

THE **DEFICIT** GUEST™

User's Guide & Training Role Plays Handbook

PREVIEW

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How to Use This Guide

The *Difficult Guest User's Guide* offers you a variety of tools and flexible approaches for making the best use of this program:

Tools You Can Use

The Difficult Guest is a complete program which can be fitted easily to the needs of individuals or groups. Its component parts are straightforward and largely self-explanatory.

- 20-Minute Video
- Role Play Videos
- Interactive Workbook
- "Review Your Skills" Assessment
- Detailed Learning Objectives

A Flexible Approach

The Difficult Guest is a program designed to accommodate different learning styles, different learning environments, and different time constraints.

This *User's Guide* will help you with any and all of the following:

- Introducing the film, "The Difficult Guest"
- Introducing the using the video Role Plays
- Instructing self-directed learners
- Setting up and facilitating Group Training Sessions
- Using the accompanying book
- Administering the "Review Your Skills" Assessment

Learning Objectives

When you have successfully completed this program you will be able to:

- State the key reasons why customer service counts

- Describe the **distracted guest**, and the baggage they carry
- Welcome distracted guests and take care of their needs quickly
- Practice **empathy** with your clients, customers and guests
- Describe the **disappointed guest** and the baggage they carry
- Realize your own negative responses and work through them
- Define and put into practice the **L.A.S.T.** technique:
 - L** ISTEN to your guests carefully
 - A** POLOGIZE for their inconvenience
 - S** OLVE their problems quickly and efficiently
 - T** HANK them and invite them back
- Identify three reasons why it's hard sometimes to apologize
- Demonstrate ways to **personalize** your problem-solving
- Describe the **disruptive guest** and apply L.A.S.T. to him or her
- Take the **extra service steps** that turn difficult guests into your best guests!

Film Summary

The centerpiece of this program is the film, "The Difficult Guest." Through the use of dramatic vignettes, humorous examples, and the guidance of a friendly host, Ken, we discover how to handle difficult guests and, if possible, anticipate their problems.

Ken greets us from an airport baggage line, setting up a variety of the characters and situations we will see. He emphasizes that most guests really expect to be treated just as they would if they were guests in your home. Difficult Guests are of three types:

1. Distracted Guests
2. Disappointed Guests
3. Disruptive Guests

As we visit other customer service situations, we learn more about

each of these types. The ***Distracted Guest*** always arrives with "baggage" and needs to be taken care of promptly. We see examples of empathy and anticipation in taking care of this guest's needs. The ***Disappointed Guest*** may be disappointed in either our products or services. We explore ways to deal with this guest and check our own "baggage" --- our impulse to flee or fight. The ***Disruptive Guest*** is that monster that can create problems for everyone --- someone none of us wants to meet.

The formula for dealing with our difficult guests is defined and explained in the latter half of the film --- **L.A.S.T.**

- L. Listen
- A. Apologize
- S. Solve
- T. Thank

By the end of the film we've seen L.A.S.T in action and a variety of situations that turn difficult guests into welcomed guests.

This *User's Guide* offers three options for implementing the program:

- 1. Self-Study**
- 2. One-Hour Group Sessions**
- 3. Half-Day Group Sessions**

Because the materials are flexible, feel free to adapt the content to fit your own needs, training skills and requirements.

Self-Study

The Difficult Guest makes an ideal self-paced, self-study program. Participants can complete the program using a VCR at work or at home, and individualized responses to their workbooks.

Option A: Individual

1. Skim the workbook for an introduction to the program
2. View *The Difficult Guest*
3. Read the workbook section by section, fill out the Evaluations and Your Turn segments
4. Watch each Video Role Play and answer the questions for each scene. A script and set of questions for each scene are provided in this User's Guide starting on page 17.
5. Complete the Assessment, then check your responses using the Key on pages 46-47.

Option B: Individual with Coach

1. View *The Difficult Guest*
2. Read the workbook section by section, fill out the Evaluations and Your Turn segments
3. Meet with your Coach for review
4. View some or all Role Plays with your Coach or on your own
5. Complete the Assessment
6. Review the Assessment and other materials with your coach.

Preparing for Group Sessions

The Difficult Guest is designed to make group sessions easy, even if you have little previous experience. You'll have ample opportunity to customize the program, inserting your own experience and expertise.

- Audience.

Make sure you're aware of the level of your participants --- associate, supervisory, management --- and their particular needs and expectations.

- Room Requirements.

