)	5	6) Flexi-programmes (Potch)	6
	7) Telematic Learning (Potch)	7	8) Bursary programmes (Potch)	8
	9) SEDIBA-programme (Potch)	9	10) School-based (SBO) programmes (Potch)	10

11. Please indicate how the majority of students communicate with you at your department/faculty. (MARK ONLY ONE).

SMS	E-mail	Fax	Telephonic	Postal mail (Post Office)	eFundi (internet)	Face-to-face	Other
1	2	3	4	5	6	7	8

12. What mode of communication would you prefer from the University towards the students? (MARK ONLY ONE).

SMS	E-mail	Fax	Telephonic	Postal mail (Post Office)	Internet platform, e.g. eFundi	Other
1	2	3	4	5	6	7

13. Please rate the following statements about the administrative support staff and the NWU in general by using the scale between 1 (strongly agree) to 7 (strongly disagree). (MARK ONLY ONE PER STATEMENT).

	Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1) The NWU has a professional appearance/image	1	2	3	4	5	6	7
2) When students has a problem, administrative staff shows a sincere interest in solving it	1	2	3	4	5	6	7
3) Administrative staff provide caring and individual attention	1	2	3	4	5	6	7
4) Inquiries/complaints are dealt with efficiently and promptly	1	2	3	4	5	6	7

	Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
5) Administrative staff are never too busy to respond to a request for assistance	1	2	3	4	5	6	7
6) Administrative offices keep accurate and retrievable records	1	2	3	4	5	6	7
7) When the administrative staff promise to do something by a certain time, they do so	1	2	3	4	5	6	7
8) The opening hours of administrative offices are personally convenient to students	1	2	3	4	5	6	7
9) Administrative staff show positive work attitude towards students	1	2	3	4	5	6	7
10) Administrative staff communicates well with students	1	2	3	4	5	6	7
11) Administrative staff have good knowledge of the systems/procedures	1	2	3	4	5	6	7
12) Students feel secure and confident in their dealings with the NWU	1	2	3	4	5	6	7
13) The NWU provides services within reasonable/expected time frame	1	2	3	4	5	6	7
14) Students are treated equally and with respect by the administrative staff	1	2	3	4	5	6	7
15) The administrative staff respect the students' confidentiality when they disclose information to them	1	2	3	4	5	6	7
16) The administrative staff ensure that they are easily contacted by telephone	1	2	3	4	5	6	7
17) The NWU values feedback from students to improve service quality	1	2	3	4	5	6	7
18) The NWU has an effective delivery procedure	1	2	3	4	5	6	7
19) The support services staff members' see students as customers.	1	2	3	4	5	6	7
20) The administrative service access points are conveniently located for students	1	2	3	4	5	6	7

**14. Please indicate whether you agree or disagree with the following statements:**

	Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
1) I enjoy working with students	1	2	3	4	5	6	7
2) I am looking out for a better job opportunity	1	2	3	4	5	6	7
3) My work is very monotonous	1	2	3	4	5	6	7
4) My work is challenging	1	2	3	4	5	6	7
5) The students I work with, are reasonable with their requests	1	2	3	4	5	6	7
6) The students I work with treats the support staff members fairly	1	2	3	4	5	6	7
7) Our employees have a neat, professional appearance	1	2	3	4	5	6	7

	Strongly Agree	Agree	Slightly Agree	Neutral	Slightly Disagree	Disagree	Strongly Disagree
8) We make use of modern equipment	1	2	3	4	5	6	7
9) Our facilities are visually appealing	1	2	3	4	5	6	7
10) Our official statements or reports (student records, study material etc – what is applicable to your department) are free of errors	1	2	3	4	5	6	7

<b>15. Please rate the customer service experience at the following administrative support departments as you experience it with your colleagues:</b>	Very poor	Below average	Average	Above average	Exceptional	No experience
1) Academic Administration department (admissions)	1	2	3	4	5	6
2) Academic Administration department (registrations/ student records)	1	2	3	4	5	6
3) Academic Administration department (examinations)	1	2	3	4	5	6
4) Faculty central administrative manager & - staff	1	2	3	4	5	6
5) School's own administrative staff (within faculty)	1	2	3	4	5	6
6) Distribution Centre (study guides)	1	2	3	4	5	6

<b>16. About how long do your department's staff members take to assist a student at the desk on average?</b>						
They were taken care of immediately	Within 3 min	3-5 min	5-10 min	More than 10 min	Not applicable	
1	2	3	4	5	6	

<b>17. About how long did it take to get the students' problems resolved on average?</b>						
Immediate resolution	Less than one day	Between 1 and 3 days	Between 3 to 5 days	More than a week	Problems stays unresolved	Not applicable
1	2	3	4	5	6	7

<b>18. How many times do the students have to contact the administrative support department before their problems were resolved on average?</b>						
Immediate resolution	Once	Twice	Three times	More than three times	The problem is still not resolved	Not applicable
1	2	3	4	5	6	7

<b>19. How quickly do your department's staff members answer the telephone on average?</b>						
Immediately	Within 3-5 rings	Within about 30 seconds	About 1 minute	3 - 5 minutes	The phone is often ignored when it rings	Not applicable
1	2	3	4	5	6	7

<b>20. If a student contacts your department by fax or e-mail, how long does it take to respond on average?</b>						
Immediately	Under 2 hours	2-6 hours	Within one business day	More than 1 business day	My colleagues don't get back to the students quickly	Not applicable
1	2	3	4	5	6	7

21. Please indicate if the following does take place at your support department	YES	NO	Not applicable
1) Do your department schedules longer working hours during the week and over weekends during peak periods?	1	2	3
2) Are all working stations unmanned during scheduled daily lunch breaks?	1	2	3
3) Do you move additional staff members to the front office when there are long queues?	1	2	3
4) Do your department employ extra temporary staff during peak periods?	1	2	3
5) Are there scheduled social/tea breaks when all working stations are unmanned?	1	2	3
6) Will a staff member interrupt the social /tea break when a student arrives/calls in?	1	2	3
7) Do you have a policy to indicate how soon a phone must be answered?	1	2	3
8) Do you have a fixed time-frame to complete an student's request or complaint?	1	2	3
9) Does the attitude/approach of a student affect your response time to them?	1	2	3
10) Does the attitude/approach of a student affect your service level to them?	1	2	3
11) Do you call a student back after they have been helped to establish whether they are satisfied with the service they have received?	1	2	3
12) Do you have sufficient knowledge of other service departments' structure/organogram to transfer calls correctly when necessary?	1	2	3
13) Do you actively encourage students to enrol for another qualification at the NWU when they complete their studies?	1	2	3

22. When you hear someone else's phone ring and that colleague is unable to answer is, what do you do?				
Immediately answers it	Answers it as soon as possible	Answers it when it becomes irritating	Ignores it	Not applicable
1	2	3	4	5

23. When a incoming caller/student speaks in a language you understand, how do you respond?			
Stick to your own language	Transfer the call to a colleague who also speaks the language of the caller	Switch over to the language of the caller and complete the conversation in it	Not applicable
1	2	3	4

24. When you receive an incoming call that was meant for another department, what do you do?					
Not applicable/ did not happen to me	Inform the person it is the wrong department and ends the call	Inform the person it is the wrong department and transfer the person to the correct number	Take a message and convey it to the relevant person	Take a message and convey it personally to the relevant person and ensure they respond	Take the matter up with the relevant person and call the initial caller back to provide feedback yourself
1	2	3	4	5	6

25. How often have you received formal customer service training at the NWU?						
Never	During induction/ just after appointment	Once only	Quarterly	Annually	Never	Not applicable
1	2	3	4	5	6	7

26. Does your department discuss Customer Service-related issues during scheduled meetings (feedback about problems experienced and solutions to it, guidelines on how to treat customers, training, etc)?						
At every meeting it is a fixed agenda point	Monthly	Annually	Only during initial training	Only when there is a complaint/problem on the table	Never	Not applicable
1	2	3	4	5	6	7

27. If you consider the customer services levels of the NWU as below standard, please indicate the most important reason for this according to your opinion (mark only one)	Mark with a X
<i>I do not agree with this statement, because I consider the NWU's customer services levels as good or on standard</i>	1
Administrative support staff is not trained specifically to be aware of a customer service approach	2
There are insufficient administrative support staff members to provide proper customer service	3
Administrative support staff are not motivated	4
Administrative support staff are underpaid	5
Students are not considered as customers	6
The NWU's management information system (Oracle) is ineffective	7
The NWU has have outdated/slow computer/equipment	8
Administrative support staff have insufficient office space to work in	9
Unknown/Other	10

28. Considering the overall value of the studies the students/their parents/sponsors paid for, is it:			
An <u>exceptional value</u> , worth more than they paid for it	A <u>good value</u> , worth about what they paid for it	A <u>poor value</u> , worth less than they paid for it	Not sure
1	2	3	4

29. Please rate your loyalty towards the NWU			
It is just another work	I am relatively loyal towards the NWU	I am loyal towards the NWU	I am very loyal towards the NWU
1	2	3	4

30. I will actively recommend the NWU to friends and family members to enroll as students				
Definitely	Agree	Low chance	Disagree	Not applicable
1	2	3	4	5

31. How do you see a student from a Customer Service-perspective?				
Just as another student	As an indirect source of revenue ("paying you salary")	As a customer	As a possible future student: extra qualifications/ income for the University	Other
1	2	3	5	6

Please complete your **staff number** should you want to be eligible for the **lucky draw price of a new Nokia 5030 cellular phone**. You are, however, under **no obligation** to do so. Even if you complete your staff number, the data will still be dealt with confidentially and your individual responses will not be made known to any third party.

