

**Quality Customer Service**  
**FOURTH EDITION**

# **TRAINING MANUAL**

Dana Keller



**A Crisp Group Training Program**

# **TRAINING MANUAL**

## **Quality Customer Service**

### **Fourth Edition**

Dana Keller

Based on the book  
*Quality Customer Service, Fourth Edition*  
by William B. Martin, Ph.D.

All rights reserved. No part of this book or accompanying video may be reproduced or transmitted in any form or by any means now known or to be invented, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system without written permission from the author or publisher, except for the brief inclusion of quotations in a review.

© 2001 by Crisp Publications, Inc.  
Printed in the United States of America

01 02 03 04 10 9 8 7 6 5 4 3 2 1

ISBN 1-56052-231-3L/599-1



**Crisp—It Simply Works!**

Crisp publishes an entire library of easy-to-use training materials. Over 250 titles are available to support your company's development efforts.

**Key Content Areas**

- Communication
- Customer Contact
- Finance
- Jobs & Careers
- Human Resources
- Management
- Organizational Development
- Personal Improvement
- Process & Quality Improvement
- Retail
- Small Business
- Training Development

**Methods to Suit Any Learning Style**

- Workbooks
- Videos
- Audio Tapes
- CD Software
- Web-Based Programs

Crisp also designs custom courses tailored to your organization's specific needs.

**Contact Crisp for more details:**

1-800-442-7477

[www.CrispLearning.com](http://www.CrispLearning.com)

# Contents

## Getting Started

About this Guide .....	8
Transparencies .....	9
Handouts .....	10
Leading the Adult Learner .....	11
Planning Checklist .....	12
Material Checklist .....	13

## Instructor's Script (Times may vary, depending upon discussion)

### 20 minutes PART 1: INTRODUCTION

10 minutes	Welcome and Introductions .....	16
5 minutes	Objectives and Agenda .....	16
10 minutes	What is Quality Customer Service? .....	17
5 minutes	Why is Customer Service Important? .....	18

### 65 minutes PART 2: TRANSMITTING A POSITIVE ATTITUDE

5 minutes	Attitude Check .....	20
5 minutes	Video Lead-In and Viewing .....	20
15 minutes	Transmitting a Positive Attitude .....	21
5 minutes	Staying Energized .....	23
25 minutes	Exercise: Job Performance .....	23
10 minutes	Break .....	24

### 45 minutes PART 3: IDENTIFYING CUSTOMER NEEDS

5 minutes	Video Lead-In and Viewing .....	25
20 minutes	Identifying Customer Needs .....	25
10 minutes	Skillful Listening .....	27
5 minutes	Obtaining Feedback .....	28
5 minutes	Break .....	29

### 65 minutes PART 4: PROVIDING FOR THE NEEDS OF YOUR CUSTOMERS

5 minutes	Video Lead-in and Viewing .....	30
5 minutes	Internal Customers .....	30
25 minutes	Exercise: A New Twist on Services .....	30
15 minutes	Meeting the Four Primary Needs .....	32

10 minutes	Features and Benefits .....	33
5 minutes	Saying the Right Thing .....	34

**60 minutes Lunch Break**

**40 minutes PART 5: MAKING SURE YOUR CUSTOMERS RETURN**

5 minutes	Video Lead-In and Viewing .....	35
5 minutes	Success Stories .....	35
10 minutes	Handling Complaints .....	36
10 minutes	Dealing with Difficult People .....	37
10 minutes	Taking the Extra Step .....	38

**50 minutes PART 6: SKILL PRACTICE—PROVIDING QUALITY CUSTOMER SERVICE**

5 minutes	Instructions .....	39
45 minutes	Conducting the Skill Practice .....	40

**15 minutes PART 7: CONCLUSION**

10 minutes	Learning Objectives Review .....	40
5 minutes	Course Evaluation .....	41



# **GETTING STARTED**

# ABOUT THIS GUIDE

This training program is designed to help you acquaint others with quality customer service, and to provide an opportunity for participants to begin putting those basics into practice. It includes structured lessons from the workbook, behavioral examples from the video, reinforcement activities to practice new skills, and an optional assessment.

The training manual outlines a one-day presentation of the material. Alternatively, you can break the course into smaller segments and tailor the training to your group's needs.

## Instructor's Script

The **FORMAT** column contains visual clues about the activity underway. There are thumbnail representations of the transparencies, as well as icons depicting the nature of the instructional material:



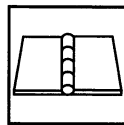
**Presentation**



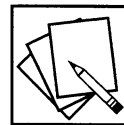
**Flip Chart**



**Exercise**



**Workbook**



**Handouts**



**Video**

The **TIME** column contains target times for each activity. Actual times will vary, depending on questions and other participant interaction.

