

Feedback from the front line:

Engaging front-line employees in service innovation

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Agenda

1. Study Background
2. FLE Feedback Framework
 - Overview
 - Action Points
3. FLE Knowledge
 - FLE Knowledge Matrix
 - Interview Findings
4. Framework Application
5. Limitations of the Study



Study Background

Fostering frontline feedback can entail multiple benefits

Access to service related knowledge



- Difficult to access
- Potentially reserved in voicing their opinion
- Single-customer experience

- Easily accessible
- Dual-perspective view
- Multiple-customer experience

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Further expected impacts of fostering FLE Feedback (Santos-Vijande et al. 2015)

- Increased employee satisfaction and creativity
- Better employee commitment to the company
- Identification of market trends and requirements

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Study Objective

1. Developing a practice-oriented framework helping service companies to improve FLE feedback processes
2. Deriving a list of action points for a case study

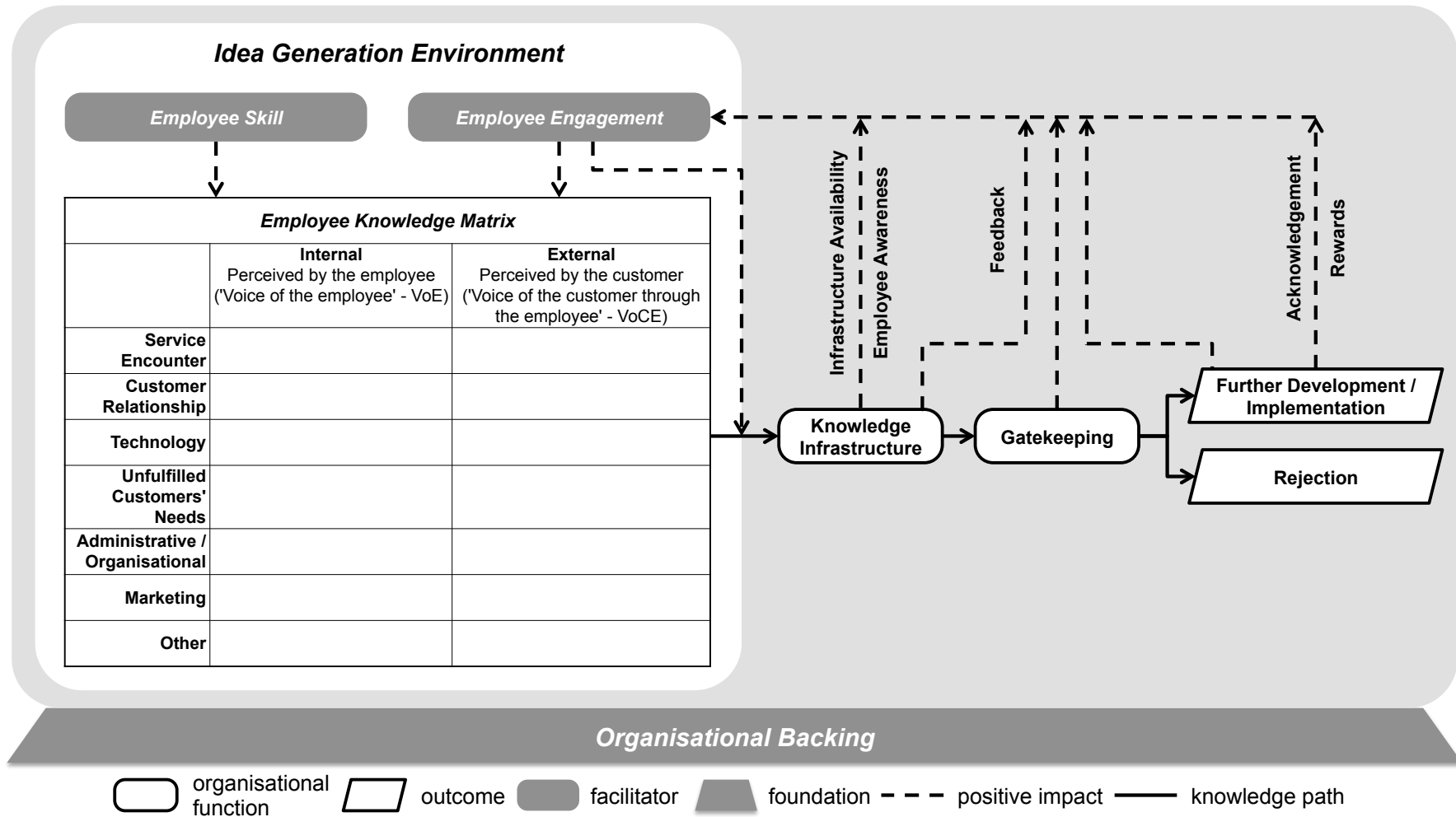


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FLE Feedback Framework

Overview



FLE Feedback Framework

Foundation

- Making FLEs feel their contributions are vital for the company's success
- Involvement of FLEs in innovation processes
- Resource allocation to frontline learning
- Accessibility of the management

→ Integrating FLE feedback into the company's philosophy

Organisational Backing



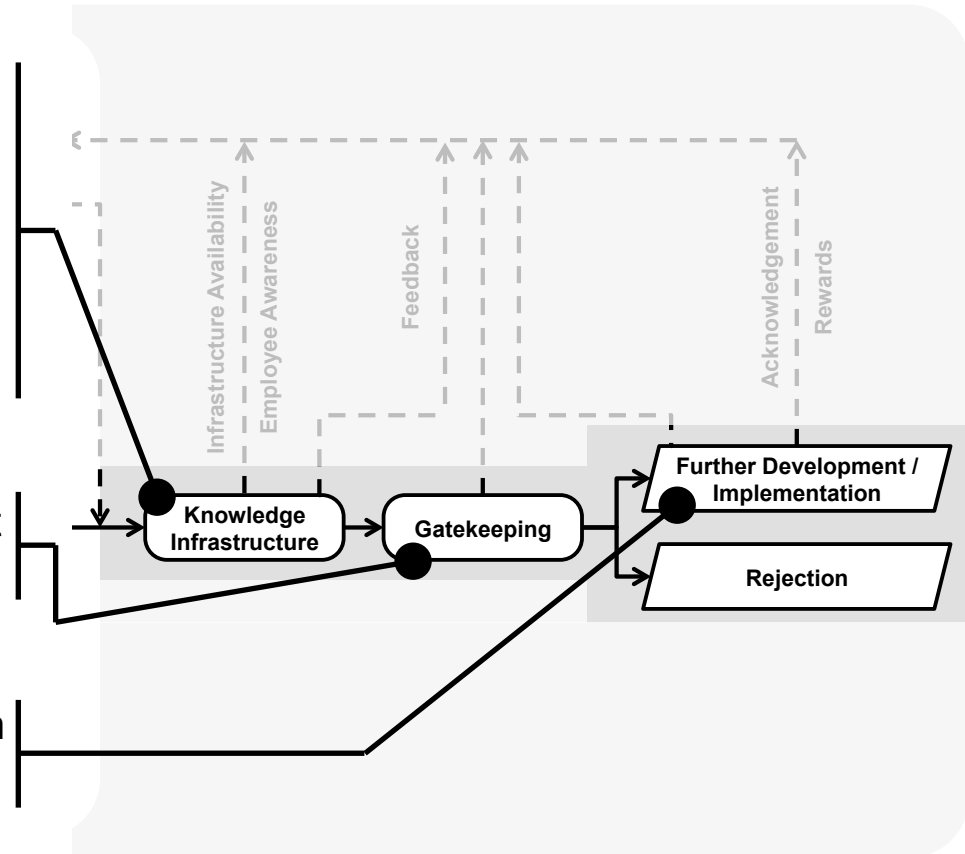
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FLE Feedback Framework