--	--	--	--	--	--	--	--

### 9.3 Appendix 3: Alignment of the different questionnaires

STUDENTS		STAFF		REGISTRARS	
efundi no	Hardcopy no and question	efundi no	Hardcopy no and question	No	Question no
1	1. Please indicate your gender	1	1. Please indicate your gender	1	1. Please indicate your gender
2	2. Please indicate your age group	2	2. Please indicate your age group	2	2. Please indicate your age group
3	3. Please indicate your campus and the mode of delivery you ...	3	3. Current employment situation	3	3. Current employment situation
4	4. Language of delivery in class/ contact session				
5	5. Your mother tongue	5	5. Your mother tongue	5	5. Your mother tongue
6	6. Academic status (according to major subjects or programme...				
		4	4. Please indicate your years of service at the University	4	4. Please indicate your years of service at the University
		6	6. Your own highest qualification level	6	6. Your own highest qualification level
7	7. Please indicate your faculty	7	7. Please indicate your department/faculty where you are emp...	7	7. Please indicate your department/faculty where you are emp...
		8	8. Please indicate your job level/description		
		9	9. Administrative tasks: 1. Applications and admissions ...		
		10	9.2. Registrations and student records		
		11	9.3. Examinations arrangement		
		12	9.4. Curriculum changes and approvals		
		13	9.5. Study guides		
		14	9.6. Complaints, problems and requests		
		15	9.7. Results and grading/marks		
		16	9.8. Assignments		
		17	10. Different student groups: 1. On-campus (Mafikeng)		
		18	10.2. Off-campusstudents (Mafikeng-campus)		
		19	10.3. On-campusstudents (Vaal Triangle-campus)		
		20	10.4. Off-campusstudents (Vaal Triangle-campus)		
		21	10.5. On-campusstudents(Potchefstroom-campus)		
		22	10.6. Flexi-programme students(Potchefstroom-campus)		
		23	10.7. Telematic Learning students(Potchefstroom-campus)		
		24	10.8. Bursary programme students(Potchefstroom-campus)		
		25	10.9. SEDIBA-programme students(Potchefstroom-campus)		
		26	10.10. School-based education (SBO)programme students(Potche...		
8	8. Please indicate which one of the following modes of commu...				
9	9. How would you like to communicate with the University?	27	11. Please indicate how the majority of students communicate ...		
10	10. What mode of communication would you prefer from the Uni...	28	12. What mode of communication would you prefer from the Uni...		
11	11.1) The NWU has a professional appearance/image.	29	13.1 The NWU has a professional appearance/image.	29	13.1 The NWU has a professional appearance/image.
12	11.2) When I have a problem, administrative staff shows a si...	30	13.2. When students has a problem, administrative staff show...	30	13.2. When students has a problem, administrative staff show...
13	11.3) Administrative staff provide caring and individual att...	31	13.3. Administrative staff provide caring and individual att...	31	13.3. Administrative staff provide caring and individual att...
14	11.4) Inquiries/complaints are dealt with efficiently and pr...	32	13.4. Inquiries/complaints are dealt with efficiently and pr...	32	13.4. Inquiries/complaints are dealt with efficiently and pr...
15	11.5) Administrative staff are never too busy to respond to ...	33	13.5. Administrative staff are never too busy to respond to ...	33	13.5. Administrative staff are never too busy to respond to ...
16	11.6) I think administrative offices keep accurate and retri...	34	13.6. Administrative offices keep accurate and retrievable r...	34	13.6. Administrative offices keep accurate and retrievable r...
17	11.7) When the administrative staff promise to do something ...	35	13.7. When the administrative staff promise to do something ...	35	13.7. When the administrative staff promise to do something ...
18	11.8) The opening hours of administrative offices are person...	36	13.8. The opening hours of administrative offices are person...	36	13.8. The opening hours of administrative offices are person...
19	11.9) Administrative staff show positive work attitude towar...	37	13.9. Administrative staff show positive work attitude towar...	37	13.9. Administrative staff show positive work attitude towar...
20	11.10) Administrative staff communicates well with students	38	13.10. Administrative staff communicates well with students	38	13.10. Administrative staff communicates well with students
21	11.11) Administrative staff have good knowledge of the syste...	39	13.11. Administrative staff have good knowledge of the syste...	39	13.11. Administrative staff have good knowledge of the syste...
22	11.12) I feel secure and confident in my dealings with the N...	40	13.12. Students feel secure and confident in their dealings ...	40	13.12. Students feel secure and confident in their dealings ...
23	11.13) The NWU provides services within reasonable/expected	41	13.13. The NWU provides services within reasonable/expected	41	13.13. The NWU provides services within reasonable/expected ...
24	11.14) Students are treated equally and with respect by the ...	42	13.14. Students are treated equally and with respect by the ...	42	13.14. Students are treated equally and with respect by the ...
25	11.15) The administrative staff respect my confidentiality w...	43	13.15. The administrative staff respect the students' confid...	43	13.15. The administrative staff respect the students' confid...
26	11.16) The administrative staff ensure that they are easily ...	44	13.16. The administrative staff ensure that they are easily ...	44	13.16. The administrative staff ensure that they are easily ...
27	11.17) The NWU values feedback from students to improve	45	13.17. The NWU values feedback from students to improve	45	13.17. The NWU values feedback from students to improve serv...
28	11.18) The NWU has an effective delivery procedure	46	13.18. The NWU has an effective delivery procedure	46	13.18. The NWU has an effective delivery procedure
29	11.19) The support services staff members' see students as c...	47	13.19. The support services staff members' see students as c...	47	13.19. The support services staff members' see students as c...
30	11.20) The administrative service access points are convenie...	48	13.20. The administrative service access points are convenie...	48	13.20. The administrative service access points are convenie...
		49	14.1 Agree or disagree: I enjoy working with students..		
		50	14.2. I am looking out for a better job opportunity		
		51	14.3. My work is very monotonous		
		52	14.4. My work is challenging		
		53	14.5. The students I work with, are reasonable with their re...		
		54	14.6. The students I work with treats the support staff memb...		
		55	14.7. Our employees have a neat, professional appearance		
		56	14.8. We make use of modern equipment		
		57	14.9. Our facilities are visually appealing		
		58	14.10. Our official statements or reports (student records, ...		
31	12.1). Customer service experience: Academic Admin (admissions)..	59	15.1. Customer service experience: Academic Admin (admissions)..		
32	12.2) Academic Administration department (registrations/ stu...	60	15.2. Academic Administration department (registrations/ stu...		