You need a room large enough to accommodate your number, with comfortable movable chairs and tables for writing. A flip chart and white board will help if you wish to note down your agenda and action items. Lights that dim are useful to improve picture quality but still allow you to monitor group reactions.

- Materials.

You'll need a VCR and monitor (1/2" VHS format). A remote control is useful but not necessary.

Name tags or name tent cards are useful for larger sessions where everyone doesn't know everyone else.

Provide a copy of *The Difficult Guest Workbook* for each participant, and carry a couple of spares just in case.

Provide a pencil for each participant, and encourage note taking either in their books or on a separate notepad you provide.

Ice water and refreshments are optional, but nice for longer sessions.

Always arrive early and check room arrangements. Arrange seating so people can both view the film then discuss afterwards with eye contact.

Try to greet each participant and introduce yourself as they come in. This is a great icebreaker and decreases the distance between you and your participants.

Making Your Sessions More Effective

- *Have an Agenda.* Adult learners like to know what they're doing.

- *Define Time Requirements.* Let people know how long they'll be there, doing what, and when you'll break and finish.

- *Encourage Discussion.* Use icebreakers and introductions to set up an interactive atmosphere, not a lecture.
- *Do Quick Surveys.* "How many of you have ever..." is a great way to get hands in the air and discussion underway.
- *Ask open-ended questions.* People will open up if you keep your questions open: "How do you feel when..."
- *Establish a non-threatening environment.* People will open up more if they don't feel they're being judged or graded. Let them know there are no wrong responses.
- *Let the materials do the work.* Read your audience. If they're uptight or look like they have a short attention span, get them started early on the film. If they want the theory before the demonstration, introduce the concepts or workbook first.
- *Stay positive!* Have fun and encourage others to do so as well. Participants who leave with smiles on their faces will be more motivated when they get back on the job.

One-Hour Group Sessions

Pre-Work or Not?

Decide whether or not you wish to distribute workbooks to participants before they come to class. Often this can provide a good set-up and maximize your class time.

Pre-work assignment: You may wish participants to fill out one or more of the Evaluations to provide a jumping-off place for discussion once you get together as a group.

Option A: Film/Book

Option A does not involve any pre-work.

Welcome and Overview

5 minutes

- Welcome participants and introduce yourself. Tell them briefly about your own background and your interest in quality customer service.

- Ask them to briefly introduce themselves.
- Show them the workbook, *The Difficult Guest*, and explain that these will be distributed after you've viewed the film.

View *The Difficult Guest* 20 minutes

Reaction/Discussion 15 minutes

- Ask specific questions that will tie film content to your own environment
- Ask for volunteers until people get comfortable

One-Hour Group Session (cont.)

- Questions:
 1. Can someone volunteer an example of a distracted guest in our work environment?
 2. How about a disappointed guest?
 3. Tell us a story about a disruptive guest?

Introduce *The Difficult Guest Workbook* 5 minutes

- Hold up a book and explain that each participant will be given their own copy to personalize.
- Show the interactive areas and encourage people to read the book with a pencil in hand
- Show the specific exercise you've chosen as your "ice-breaker", giving its page number, and giving quick instructions on how to fill it out.

Distribute *The Difficult Guest Workbook* and Do Evaluation or Exercise 5 minutes

Discuss Evaluation as Example 5 minutes

- Use your own score as a way to encourage others to share
- Find a consensus by taking a survey on what tend to be strengths or weaknesses
- Suggest this is how the rest of the book will be used

Conclude 5 minutes

- Let participants know Role Play Video is available for self study; show Assessment if you tend to use it; arrange check back or submission of Assessment.

Option B: Book/Film/Book

Option B does involve pre-work. Workbooks will have been distributed to participants, who are instructed either to simply familiarize themselves with the content or to do a specific exercise or exercises as preparation for class.

Welcome and Overview

5 minutes

- Welcome participants and introduce yourself. Tell them briefly about your own background and your interest in quality customer service.
- Ask them to briefly introduce themselves.

Discuss *The Difficult Guest Workbook* and Evaluation as Example

5 minutes

- Use your own score as a way to encourage others to share
- Find a consensus by taking a survey on what tend to be strengths or weaknesses
- Suggest this is how the rest of the book will be used
- Segue to film

View *The Difficult Guest*

20 minutes

Reaction/Discussion

15 minutes

- Ask specific questions that will tie film content to your own environment
1. Can someone volunteer an example of a distracted guest in our work environment?

