

COMMUNICATING EFFECTIVELY

WORKSHOP GUIDE



CONTENTS

CONTENTS	2
LEARNING OBJECTIVES	2
INTRODUCTION	3
FEATURED VIDEOS	3
VIDEO 1 - USING YOUR VOICE EFFECTIVELY	4
VIDEO 2 - QUESTIONING TECHNIQUES (PART 1)	5
VIDEO 3 - QUESTIONING TECHNIQUES (PART 2)	6
COMMUNICATING EFFECTIVELY – PRACTISE	7

LEARNING OBJECTIVES

At the end of the session delegates should be able to effectively use different questioning techniques to help understand customer needs and deliver appropriate and timely customer service.

Each delegate may be given a Personal Action Plan to record any learnings and personal development commitments that they make as a result of this training.

INTRODUCTION

This guide is designed for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Customer Service Essentials Series. Each video comes with a series of activities around the following structure:

LOOK - watch the video and reflect on the content and message.

THINK - activities and questions linking the video to their own experience and workplace.

REMEMBER - a summary of the key learning points.

Each section relating to the video will last around 15 minutes.

PRACTISE - At the end of the series of videos there is a 30 minute practical training exercise which will bring the learnings together. Delegates should be encouraged to record any personal development actions on their Personal Action Plan sheet.

FEATURED VIDEOS

- Using your voice effectively (That's your customer service voice is it?)
- Questioning techniques (part 1 - Do you recall what I said about recall questions?)
- Questioning techniques (part 2 - Could you be any more guilty?)

VIDEO 1 - USING YOUR VOICE EFFECTIVELY

LOOK (play the video, 3 minutes)

Most people change their voice depending on the situation they're in. However, when you're dealing with lots of people it's easy to end up with an unnatural or unfriendly tone.

THINK (discussion, 10 minutes)

Why do people change their voice in different situations?

It's not always a conscious thing but we often change our voices to create rapport with the person we're speaking to.

How do customers react to people similar to them, physically or verbally?

Most people are more comfortable with 'people like them' and will be more open and communicative.

Are any of the group aware that they have a different voice for different situations; it's often most evident on the telephone.

REMEMBER – (recap, 2 minutes)

Think about your pitch, pace and tone. Use your natural voice when engaging customers. Be warm, and medium paced, without being smarmy or too effusive. Try engaging customers by following their voice patterns a little, but mirror them, but don't mimic them by over doing it.

- Pitch, pace, tone
- Use your natural conversation voice
- Mirror pitch, pace and tone to engage

Additional points...

- It's not just what you say it's the way that you say it which makes a difference.
- Remember to maintain your professional standards even if a customer is angry or swearing.

VIDEO 2 - QUESTIONING TECHNIQUES (PART 1)

LOOK (play the video, 3 minutes)

In this video 'Good Service' and 'Bad Service' are interrogating a suspected shoplifter using a range of questioning techniques.

THINK (discussion, 10 minutes)

Why is it useful to use closed questions?

Because it helps get basic information quickly and effectively it can be useful at the start and end of conversations, as well as to check a customer's understanding during a conversation.

Why are open questions much better for information gathering?

They give a customer chance to expand on a subject, potentially giving information that wasn't known about. It lets a customer feel as though they are being listened to.

How are recall questions different to closed questions?

Recall questions will tend to have longer answers and can be used to get more specific detail from information gathered during open questions, and they can help to build a history of the customer.

REMEMBER – (recap, 2 minutes)

To get to know your customers and their needs, use closed questions to get facts, open questions to learn more, and recall questions to build a history.

Use open, closed and recall questions...

- Open questions tend to start with who, what, why, when where and 'open' up a conversation.
- Closed questions can be answered with one word and are a 'dead end' but can be useful for getting facts.
- Recall questions start the thinking process and can help to start a conversation.

VIDEO 3 - QUESTIONING TECHNIQUES (PART 2)

LOOK (play the video, 3 minutes)

The video continues with the questioning of Ollie, a suspected shoplifter, and eventually reaches a conclusion. Ollie has stolen some boxing gloves and is made to pay for them.

THINK (discussion, 10 minutes)

What are some common examples of rhetorical questions?

This can be fun, most people will have some examples with prompting. Some funny ones are:

- Does my bum look big in this?
- Do you really want the last piece of chocolate?

Can some questions be more than one type?

Yes, there is no hard and fast rule on questioning as it depends on how, when and where you use the questions, try to get some examples of questions that may be more than one type from the team.

‘You don’t really want that last piece of chocolate, do you?’ which would be a leading, closed, rhetorical and assumptive question.

REMEMBER – (recap, 2 minutes)

To help guide and control your customer’s interest, use rhetorical questions to confirm understanding, assumptive questions to create decisions, and leading questions to direct them towards a sale or solution.

- Leading questions guide a customer to a defined course of action or choice and are useful in a sales process
- Rhetorical questions are ones where the answer is usually known in advance and are used to check understanding. They are useful to let a customer know you have been listening
- Assumptive questions guide a customer to a choice and can be useful where someone is undecided. People are often more sure of what they don’t want rather than what they do and an assumptive question usually helps to narrow choices to a clear decision

COMMUNICATING EFFECTIVELY – PRACTISE

During this exercise delegates will get the opportunity to practise their questioning techniques and identify different question types.

It may be useful to write the six types of questions discussed in the videos onto a flip chart or similar so that the group have a visual reminder.

Open, Closed, Recall, Leading, Assumptive, Rhetorical

Start by getting the delegates to stand or sit in a circle, then a leader should start with an open question, the next person should turn the same question into a closed question, and the third in line should then turn the closed question into a recall question. The fourth person should be able to keep the dialogue going by asking a leading question. Number five will turn the leading question into an assumptive one, and the next person turns it into a rhetorical question.

The next person starts with a new open question.

This activity can go on for as long as it takes until the group have a common understanding of the types of questions and are familiar and comfortable using them.

An example could be:

- O. What are you doing this weekend?
- C. Are you going away?
- R. Do you remember where you are going?
- L. Have you thought about visiting the castle whilst you are there?
- A. I assume you will be going with your partner?
- R. You'll have a great time, who wouldn't want to go to Edinburgh?

After completing this practical exercise delegates should be familiar with different types of questions, and the types of response that they are likely to elicit.

Invite each delegate to capture at least one thing that they will do differently in their workplace as a result of this exercise.

CUSTOMER TYPES

WORKSHOP GUIDE



Contents

LEARNING OBJECTIVES	2
INTRODUCTION	3
FEATURED VIDEOS.....	3
VIDEO 1 - MR RUDE.....	4
VIDEO 2 - MRS ARROGANT	5
VIDEO 3 - MR CHATTY	6
VIDEO 4 - MRS PICKY	7
CUSTOMER TYPES – PRACTISE	8

LEARNING OBJECTIVES

At the end of the session trainees should be able to identify the challenges that some types of customer create for them at work, the expectations that their customers have and the constraints preventing them from providing outstanding customer service, as well as ways of getting a good outcome to service interaction.

Each delegate may be given a Personal Action Plan to record any learnings and personal development commitments that they make as a result of this training.

INTRODUCTION

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LOOK - watch the video and reflect on the content and message.

THINK - activities and questions linking the video to their own experience and workplace.

REMEMBER - a summary of the key learning points.

Each section relating to the video will last around 15 minutes.

PRACTISE - At the end of the series of videos there is a 30 minute practical training exercise which will bring the learnings together. Delegates should be encouraged to record any personal development actions on their Personal Action Plan sheet.

