

CUSTOMER TYPES

WORKSHOP GUIDE



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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.

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

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.