One-Hour Group Session (cont.)

2. How about a disappointed guest?

3. Tell us a story about a disruptive guest?

Introduce Other Program Resources

10 minutes

- Show participants the Role Play Tape and play a couple of examples. Suggest where and when it will be available for later use.
- Point out the Assessment at the end of their book, and give instructions/options for use:
 1. Self-study for their own benefit.
 2. Completed and turned in.
 3. Brought to a follow-up session.
- Highlight other segments of *The Difficult Guest Workbook* which you wish to emphasize.

Conclude

5 minutes

- Ask for questions or clarifications.
- Arrange contact point or coach for those who have additional issues.
- Arrange submission and handling of Assessments.

The Half-Day Group Session

This session is designed with no pre-work and with a fifteen-minute break halfway through.

This is a more in-depth session and will require some facilitation skills to encourage discussion and group interaction. You may want to apply some of your own techniques (small group breakouts, role playing, etc.) to supplement or replace discussions suggested here.

Welcome and Introductions

10 minutes

- Welcome participants and introduce yourself. Tell them briefly about your own background and your interest in quality customer service.

- Ask them to briefly introduce themselves.

Learning Objectives

10 minutes

- If you'd like interaction at this point, ask the group to identify what some of their own objectives might be and record them on a white board or flip chart; or
- Supplement these objectives by introducing *The Difficult Guest* Learning Objectives listed in this *Guide* and in the *Workbook*; or
- Simply highlight some of these objectives you'd like to stress in your session.

Introductory Discussion: What is a difficult guest?

10 minutes

- Ask: How would you describe a difficult guest?
 Can you identify the difference between a distracted and a disappointed guest?
 What do you think it means when a guest becomes disruptive?

Half-Day Session (cont.)

Encourage participation: are there any favorite "war stories?"

Segue to introduction of film

View the film "*The Difficult Guest*"

20 minutes

React to "*The Difficult Guest*"

10 minutes

- See if participants can paraphrase some of the main points of the film.
- Ask: What do you think was the most important point in the film?

What parts of this film can you apply to what you do?

What part of the film could you relate to the most?

Workbook Activity #1

15 minutes

- Ask participants to read and review *Chapter One: First Impressions Count!* and complete the Evaluation and Your Turn Exercises
- Discuss the importance of attitude and appearance. Ask participants to share portions

of their Evaluations and Your Turns.

Introduce Distracted Guests 15 minutes

- Introduce the subject: remind through discussion. What makes a distracted guest? They carry "baggage" into your environment
- Take 10 minutes to review chapter two of the book and fill in the Evaluation and Your Turn exercises.

Half-Day Session (cont.)

View Role Play Video: scenes 1- 15 minutes

- View The Role Play Video --- first five segments --- pausing briefly to answer the questions at the end of each segment.
- Discuss the Basic Human Needs outlined in the Evaluate section of the book in relation to what you've seen in video
- Ask: What are ways to identify distractions and meet them before they turn into disappointments?
- Set up break --- when we come back we get to the "serious" difficult guests...those that wish may use the break to scan ahead in the book.

Break 15 minutes

The Disappointed Guest Introduction 15 minutes

- Ask: what are ways guests can be disappointed?
Products v. Services to start with
- Discuss checking your own "baggage" --- flight or fight.
- Discuss empathy, what it means?

View Role Play video --- scenes 6-8 20 minutes

- Answer questions briefly at end of each scene
- Review Chapter 3 of Workbook, and if you wish and time allows, complete Your Turn

Introducing L.A.S.T. 30 minutes

- Review each of the steps of L.A.S.T. in chapter 4 of the workbook.

- Ask participants to share some of their responses to the brief evaluations at the end of each step.

Half-Day Session (cont.)

- Split into groups of three or four for ten minutes of role play and interactive process. facilitator rotates among groups coaching.

Activity: practice responding to various expressions of disappointment, then switch roles.

Model: Even if you feel like saying...
You should be saying...

- When group comes back together, ask each group to come up with their two best examples and share them with the larger group

Share: Best responses
Toughest problems

Introduce the Disruptive Guest

10 minutes

- Ask participants to briefly review the Chapter 5 and the formula that creates the Disruptive guest

Offended
Ignored
Insulted
Embarrassed
Disrespected

View Role Plays Sections 9-12

20 minutes

- Answer questions following each section
- Review L.A.S.T. in context
- Propose other disruptive scenarios and let volunteers role play responses, for example:

"Your guest has just thrown a drink at his waiter. You are the manager. What do you do?"