FEATURED VIDEOS

- Mr Rude (A fight before breakfast)
- Mrs Arrogant (Bonjorno, Cheese Man)
- Mr Chatty (My cousin Beryl bought one like this)
- Mrs Picky (Whatever it is, it has my full support)

VIDEO 1 - MR RUDE

LOOK (play the video, 3 minutes)

We start with a familiar setting at a hotel reception desk where a customer is having trouble connecting to the internet. Our receptionists take two different approaches.

THINK (discussion, 10 minutes)

What is the best way to deal with aggressive customers?

It is usually best not to engage with a rude customer on the same level, better to stay detached but respectful, listening is a good technique however you do need to control the interaction quite early on so the customer doesn't work themselves up further.

What does 'Bad Service' do wrong?

He gets involved with the customer on the same level, and then backs down again which isn't constructive and doesn't resolve the issue.

When was the last time a member of the group had to deal with a rude customer and how did they resolve the issue?

REMEMBER – (recap, 2 minutes)

Never go into battle with a rude customer, that's just what they want you to do. Don't surrender either. Stand your ground, be polite and neutral.

- Don't go into battle
- Don't surrender
- Be polite and neutral

VIDEO 2 - MRS ARROGANT

LOOK (play the video, 3 minutes)

The video is set in a cheese shop, where a rather arrogant customer is asking for Italian cheese. However, when questioned further it becomes obvious that she is not the expert she thinks she is.

THINK (discussion, 10 minutes)

What is the best way to deal with arrogant or picky customers?

Tact is always a good bet, stay respectful and polite. Avoid being drawn into a competition - it's not constructive.

What does 'Bad Service' do wrong?

He starts to compete with the customer, which makes her look bad and fuels the situation.

When was the last time a member of the group had to deal with an arrogant customer and how did they resolve the issue?

REMEMBER – (recap, 2 minutes)

Don't get cheesed off with arrogant customers. Be respectful. Put yourself in their shoes and imagine how they want to be seen. Avoid confrontation and awkwardness by being tactful.

- Don't get competitive
- Be respectful
- Be tactful

VIDEO 3 - MR CHATTY

LOOK (play the video, 3 minutes)

Mr Chatty is at the Town Hall and 'Bad Service' is having a difficult time trying to understand what he is after so that that he can offer appropriate help and guidance. 'Good Service' steps in and by controlling the conversation, gets to the heart of the matter quickly and easily.

THINK (discussion, 10 minutes)

Why is it difficult to deal with a chatty customer?

You don't want to interrupt, that you don't want to upset them or appear rude, that it's hard to stay on topic.

Why is it important to take control of the interaction early on?

Because not doing so could lead to confusion, or it may become hard to prioritise the issues which need attention. It could also lead to delay for other customers.

When was the last time a member of the team had a very chatty customer? How did they manage the situation whilst still coming to a clear conclusion in a timely fashion?

REMEMBER – (recap, 2 minutes)

If you have a chatty customer, use closed questions to keep them on subject, and don't give up – even if they do drive you up the wall.

- Keep them on subject
- Don't give up

VIDEO 4 - MRS PICKY

LOOK (play the video, 3 minutes)

In the office we are watching two colleagues sort out conference travel arrangements. Mrs Picky seems to be overwhelmed by the numerous options available and unable to make a decision. Through effective questioning and good product knowledge our second team member helps her come to a decision...finally!

THINK (discussion, 10 minutes)

- What is the best way to deal with picky customers?
 - Try to understand the reasons for their need for detail; it could be that there are underlying factors which you are unaware of. Good open questions will help at the beginning, followed by leading questions to help decide on a course of action. Efficiency will be very useful here.
- What is the worst way to deal with a picky customer?
 - Impatience won't help. If you are going round in circles go back to the beginning and question more to try and find the reasons behind any resistance to reaching a conclusion.
- When was the last time a member of the group had to deal with a picky customer and how did they resolve the issue

REMEMBER – (recap, 2 minutes)

Never rush a picky customer. Understand the reason behind their need for extra detail. Use your product knowledge to give them a clear picture and if you don't know, offer to find out. Try and remain friendly.

- Don't rush them
- Understand their need for detail
- Remain friendly

CUSTOMER TYPES – PRACTISE

This is a two part exercise, firstly the delegates need to identify the type of customers who are likely to have made the statements listed overleaf, and then from a list of good and bad approaches they need to decide which are most effective with the different customer types.

Part 1

Read out the statements below to the team and ask them to identify which customer type is most likely to have said them. This can be either by calling out the answer after each one, or by writing the answers down and then either self marking the responses, or switching papers with another delegate for marking.

“This is simply not acceptable and I want to speak with the Manager immediately” (*Rude*)

“I’ve been a customer of this company for many years and I know how the system works” (*Arrogant*)

“Well, I bought these pots to go with the ones I already had, which were given to me by my Auntie Lynne, who bought them in America” (*Chatty*)

“Could you tell me what type of white this comes in please, is it a warm white or a cool one?” (*Picky*)

“I’ve already diagnosed the issue and I would like an engineer to come out to my home please, I don’t need to go through it with you on the telephone” (*Arrogant*)

“I don’t care if this is the last one in stock; I want you to take it out of the window immediately so I can take it home with me now” (*Rude*)

“Can you tell me if the hotel has a lift or stairs, and how close are the nearest shops please?” (*Picky*)

“I spoke to my friend who recommended your service, she really liked Fred who she spoke to, he was very good, he even remembered the name of her cat, and I think he had a dog himself. Funny how people tend to like one or the other isn’t it?” (*Chatty*)

Part 2

Using the cut out template overleaf, and some sticky tape or similar, tape the customer types to a wall or area of the training room leaving space for the delegates to stick good and bad approaches under the customer type heading.

After all the approaches have been attributed to a customer type, review the selections. Where there are differences to the template responses it may be useful to hold a group discussion regarding the thought process behind the decision to attribute that approach to that customer type.

At the end of this practical exercise delegates will be far more confident in choosing effective approaches for different types of customer.

Invite each delegate to capture at least one thing that they will do differently in their workplace as a result of this exercise.

RUDE

Good Techniques

Bad Techniques

Being polite and neutral

Getting stroppy

Standing your ground

Having to back down

Closed and leading questions

Going into battle

ARROGANT

Good Techniques

Bad Techniques

Be respectful

Getting competitive

Be tactful

**Making the customer look
stupid**

Open and leading questions

Getting confrontational

CHATTY

Good Techniques

Bad Techniques

Control the call early on

Interrupting the customer

Closed and rhetorical questions

Giving Up

Stay on topic

Engaging in irrelevant conversations

PICKY

Good Techniques

Bad Techniques

Respecting their need for detail

Rushing the customer

Effective questioning to understand requirements

Getting impatient

Use product knowledge to give a clear picture

Not knowing your product

CUSTOMERS ON THE PHONE

WORKSHOP GUIDE



CONTENTS

LEARNING OBJECTIVES	2
INTRODUCTION	3
FEATURED VIDEOS	3
VIDEO 1 - FIRST IMPRESSIONS ON THE PHONE	4
VIDEO 2 CONTROLLING THE CALL	5
VIDEO 3 AGREEING ACTIONS	6
CUSTOMERS ON THE PHONE – PRACTISE	7

LEARNING OBJECTIVES

At the end of the session delegates should be able to identify and deliver a good structured call which leads to a positive customer outcome.