32	12.2) Academic Administration department (registrations/ stu...	60	15.2. Academic Administration department (registrations/ stu...		
33	12.3) Academic Administration department (examinations)	61	15.3. Academic Administration department (examinations)		
34	12.4) Your own faculty's central administrative manager & -s...	62	15.4. Faculty's central administrative manager & -staff		
35	12.5) Your school's own administrative staff (within faculty...	63	15.5. Schools' own administrative staff (within faculties)		
36	12.6) Distribution Centre (study guides)	64	15.6. Distribution Centre (study guides)		
37	13. About how long did you have to wait at the front office ...	65	16. About how long do your department's staff members take t...		
38	14. About how long did you have to wait on the phone before ...	68	19. How quickly do your department's staff members answer th...		
39	15. About how long did it take to get your problem resolved?	66	17. About how long did it take to get the students' problems...		
40	16. How many times did you have to contact the administrativ...	67	18. How many times do the students have to contact the admin...		
		69	20. If a student contacts your department by fax or e-mail, ...		
41	17.1) No admin staff present during lunch hours..	71	21.2. Are all working stations unmanned during scheduled dai...		
42	17.2) All administrative staff having a social/tea break, an...	75	21.6. Will a staff member interrupt the social /tea break wh...		
43	17.3) Administrative service department not staying open for...	70	21.1. Schedule longer working hours during peak periods		
44	17.4) Administrative service department not staying open on ...				
45	17.5) No additional staff members are moved to the front off...	72	21.3. Do you move additional staff members to the front offi...		
		73	21.4. Do your department employ extra temporary staff during...		
		74	21.5. Are there scheduled social/tea breaks when all working...		
		76	21.7. Do you have a policy to indicate how soon a phone must...		
		77	21.8. Do you have a fixed time-frame to complete an student'...		
		78	21.9. Does the attitude/approach of a student affect your re...		
		79	21.10. Does the attitude/approach of a student affect your s...		
		80	21.11. Do you call a student back after they have been helpe...		
		81	21.12. Do you have sufficient knowledge of other service dep...		
		82	21.13. Do you actively encourage students to enrol for anoth...		
		83	22. When you hear someone else's phone ring and that colleag...		
		84	23. When an incoming caller/student speaks in a language you ...		
		86	25. How often have you received formal customer service trai...	102	3. Administrative staff receive formal customer service training
		87	26. Does your department discuss Customer Service-related is...		
		92	31. How do you see a student from a Customer Service-perspec...		
46	18. The following describe my experience when I contacted th...				
47	19. What did you experience when you made a phone call to th...	85	24. When you receive an incoming call that was meant for ano...		
48	20. If you consider the customer services levels of the NWU ...	88	27. If you consider the customer services levels of the NWU ...		
49	21. Considering the overall value of the studies you/your pa...	89	28. Considering the overall value of the studies the student...	89	28. Considering the overall value of the studies the student...
50	22. Please rate your loyalty towards the NWU	90	29. Please rate your loyalty towards the NWU		
		81	21.12. Do you have sufficient knowledge of other service dep...		
		82	21.13. Do you actively encourage students to enrol for anoth...		
		83	22. When you hear someone else's phone ring and that colleag...		
		84	23. When an incoming caller/student speaks in a language you ...		
		86	25. How often have you received formal customer service trai...	102	3. Administrative staff receive formal customer service training
		87	26. Does your department discuss Customer Service-related is...		
		92	31. How do you see a student from a Customer Service-perspec...		
46	18. The following describe my experience when I contacted th...				
47	19. What did you experience when you made a phone call to th...	85	24. When you receive an incoming call that was meant for ano...		
48	20. If you consider the customer services levels of the NWU ...	88	27. If you consider the customer services levels of the NWU ...		
49	21. Considering the overall value of the studies you/your pa...	89	28. Considering the overall value of the studies the student...	89	28. Considering the overall value of the studies the student...
50	22. Please rate your loyalty towards the NWU	90	29. Please rate your loyalty towards the NWU		
51	23. When I complete my current studies, I will consider enro...				
52	24. I will actively recommend the NWU to friends and family ...	91	30. I will actively recommend the NWU to friends and family ...	107	The majority of students are loyal customers who will become customer
		92	31. How do you see a student from a Customer Service-perspec...	92	31. How do you see a student from a Customer Service-perspec...
				100	1. Are there any references in the NWU-/campus mission statement to a
				101	2. The NWU's organizational culture provides for a CEM-approach towards
				103	4. The HEQC-audit played a major role to create awareness about service
				104	5. A customer-centric approach and proven service quality output forms
				105	There will be a difference in the customer experience level between
				106	There will be a difference in the customer experience level between on-

## 9.4 Appendix 4: Transcription of interview with Registrar A

Structured interview with Registrar A on 29 September 2009		
Item	Speaker	Spoken text
1	Bertus le Roux:	I'm just going to read you the introductory paragraph: This structured interview is interested in the customer service levels you and your administrative staff deliver and experience at the NWU towards students. By participating in this interview you agree that the information you provide may be used for research purposes. The interview is completed anonymously. I request that you participate as truthfully and accurately as possible. Participation is voluntarily. You still have the right to withdraw from the study at any time while participating. I undertake to keep your information confidential, to store the data in a secure place, and to analyse and report your results in aggregated form only, as part of the collective dataset.
2	Registrar A:	OK
3	Bertus le Roux:	The first question is I want you to tell me a little bit more about your background and career up to now.
4	Registrar A:	Career and background?
5	Bertus le Roux:	Yes
6	Registrar A:	Well, I guess I've been in higher education for almost 26 years now and with a background, you know.... academia ....teaching and research ... and management .... Management at senior level. So that is something that I've done for many, many years and I've also studied more or less in the same direction: (inaudible) and management. I studied in the United States and South-Africa, I did research in several countries, I wrote for scholarly journals in Japan, I lead accreditation teams in India, the UK, the US, the Arab Emirates, and the Seychelles. So my speciality, my expertise, is in quality assurance in higher education, and also in medical education. I've written in the field, I've done accreditation programmes in health sciences (particularly medicine and dentistry), and I've also been general manager of the Health Professions Council of South Africa. That's my background.
7	Bertus le Roux:	OK, Thank you very much. I've got a set of statements here. Part of it comes from a service quality model, they call it HEdPERF, and it's related from the SERFPERF quality model, which was adapted for the HE-environment, and some of them are statements that were added from our own literature study. Now this model makes use of a normal seven point Likert-scale (from "strongly agree" to "strongly disagree"). I'll just read the statements to you, and if you can then just indicate to me where you would rate that specific statement from your point of view. The first one says: "The NWU has a professional appearance and/or image"
8	Registrar A:	Strongly agree
9	Bertus le Roux:	The 2nd one: When students has a problem, administrative staff shows a sincere interest in solving it
10	Registrar A:	Agree
11	Bertus le Roux:	Third one: Administrative staff provide caring and individual attention
12	Registrar A:	Agree
13	Bertus le Roux:	Agree. No 4: Inquiries or complaints are dealt with efficiently and promptly
14	Registrar A:	I agree
15	Bertus le Roux:	No 5: Administrative staff are never too busy to respond to a request for assistance
16	Registrar A:	Slightly agree
17	Bertus le Roux:	Number six: Administrative offices keep accurate and retrievable records.
18	Registrar A:	You mean at all campuses?

Structured interview with Registrar A on 29 September 2009

19	Bertus le Roux:	Yes
20	Registrar A:	Slightly agree
21	Bertus le Roux:	OK. Number seven: "When the administrative staff promise to do something by a certain time, they do so"
22	Registrar A:	Agree
23	Bertus le Roux:	Number 8: The opening hours of administrative offices are personally convenient to students
24	Registrar A:	I strongly agree
25	Bertus le Roux:	OK. Number nine: "Administrative staff show positive work attitude towards students"
26	Registrar A:	Agree
27	Bertus le Roux:	Number 10: "Administrative staff communicates well with students"
28	Registrar A:	Agree
29	Bertus le Roux:	Eleven: "Administrative staff have good knowledge of the systems or procedures"
30	Registrar A:	Agree
31	Bertus le Roux:	Number 12: Students feel secure and confident in their dealings with the NWU
32	Registrar A:	Strongly agree
33	Bertus le Roux:	Number 13: "The NWU provides services within reasonable or expected time frame"
34	Registrar A:	Strongly agree
35	Bertus le Roux:	No 14: Students are treated equally and with respect by the administrative staff
36	Registrar A:	Slightly agree
37	Bertus le Roux:	OK. Number 15: "The administrative staff respect the students' confidentiality when they disclose information to them"
38	Registrar A:	Strongly agree
39	Bertus le Roux:	Number 16: "The administrative staff ensure that they are easily contacted by telephone"
40	Registrar A:	I agree
41	Bertus le Roux:	Number 17: "The NWU values feedback from students to improve service quality"
42	Registrar A:	Agree
43	Bertus le Roux:	No. 18: The NWU has an effective delivery procedure
44	Registrar A:	Agree
45	Bertus le Roux:	19: The support services staff members' see students as customers.
46	Registrar A:	Agree
47	Bertus le Roux:	And then 20: The administrative service access points are conveniently located for students
48	Registrar A:	Ja, I agree
49	Bertus le Roux:	OK. The third set of questions: You can just answer the following set of questions and elaborate on it if necessary. The first one: Are there any references in the University's mission statement to a customer-centric approach and specifically service quality?
50	Registrar A:	Yes
51	Bertus le Roux:	OK. No 2: The NWU's organizational culture provides for a customer-centric approach towards students and other customer groups.
52	Registrar A:	No
53	Bertus le Roux:	OK