Half-Day Session (cont.)

Introduce the Assessment and Distribute

15 minutes

- Either pass our assessments you've copied

from your Guide or direct participants to copies in the own book

- Explain the way the assessment works, and that it is either closed-book or open book, depending upon your preference.
- Give them ten minutes to do the assessment.
- Either hand them in for later grading or go over answers in class if you are using it as more of a review.

Conclude

10 minutes

- Use white board or flip chart to solicit from class major takeaways they got.
- Check the list of Learning Objectives to see if all were accomplished.
- Assign additional post-work from the workbook that wasn't completed during the session.
- Encourage people to use their book as a later reference --- that these skills can be learned and practiced.
- Conduct a quick "process check" either formally or informally, to see if participant's expectations were met.

Video Role Plays

The Video Role Plays offer positive examples and outcomes based on situations shown in the film. There are 12 role plays, with questions included by the narrator and here in your Guide.

You can use these role plays as standalones in your own training, or as tutorials for individuals. They are also included in the half-day group session outlined above.

Suggestions for Use

1. Briefly introduce the idea featured in each role play
2. Encourage people to look for key behaviors
3. Show the role play
4. Discuss the questions which follow the role play
5. Focus the group on situations that may be relevant to your own workplace and their own experiences
6. Solicit comments and questions
7. If necessary, refer back to the book for more detail

The Role Plays

1. Guests Arrive Distracted By Their Baggage
2. Guests Arrive Distracted By Their Rushed Schedule
3. Guests Arrive Distracted By Their Situation
4. Employees Have Distractions As Well
5. Greeting Guests Despite Your Distractions
6. Even Loyal Guests Can Become Disappointed
7. Disappointed Guests Can Be A Challenge
8. Is the Guest Always Right?
9. A Disappointed Guest Can Turn Disruptive
10. Anticipating Problems
11. Disappointed Guests Can Turn Into Disruptive Guests
12. Disruptive Guests Can Affect Your Other Guests

Role Play #1

Guests Distracted By Their Baggage

(In a restaurant, LITTLE HANDS grabbing at straws by the dozens. KIM, an employee, approaches STACEY and her KIDS. KIM has a plate of samples)

KIM

Hi. Do you think your kids would like a free sample?

STACEY

Thank you, that would be great.

KIM

Hi, guys. Can I interest you in a free sample?
What's your name?

Why don't I grab a high chair for your little one?

Questions:

1. WHAT KIND OF DISTRACTIONS DO YOUR GUESTS ARRIVE WITH?
2. WHY IS IT BETTER TO TAKE ACTION BEFORE A PROBLEM DEVELOPS?
3. HOW CAN YOU DO A BETTER JOB OF ANTICIPATING GUESTS' NEEDS?

Role Play #2

Guests Arrive Distracted by Their Rushed Schedule

(TODD and ANGELA are stuck behind three CUSTOMERS in a line at the video store. DARRYL, an employee, walks by TODD and ANGELA.)

DARRYL

How's it going today?

TODD

Started out fine.

DARRYL

How can I help you?

ANGELA

You can make this line move faster.

DARRYL

I'm sorry. Let me get another register open. Sir? I can help you right over here.

Questions:

1. HOW DID THE EMPLOYEE KNOW THERE WAS A PROBLEM?
2. WHY IS AN OPEN-ENDED QUESTION BETTER THAN A CLOSED ONE?

3. HOW CAN YOU BETTER SERVE A GUEST WHO'S IN A HURRY?
4. WHAT CAN YOU DO PERSONALLY, EVEN IF YOU CAN'T CHANGE THE TIME IT TAKES TO SERVE THEM?

Role Play #3

Guests Arrive Distracted by Their Situation

(KEN approaches a BANK TELLER'S window.)

KEN

Hi. I need to cash a check.

TELLER

Do you bank here, sir?

KEN

No. Actually I'm from out of town, and there was a mix-up and I kind of lost my credit card. So I was hoping I could...

TELLER

I understand, sir. I think I can help. Would it be all right if I gave your local bank a call?

KEN

Sure.

TELLER

Where do you bank?

KEN

First Bank, in the Twin Cities.

TELLER

Great. Is the name of the branch on your check?

KEN

Yes. It should be right there.

TELLER

Great. I'll be right back.