Each delegate may be given a Personal Action Plan to record any learnings and personal development commitments that they make as a result of this training.

INTRODUCTION

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PRACTISE - At the end of the series of videos there is a 30 minute practical training exercise which will bring the learnings together. Delegates should be encouraged to record any personal development actions on their Personal Action Plan sheet.

FEATURED VIDEOS

- First impressions on the phone (Yup?)
- Controlling the call (I could rustle up a Morris Dancer?)
- Agreeing actions (Thanks for calling the coastguard - goodbye!)

VIDEO 1 - FIRST IMPRESSIONS ON THE PHONE

LOOK (play the video, 3 minutes)

This time we are in a police station when the phone rings. It's someone reporting a bank robbery, but the call doesn't get off to a good start, meaning that the poor caller gets taken hostage and has to wait until our 'Good Service' comes on duty to pick up the pieces.

THINK (discussion, 10 minutes)

Why is the opening of a call so important?

Because it confirms that the customer has reached the right people and that something will happen. This removes anxiety and sets a good start to a constructive conversation. It also gives the Adviser a chance to prioritise the call if necessary.

What are the key ingredients of a good opening to a phone call?

A company name, a verbal handshake (exchange of names), an offer of help will usually suffice.

What is our organisation's standard opening for phone calls, is there one? How effective is it? How can it be improved?

REMEMBER – (recap, 2 minutes)

When you're on the phone, answer right away and use a verbal handshake. Smile as you talk, and introduce yourself.

- Answer straight away
- Use a verbal handshake
- Smile as you talk and introduce yourself

VIDEO 2 CONTROLLING THE CALL

LOOK (play the video, 3 minutes)

'Bad Service' is manning the emergency services phone lines when an urgent call from a very distressed customer comes in. 'Bad Service' jumps to conclusions and musters up all the assistance possible.

THINK (discussion, 10 minutes)

What did 'Bad Service' do wrong in the first instance?

He jumped to conclusions and didn't seek to understand the bigger picture before reacting.

What is the basic call structure that worked well the second time?

Greeting, open questions, summarised information, suggested next actions, closed the call.

Have any members of the group experienced customers who have over-reacted, and how did they deal with it?

REMEMBER – (recap, 2 minutes)

Control your call by sticking to a structure, asking open questions when you need to and show that you are listening. Record and repeat information so the caller feels connected.

- Use open questions
- Show that you're listening
- Record and repeat information

VIDEO 3 AGREEING ACTIONS

LOOK (play the video, 3 minutes)

Our customer is found all at sea, literally. He is calling the Coastguard who takes all of his information but fails to agree next steps, until 'Good Service' steps in to rescue the situation.

THINK (discussion, 10 minutes)

What does 'Good Service' do well?

Taking and recording information, summarising the information received.

Why is it important to agree next actions on every call?

You need to manage customer expectations clearly and effectively. If next actions are not agreed there could be a wide difference in what a customer expects to happen next.

REMEMBER – (recap, 2 minutes)

When closing the call, don't leave your customer 'lost at sea'. Agree actions and how they'll be followed up. Volunteer useful information and agree the next steps.

- Agree actions and how they'll be followed up
- Volunteer useful information
- Agree next steps

CUSTOMERS ON THE PHONE – PRACTISE

In this exercise delegates will practice their skills at recording and summarising information.

The Trainer should read a short statement, and the delegates have to record this in their own words in 140 characters or less, whilst capturing the relevant information.

A sample passage has been given below, but you may prefer to use a Company product or service guide.

Mr Jones called yesterday, and spoke to Marsha. He wanted to order 2 wardrobes but we only had 1 in stock in oak, but we did have 2 in walnut so he decided to take the walnut instead of the oak this time as he needs the wardrobes as soon as possible. The full price is £400 but we agreed to do a discount for him so he will only have to pay £300. He's an existing customer and has loads of our products in his house in Leeds. Usually he goes to the shop in the Trinity shopping centre. These are going to go in the bedroom on the second floor of his house. He is at home on Saturday morning as his wife is taking his children swimming and so he would like to arrange delivery for then. He has said that he would like to pay the drivers cash on delivery, which I have agreed, and we also promised to do delivery for free for him as he is such a good customer.

Key Information - (use current date)

Marsha DD/MM/YY Mr Jones existing cust order 2 walnut wardrobes £300 free delivery Saturday morning Leeds, 2nd floor cash on delivery

The key information above is 113 characters, 132 with spaces and contains 13 key pieces of information.

Delegates can swap papers for marking. Each piece of key information is awarded 1 point, the person with the most points wins!

The trainer can discuss the consequences of any missing information, some examples of this are below.

No adviser name, no one to be able to refer to internally,

No name, customer won't get his order

No cash on delivery, company loses revenue

No free delivery, customer gets over charged

At the end of this practical exercise delegates will be more aware of the value of recording information succinctly and accurately.

Invite each delegate to capture at least one thing that they will do differently in their workplace as a result of this exercise.

FIRST IMPRESSIONS

WORKSHOP GUIDE



CONTENTS

LEARNING OBJECTIVES	2
INTRODUCTION	3
FEATURED VIDEOS	3
VIDEO 1 - DROPPING YOUR EMOTIONAL BAGGAGE	4
VIDEO 2 - STANCE	5
VIDEO 3 HOW NOT TO APPROACH PEOPLE	6
VIDEO 4 A HUMAN TOUCH	7
FIRST IMPRESSIONS – PRACTISE	8

LEARNING OBJECTIVES

At the end of the session delegates should have an increased awareness of how their own behaviour and attitude affect customer interactions and be able to actively adapt their approach.

Each delegate may be given a Personal Action Plan to record any learnings and personal development commitments that they make as a result of this training.

INTRODUCTION

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FEATURED VIDEOS

- Dropping your emotional baggage (Oh, no, not you.)
- STANCE (Oh you're legendary all right...)
- How not to approach people (The five monsters of customer service)
- A human touch (He's literally a customer processing machine!)

VIDEO 1 - DROPPING YOUR EMOTIONAL BAGGAGE

LOOK (play the video, 3 minutes)

The video starts in a planning office where 'Bad Service' has clearly not got off to the best start and has brought his baggage to work. When a customer comes in with their own baggage, it doesn't make for a good interaction.

THINK (discussion, 10 minutes)

Is it possible to choose your attitude on a daily basis?

Yes, definitely, it's the only way to deliver a good job and keep your enthusiasm going.

What affect does your mood or attitude have on a customer, and how does that come back at you?

It is likely to make them mirror your approach, and if your initial meeting is negative the customer is quite likely to immediately take a negative approach too.

How often do members of the team bring their own issues to work with them and let these affect their performance at work?

PRACTISE – (15 minutes, including wrap up)

Give the group two pieces of paper, such as post it notes or index cards, ideally different colours.

On one (the same for everyone) they should write down an emotion, or a state of mind such as tired, happy, sad, and on the other they should write a phrase they use often as work, such as 'How can I help you?'

Place the papers into two separate receptacles, one for each colour, and then ask the team to randomly select one from each receptacle.

Then one after the other they should turn to the person sitting next to them and read out loud the phrase in the emotion that they have chosen. The rest of the group should try to identify the emotion, and the recipient of the message should say how it made them feel.

This practice exercise should bring the group a common understanding of how mood affect the message and that they can choose what mood to convey.

REMEMBER – (recap, 2 minutes)

You can choose who you want to be at work. Leave your baggage at the door and give yourself a fresh start every day. Don't let your problems become your customer's problems or you'll end up in a negative spiral. Think about enjoying the positivity of helping people.