Structured interview with Registrar A on 29 September 2009

54	Registrar A:	The reason for my answer is that because we had a merger of two different institutions; also from different cultural backgrounds. We are still working towards a common NWU-culture and therefore it is too early in the process now for us to confidently say we have an organisational culture, you know, that has a buy-in of all the students and our customers. The students still approach things differently. You know, the old structures. So that culture is still "work in progress".
55	Bertus le Roux:	OK, thank you. Number three says Administrative staff receive formal customer service training programmes from time to time?
56	Registrar A:	Not from time to time, no.
57	Bertus le Roux:	Do you think more frequently or less frequently?
58	Registrar A:	You see, I think just average. You see, people are conscious of service delivery and customer relations day to day, but I am not aware of getting people frequently to undergo that type of a training. Because we are a university, things happen a different points and different times. At other organisations, for example, regular, highly-customer driven (like in the Health Professions Council) where groups of customers, and the public can call in and complain. Anybody in the country. And the volumes, just in terms of customer care, are just amazingly high. Groups of customers like the government, health professions, universities and so forth. The intensity of customer relations in comparison to what we have here in terms of training of staff - for me, you know, it's not quite comparable. Because, our setting is that we are NWU, we have our students, we relate to the department, we relate to everybody else, and then there's WITS, there's Pretoria, there's UCT, there's 23 different institutions that have their customers, and their customers come from different places. So just in terms of training, as you put it, the University is naturally, you know, every day like other organisations do it, although it is conscious. You know that when people come and enquire, you have to help them...
59	Bertus le Roux:	Yes
60	Registrar A:	And it is not just a matter of going for training together. Other people has been in these positions for a long time, so they know exactly what to do, or how to train their own staff, if they haven't (inaudible) to attend to queries within a day, or within three days. So in other place we have very set standards: if you get a complaint now, or a query, the standard is within 48 hours it must be done, So you don't find that very easily. It must be investigated. You go to the Dean, or you go wherever, but it must be answered promptly, but that's not likely. That training depends on the context. That's why I say, it's to back my answer
61	Bertus le Roux:	Perfect. The fourth question: The HEQC-audit played a major role to create awareness about service quality at the NWU?
62	Registrar A:	Yes
63	Bertus le Roux:	OK, So you are happy with that one. The fifth one: A customer-centric approach and proven service quality output forms part of - this one I can just adapt - Campus Registrar's Key Performance Areas & job evaluation processes- in other words the staff reporting to you. So I am trying to establish whether it part of the measurable in their jobs on the different campuses.
64	Registrar A:	Yes
65	Bertus le Roux:	OK. I have three more questions on the 7-point Likert-scale. The first one says there will be a difference in the customer experience level between younger and older students
66	Registrar A:	I agree

Structured interview with Registrar A on 29 September 2009

67	Bertus le Roux:	OK, and related: There will be a difference in the customer experience level between on- and off-campus students
68	Registrar A:	Yes, I agree
69	Bertus le Roux:	OK, the third one says the majority of students will become customer advocates (that's your highest level of customer loyalty). They should actively recommend the NWU to friends and family members.
70	Registrar A:	I agree
71	Bertus le Roux:	Number five states, or the question is: how do you think is the Operational plan reference to a "a client focus embedded in quality" executed in policies and in practice?
72	Registrar A:	I think ... what we do , as part of our purpose, is to make a contribution to the nation, the public, and we do that in various ways. The contribution that we make in producing knowledge and research, and we fare much better in those tables across the country. The contribution we make in terms of training, of people that go through our doors, in various disciplines, but particularly the training that we do as the second-largest distance education provider. We go to the heart of trying to improve the qualifications of teachers with focus on that quality. The schooling system has been flawed with so many problems and difficulties. We do our small contribution by getting people to improve themselves ... over a distance, but still at the tuition centres. So, I think... quality is at the centre of it. And also standards, because those are two different concepts according to my understanding of it. So we try and maintain as high a standard as possible, but in terms of quality .. you know.. you look at notions. Because quality, you can not define quality. It's like mercury, it's like beauty. But you look at notions like "do people have value for money for what we provide", I would say "yes". "Are we accurate, are we perfect in all we do", I would say "yes, we try our best", and "do people learn anything, do they undergo any transformative learning", I would say "yes". So it is some of those notions, you know, that is slightly different that those rigid academic standards (you have to get so much to get there- that type of thing). So yes, you know, planning, you know, delivering for a plan, we would focus one good product and quality. And it is reflected in course level policies. Whether it is research policy, or teaching and learning plan and/or policies. You can't run away from the notions of excellence, for example "do we get serious"?
73	Bertus le Roux:	OK, perfect. The, considering the overall value of the studies that the students or their parents or their sponsors pay for; would you say that is exceptional value (in other words they get more than what they pay for), or good value ( it is worth about what they pay for it), or poor value (in other words they get less that what they pay for), or you are not sure?
74	Registrar A:	I would say "good value".
75	Bertus le Roux:	OK, No 7: How do you see a student from a customer-service perspective? As just another student, or as an indirect source of revenue (in other words helping to pay the salaries), or is it a customer specifically, or even a possible future student (in terms of extra qualifications or income for the University), or anything else?
76	Registrar A:	No 5.
77	Bertus le Roux:	OK. The last one. Do you have any other comments or remarks about the NWU and its commitment towards a customer-centric approach?

Structured interview with Registrar A on 29 September 2009

78	Registrar A:	<p>Ja, I can make comments. You know, if you speak of customer-centricness, or customer-centric, the first thing you need to consider, is to have very clear standards, that are articulated. In other words, we must say "we know who we are, this is who we are, and this is how we would want to respond to queries or enquiries within a particular time frame". If I get a query, if I can't answer it immediately, I must be able to say "I'll answer you in such-and-such a time", because you need to go and research. And at that time, you must answer it. That shows customer-centricness. And you know, I think, the mention was that if you serve customers in the context of the university, you can not always apply the notion of "the customer is always right", because, sometimes, the customer is not right. There are a number of things, you know, that gives an indication that this is not right, this is not how it should be done. So the approach to customer-centricness must be guided by those standards, clear targets, measurable time-frames, and, you know, turn back if you don't know. "Look, we can't answer you now. Give us some more time", if that's the case. And at least the customer feels, you know, "these people care". At least they came back. So it's just one of the approaches. I was thinking of another one... Now it slipped my mind. But, I feel a customer-centrered approach, you need to be able to, apart from setting standards, have some kind of a promotional approach, you know, in the minds of people. You know, people must be conscious, you know, that this is how we do things here, and customers must also be aware that, when I place a query I expect those kinds of standards. We must publish them in brochures, or on web sites, al over, and then keep to our side of the bargain. At least that shows, that you know, you care for your customers.</p>
79	Bertus le Roux:	<p>OK, thank you very much. Thank you very much for your time.</p>

Total time of interview: 22 minutes 3 seconds

## 9.5 Appendix 5: Transcription of interview with Registrar B

Structured interview with Registrar B on 8 September 2009		
Item	Speaker	Spoken text
1	Bertus le Roux:	The introductory paragraph here says that this is a structured interview and the interest is in the customer service levels that you and your administrative staff deliver and experience at the NWU towards students. By participating you agree that the information you provide may be used for research purposes, but this interview is completed anonymously. I request that you participate as truthfully and accurately as possible. Participation is voluntarily. You still have the right to withdraw from the study at any time while participating. Obviously I undertake to keep your information confidential, to store the data in a secure place, and to analyse and report your results in aggregated form only. In other words, as part of the collective dataset.
2	Bertus le Roux:	Now the first one: Just maybe give me a little background. You career and background up to now?
3	Registrar B:	I got a LLB-degree from the University of Cape Town and a LL.M-degree from (the University of) Edinburgh. I've been lecturing in Private Law since 1987 and I was Dean of the Faculty of Law for a period. In 2005 I became Campus Registrar.
4	Bertus le Roux:	OK. In the higher education-environment there's a specific service quality measurement tool that's been designed for higher education. The call it HEdPERF. There's certain other tools called SERFPERF and SERFQUAL. But then some clever guys developed a specific model. This model has got 20 statements and each of those statements on a seven point Likert-scale you have to grade (from a "1" which is strongly agree" to a "4" which is in the middle, up to a "7" which is "strongly disagree". So if it's OK with you, I will just read those statements to you and you can just say. What would be the easiest for you: to go on the numbers?
5	Registrar B:	The numbers
6	Bertus le Roux:	"1" which is strongly agree" to a "4" which is in the middle. "Strongly disagree" is a "7".
7	Bertus le Roux:	The first one says: "The NWU has a professional appearance and/or image"
8	Registrar B:	Two (agree)
9	Bertus le Roux:	When students has a problem, administrative staff shows a sincere interest in solving it
10	Registrar B:	Three (slightly agree)
11	Bertus le Roux:	Number three: Administrative staff provide caring and individual attention
12	Registrar B:	Three (slightly agree)
13	Bertus le Roux:	Inquiries or complaints are dealt with efficiently and promptly
14	Registrar B:	Three (slightly agree)
15	Bertus le Roux:	Administrative staff are never too busy to respond to a request for assistance
16	Registrar B:	Two (agree)
17	Bertus le Roux:	Number six says: "Administrative offices keep accurate and retrievable records".
18	Registrar B:	Two (agree)
19	Bertus le Roux:	Number seven: "When the administrative staff promise to do something by a certain time, they do so"
20	Registrar B:	Two (agree)
21	Bertus le Roux:	The opening hours of administrative offices are personally convenient to students
22	Registrar B:	Two (agree)
23	Bertus le Roux:	Number nine: "Administrative staff show positive work attitude towards students"
24	Registrar B:	Two (agree)
25	Bertus le Roux:	Number 10: "Administrative staff communicates well with students"
26	Registrar B:	Three (slightly agree)
27	Bertus le Roux:	Number 11: "Administrative staff have good knowledge of the systems or procedures"
28	Registrar B:	Two (agree)
29	Bertus le Roux:	Number 12: "Students feel secure and confident in their dealings with the University"
30	Registrar B:	Two (agree)