The **DIRECTIONS** column includes facilitator instructions and suggested scripts. Experienced facilitators may not need to follow the directions precisely. However, these resources can help facilitators leading the course for the first time to deliver a more effective session.



# Transparencies

This course is designed to be facilitated using an overhead projector and transparencies. If your facility or instruction style does not accommodate overheads, transfer this information to flip charts or some other medium. Master copies (on disk) of all transparencies are provided and identified sequentially (T1, T2...) by the order presented in the course.

**Cengage Learning** [www.cengage.com](http://www.cengage.com)

**COURSE OBJECTIVES**

In this course, you will learn how to...

- Develop winning customer service attitudes
- Identify customer needs
- Provide for customer needs
- Ensure that customers return

Quality Customer Service, Fourth Edition  
© 2010 Cengage Learning

T1

**Cengage Learning** [www.cengage.com](http://www.cengage.com)

**SKILLFUL LISTENING**

Keep customers happy by becoming a better listener:

- Stop talking
- Avoid distraction
- Concentrate on what the other person is saying
- Look for the "real" meaning
- Provide feedback

Quality Customer Service, Fourth Edition  
© 2010 Cengage Learning

T4

**Cengage Learning** [www.cengage.com](http://www.cengage.com)

**HANDLING COMPLAINTS EFFECTIVELY**

Recommended steps include:

1. Listen carefully to the complaint
2. Repeat the complaint back and get acknowledgement that you heard it correctly
3. Apologize
4. Acknowledge the customer's feelings
5. Explain what corrective action you will take
6. Thank the customer for bringing the problem to your attention

Quality Customer Service, Fourth Edition  
© 2010 Cengage Learning

T7

**Cengage Learning** [www.cengage.com](http://www.cengage.com)

**AGENDA**

- Introduction
- Transmuting a Positive Attitude
- Identifying Customer Needs
- Providing for the Needs of Your Customers
- Lunch break
- Making Sure Your Customers Return
- Skill Practice
- Conclusion

Quality Customer Service, Fourth Edition  
© 2010 Cengage Learning

T2

**Cengage Learning** [www.cengage.com](http://www.cengage.com)

**FEATURES AND BENEFITS**

When selling products or services, emphasize the benefits...

**"Features" are facts**

- Example: Our coffeemaker includes an electronic timer.

**"Benefits" describe what those facts will do for the customer**

- Example: The electronic timer can start your coffee brewing while you're in the shower.

Quality Customer Service, Fourth Edition  
© 2010 Cengage Learning

T5

**Cengage Learning** [www.cengage.com](http://www.cengage.com)

**SKILL PRACTICE: ROLES**

**Service Provider**

- Read your role play and plan your strategy (H1, H2, or H3)
- Start the role play by giving a short overview of the situation

**Customer**

- Read your role play and plan your strategy (H4)
- Remember, the goal is to give the service provider practice—challenge the person, but don't make it too difficult

**Observer**

- Monitor the role play—watch the clock!
- Use the worksheet (H5) to record your observations

Quality Customer Service, Fourth Edition  
© 2010 Cengage Learning

T8

**Cengage Learning** [www.cengage.com](http://www.cengage.com)

**CUSTOMER SERVICE DIMENSIONS**

**Procedural**

- Established systems and procedures

**Personal**

- Attitudes, behaviors, verbal skills

Quality Customer Service, Fourth Edition  
© 2010 Cengage Learning

T3

**Cengage Learning** [www.cengage.com](http://www.cengage.com)

Features	Benefits
(What?)	(What's in it for the customer?)

Quality Customer Service, Fourth Edition  
© 2010 Cengage Learning

T6

**Cengage Learning** [www.cengage.com](http://www.cengage.com)

**SKILL PRACTICE: TIMELINE**

For each role play:

- 3 minutes for preparation
- 5 minutes for role play
- 3 minutes for feedback

Quality Customer Service, Fourth Edition  
© 2010 Cengage Learning

T9



## **LEADING THE ADULT LEARNER**

Adults approach learning differently than school children do. Unlike children who may accept information at face value, trusting the teacher to plan the lessons and impart knowledge, adults will judge for themselves what information is applicable and useful. By incorporating adult-learning principles into your training sessions, you will increase the likelihood that participants learn and apply the new skills.

Adults...

- Need to validate the information based on their beliefs and experiences
- Expect course content to be immediately useful
- Have past experience upon which to draw
- Have significant ability to serve as knowledgeable resources to the class
- Are problem-centered
- Function best in a collaborative environment
- Need to share in planning

### **Conducting Successful Discussions**

Since adult learners function best in a collaborative environment, you should encourage participants to ask questions, compare experiences, and share solutions with each other.