- You can decide who you want to be at work
- Leave your baggage at the door
- Don't let your problems become your customer's problems

VIDEO 2 - STANCE

LOOK (play the video, 3 minutes)

This video introduces the STANCE model, which reinforces the earlier messages of choosing your attitude, being present, and customer service habits to avoid.

- Smile
- Tone
- Appearance
- Name
- Customer- focussed
- Eye contact

THINK (discussion, 10 minutes)

Which of the six behaviours does the group think is most/least important, and why?

The answers may vary. Ultimately all the behaviours are important and work together to create a great first impression.

How can the team work towards making this an intrinsic part of their working life?

REMEMBER – (recap, 2 minutes)

Make a great first impression, remember your STANCE. Smile, have a friendly Tone, your Appearance is important, as is using the customer's Name. Always be Customer Focussed and maintain Eye-Contact so they are engaged and feel valued.

VIDEO 3 - HOW NOT TO APPROACH PEOPLE

LOOK (play the video, 3 minutes)

At an empty reception desk we see five examples of common poor customer service approaches; absent, intimidating, creepy, manic and bored.

THINK (discussion, 10 minutes)

Does anyone recognise those behaviours, either in themselves or from people who have served them?

The answers will probably be yes, and the group can be encouraged to explore the effect that these initial impressions had upon them and / or their customers.

What are some ways to avoid falling into these stereotypes?

This is a good opportunity to reinforce the messages of being present, open, alert, friendly, natural and relaxed.

What can the organisation do to help their employees from falling into these traps?

REMEMBER – (recap, 2 minutes)

Be aware of your body language and don't become one of the five monsters of customer service. Be available and open, don't put barriers of any kind between you and visitors. Have a genuine smile, be natural and stay alert.

- Be available and open
- Remove barriers
- Have a genuine smile
- Be natural
- Stay alert

VIDEO 4 - A HUMAN TOUCH

LOOK (play the video, 3 minutes)

We are in a hotel with a front desk robot, admirably going through the motions. After a couple of customers give up and go elsewhere we move to a new hotel where at the front desk 'Good Service' is happily greeting new arrivals and making everyone feel special and important.

THINK (discussion, 10 minutes)

What do you look for when checking into a hotel?

Answers could include knowing names, offering tables, but all should recognise a warm human greeting and a little extra help.

How can you deal with the last customer of the day as if it the first?

Through a fresh and enthusiastic approach.

It's a definitive choice to be present in what you are doing and to want to make the customer feel special.

Thinking about the last time you felt genuinely pleased with a service you received, what made it different?

REMEMBER – (recap, 2 minutes)

Remember your customers are also your guests, so acknowledge them straight away, especially if you aren't able to serve them immediately. Keep your approach fresh - you may have done this a thousand times but this is their first impression. Use the human touch, to give them an excellent first impression.

- Acknowledge customers straight away
- Keep it fresh
- Use the human touch. Your approach will shape their experience

FIRST IMPRESSIONS – PRACTISE

In this exercise delegates will explore the impact of attitude in a powerful and simple exercise.

Overleaf are templates for 2 different sets of cards, one group of mental states, the other of common customer service phrases. These can be copied and cut out, or you may prefer to create your own.

Each set of cards should be put in a receptacle of some form so that delegates can select cards from each set at random.

Delegates should be asked to take a card from each box and hold onto them.

One after the other the delegates should turn to the person sitting next to them and read out loud the phrase in the emotion that they have chosen.

The rest of the group should try to identify the emotion, and the recipient of the message should say how it made them feel.

This practice exercise should bring the group a common understanding of how mood affect the message and that they can choose what mood to convey.

Invite each delegate to capture at least one thing that they will do differently in their workplace as a result of this exercise.

TIRED	FRIENDLY
HAPPY	WORRIED
SAD	COLD
TEARFUL	ANGRY
ANXIOUS	HAPPY
How can I help you?	Have you contacted us before?
How are you today?	Please bear with me whilst I look up your details
What would you like to order?	Can I take your name please?
I'm sorry that you are not happy with your item	Would you like me to wrap that for you?
Are you going to collect that or would you prefer us to deliver?	Good morning

ONLINE CUSTOMER

WORKSHOP GUIDE



CONTENTS

LEARNING OBJECTIVES	2
INTRODUCTION	3
FEATURED VIDEOS	3
VIDEO 1 - EMAIL AND WEB CHAT	4
VIDEO 2 - SOCIAL MEDIA AND THE CUSTOMER	5
VIDEO 3 - SOCIAL MEDIA AND YOU	6
ONLINE CUSTOMERS – PRACTISE	7

LEARNING OBJECTIVES

At the end of the session delegates should be able to understand the distinction between corporate and individual social media and apply different approaches to each.

Each delegate may be given a Personal Action Plan to record any learnings and personal development commitments that they make as a result of this training.

INTRODUCTION

This guide is designed for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Customer Service Essentials Series. Each video comes with a series of activities around the following structure:

LOOK - watch the video and reflect on the content and message.

THINK - activities and questions linking the video to their own experience and workplace.

REMEMBER - a summary of the key learning points.

Each section relating to the video will last around 15 minutes.

PRACTISE - At the end of the series of videos there is a 30 minute practical training exercise which will bring the learnings together. Delegates should be encouraged to record any personal development actions on their Personal Action Plan sheet.

FEATURED VIDEOS

- Email and web chat (Whaddup Custie?)
- Social media and the customer (*unamused face*)
- Social media and you (#borntoserve)

VIDEO 1 - EMAIL AND WEB CHAT

LOOK (play the video, 3 minutes)

In this video we enter the world of e-mail and web chat, with some good and bad examples of each.

THINK (discussion, 10 minutes)

Why is a different style needed for work and social communications when the internet is universal?

Responses may include company image, professionalism and clarity.

Why may customers use other channels like web chat or e-mail instead of telephoning?

Possible reasons include a faster response with web chat, e-mailed as company closed for phone callers, in the case of web chat a simple quick question or technical support.

How do customers' service expectations differ by channel, in terms of speed and depth of response?

Usually customers expect an immediate response when they are dealing directly with a Customer Assistant on the phone or on web chat but will wait longer for an e-mail response. Most companies publish service level standards to manage customer expectations as well as having internal targets for speed of response.

Trigger for trainer – you may like to discuss your own company standards at this point

What are the groups' personal experiences and expectations, either as a customer or an adviser?

REMEMBER – (recap, 2 minutes)

When emailing and in web chat, you can be more informal than you might in a letter, but don't take it too far. Check your emails, and respond promptly to those requesting action. Above all, be polite and don't email when angry!

- Emails can be more informal than letters – but don't take it too far
- Check what you've written before you send it
- Respond promptly to emails requesting action
- Don't email angry

Additional points...

- Respond in a clear, comprehensive and concise way on electronic service channels
- Use spellcheck and look out for auto correct errors
- Reread your mail or chat before sending
- Make sure you respond in a timely fashion
- Avoid slang and don't be over familiar, you are still representing your company

VIDEO 2 - SOCIAL MEDIA AND THE CUSTOMER

LOOK (play the video, 3 minutes)

In this video we enter the world of Social Media where every interaction is public; the setting is a train company at Christmas where delays have affected many customers. 'Bad Service' manages to create a rather expensive unintended customer commitment.

THINK (discussion, 10 minutes)

Why is it acceptable to use emoticons in Twitter type responses (assuming this is in line with your organisation's policy)?