Structured interview with Registrar B on 8 September 2009

31	Bertus le Roux:	Number 13: "The NWU provides services within reasonable/expected time frame"
32	Registrar B:	Three (slightly agree)
33	Bertus le Roux:	Students are treated equally and with respect by the administrative staff
34	Registrar B:	Two (agree)
35	Bertus le Roux:	Number 15: "The administrative staff respect the students' confidentiality when they disclose information to them"
36	Registrar B:	One (strongly agree)
37	Bertus le Roux:	Number 16: "The administrative staff ensure that they are easily contacted by telephone"
38	Registrar B:	Two (agree)
39	Bertus le Roux:	Number 17: "The NWU values feedback from students to improve service quality"
40	Registrar B:	One (strongly agree)
41	Bertus le Roux:	No. 18: The NWU has an effective delivery procedure
42	Registrar B:	Two (agree)
43	Bertus le Roux:	No. 19: The support services staff members' see students as customers.
44	Registrar B:	One (strongly agree)
45	Bertus le Roux:	The administrative service access points are conveniently located for students
46	Registrar B:	Two (agree)
47	Bertus le Roux:	OK. Then the third general question says: "Please answer the following questions/statement and elaborate if necessary"
48	Bertus le Roux:	Are there any references in the University's mission statement to a customer-centric approach and specifically service quality?
49	Registrar B:	Yes, there are.
50	Bertus le Roux:	The following is just a statement to say that the NWU's organizational culture provides for a customer-centric approach towards students and other customer groups.
51	Registrar B:	Yes, it does.
52	Bertus le Roux:	Administrative staff receive formal customer service training programmes from time to time
53	Registrar B:	Yes
54	Bertus le Roux:	The HEQC-audit played a major role to create awareness about service quality at the NWU
55	Registrar B:	Yes
56	Bertus le Roux:	A customer-centric approach and proven service quality output forms part of the Directors: Academic Administration's Key Performance Areas & job evaluation processes- in other words the people reporting to you.
57	Registrar B:	Yes
58	Bertus le Roux:	On the same Likert scale – I've just got three more. No 1 says there will be a difference in the customer experience level between younger and older students
59	Registrar B:	Is this on the one to seven?
60	Bertus le Roux:	Also on the one to seven, yes. In other words from a strong agree on one..
61	Registrar B:	Six
62	Bertus le Roux:	So you've got a six? Disagree, OK. There will be a difference in the customer experience level between on- and off-campus students
63	Registrar B:	Yes, I think a three (slightly agree)
64	Bertus le Roux:	OK, that's interesting. The last one deals specifically with the aim of this study: "The majority of students are loyal customers who will become customer advocates". That is the highest level of loyalty. "They should actively recommend the NWU to friends and family members".
65	Registrar B:	Two (agree)
66	Bertus le Roux:	OK. Now, how do you think is the Operational plan reference to a "a client focus embedded in quality" (that phrase appears in the operational plan). How is that executed in policies and in practice at the University?

Structured interview with Registrar B on 8 September 2009

67	Registrar B:	I think the attempt is made to provide a one-stop service. We are not there yet. It is working at Registrations, that has improved. We have a customer survey for students at Registration. We get feedback on that process. That feedback does actively affect the process and I've noticed in my surveys there's an improvement in the customer experience. The one that I was working on now, was admissions office and Finance. Various types of services are located as far as possible at a central point, so that the customer has got a central point access to it. The other thing is we had a toll-free line with a dedicated staff member dealing with complaints. When I talk about customers, I talk about students.
68	Bertus le Roux:	Yes, of course.
69	Registrar B:	They are not suppliers, or ...
70	Bertus le Roux:	Yes, that's great.
71	Bertus le Roux:	If you have to consider the overall value of the studies that the students or their parents or their sponsors pay for; would you say that is exceptional value (in other words they get more than what they pay for), or good value (it is worth about what they pay for it), or poor (in other words they get less than what they pay for), or you are not sure?
72	Registrar B:	It's good value.
73	Bertus le Roux:	OK. The last one: How do you see a student from a customer-service perspective? In other words, is it just another student, or as an indirect source of revenue (in other words helping to pay the salaries), or is it a customer specifically, or even a possible future student (in terms of extra qualifications or income for the University), or anything else?
74	Registrar B:	The student I will see as an important customer who needs to receive proper service in all aspects (Administrative, academic quality programmes)
75	Bertus le Roux:	Do you have any other comments or remarks about the NWU and its commitment towards a customer-centric approach?
76	Registrar B:	I think one of the problems to achieve that, is coordination and internal communication. That to me is the biggest challenge to achieve that, as well as to a lesser degree systems. One thing to me (I don't know if you want me to be very specific here), one thing that I would like, is to be able to link the student system VSS to a document management system, so that as soon as a student write a letter, it is scanned in and attached. So that, when you look at that student, you can see the correspondence.'
77	Bertus le Roux:	Yes.
78	Registrar B:	That for me – I know a lot of companies are doing that – for me means you can stop the pillar-to-post syndrome – sending students from office to office without satisfaction. At a central system point, you can see all the correspondence that the student has send in, and what the response was. They have implemented this Share-thing and I am not sure... I have asked a question there whether it will help... I am not certain that it will. But that would really help with the coordination. A large organization like this with its institutional office... it's the coordination of things and communication internally that makes it problematic to give good customer service. It is part of the challenges. The other is to a degree... we did some training the staff's attitude sometimes is a problem. Let me call it a "civil service mentality", which is a bit nasty to the civil service, but it's that approach where you close the counter and say "come back the next day", which is a challenge.
79	Bertus le Roux:	OK, thank you very much

Total interview time: 12 minutes 59 seconds

## 9.6 Appendix 6: Transcription of interview with Registrar C

Structured interview with Registrar C on 17 September 2009

Item	Speaker	Spoken text
1	Bertus le Roux:	This structured interview and is interested in the customer service levels that you and your administrative staff deliver and experience at the NWU towards students. By participating you agree that the information you provide may be used for research purposes. The interview is completed anonymously. I request that you participate as truthfully and accurately as possible. Participation is voluntarily. You still have the right to withdraw from the study at any time while participating. I undertake to keep your information confidential, to store the data in a secure place, and to analyse and report your results in aggregated form only. That means, as part of the collective dataset. Is that OK?
2	Registrar C:	Yes, that's OK
3	Bertus le Roux:	(Name), if we can start. Can you just tell me a little bit more about your background and career up to now. Where you studied...
4	Registrar C:	OK. I matriculated in a township high school (Noordgesig Secondary) and went on to study, do a diploma in education at a College of Education in Johannesburg. Then, while teaching, I went on to do a degree, a professional degree in Social Sciences, Social Work to be exact, because I was interested to do so.
5	Bertus le Roux:	OK. And then you became a headmaster?
6	Registrar C:	Ok, then I... I have been in the teaching profession for more than two decades. I started in a secondary school being a home economics teacher for four years. Then got married to a pastor, and that makes you very mobile. I had to move from Johannesburg to Vereeniging. And there was no secondary schools, so I actually relaunched my education career and started teaching in a primary school. I taught anything whatsoever the principal decided I had to do. So I had to think on my feet. I had to keep on learning all the time. I did lots of different certificates to just enhance my knowledge in the education sector. I also did a certificate most recently on management in education and so on. Did councillor's training, because I was in a situation where there was numerous problems: poverty, HIV and Aids, violence, whatever you can think of. So it was a challenging, but very exciting period of my life. I went on from being a junior teacher to be a senior and from there deputy-principal; eventually I became the principal of the school. While, at the same time, I was very actively involved in the community, because of the fact that I was in ministry with my husband. So I was involved with child welfare, I was involved with the church's own community projects we launched: with the aged, with the poor, involved with ABET, and I am also doing a programme on the radio that is mainly focussed on woman in poor settings; women that are poor, really uneducated, and see how we can uplift and develop them, inspire them to do things for themselves. And then: it's only recently this University-thing, being a Registrar going for the fourth year.
7	Bertus le Roux:	So you are Registrar now for four years?
8	Registrar C:	Yes, I am the Registrar of the University, so it's a new ball game. But I have to learn daily, get myself up to speed.
9	Bertus le Roux:	OK, now, I want to read you a few statements. I would like you to rate the following statements about the administrative support staff and the North-West University in general by using the scale between one and seven ("1" being strongly agree" and "7" "strongly disagree).
10	Bertus le Roux:	Number one: "The NWU has a professional appearance or image"
11	Registrar C:	Yes, I put it very high. Two (agree)
12	Bertus le Roux:	Number two: When students has a problem, administrative staff shows a sincere interest in solving it.
13	Registrar C:	Yes, I put it at three (slightly agree)
14	Bertus le Roux:	Number three: Administrative staff provide caring and individual attention.
15	Registrar C:	Yes, number two (agree)
16	Bertus le Roux:	Number four: Inquiries or complaints are dealt with efficiently and promptly.
17	Registrar C:	Yes, I think so – also number two (agree)
18	Bertus le Roux:	Number five: Administrative staff are never too busy to respond to a request for assistance.
19	Registrar C:	Number three (slightly agree)
20	Bertus le Roux:	Six: "Administrative offices keep accurate and retrievable records".
21	Registrar C:	They do: Two (agree)
22	Bertus le Roux:	Number seven: "When the administrative staff promise to do something by a certain time, they do so".
23	Registrar C:	Number three (slightly agree)