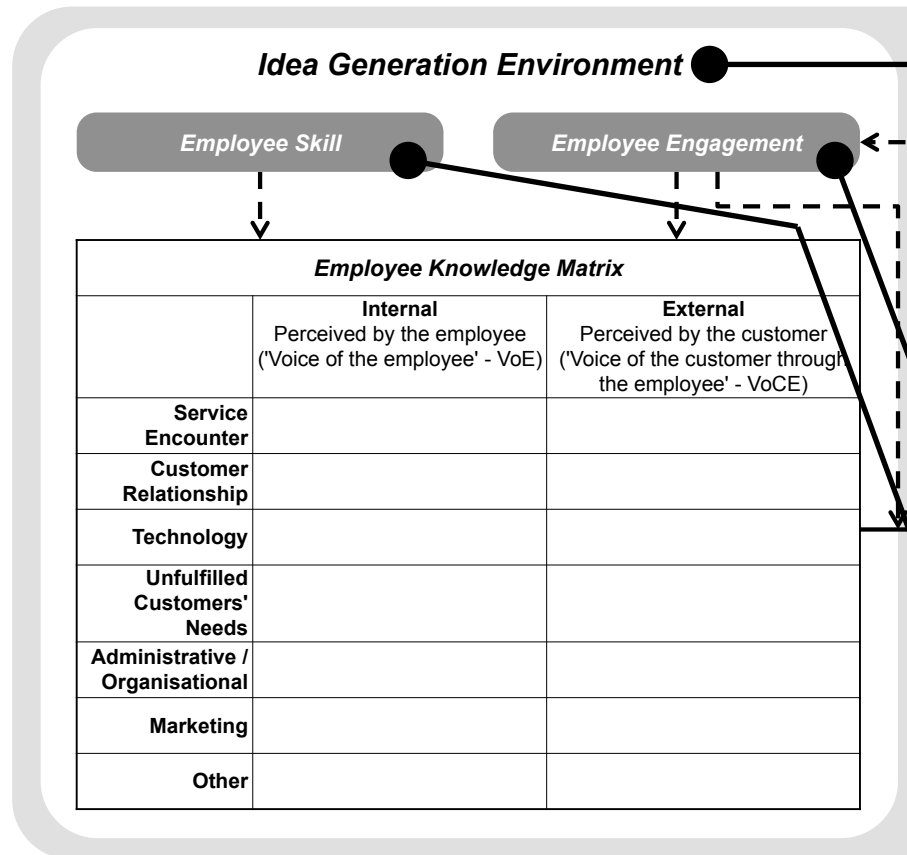
Knowledge flow

- Effective measures for knowledge transfer have to be provided
- Systems should allow two-way communication and tracing of input
- Cross-level and group interactions expected to be most effective
- Systematic and efficient ways to select useful ideas have to be in place
- Process not complete before utilisation of input



FLE Feedback Framework

Idea Generation Environment



- Sustaining employee latitude
- No enforcing of ‘hyper professional’ attitudes
- Allowing employees to contribute to and take part in the service design
- Managing employee engagement in generating and especially passing on knowledge
- Being aware of the overall skills of FLEs



Action Points – Framework Conditions

1

Short Term



- Explicitly promote FLE feedback
- Implement gatekeeping rules and establish related responsibilities

2

Medium Term



- Actively mine knowledge from FLEs
- Update and systemize feedback channels
 - Setup central system for accumulating feedback
 - Improve feedback tracking and follow up capabilities
- Create space for FLE group interaction

3

Long Term



- Implement cross-level improvement approaches
- Integrate feedback in to company philosophy



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Organisational Backing

Employee Perceptions

- Many FLEs have the feeling that FLE feedback is not sought by the management

"I wouldn't say, in a big picture, that [feedback is] actively encouraged and actively discussed"

"I don't have the impression that the administrators are looking for tutors to make suggestions or anything like that."

"In my experience, I don't recall they asked, what we think about tutoring or whatever, I mean the service we're providing. I've never been asked for that before."

"I think maybe if they open the dialog a little more, asking not just how can you help other tutors, but how can you help [platform name] as a whole?"

"I just don't really get the sense that they're all that interested in our opinions."



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