Because it helps to put a response in perspective. When the customer can't see or hear you, short responses can be misinterpreted as curt or unhelpful. Emoticons can help to make your responses more engaging, if used positively.

What did 'Bad Service' do wrong?

He was over familiar with customers, made jokes at a customer's expense, didn't consider the audience who would see the responses, didn't stay professional, didn't understand the whole situation before rushing in with a solution, and then over promised.

Do any of the team have personal positive or negative experiences of dealing with organisations or customers using social media?

REMEMBER – (recap, 2 minutes)

When using social media, empathise with customers publically, but take one-to-one discussions away from the public eye. Remember you represent the company, and don't over promise.

- Empathise publically
- Take one-to-one discussions away from the public eye
- Don't over-promise

VIDEO 3 - SOCIAL MEDIA AND YOU

LOOK (play the video, 3 minutes)

Social media, whether personal or professional is often more public than people realise. This video shows the unintended consequences of a series of negative comments about work on social media and result in 'Bad Service' getting fired.

THINK (discussion, 10 minutes)

Was it fair for #borntoserve to lose his job?

Expect divided opinion, however at the end of the day the comments bring the company into disrepute and are unacceptable behaviour so many companies would take some form of disciplinary action over this.

REMEMBER – (recap, 2 minutes)

On social media you're never fully off duty. Make sure you maintain high personal standards. Don't be critical of the company, colleagues or customers.

- On social media you're never fully off duty
- Maintain high personal standards
- Don't be critical of your organisation / colleagues / clients

ONLINE CUSTOMERS – PRACTISE

In this exercise delegates will identify professional alternatives for common informal internet abbreviations.

Using a flip chart ask the group to call out some common abbreviations that they use for social media, without the person calling out explaining it means. Write these down and then ask a different member of the group to explain the meaning.

There is a list below of some common abbreviations to give you a helping hand, however these date quickly by their very nature, and these can vary significantly by region and even generation.

Although some abbreviations / emoticons will be commonly understood, there will be some which are ambiguous, such as LOL (lots of love, laugh out loud)

Once there are as many abbreviations as there are delegates, ask the group to select an abbreviation from the list and rephrase it in a professional but short way suitable for social media, for example, IMHO, in my humble opinion, could be, I think, or I would advise. It is easiest to allocate the abbreviations to the rather than letting them choose to ensure that each of the ones identified by the group are covered.

At the end of the practice session the group will have a sheet of professional alternatives to common abbreviations on social media to use in the workplace.

Invite each delegate to capture at least one thing that they will do differently in their workplace as a result of this exercise.

	Internet Slang	Better work words
1.	IMHO (in my humble opinion)	I think, or I advise
2.	LOL (laugh out loud)	That's funny
3.	L8R	Later
4.	☺ (happy face)	Thank you
5.	H2G (had to go)	Thank you for waiting
6.	SOZ	Sorry
7.	U	You
8.	2	To or too
9.	BRB (be right back)	Please bear with me
10.	4	For

SERVICE FOR SALES

WORKSHOP GUIDE



CONTENTS

LEARNING OBJECTIVES	2
INTRODUCTION	3
FEATURED VIDEOS.....	3
VIDEO 1 - DISCOVERING THEIR NEEDS	4
VIDEO 2 - STORYTELLING	5
VIDEO 3 - DEALING WITH OBJECTIONS	6
SERVICE FOR SALES - PRACTISE	7

LEARNING OBJECTIVES

At the end of the session delegates should be more familiar with the sales process, be able to identify additional customer needs and be able to confidently up sell and cross sell products.

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FEATURED VIDEOS

- Discovering their needs (I wonder why he didn't buy any undercoat?)
- Storytelling (I remember a couple buying the very same bed)
- Dealing with objections (I thought this was a slam dunk?)

VIDEO 1 - DISCOVERING THEIR NEEDS

LOOK (play the video, 3 minutes)

This video is set in a DIY store with a customer who comes in to buy paint. 'Bad Service' does exactly what is asked, however the customer doesn't understand exactly what they need...

THINK (discussion, 10 minutes)

Did the 'Bad Service' do anything wrong?

Responses may include no, he did exactly what was asked, however with a little probing he would have been able to help more.

What clues did the customer give that they may have needed some extra advice?

There were verbal and visual clues in the video such as the customer not being sure what they wanted and a direct statement of not having done this type of DIY before.

Do any of the team have personal positive experiences like this?

REMEMBER – (recap, 2 minutes)

Discover the customer's need. Even they might not be sure what it is. Explore with open questions and discover more about them. Listen and check the facts, you may discover more... and watch out for clues – there might be more services or products you can offer them.

- Explore the request
- Listen and check
- Watch out for clues

Additional points...

Service and Sales are the same as far the customer goes.

There is often a perceived resistance to 'selling', this is as a result of not understanding what the customers genuine needs are. When you take time to understand how your products or services fit into the customers life you will often find there are additional ways to help them achieve what they are setting out to do. This may involve offering products and services, and if the customer sees the value in purchasing one of these, they will, and moreover they will feel good about their decision.

VIDEO 2 - STORYTELLING

LOOK (play the video, 3 minutes)

This video is set in a bedroom furniture store and features two different customers buying different products. It demonstrates the power of relating positive and negative anecdotes during a sales process and the effect they can have.

THINK (discussion, 10 minutes)

What does 'Bad Service' initially do well?

He talked about the bed's great features and commended the customer on their choice. The customer was happy and ready to buy the bed.

What would have happened if 'Bad Service' hadn't told the story?

We assume that the customer would have gone away happy with their new bed.

What did 'Good Service' do better?

Typical responses should include they related a happy story which made the customer smile and feel good. They showed that the company has a human side and creates ongoing relationships with customers, which shows they care about their products too.

Do any of the team have personal positive experiences like this?

REMEMBER – (recap, 2 minutes)

Share positive stories from your customers to bring your products or services to life.

- Stories help bring your products/services to life
- Think about the positive stories your customers have shared with you

VIDEO 3 - DEALING WITH OBJECTIONS

LOOK (play the video, 3 minutes)

This time 'Bad Service' is showing a young family a new home, which he is convinced they will like, he's even got the celebration champagne ready.

THINK (discussion, 10 minutes)

What impression does 'Bad Service' create for the home buyers?

He was ignoring what the customers said they wanted.

If 'Good Service' hadn't stepped in what would have happened?

Potentially the couple would have looked elsewhere even if this property could be ideal for them. They would also have formed a poor impression of the agent and the agency

How did 'Good Service' turn the sale around?

By understanding the reason behind the customers' requests and meeting the need in a different way.

What did 'Good Service' do better?

Listening, understanding, focussing on the positive aspects, such as area and space, getting the customer to think about alternative solutions.

Have any of the team 'turned around' a sale in this way?

REMEMBER – (recap, 2 minutes)

When dealing with customer objections, don't panic - play it cool. Don't focus on the objection – instead, put it in perspective, or outweigh it with compensating factors.

- Don't panic! Play it cool
- Make the objection specific
- Put it in perspective
- Give compensating factors

SERVICE FOR SALES - PRACTISE

In this exercise delegates will practise the art of storytelling in a workplace setting.

Ask the delegates to individually think of a recent customer that they dealt with or a memorable instance where they were at the receiving end of an unsatisfactory customer experience.

Once they have done this, ask them to rewrite that customer story, starting with,

“Once upon a time” and ending with “happily ever after.”