Structured interview with Registrar C on 17 September 2009

24	Bertus le Roux	Number eight: "The opening hours of administrative offices are personally convenient to students".
25	Registrar C:	Yes, I would say so: Two (agree)
26	Bertus le Roux:	Number nine: "Administrative staff show positive work attitude towards students"
27	Registrar C:	Number three (slightly agree)
28	Bertus le Roux:	10 <sup>th</sup> one: "Administrative staff communicates well with students".
29	Registrar C:	Also three (slightly agree)
30	Bertus le Roux:	Number 11: "Administrative staff have good knowledge of the systems or procedures".
31	Registrar C:	Two (agree)
32	Bertus le Roux:	Number 12: "Students feel secure and confident in their dealings with the University".
33	Registrar C:	Neutral (four)
34	Bertus le Roux:	Number 13: "The NWU provides services within reasonable/expected time frame"
35	Registrar C:	Two (agree)
36	Bertus le Roux:	Number 14: Students are treated equally and with respect by the administrative staff.
37	Registrar C:	Neutral (four)
38	Bertus le Roux:	(15) The administrative staff respect the students' confidentiality when they disclose information to them.
39	Registrar C:	Number three (slightly agree)
40	Bertus le Roux:	(16) The administrative staff ensure that they are easily contacted by telephone.
41	Registrar C:	Slightly agree (number three)
42	Bertus le Roux:	(17) The NWU values feedback from students to improve service quality
43	Registrar C:	Yes, agree (2)
44	Bertus le Roux:	No.18: The NWU has an effective delivery procedure
45	Registrar C:	Yes, two (also agree)
46	Bertus le Roux:	No: 19: The support services staff members' see students as customers
47	Registrar C:	Not always
48	Bertus le Roux:	OK, what would you say?
49	Registrar C:	Let's put it under neutral.
50	Bertus le Roux:	OK. Last one under this point: The administrative service access points are conveniently located for students.
51	Bertus le Roux:	I think so: agree (2)
52	Registrar C:	OK. Then the next set of questions. Please answer the following questions/statement and elaborate if necessary, so you can add if you want to.
53	Bertus le Roux:	Are there any references in the University's mission statement to a customer-centric approach and specifically service quality?
54	Registrar C:	No
55	Bertus le Roux:	The NWU's organizational culture provides for a customer experience management approach towards students and other customer groups.
56	Registrar C:	No
57	Bertus le Roux:	No 3 says administrative staff receive formal customer service training programmes from time to time?
58	Registrar C:	I've heard once. Yes, they do.
59	Bertus le Roux:	OK. The HEQC-audit played a major role to create awareness about service quality at the NWU?
60	Registrar C:	Yes, yes
61	Bertus le Roux:	No 5: A customer-centric approach and proven service quality output forms part of the Directors: Academic Administration's Key Performance Areas & job evaluation processes- in other words the people reporting to you?
62	Registrar C:	Not very clear. It's not very clearly spelt out, but in your mind you know that quality has to drive everything you do as a manager or as a director, but it is not clearly formulated.
63	Bertus le Roux:	Ok, then again on a seven point-scale the fourth set of questions. Please rate the following questions on a scale from one to seven: There will be a difference in the customer experience level between younger and older students
64	Registrar C:	Ja, sure. I agree.
65	Bertus le Roux:	There will be a difference in the customer experience level between on- and off-campus students
66	Registrar C:	For sure. Strongly agree, strongly agree.
67	Bertus le Roux:	The majority of students are loyal customers who will become customer advocates. They should actively recommend the NWU to friends and family members.

Structured interview with Registrar C on 17 September 2009

68	Registrar C:	Yes, that happens all the time. I'm not sure whether it's because of the service, or because they love .. their friends, or what happened here. That's your side.
69	Bertus le Roux	Fifth question: How do you think is the Operational plan reference to a "a client focus embedded in quality" (that phrase appears in the operational plan). How do you think that takes place in policies and in practice at the University?
70	Registrar C:	Well, I think the audit has made a big difference. Before it was on paper, but it was not really something that has taken a code of, like it's happening now, because we have a gap register as a result of the audit. So each and every manager and director is responsible to take a look at the gaps and see to it that issues that are pointed out in the gap register are received. So there is a bigger emphasis on quality. And then the other issue is that when we do performance appraisals, quality is more evident - where we can evaluate it - the performance of the staff. So it puts a focus on the value that the staff member has added or not. And the fact that it is discusses with the employee if it happens.
71	Bertus le Roux	No six: There's basically four possibilities: Consider the overall value of the studies that the students or their parents or their sponsors pay for; would you consider it to be an exceptional value (in other words they get more than what they pay for), or good value (it is worth about what they pay for it), or poor (in other words they get less than what they pay for), or you are not sure?
72	Registrar C:	No, I think they get good value.
73	Bertus le Roux	No 7: How do you see a student from a customer-service perspective? As a student, as an indirect source of revenue (in other words helping to pay the salaries), or is it a customer specifically, or even a possible future student (in terms of extra qualifications or income for the University), or other?
74	Registrar C:	Yes, I would like to combine 2 and 3, because "yes", students are a source of revenue, but that's not the only thing and that shouldn't be foremost in our minds, because we have to treat every ... when we talk about customers, we talk about rendering a service that is of quality, that is value-based, where respect would come into play, where we'll have concern for their needs, where we will listen when they speak to us, and .. yes.
75	Bertus le Roux	OK, excellent. And the very last question, very much in the same line. Do you have any other comments or remarks about the NWU and its commitment towards a customer-centric approach?
76	Registrar C:	Yes, I think that more and more the NWU will have a greater concern with customer care, because we will find ourselves competing more and more for students. So that in a sense will force us to be more aware of customers, and more aware of the kind of service that we render to our customers, and to understand that our customers are the ones that brings in other customers, that brings in business if we can put it that way. So, there is a commitment, just the fact that we have opened the gap register, that it becomes part of the KPA of every manager and director and so on. That we are responsible, because we have taken the position that we are not going to do our business driven by committees, but individuals will be responsible for the decisions they have taken. So, I must also say that challenge is since individuals are responsible to drive quality in their departments, they are responsible to transfer that quality mindset to all the staff members, because it can't be done as an individual, but it must be done as the staff. We must all be committed to rendering a quality service. We are just as strong as the weakest link.
77	Bertus le Roux	OK, thank you very much