Questions:

1. WHAT IS THE FIRST THING YOU CAN DO TO HELP A GUEST WHO IS HAVING A BAD DAY?
2. HOW DID THE EMPLOYEE SHOW EMPATHY?
3. WHAT CAN YOU DO PERSONALLY, EVEN IF YOU CAN'T CHANGE POLICY?

Role Play #4
Employees Have Distractions as Well

(KEN walks up to the front desk of a hotel. He's soaking wet and looks exhausted.)

DESK CLERK

Good evening. I'll be right with you, Sir.

(As the DESK CLERK moves to help Ken, a WOMAN cuts in front.)

WOMAN

Hey, which ways to the nearest bar?

DESK CLERK

I can recommend a few and give you directions as soon as I help this gentleman.

(The CLERK turns to KEN)

Yes, Sir. Welcome to the Lexington. Will you be checking in?

Questions:

1. HOW CAN YOU GREET A GUEST, EVEN THOUGH YOU'RE OCCUPIED WITH OTHER WORK?

2. HOW CAN YOU MAKE SURE YOU HELP THE GUEST WHO WAS ACTUALLY NEXT?
3. WHAT OTHER DISTRACTIONS MAKE IT HARD TO SERVE YOUR GUESTS?

Role Play #5

Greeting Guests Despite Your Distractions

(KEN arrives with TWO CLIENTS for lunch at an elegant restaurant. All three are chatting very warmly.)

CLIENT

This place is fabulous. I can never get a table here. You just fly into town and...

(KEN takes the lead and approaches the HOSTESS.)

KEN

Well, I've got my little secrets.

(The HOSTESS' phone begins to ring.)

KEN

Bon Journo, Mademoiselle. The Sperling party of three has arrived.

HOSTESS

Welcome, Mr. Sperling. We'll have your table ready in just a minute. Will you excuse me, please?

(The HOSTESS picks up the phone.)

Questions:

1. HAVE YOU EVER BEEN IGNORED BECAUSE OF A PHONE CALL? HOW DID YOU FEEL?
2. WHY IS IT BETTER TO DEAL WITH THE "LIVE" GUEST FIRST BEFORE THE "PHONE" GUEST?
3. HOW LONG DID IT TAKE THE EMPLOYEE TO GREET THE GUEST BEFORE TAKING THE PHONE CALL?

Role Play #6

Even Loyal Guests Can Become Disappointed

(DARRYL, a video store employee, approaches PAULO, a customer)

DARRYL

How's it going?

PAULO

Lousy.

DARRYL

What can I help you find?

(PAULO holds up a popular action film.)

PAULO

Yeah, where do you keep your secret stash of these?

DARRYL

I'm sorry. I wish we had one for you. Unfortunately, that's...

PAULO

I've been in three times, different times of the day. What's it take to get one? Why don't you guys have a reserve list or something?

DARRYL

I'm sorry. That's just a very popular movie right now. If you like action, can I recommend a couple of others for you to check out?

Questions:

1. WAS THE GUEST DISAPPOINTED WITH THE PRODUCT OR WITH THE SERVICE?
2. HOW DID THE EMPLOYEE SHOW EMPATHY?
3. COULD THE EMPLOYEE SOLVE THE GUEST'S PROBLEM/

4. WHAT CAN YOU DO PERSONALLY, EVEN IF YOU CAN'T SOLVE THE EXACT PROBLEM?

Role Play #7

Disappointed Guests Can Be A Challenge

(DAVE and DOUG have come to pick up their truck and are shocked by the bill. MIKE is the service rep.)

DAVE

Three hundred and fifty dollars?

DOUG

For a tune up?

DAVE

Next time we'll do it ourselves.

DOUG

Yeah.

MIKE

Guys, I'm sorry this happened. I'd be upset myself if someone surprised me with this kind of total.

DOUG

Yeah.

DAVE

Yeah, we're not paying and you can't make us.

MIKE

Did you understand the estimate when you initialed it?

DAVE

What? Where? Not really.

MIKE

Okay, this is what I'm going to do. If you'll wait right here. I'm going to take this directly to my supervisor and see if we can't work something out.

Questions:

1. WERE THE GUESTS DISAPPOINTED IN THE PRODUCTS OR THE SERVICE?
2. DO YOU THINK THE EMPLOYEE FELT FLIGHT OR FIGHT? WHEN?
3. HOW DID THE EMPLOYEE SHOW EMPATHY?
4. DID THE GUESTS HAVE THE RIGHT TO BE ANGRY?
5. WHY WOULD IT BE HARD TO APOLOGIZE?
6. COULD THE EMPLOYEE SOLVE THE GUESTS' PROBLEM?
7. WHAT WOULD BE A FAIR SOLUTION?