The stories should be around a minute long.

The delegates should then relate their stories, either to the group as a whole, or to each other in pairs or small groups.

At the end of this exercise the delegates will be more comfortable with creating positive professional stories to improve and enhance a customer experience.

Invite each delegate to capture at least one thing that they will do differently in their workplace as a result of this exercise.

CUSTOMER TYPES

WORKSHOP GUIDE



CONTENTS

LEARNING OBJECTIVES	2
INTRODUCTION	3
FEATURED VIDEOS	3
VIDEO 1 - BEHAVIOUR BREEDS BEHAVIOUR	4
VIDEO 2 - CHOOSING YOUR BEHAVIOUR.....	5
VIDEO 3 - BEHAVIOUR CAN HELP OR HINDER	6
THE POWER OF BEHAVIOUR – PRACTISE	7

LEARNING OBJECTIVES

At the end of the session delegates should be more aware of the effects of their own behaviour and be able to adapt it appropriately for a variety of professional situations.

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FEATURED VIDEOS

Behaviour breeds behaviour (I think I'm getting dizzy)

Choosing your behaviour (I should put *you* in the crime section!)

Behaviour can help or hinder (Ooh that stings!)

VIDEO 1 - BEHAVIOUR BREEDS BEHAVIOUR

LOOK (play the video, 3 minutes)

We are in the air, and this video demonstrates the different effects of a positive and a negative approach to the same situation.

THINK (discussion, 10 minutes)

What did 'Good Pilot' and 'Bad Pilot' do differently?

They were both faced with the same delay before landing. 'Bad Pilot' chose to be agitated and his passengers mirrored this behaviour. 'Good Pilot' chose a calm approach and her passengers responded likewise.

How does this translate into your working day, are there times when a simple switch in approach would make a big difference?

REMEMBER – (recap, 2 minutes)

People mirror the behaviour of others. Your behaviour will affect how others behave, for good or bad, so be aware of what you're doing and how you're doing it.

- People mirror the behaviour of others
- Positive behaviour elicits a positive response

VIDEO 2 - CHOOSING YOUR BEHAVIOUR

LOOK (play the video, 3 minutes)

We open in a library, where a librarian is sorting books. A reader comes in and interrupts his work with a question about a book that isn't available. Our librarian lets his irritation show which ends up in a confrontation with the reader.

THINK (discussion, 10 minutes)

What behaviour did 'Bad Service' choose at the beginning of the interaction, and what effect did this have?

He chose to show his frustration with the customer. The effect was to make the customer respond negatively which created a spiral ending in a potential complaint and a very unhappy customer (and librarian one assumes).

What did 'Good Service' do differently, and why did it work better?

She chose a positive approach and constructive behaviour, offering the customer an alternative solution, as well being natural and relaxed.

Can the group think of an instance where they have consciously chosen their behaviour towards a customer, friend or family member to get a better interaction? Did it work?

REMEMBER – (recap, 2 minutes)

Behaviour is variable. Choosing the right kind at the moment of truth is critical. It isn't difficult; it's about awareness and discipline.

- Behaviour isn't fixed, it's a variable
- Choosing the right behaviour at the moment of truth is critical
- It isn't particularly difficult to do
- It's about awareness and discipline

VIDEO 3 - BEHAVIOUR CAN HELP OR HINDER

LOOK (play the video, 3 minutes)

We're at the clinic, where a customer is waiting for shots to travel to Malawi for a wedding. Unfortunately, she is scared of needles and 'Bad Service' isn't listening.

THINK (discussion, 10 minutes)

Why do you think that 'Bad Service' behaved the way he did?

Perhaps he was busy, or was having a bad day – either way it is unacceptable from a customer perspective as it would have been quite simple to try and understand the customer's needs and concerns at the beginning by choosing a different approach

What did 'Good Service' do differently?

Answers could include she asked questions, listened, empathised, and gave the customer choices

Have any members of the group experienced poor behaviour from someone they thought they could trust? How did it make them feel?

REMEMBER – (recap, 2 minutes)

Your behaviour can help or hinder a transaction. Think about your verbal behaviour: don't dominate conversation, or bully, and listen actively. Think about your visual behaviour: is your body language open and personable? Keep these two things in check for smoother, more pleasant transactions.

- Your behaviour can be a help or a hinderance
- Behaviour can be expressed visually or verbally

THE POWER OF BEHAVIOUR - PRACTISE

In this exercise delegates will practise the art of storytelling in a workplace setting.

Split the group into two and remind them of the caption in the video: “You can use your behaviour to help or hinder a transaction.” Ask each group to spend ten minutes drawing up a list of behaviours, verbal or non-verbal, that could either 1) help or 2) hinder a transaction. These might include the ones listed below, but you need not go through the entire list;

Hindering behaviours

- Leaning away with hands clenched, arms and legs crossed
- Having a blank expression on your face
- Not asking questions
- Not summarising or checking that you understand
- Not acknowledging the other person’s point of view
- Never agreeing with the other person
- Picking holes in the other person’s ideas
- Criticising, condemning and complaining
- Disagreeing, without first saying why
- Being defensive and never admitting that you got something wrong

Helping behaviours

- Leaning forward with hands open, arms and legs uncrossed
- When listening, nodding and making ‘I’m listening’ noises such as ‘um’, ‘yes’ and ‘really’
- Smiling
- Asking the other person open questions
- Summarising what you think the other person has said
- Saying things that refer back to what the other person has said
- Showing empathy by saying that you understand how the other person feels and can see things from their point of view
- When in agreement with the other person, openly saying so and explaining why
- Building on the other person’s ideas
- If you have to disagree with the other person, giving the reason before saying you disagree
- Admitting it when you don’t know the answer or have made a mistake
- Openly explaining what you are doing, or intending to do, for the other person
- Being genuine, with visual and verbal behaviours telling the same story

Once the group have completed their lists, discuss them as a team.

At the end of this exercise the delegates will be more aware of the visual and verbal attitude indicators which will impact their daily interactions with customers and colleagues.

Invite each delegate to capture at least one thing that they will do differently in their workplace as a result of this exercise.

CUSTOMER TYPES

WORKSHOP GUIDE



CONTENTS

LEARNING OBJECTIVES	2
INTRODUCTION	3
FEATURED VIDEOS	3
VIDEO 1 - LISTENING TO THE CUSTOMER	4
VIDEO 2 - ASKING THE RIGHT QUESTIONS.....	5
VIDEO 3 - LET'S DO THIS TOGETHER.....	6
WHEN THINGS GO WRONG – PRACTISE	7

LEARNING OBJECTIVES

At the end of the videos and exercise delegates should be more comfortable dealing with complaints in a constructive and positive manner, leading to better outcomes for both the company and the customer.

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FEATURED VIDEOS

- Listening to the customer (Don't blame me, mate. You bought it.)
- Asking the right questions (It's the pen that's defective, not me!)
- Getting to a solution (Milan? Why is it in Milan?)

VIDEO 1 - LISTENING TO THE CUSTOMER

LOOK (play the video, 3 minutes)

Our customer has received a parking ticket even though they tried to pay and the machine was out of order. 'Bad Service' shows no empathy and leaves the customer annoyed and frustrated.

THINK (discussion, 10 minutes)

What could 'Bad Service' have done to start the complaint off differently?

He could have listened with empathy to the situation, asked appropriate questions, and acknowledged that there was a genuine issue.

At what point when handling a complaint can you move to a resolution?