An atmosphere of free exchange can be created only when group members see that a mutual sharing of opinions and ideas is welcome without criticism or judgment by the instructor or participants. The skillful use of questions will encourage discussion.

Group participation may be a new experience for some. Never put anyone on the spot. Interaction should be voluntary and supported by positive reinforcement. If the right atmosphere is created, the members will feel comfortable and naturally take part.

Establish a nonthreatening environment. Encourage open and relaxed communication. Keep discussions on a positive, constructive note. Keep in mind that there are no wrong responses. If the response you get is not the one you are seeking, ask the group for additional answers.

Ask for volunteers to respond. Do not demand participation by calling on an individual student unless you know the person would be comfortable answering. Use the person's name before asking the question so he or she will focus on the question.

You should be constantly on the alert for cues from the group that suggest problems. If participants begin to fidget, look bored, or show by their expressions that they disagree or do not understand, you should ask questions to resolve the situation.

# PLANNING CHECKLIST

- At least 2 weeks prior:**
- Read the training manual and review the course workbook and video—take note of the course flow and key points that will be presented.
  - Order the workbook—*Quality Customer Service, Fourth Edition* (ISBN 1-56052-599-1) by William B. Martin, Ph.D.— for each participant. You can order workbooks directly from Crisp by calling 1-800-442-7477 or accessing our website at [www.CrispLearning.com](http://www.CrispLearning.com)
- At least 1 week prior:**
- Create your visual aids. You may print them onto transparency film or create your own flip charts.
  - Print and copy the handouts.
- At least 1 hour prior:**
- Check room facilities and test all audio/visual equipment.
  - Arrange flip chart pages.
  - Verify that all supplies are on hand.
- 30 minutes prior:**
- Arrange name tags, supplies, and refreshments.
  - Be on hand to greet participants as they arrive. This provides an opportunity to learn a little about each person before the session begins, and to address any concerns participants may have regarding the schedule, message system, or other logistics.

# MATERIAL CHECKLIST

## Audio/Visual Equipment:

- Course video
- Monitor and VCR player
- Overhead projector
- Course transparencies or prepared flip charts
- Blank overhead transparencies and transparency pens
- Blank flip chart pad, easel, and markers
- Optional:* Blackboard or white board with appropriate markers and eraser
- For each small group: An easel, flip chart paper, and markers
- Other:

## Other Instructor Materials:

- List of class participants
- Leader's guide and instructional notes
- Masking tape for posting flip chart pages on the wall

## Supplies for Each Participant:

- Course workbook
- Copy of each handout
- Name tent card (in lieu of name tag). Cards should be made of heavy paper with names printed in large letters. Omit titles, but include department affiliation if desired. Arrange tent cards alphabetically so participants can pick them up as they enter the room.
- Pens or pencils
- Blank paper
- Optional:* Two copies of the assessment. (Use two colors of paper when photocopying to facilitate comparisons of pre- and post-session results.)
- Other:

## Room Requirements:

- Optional:* Break-out rooms for skill practices



# **INSTRUCTOR'S SCRIPT**

# Part 1: Introduction

FORMAT	TIME	DIRECTIONS
--------	------	------------



*Pre-Assessment*

**Optional:** Distribute a copy of the assessment to each participant. Ask participants to complete the quiz and return it to you before the session begins. Explain that the same quiz will be repeated at the end of the class. Scores of the pre- and post-session assessment can be compared to measure knowledge gained.



## 10 Welcome and Introductions

Welcome participants and introduce yourself:

- Your name and background
- Why you are facilitating this class

Explain the logistics of breaks, restrooms, and paperwork required for this session.

Ask participants to introduce themselves:

- Name and background
- What they hope to gain from the course

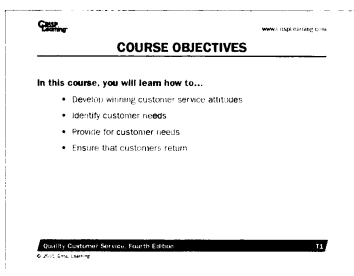
Record their expectations on a flip chart and post on the wall.



## 5 Objectives and Agenda

Distribute workbooks to participants. Explain that they will be reading portions of the workbook and completing some of the exercises during the course. Emphasize that the workbook can also serve as a reference tool in the future.

Review the objectives of the course (**T1**). As you present the course objectives, refer back to participants' expectations as often as possible.