Total time of interview: 16 minutes and 26 seconds

## 9.7 Appendix 7: Transcription of interview with Registrar D

### Structured interview with Registrar D on 13 October 2009

Item	Speaker	Spoken text
1	Bertus le Roux:	OK. This structured interview and is interested in the customer service levels you and your administrative staff deliver and experience at the NWU towards students. By participating you agree that the information you provide may be used for research purposes. The interview is completed anonymously. I request that you participate as truthfully and accurately as possible. Participation is voluntarily and you still have the right to withdraw from the study at any time while participating. I undertake to keep your information confidential, to store the data in a secure place, and to analyse and report your results in aggregated form only. That means, as part of the collective dataset. Thank you very much for your time and effort. The first question: Please tell me a little bit more about your background and career. Just briefly.
2	Registrar D:	I started my career with the Department of Justice. Thereafter I qualified as an attorney, and then I joined the former Potchefstroom University as a lecturer in the department of Mercantile Law. My lecturing instruction was to lecture mercantile law to the B.Comm-students, and I have been campus registrar since 2005. I have legal- and accounting qualifications.
3	Bertus le Roux:	OK, that's perfect. The next question is one that you also asked to the students and staff and it comes from a service quality measurement instrument developed overseas. It works on a seven point Likert-scale from a "1" which is "strongly agree" to a "4" which is in the middle, up to a "7" which is "strongly disagree" It's got 20 statements related to service quality in the administrative environment. I will read them to you and you can just indicate where you would rate those statements; whether you agree or disagree
4	Registrar D:	Do I have to answer the questions in the wider context of the NWU, or from my own work environment?
5	Bertus le Roux:	No, from your own work environment. The first one says: "The NWU has a professional appearance and/or image"
6	Registrar D:	I agree with that
7	Bertus le Roux:	When students has a problem, administrative staff shows a sincere interest in solving it
8	Registrar D:	I agree with that
9	Bertus le Roux:	Thank you. Number three: Administrative staff provide caring and individual attention
10	Registrar D:	Ja, I agree with that.
11	Bertus le Roux:	Number four: Inquiries or complaints are dealt with efficiently and promptly
12	Registrar D:	Not always.
13	Bertus le Roux:	Would you say "slightly agree"?
14	Registrar D:	Yes, slightly agree.
15	Bertus le Roux:	OK. No 5: Administrative staff are never too busy to respond to a request for assistance
16	Registrar D:	That's not always true.
17	Bertus le Roux:	Slightly agree?
18	Registrar D:	Yes, slightly agree.
19	Bertus le Roux:	No 6: Number six "Administrative offices keep accurate and retrievable records".
20	Registrar D:	No, also "not always"
21	Bertus le Roux:	Also "slightly agree?"
22	Registrar D:	Yes
23	Bertus le Roux:	When the administrative staff promise to do something by a certain time, they do so
24	Registrar D:	Yes, most of the time.
25	Bertus le Roux:	So you also agree?
26	Registrar D:	Yes
27	Bertus le Roux:	students
28	Registrar D:	Yes
29	Bertus le Roux:	Also agree. OK. Number nine: "Administrative staff show positive work attitude towards students"
30	Registrar D:	Yes, I agree
31	Bertus le Roux:	Number 10: "Administrative staff communicates well with students"

**Structured interview with Registrar D on 13 October 2009**

32	Registrar D:	No, not always.
33	Bertus le Roux:	Slightly agree, or neutral, or disagree?
34	Registrar D:	I'd rather disagree. We can improve on that.
35	Bertus le Roux:	So slightly disagree, or...
36	Registrar D:	Slightly disagree
37	Bertus le Roux:	Number 11: "Administrative staff have a good knowledge of the systems or procedures"
38	Registrar D:	Yes, agree
39	Bertus le Roux:	Number 12: "Students feel secure and confident in their dealings with the NWU."
40	Registrar D:	Yes, I agree with that.
41	Bertus le Roux:	Number 13: "The NWU provides services within reasonable or expected time frame"
42	Registrar D:	Yes
43	Bertus le Roux:	14: Students are treated equally and with respect by the administrative staff
44	Registrar D:	Yes, I agree. I slightly agree
45	Bertus le Roux:	Slightly agree. OK Number 15: Administrative staff respect students' confidentiality when they disclose information to them
46	Registrar D:	I slightly agree
47	Bertus le Roux:	Number 16: The administrative staff ensure that they are easily contacted by telephone
48	Registrar D:	Yes, agree
49	Bertus le Roux:	Number 17: The NWU values feedback from students to improve service quality
50	Registrar D:	Values feedback? From students? We value it?
51	Bertus le Roux:	Yes
52	Registrar D:	Yes, we do
53	Bertus le Roux:	No. 18: The NWU has an effective delivery procedure
54	Registrar D:	Yes, we have
55	Bertus le Roux:	No: 19: The support services staff members' see students as customers
56	Registrar D:	Yes, they do
57	Bertus le Roux:	No 20: The administrative service access points are conveniently located for students
58	Registrar D:	We have no .. Not much of a choice where we place it. It is convenient as we can offer.
59	Bertus le Roux:	Would you then slightly agree, or disagree?
60	Registrar D:	I slightly agree
61	Bertus le Roux:	OK, the following five questions are straight-forward yes-/no- or not applicable questions. The first one: Are there any references in the University's mission statement to a customer-centric approach and specifically service quality?
62	Registrar D:	Yes, by implication. Not expressly.
63	Bertus le Roux:	No 2. A question on which you can just state "yes" or no". The NWU's organizational culture provides for a customer-centric approach towards students and other customer groups.
64	Registrar D:	Is that in the wider context, or only where I work?
65	Bertus le Roux:	Only in your environment.
66	Registrar D:	Yes
67	Bertus le Roux:	No 3: Administrative staff receive formal customer service training programmes from time to time
68	Registrar D:	Yes
69	Bertus le Roux:	The HEQC-audit played a major role to create awareness about service quality at the NWU
70	Registrar D:	It contributed towards it. We had customer service training long before the HEQC-audit
71	Bertus le Roux:	But would you say it is a "yes" or a "no"?
72	Registrar D:	Then it's a "yes".
73	Bertus le Roux:	OK, the following one says "A customer-centric approach and proven service quality output forms part of the Directors: Academic Administration's Key Performance Areas & job evaluation process".
74	Registrar D:	Yes
75	Bertus le Roux:	Again three questions on the same survey and Likert-scale. The first one says there will be a difference in the customer experience level between younger and older students.

**Structured interview with Registrar D on 13 October 2009**

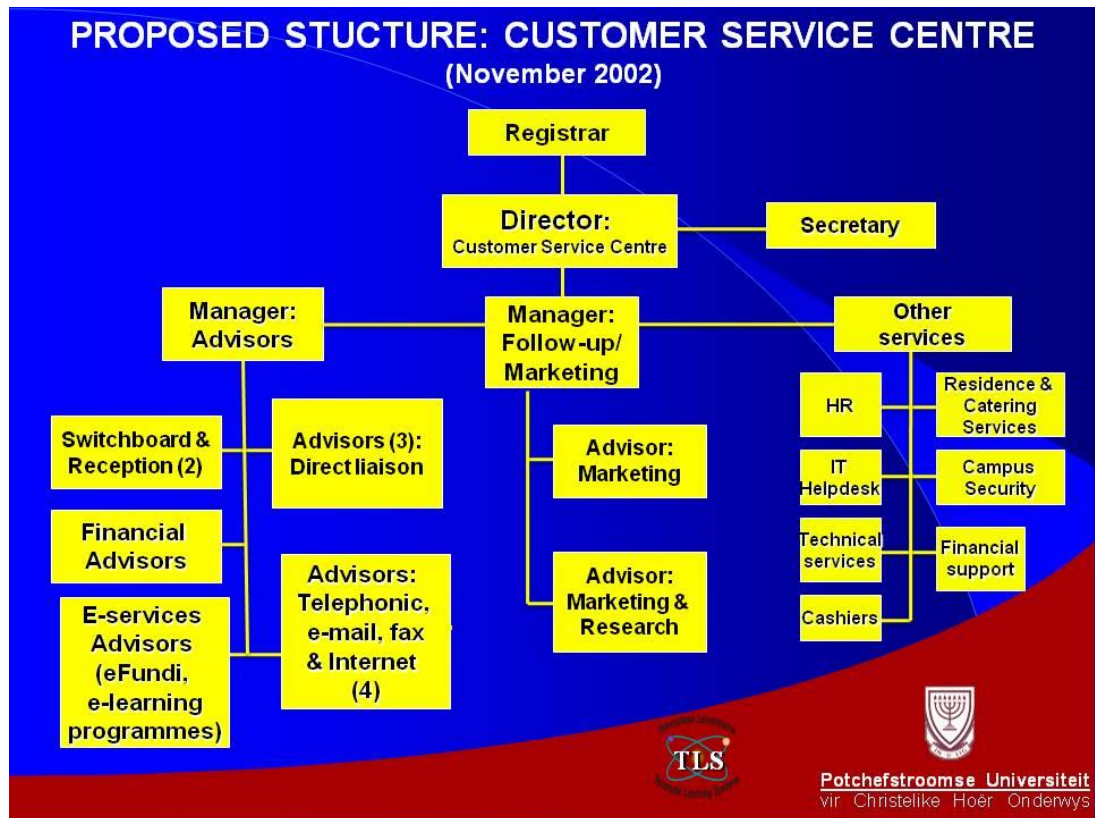
76	Registrar D:	Yes
77	Bertus le Roux:	You agree?
78	Registrar D:	Yes, I agree.
79	Bertus le Roux:	OK. The second one: There will be a difference in the customer experience level between on- and off-campus students?
80	Registrar D:	Yes, there will be a difference.
81	Bertus le Roux:	The third one says: " The majority of students are loyal customers who will become customer advocates- in other words promote you. They should actively recommend the NWU to friends and family members.
82	Registrar D:	Yes, that's what we should achieve.
83	Bertus le Roux:	And, how do you think is the NWU's Operational plan reference to a "a client focus embedded in quality" executed in policies and in practice at the University? So in the operational plan this quote "a client focus embedded in quality" appears. There's a client focus embedded in quality. Now the question is, how do you think we do it in practice and policies?
84	Bertus le Roux:	Operational plan?
85	Registrar D:	Yes
86	Bertus le Roux:	Now, I mean, if you have to think there is any specific reference to it, you can just say it like that. There is an Operational Plan that I found on the university's web site in a search towards looking at .. do our policies refer... does the mission or vision refer to quality. I didn't find it there, but I did find it the Operational Plan - that they refer to a client focus embedded in quality, and the only policy that I could find that refer to it is the student feedback on teaching and learning. There is a direct link.
87	Registrar D:	Between the operational plan?
88	Bertus le Roux:	Between the operational plan. So the operational plan as I see it did lead to the creation of a policy of student feedback on teaching and learning, but nothing else. So that is one of the things I am focusing on. To give you more background: One of the arguments I am following, is to say "It is good to say we have a client focus, it is good to create a policy where you say we will measure feedback in the classrooms, but I see a gap in the system that we do not have a policy taking it to our environment - the administrative environment.
89	Registrar D:	Yes
90	Bertus le Roux:	So I think there's a need for improvement.
91	Registrar D:	That's in your quality manual. That's in the quality manual of your department.
92	Bertus le Roux:	OK, then we get to the answer. So you say in the quality manuals of your department?
93	Registrar D:	Not necessary in the quality manuals, but procedure manuals also cover where do you test and how do you test and why do you test quality. You get quality of service and quality of whatever, but that's in that manual. A policy will not necessarily... a policy is over-arching - it should be there in implementation phase where you have a stronger client-focus.
94	Bertus le Roux:	OK, that's good. I think we... that's the right direction to go. Two more questions that we also ask the students and staff: If you have to consider the overall value of the studies that the students or their parents or their sponsors pay for, would you say that is exceptional value (in other words they get more than what they pay for), or good value ( it is worth about what they pay for it), or poor (in other words they get less than what they pay for), or you are not sure?
95	Registrar D:	I think they get more than what they paid for. Are we comparing what they get here compared to other institutions?
96	Bertus le Roux:	No. Just in your own environment. In other words, in terms of the concept of value for money.
97	Registrar D:	Ja, but I have no benchmark to test value for money against.
98	Bertus le Roux:	OK, Now, I agree, but in your perception, in a generic mindset. Would you say ... If you just take what they pay for... their tuition fees (R20,000 a year). The return on investment - what they get for it. Do you think it's in line with what they pay for, or it's..
99	Registrar D:	No, I think they get good value for money.

