

CUSTOMER TYPES

WORKSHOP GUIDE



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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.

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

- 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.