Role Play #8 **Is the Guest Always Right?**

(IRVING is returning some dress shoes. ROBERT is trying to help him.)

IRVING

You work here?

ROBERT

Yes, sir. How may I help you?

IRVING

There shrunk the first time I washed them. I was told they were waterproof.

ROBERT

Oh no. Unfortunately those are hand sewn. We have other shoes that...

IRVING

I'm not interested in your excuses.

ROBERT

Well, I'm so sorry this happened, those were beautiful shoes. What can I do to make this right for you?

IRVING

You can give me my money back. I paid cash.

ROBERT

Of course. We'd be happy to do that. While I process your refund, will you help me out with some address information.

Questions:

1. WAS THE GUEST DISAPPOINTED WITH THE PRODUCT OF THE SERVICE?
2. WHOSE FAULT WAS IT THAT THE PRODUCT FAILED?
3. WHY DID THE EMPLOYEE APOLOGIZE?
4. WOULD YOU FIND IT HARD TO APOLOGIZE?
5. HOW DID THE EMPLOYEE SHOW EMPATHY?
6. HOW DID THE EMPLOYEE UNCOVER THE GUEST'S SOLUTION?

(Note: You may wish to modify this example to conform to your own organization's policies on returns and refunds.)

Role Play #9

A Disappointed Guest Can Turn Disruptive

(RITA comes in the clinic waving here bill. DARLA is behind the counter)

RITA

You think because I'm old I can't read?

DARLA

No, ma'am. How may I help you?

RITA

I never asked for an anesthetic. I never asked for half of this stuff.

DARLA

I'm sorry your bill was so confusing. May I see it please?

RITA

The only thing right on that is my name.

DARLA

Well, I can understand your frustration. I'd like to know exactly what I paid for as well.

RITA

Your bills are all like this.

DARLA

We need to know when these things happen. Thank you, Mrs. Pearl. Let me pull your file and we can go over this line by line right now.

Questions:

1. WAS THE GUEST DISAPPOINTED WITH THE PRODUCT OR THE SERVICE?
2. WHEN DO YOU THINK THE EMPLOYEE FELT "FLIGHT OR FIGHT?"
3. WHY DID THE EMPLOYEE APOLOGIZE?
4. HOW DID THE EMPLOYEE SHOW EMPATHY? DID IT HELP?
5. HOW DID THE EMPLOYEE "DE-PERSONALIZE" THE PROBLEM?

Role Play #10

Anticipating Problems

(KEN is at a business lunch. It has apparently gone very well. A WAITER approaches.)

CLIENT

It sounds great. Let's sign the contract back at the office.

WAITER

Excuse me, Mr. Sperling? You have a telephone call.

KEN

Oh, I'll be right back.

WAITER

Right this way, Sir.

I'm sorry to interrupt your lunch, Mr. Sperling. But, do you have another credit card? This one isn't going through.

KEN

Oh, sure. Here, try this. And thanks for the "phone call." Important clients!

WAITER

Not a problem.

DARRYL

Questions:

1. WHAT DID THE EMPLOYEE AVOID BY ANTICIPATING?
2. HAVE YOU EVER BEEN EMBARRASSED AS A GUEST?
3. DO YOU THINK THE EMPLOYEE GOT A GOOD TIP?

Role Play #11

Disappointed Guests Can Turn Into Disruptive Guests

(JANICE, a customer, walks up to the counter with three videos to rent. DARRYL, an employee, greets her.)

DARRYL

Did you find everything you were looking for?

JANICE

Yeah, I guess so.

DARRYL

Great.

(DARRYL checks the computer.)

Were you aware that your account shows seven dollars and fifty cents in overdue films?

JANICE

No way.

DARRYL

Yes, on the twelfth of last month. And let's see....

JANICE

Hey, I don't doubt that your little computer says I owe you money. I'm saying that someone here either screwed up the check-in or told me the wrong night that they were due back. Which has happened to me more than once here.

DARRYL

Well, do you remember returning a movie called...

JANICE

Look, I told you. I don't have any of your stupid movies because I brought them back when I was told to bring them back. And if you call me a liar again you're going to regret it.

DARRYL

I'm sorry, ma'am. I meant no disrespect. Let me talk to my supervisor and see if we can work something out.