When you have all the information, have investigated and acknowledged that the complaint is genuine and needs resolving.

Can the group think of an instance where they have empathised with a customer but been unable to offer a resolution? How did they handle this situation?

REMEMBER – (recap, 2 minutes)

When dealing with a complaint, listen and empathise. Allow the customer to talk - don't get defensive, and summarise your understanding before offering solutions.

- Listen and empathise
- Don't get defensive

VIDEO 2 - ASKING THE RIGHT QUESTIONS

LOOK (play the video, 3 minutes)

A customer is in a pen shop with a leaky pen and 'Bad Service' is not very helpful.

THINK (discussion, 10 minutes)

What did 'Bad Service' do wrong?

He didn't listen to the customer, or ask questions to identify the issues, instead he blamed the customer. There was no acknowledgement or empathy.

What did 'Good Service' do differently?

She listened, empathised, acknowledged a problem, resolved it and also took a next step of replacing the ink.

What would have been the outcome of the complaint if 'Good Service' had not stepped in?

Maybe a formal complaint or an escalated grievance? A lost customer and reputational damage to the company

REMEMBER – (recap, 2 minutes)

When dealing with complaints, ask open questions to understand the issue and closed questions to confirm a resolution. Don't let your emotions control you, be polite and remain positive.

- Ask open questions to understand the issue and closed questions to confirm a resolution
- Handle your emotions

VIDEO 3 - LET'S DO THIS TOGETHER

LOOK (play the video, 3 minutes)

This time we are at the airport waiting for luggage which hasn't arrived. The customer is anxious, emotional and tired so has gone to the luggage desk to find out where her bag is. 'Bad Service' leaves her sobbing on the desk.

THINK (discussion, 10 minutes)

What behaviours was 'Bad Service' exhibiting, and what effect did this have on the passenger?

Uncaring, not bothered, more interested in going home, which made the passenger more emotional and upset.

What did 'Good Service' do differently?

She offered the passenger a range of solutions and options. She involved the passenger in the process so she felt she had some element of control back.

What next steps do you think 'Good Service' will take behind the scenes?

Some things she could do would be to chase up the luggage the next day, phone her when it arrives back at the airport to see if she is collecting or would prefer a taxi, call her after she has the bag to make sure it is the right one and that it hasn't been damaged. She could also file an internal report to see if this was something that could be prevented from happening again.

REMEMBER – (recap, 2 minutes)

Involve the customer in the solution. Ask them what their preferred solution would be, and offer them options.

- Involve the customer in the solution
- Ask them what their preferred solution would be
- Offer options

WHEN THINGS GO WRONG - PRACTISE

In this exercise delegates are asked to identify the most common complaints that they come across on their workplace, and in small group, look at effective ways of dealing with the issues that arise.

Part 1

As a group ask the delegates to identify the top 2 or 3 common customer complaints that arise in their working environment, write these on a flip chart or similar and then ask the group to split into smaller working parties, or even pairs.

Part 2

Using one of the identified complaints for each team, the smaller groups should work together to suggest ways of handling these, using product knowledge, effective questioning, and involving the customer in creating a positive outcome.

Each small group should feed back to the whole; the trainer may invite discussion and add to the ideal responses where necessary.

At the end of this exercise the delegates will be more confident in dealing with awkward complaints and be able to resolve them in a more effective way.

Invite each delegate to capture at least one thing that they will do differently in their workplace as a result of this exercise.

ADVISING THE CUSTOMER

WORKSHOP GUIDE



CONTENTS

CONTENTS	2
LEARNING OBJECTIVES	2
INTRODUCTION	3
FEATURED VIDEOS	3
VIDEO 1 - KNOWING YOUR STUFF	4
VIDEO 2 – FINDING OUT WHAT THEY WANT.....	5
VIDEO 3 - GETTING INTO THEIR HEAD.....	6
VIDEO 4 - SHOWING THEM THE BENEFITS.....	7
ADVISING THE CUSTOMER – PRACTISE.....	8

LEARNING OBJECTIVES

At the end of the session delegates should have a greater understanding of customer needs and the roles that they play in helping your organisation meet those needs.

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FEATURED VIDEOS

- Knowing your stuff (Why are you curled up in a ball?)
- Finding out what they want (It's not the age it's the mileage right?!)
- Getting into their head (He just wants the tie)
- Showing them the benefits (But is it comfy?)

VIDEO 1 - KNOWING YOUR STUFF

LOOK (play the video, 3 minutes)

In the setting of a shoe shop 'Bad Service' discovers that knowing your product and company policies are essential, before you even get face-to-face with customers.

THINK (10 minutes discussion)

What was the 'Bad Service's' biggest mistake?

Most of your team should realise it was about not having the product knowledge and assuming that this wouldn't matter, in addition 'Bad Service' didn't listen to what customers wanted.

Why is it important to understand the commercial, market outside your own products?

Good answers will demonstrate a knowledge of needing to appear professional, to be able to advise customers correctly, and to know what makes your own products different.

Were the customers being 'difficult'?

No. Customers will have a variety of needs; it's up to the Customer Adviser to know what they're likely to be asked.

REMEMBER – (2 minutes to reiterate key learnings)

Knowing your stuff gets the customer onside. You should have a detailed knowledge of what you've got – your product range and its features. You should also know your policies, as well as having a wider knowledge of the business and the market landscape.

- Know what you've got
- Know your policies
- Know the business

VIDEO 2 – FINDING OUT WHAT THEY WANT

LOOK (play video, 3 minutes)

The video is set within a cosmetic beauty clinic with a nervous customer who wants treatment but is not sure what.

THINK (10 minutes)

How does the 'Good Service' get the customer to open up?

Responses could include: using open questions, reassuring the customer, building trust and confidence.

What was the customer feeling when 'Good Service' went to get more information?

She was feeling reassured, more confident and open to discussion of what solutions may be available to her.

How did the customer feel after 'Bad Service' came in with assumptions?

Probably rather shocked, upset, and not in the right frame of mind to discuss beauty treatments.

REMEMBER (recap, 2 minutes)

Customers don't always know what they want. Whatever service you provide, encourage your customers to open up. Listen to their needs, desires and concerns.

- Customers don't always know what they want
- Encourage them to open up
- Listen to them

VIDEO 3 - GETTING INTO THEIR HEAD

LOOK (play, video 3 minutes)

We're in a department store and a customer comes in for a colourful tie. Our 'Good Service' recognises that the customer is trying to change their image not just buy a tie.

THINK (allow 10 minutes)

What makes us buy things? - is it really because we 'need' something?

We often choose brands and products based on how they make us feel, for example insurance from a trusted provider, clothing to fit our self image.

How do we feel after we have bought something that we really wanted?

A range of emotions may come up here, typical answers will include happy, pleased, relieved, or maybe even on a bit of a high.

REMEMBER (recap, 2 minutes)

The customer may need something more than what they're asking for. Try to get to the truth of the matter by asking questions.

- The customer may need something more...
- Something different to what they're asking for
- Try to get to the truth with questions

VIDEO 4 - SHOWING THEM THE BENEFITS

LOOK (play video, 3 minutes)

This video is set in an office furniture store, 'Bad Service' has memorised all the product features but has no idea how to relate them to a customer's needs until he is prompted by his colleague.

THINK (10 minutes)

Why didn't the customer seem impressed at the Customer Adviser's extensive product knowledge?

Jargon usually puts off customers, plus he hadn't tried to understand what was important to the customer before reeling off all the product features.