**Structured interview with Registrar D on 13 October 2009**

100	Bertus le Roux:	But would you rate it as exceptional or good?
101	Registrar D:	No, we can improve. So it's good.
102	Bertus le Roux:	OK. No 7: How do you see a student from a customer-service perspective? In other words, is it just another student, or as an indirect source of revenue (in other words helping to pay the salaries), or is it a customer specifically, or even a possible future student (in terms of extra qualifications or income for the University), or anything else?
103	Registrar D:	What is the first alternative?
104	Bertus le Roux:	The first one is just another student. The second one is an indirect source of revenue, then a customer, and then a step higher as a returning customer providing income for the University?
105	Registrar D:	I see it as students.
106	Bertus le Roux:	As students, OK. Now the very last one- and that's an open-ended one: Do you have any other comments or remarks about the NWU and its commitment towards a customer-centric approach? I think we can perhaps start with those remarks about the
107	Registrar D:	I think in general we can improve on our customer service towards our students, but I think we must see the concept of customer a little bit wider, because most of our students - their parents are very much involved. So the parents also want to feel "I received good value for money". If you look at the complaints we receive, it is very often... the origin of the complaint is that the parent is mis-informed, or not correctly informed. And his only source of information is his child, which is our student. I think communication to students and their parents should be clear, regular, to the point. Although most of our students are majors students now. When they come here, the parents are still very much involved. I don't know whether the community where we are situated, is seen as a customer, but all three campuses, and especially ours: we must work towards the point where the community sees the university as an asset. But we must prevent getting to the point where the community gets to the point where they think they are joint owners thereof. That they become too much involve. But we must be an asset in the community where we are situated. Although not directly in my line of function or my department, I have experienced, or been in contact with alumni who feel neglected, and who are not very well-informed. I couldn't really ascertain their source of feeling of being neglected, but I think communication to the alumni previously was in the form of printed material and apparently that has stopped. The only information alumni receive is through electronic communication. I think that has caused a gap. The specific alumni I am referring to were on the list. The university have their addresses and telephone numbers. Also with, if I think back... with the merger. I know of a number of alumni who then stopped their contributions because of the merger. Because they wanted to... they tried to blame the Potchefstroom University. But I think if they were better informed, they wouldn't have had that attitude. The alumni are in the workplace. So I think as image builders and as our marketing agents... that's a very good market we could explore.
108	Bertus le Roux:	OK, perfect. Thank you.

**Total time of interview: 17 minutes 47 seconds**

9.8 Appendix 8: Proposed organogram for a Customer Service Centre



Source: Van Wyk (2002)



9.10 Appendix 10: The “message of the day”-function used to inform students about the availability of the CEM-questionnaire on the e-Fundi homepage

eFundi : My Workspace : Home - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://efundi.nwu.ac.za/portal

Logout

My Workspace ITO Staff customer experience / Personeel klientediensvraelys Stats Student customer experience / Studente klientediens ervaring

Home

- Membership
- Schedule
- Announcements
- Worksite Setup
- Preferences
- Account
- Study Guides
- Help

Users present:

AA Bertus

Message of the Day

Customer Service

What do you think?! Wat dink jy?

- Please rate your customer experience from NWU admin staff and stand the chance to win a brand-new Nokia 5030. You will only need 10-15 minutes
- Sê jou sê oor jou eie ervaring as klient van die NWU admin-personeel en jy wen dalk 'n splinternuwe Nokia 5030. Dit sal slegs 10-15 minute van jou tyd in beslag neem.

Click on the **Student customer experience**-link next to your modules and then select “Begin”

Volg die **Studente klientediens ervaring**-kakel langs jou modules en kies dan “Begin”

Info: 018-299-4019

Recent Announcements

Announcements

View All

There are currently no announcements at this location.

Calendar

Options

October, 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
11	12	13	14	15	16	17

9.11 Appendix 11: The internal advertisement used to inform students about the availability of the CEM-questionnaire on e-Fundi at the campuses

**Customer Service**

**Our priority:**  
**customer experience**

**What do you think?/ Wat dink jy?**

- Please rate your customer experience from NWU admin staff and stand the chance to **win a brand-new Nokia 5030**
- Sê jou sê oor jou eie ervaring as kliënt van die NWU admin-personeel en jy **wen dalk 'n splinternuwe Nokia 5030**

Questionnaires available @ **eFundi** (Drop-down menu at the top right-hand corner)  
Vraelyste beskikbaar op

Info: 018-299-4019

9.12 Appendix 12: Screen shots used to instruct the students how to complete the e-Fundi questionnaire

1. Please sign in at eFundi and select the questionnaire

Subject	From	Site
<a href="#">Slepe 09/10</a>	L Van Der Westhuizen	SR@info
<a href="#">Nuwe EES / New EES</a>	JJ Bosman	MEGI_479_P_2009

2. Select "Begin"

Type	Title	Status	Open	Due	Time Limit	Tries	Finished	Grade
Questionnaire	student customer experience	Ready to begin	Sep 1, 2009 8:00 AM	Oct 31, 2009 12:00 AM	∞	0 / 1	-	<b>N/A</b>

**3. Scroll down & select "Begin" again**

**Begin Survey**

**Questionnaire: student customer experience**

Dear student

This survey is interested in the customer service levels you experience as a student at the NWU from administration staff and the University in general. You have been randomly selected from the NWU student database to participate in this study. By completing this survey you agree that that the information you provide may be used for research purposes. The survey is completed anonymously. We request that you complete this survey as truthfully and accurately as possible. Participation is voluntarily, and you have the right to withdraw from the study at any time while completing the survey. The researchers undertake to keep your information confidential, to store the data in a secure place, and to analyse and report your results in aggregated form only (as part of the collective dataset). Thank you very much for your time and effort to complete this survey and helping us to improve our customer services at the NWU.

**This is a Survey**

- Surveys are anonymous by design. Your identity is never revealed.
- Surveys do not have a point value and do not appear in the Gradebook.
- **You may answer a question only once.**
- Once you move on to the next question, you will not be able to return to any previously answered questions to change your answers.
- Please review your answers closely prior to clicking on "Next".
- You may click on "Continue Later" at any time and return to where you left off to finish the assessment later.

**Begin** **Cancel**

**4. Read the question, select the correct answer, and then select "next". Continue with the next questions in the same manner until you have completed them all. If you need to interrupt the questionnaire, select "continue later". Next time you log in, you can start at the first unanswered question.**

**Part 1 of 1 Part1**

**Question 1 of 52**

1. gender

Please indicate your

A. Male

B. Female

**Next**

**Continue Later** **Finish** **Instructions**

**5. Please select "FINISH" at the end of the last question to have your questionnaire submitted to eFundi. Thank you for your time and effort**

9.13 Appendix 13: An example of the e-Fundi site statistics page