Questions:

1. WHY DID THE GUEST BECOME DISRUPTIVE?
2. DO YOU THINK THE EMPLOYEE MEANT TO INSULT HER?
3. DID THE EMPLOYEE SAY ANYTHING WRONG?
4. WHY DID THE EMPLOYEE APOLOGIZE?
5. WHEN DO YOU THINK THE EMPLOYEE FELT "FLIGHT OR FIGHT?"
6. WHEN SHOULD THE EMPLOYEE HAVE SOUGHT HELP?

Role Play #12
Disruptive Guests Can Affect Your Other Guests

(CHUCK arrives at the drive up window in a pick-up truck. KIM, a restaurant employee, pokes her head out the window.)

KIM

Good evening, Sir. Did you order at the drive-through?

CHUCK

No. The name's Murdock. I ordered some sandwiches. I phoned it in.

KIM

Great.

(to a co-worker)

Phone order for Mr. Murdock?

Mr. Murdock? Why don't you pull around and park. We'll bring it out. What was it?

CHUCK

Oh, I wanted ten meatloaf, seven turkey, six ham, three chicken and...

KIM

Sir? Sir? Are you sure you called this store? South Hill?

CHUCK

What? Yeah, I'm sure. Why?!

KIM

Well, we don't have a record of that order...maybe one of our other stores took the order. The phone numbers are similar.

CHUCK

Hey. I know how to use the telephone. I called you. You said an hour, it's been an hour. I'm here. I want the sandwiches.

KIM

Well, if you can just pull forward. I'll send someone right out and we'll see if we can...

(CHUCK puts his truck in park.)

CHUCK

No. I'm not going anywhere.

KIM

Sir, we're going to get right on this, if you could just pull...

(He turns the truck off.)

CHUCK

Great. Get right on it, then.

FADE TO BLACK.

(RICK, the restaurant manager, approaches the truck from outside. He's friendly, but authoritative and firm.)

RICK

Mr. Murdock. I'm Rick Dupree, the manager here. I'm sorry about this mix-up. We called our Northgate store and they've got you order ready over there. If you'd like, We'd be happy to pick it up for you, but I really need you to park over here while you wait.

(CHUCK starts his truck.)

CHUCK

Nah, that's okay. I'll go get it.

RICK

All right. Thank you. Sorry again for the confusion.

CHUCK

Don't worry about it. These things happen.

Questions:

1. WHEN DID THIS GUEST BECOME DISAPPOINTED? WHY?
2. WHEN DID THIS GUEST BECOME DISRUPTIVE? WHY?
3. DID THE EMPLOYEE SAY ANYTHING WRONG?
4. WAS THE GUEST WRONG?
5. WHEN DO YOU THINK THE EMPLOYEE FELT "FLIGHT OR FIGHT?"
6. DID THE EMPLOYEE WAIT TOO LONG TO GET HELP?
7. HOW WOULD YOU TAKE CARE OF THE GUESTS WAITING BEHIND THE DISRUPTIVE GUESTS?

Options Options Options

Feel free to use the different components of this program in different ways. Examples:

- Hold a **Brown Bag lunch** where you simply view the film and discuss it briefly
- Distribute books well in advance as **pre-work**, and have participants appear in class with all book work completed, ready to discuss and view the film
- Use the program as a **tutorial** --- an individual needing special help or motivation could take the cassette home, or the role play videos home, and do certain assigned sections of the book
- Use the film as a **keynoter** in meetings that may not be dedicated specifically to training, but where you want to liven up what follows and set a tone for your group
- Focus on the Assessment piece. It can be used as a pre-assessment as well as a post-assessment.

Thank you for purchasing and using The Difficult Guest. We appreciate your feedback and your suggestions on how we can make this an even better program.

Good luck with your own guests, difficult or not!

ASSESSMENT

Review Your Skills

The following assessment is designed to measure how well you've absorbed the material presented in this program. Answers to the assessment questions are in the accompanying *User's Guide*.

Select the correct response.