What is the difference between a feature and a customer benefit?

A feature is specific to the product; however a benefit adds value to the customer.

How can you understand what features are going to be most important to the customer?

This is best done through effective questioning, in most cases products and services are designed to meet specific customer needs however the importance and priority that customers place on features depends on a range of factors. You need to understand the most important in order to be able to relate the best product to their needs.

REMEMBER (recap, 2 minutes)

Features like 'it's got auto-tension' are factual statements but they won't entice customers to buy. A benefit (like 'it's incredibly comfortable') answers the question 'What's in it for me?' People buy benefits – so relate these to them.

- Features are factual statements
- Benefits are value statements

ADVISING THE CUSTOMER – PRACTISE

This is a simple and powerful activity that can help you show the value of your product/service to a customer by knowing your product, and using features and benefits to help a customer understand more about what they want. It should take around 30 minutes depending on the group.

Pick a participant to be the customer, and hold out two pens. Offer to sell them one for £100 and one for £1. Ask them which one he would like.

They are likely to pick the £1 pen

Then ask why they chose that particular object.

Most likely response is cost, but the reasoning doesn't matter.

Before you hand them the object, start to list some features and benefits, for example:

“The £100 pen is guaranteed for life. Even if you lose it, you can come back and get another one, saving you money in the long run. Is that of interest to you?”

Then ask again, which pen would you like?

Continue listing features until the customer would be crazy not to go for the more expensive pen, you can be as creative as you like with the features. Some examples could include:

If you show your pen at a cinema or nightclub, you will automatically go to the front of the queue

The £1 pen will run out of ink in a week

The £100 pen retains 75% of its value – so you can sell it to someone else later on for £75

And so on.....

The point is that, eventually, someone will pay £100 for a pen, proving that it is value, not price that drives decision-making.

Now split the group into pairs and ask them to repeat the exercise using either a company product or service, or any other objects chosen at random.

At the end of the exercise delegates should be more comfortable with relating features and benefits to potential customers, as well as being more confident in understanding that customers do not always immediately know what is important to them, sometimes they need to know what they are missing !

Invite each delegate to capture at least one thing that they will do differently in their workplace as a result of this exercise.

AFTER SALES
WORKSHOP GUIDE



CONTENTS

CONTENTS	2
LEARNING OBJECTIVES	2
INTRODUCTION	3
FEATURED VIDEOS	3
VIDEO 1 - COMPANY LOYALTY	4
VIDEO 2 – TEAM AND CUSTOMER LOYALTY	5
AFTER SALES – PRACTISE	6

LEARNING OBJECTIVES

At the end of the session delegates should realise the value and importance of taking pride in their work and being loyal to both the company their work for and the colleagues they work with.

Each delegate may be given a Personal Action Plan to record any learnings and personal development commitments that they make as a result of this training.

INTRODUCTION

This guide is designed for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Customer Service Essentials Series. Each video comes with a series of activities around the following structure:

LOOK - watch the video and reflect on the content and message.

THINK - activities and questions linking the video to their own experience and workplace.

REMEMBER - a summary of the key learning points.

Each section relating to the video will last around 15 minutes.

PRACTISE - At the end of the series of videos there is a 30 minute practical training exercise which will bring the learnings together. Delegates should be encouraged to record any personal development actions on their Personal Action Plan sheet.

FEATURED VIDEOS

- Company and product loyalty (A load of tat glued together)
- Team and customer loyalty (Who sold you this then?)

VIDEO 1 - COMPANY LOYALTY

LOOK (play the video, 3 minutes)

The scenario is an after sales issue with a washing machine. 'Bad Service' runs down the product and the company as a whole.

'Good Service' offers reassurance, takes responsibility, resolves the issue and leaves the customer happy and confident in her purchase.

THINK (discussion, 10 minutes)

Why do you think that the first service adviser is so negative about the company and its products, even down to the pen?

Perhaps he was having a bad day or he didn't rate the salesman...

What impression do you think that this has on the customer?

It made the customer lose confidence in the product, the company and the adviser. The customer would tell her friends, she wouldn't buy from the company again...if everyone did that they'd be no company.

What did 'Good Service' do well?

Used the customer's name, identified the issue and resolved it quickly, reassured the customer, highlighted the company's achievements and the products key features, left customer with contact details for the future, went the extra mile with the service contract and pen.

Do any of the team have personal positive experiences like this?

REMEMBER (recap, 2 minutes)

To the customer, you are the organisation, so don't rubbish the company. You are key to building the customer's faith in the organisation so be proud of where you work and what you do.

- To the customer you are the organisation
- Support your organisation
- Be proud of what you do
- Be proud of your products and solutions

VIDEO 2 – TEAM AND CUSTOMER LOYALTY

LOOK (play the video, 3 minutes)

The scenario is an after sales issue with a printer, one of many that a customer has bought.

'Bad Service' doesn't really investigate the problem, he immediately jumps to conclusions and puts down both the customer and his colleague who sold the product, trying to make himself look more knowledgeable in the process, but failing.

THINK (discussion, 10 minutes)

Why did 'Bad Service' talk about Wheeler Dealer Dave?

Maybe a competitive or arrogant attitude, trying to look more knowledgeable, trying to avoid having to do a thorough investigation of the issue.

What effect did these comments have?

Undermined the customer's confidence in the product, the sales person, the company and the engineer himself, and could have made the customer return a large order.

What would have happened if 'Good Service' hadn't stepped in?

Customer could have returned order or complained.

What did 'Good Service' do well?

Found the issue, explained it clearly without making the customer feel bad, arranged for a convenient time to repair the printer, managed the customer expectations, thought beyond the immediate issue and realised that other printers may be at risk, saving a lot of inconvenience all round, sorted stickers out to prevent the issue happening again.

Do any of the team have personal positive experiences like this?

REMEMBER (recap, 2 minutes)

You are part of a team, so be loyal to your colleagues - support them and what they do. Be loyal to your customers too, you are not there to judge them and it will help you get the best for them.

- Don't rubbish your colleagues / clients
- Get the best for your customers

AFTER SALES – PRACTISE

This exercise is about the power of positivity and will demonstrate the effect that negativity has on those around you.

Choose a topic of conversation, something that the group have in common; this could be anything from working for the same company, the weather, love of sports, or a current TV programme. Feel free to involve the whole group- in deciding the topic of conversation.

Split the group into pairs and ask one of each pair to leave the room whilst you brief the first group, advise the second group to await their own briefing.

Brief the first group to wait for the other person to start a conversation and then respond as positively and enthusiastically as they can to anything their partner says, whilst trying keeping the conversation going. Ask them also to be aware of their state of mind throughout.

Brief the second group to start a conversation with some form of negative comment about the chosen topic. It's their job to be negative throughout the whole conversation, to reply to their partner but to do nothing extra to keep the conversation going. Ask them also to be aware of their state of mind throughout.

Gather the groups together, ask them to pair up again and to sit facing each other and prepare to have a five minute conversation about the chosen topic.

After the time has ended ask the group to share their experiences and observations about their own state of mind. Some questions to put to the group are:

Who won over the partner most, positive or negative person?

How easy was it to keep the conversation going faced with such negativity?

How did you feel having to be constantly negative?

What impact on your mood did the positive person have?

How did the positive pairing feel at the end of the conversation?

After completing this practical exercise, delegates should be aware of the impact of positive approaches and the damage that negativity can do to themselves and those around them.

Invite each delegate to capture at least one thing that they will do differently in their workplace as a result of this exercise.