1. The first impression you make on your guests is usually less important than your actual service itself.
A. True B. False
2. Empathy is a quality that is extremely important when dealing with difficult guests.
A. True B. False
3. When confronted with a distracted Guest, you should try to change the focus from their distraction and onto something else.
A. True B. False
4. The Distracted Guest is really just someone who hasn't been properly welcomed to your world.
A. True B. False
5. Disappointed Guests take meaning what you have to say, not your non-verbal communication.
A. True B. False
6. L.A.S.T. stands for Likeability, Awareness, Service, Timing.
A. True B. False
7. In solving problems for guests, maintain your professional distance. It's not good to get too personal.
A. True B. False
8. Apologizing can actually be an assertive tool for regaining control of a difficult situation.
A. True B. False
9. Guests can become disruptive if they perceive they've been treated badly, even if they haven't.
A. True B. False
10. The best way to quell a disruptive guest is to make an example of them in front of their peers.
A. True B. False

Select the best response.

11. Flight or Fight is...
- A. The choice you must make dealing with a Disappointed Guest
 - B. A natural reaction to conflict or stress
 - C. What your guest feels when he or she complains to you
 - D. The choice you have during an argument with your spouse, the flight attendant
12. You apologize to your difficult guest so you can...
- A. Make sure they know you're personally taking the blame
 - B. Get on their good side
 - C. Cool them down and get on to problem solving
 - D. Project an image of spinelessness
13. Leaving a positive last impression is important because...
- A. Your supervisor is monitoring your service
 - B. It can help win customer loyalty and repeat business
 - C. You may someday end up working for the customer
 - D. You're a habitual suck-up
14. Which of the following is *not* a technique for dealing with Disruptive Guests?
- A. Get help if necessary
 - B. Alert your building security before you do anything else
 - C. Take the guest to a more private area if possible
 - D. Use the L.A.S.T. technique

Match the following four techniques to the most apt description.

- A. Solve
 - B. Thank
 - C. Listen
 - D. Apologize
15. _____ The first thing you do with a difficult guest.
16. _____ The way you calm down the disruptive guest
17. _____ Your way of acknowledging the guest and inviting them back
18. _____ The place where you assert your own personal commitment

Assessment (cont.)

How would you describe the following guest behaviors?

19. Cursing, angry, loud.
A. Distracted. B. Disappointed. C. Disruptive
20. Late for the plane.
A. Distracted. B. Disappointed. C. Disruptive
21. Expected a full meal and got a la carte.
A. Distracted. B. Disappointed. C. Disruptive

Select the best response.

22. Good customer service skills are developed, not just natural.
A. True B. False
23. Anticipating the needs of a disappointed guest usually won't keep them from becoming disruptive.
A. True B. False
24. Putting yourself in the guest's shoes is a great way to view a customer service transaction.
A. True B. False
25. One of the simplest, but most effective, ways to deal with a guest is to ask them to explain their dissatisfaction to you.
A. True B. False

Check the answer key in the accompanying *User's Guide* or consult with your supervisor as you go over this assessment.

Assessment Responses

1. **False.** People tend to make lasting judgments based on first impressions.
2. **True.** Your ability to understand and take others' problems to heart is a key skill in handling customers.
3. **False.** The most important thing you do quickly is focus on their distraction and let them know you understand it.
4. **True.** They're not mentally in your world yet because they're still carrying "baggage" from their other worlds.
5. **False.** Some experts say as much as two-thirds of the meaning people take away from a conversation comes from the non-verbal cues.
6. **False.** Listen. Apologize. Solve. Thank.
7. **False.** During the Solve stage guests need your personal commitment and empathy.
8. **True.** Apologizing helps cool the guest down, complete the venting process, and begin working with you to solve the problem.
9. **True.** The factors that cause guests to become disruptive are very subjective --- unique to each guest and their mind set at the time.
10. **False.** This only makes things worse.
11. **B.** This is an ingrained human response to stress or conflict.
12. **C.** An apology is an acknowledgment that helps move the process from their problem to your solution.

Responses (cont.)

13. **B.** It's important to imprint a memory of you, your organization and your service.
14. **B.** This should be a last resort, not a first step.
15. **C. Listen.** Always listen first, without interrupting. You may think you know the problem but until you hear it from the guest you really don't know.
16. **D. Apologize.** An apology is an acknowledgment and transition to solving.

17. **B. Thank.** The best way to close a transaction and suggest more.
18. **A. Solve.** Teaming with the guest to reach a satisfactory solution.
19. Disruptive.
20. Distracted.
21. Disappointed.
22. **True.** These are techniques which can learned, practiced and improved.
23. **False.** 9 out of 10 disruptions could probably be prevented with proper early attention to their needs.
24. **True.** It all begins with empathy.
25. **True.** Always ask. Trying to guess, or worse, ignore a customer's difficulty will only complicate the situation.

PREVIEW