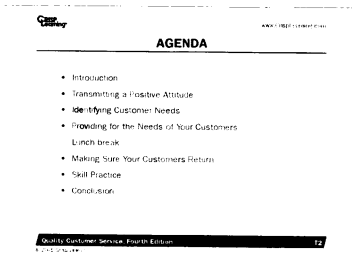
**T1**



---

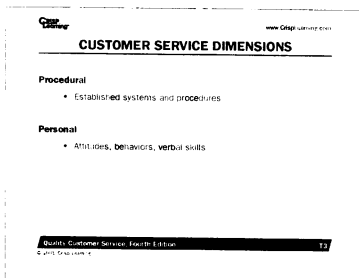
**FORMAT****TIME****DIRECTIONS**

---

**T2****10 What is Quality Customer Service?**

Facilitate a discussion by asking participants to give examples of what they think creates quality customer service. Record responses on a flip chart.

“As you can see, a lot of different elements contribute to quality customer service. One useful way to think about these elements is to divide them into two main categories.”

**T3**

Display the Customer Service Dimensions description (T3) and discuss the two dimensions.



Return to the flip chart and ask:

.....

“Which of these items are part of the personal dimension?”

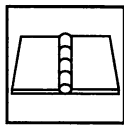
.....

Mark each personal element with a contrasting color.

If your list is mainly composed of examples from one dimension (personal or procedural), ask participants to think of examples for the other dimension.

*(Possible responses:*

- Procedural—merchandise return policies, steps for entering orders, check approval procedures
- Personal—smiling, asking questions, listening)



*Page 12*

## **5 Why is Customer Service Important?**

Ask participants to read page 12 in their workbooks. Facilitate a discussion by asking:

.....

“What can happen if everyone on your team is working together to provide quality customer service?”

.....

*(Possible responses: customer needs will be met, job is more fun, fewer mistakes, everyone wins)*

---

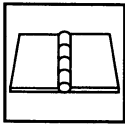
**FORMAT****TIME****DIRECTIONS**

---

.....

“How well you provide customer service is crucial to the success of both your business and your career. Let’s take a moment to consider some of the benefits that good customer relations skills can bring you.”

.....



*Page 17*

Ask participants to complete the assessment on page 17.

## Part 2: Transmitting a Positive Attitude

---

FORMAT

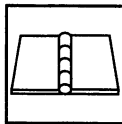
TIME

DIRECTIONS

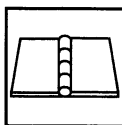
---

### 5 Attitude Check

“Your attitude really makes the difference. It’s key to the personal dimension of customer service, and it determines how well you handle the procedural dimension. Let’s take one more quick assessment focused on attitude.”



*Page 5*



*Page 102*

Ask participants to rate themselves using the exercise on page 5 of their workbooks. After they have completed the exercise, have them break into pairs and discuss their customer service strengths and weaknesses for about five minutes.

Ask participants to create a goal for improving one weakness they identified, then write that goal on page 102 of their workbooks. Explain that we will revisit these goals at the end of the course.



### 5 Video Lead-In and Viewing

Explain that we will be watching the course video in segments as we learn about each step of quality customer service.

Show the introduction and Step 1 of the video.



## 15 Transmitting a Positive Attitude

Debrief the video by asking:

.....  
“How do you feel when you approach people who have a negative attitude?”  
.....

*(Possible responses: intimidated, uncomfortable, like they don't care about what I need from them)*

.....  
“What happens to your interactions when your attitude is negative?”  
.....

*(Possible responses: they are more difficult, less enjoyable, the experience enhances the attitude)*

.....  
“Everyone gets irritated at some time. What are some things you can do when you do have a negative attitude?”  
.....

*(Possible responses: take a deep breath, go for a walk, try to think positive thoughts, smile)*

**Key points:** Negative attitudes negatively impact your service. You don't have to stay stuck in a bad mood.

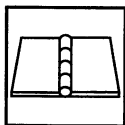
.....

“Attitude is communicated not only through what you say, but also through your dress, body language, and tone of voice.

Putting your best foot forward to provide quality customer service means dressing appropriately for your job. It means carrying yourself in a way that says you are happy and ready to help.”

.....

Review together the Body Language Exercise on page 28 in the workbooks, asking participants for the positive and negative messages that are communicated.



*Page 28*

.....

“Do you talk to customers on the phone? What can you do to show that you are ready to help when customers can’t see your body language?”

.....

*(Possible responses: Using an upbeat tone of voice, listening carefully so customers don’t have to repeat themselves, starting off with a positive greeting)*

**Key point:** Use your voice tone to communicate to telephone customers that they are just as important as in-person customers.



## 5 Staying Energized

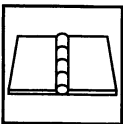
“All of us know how draining interacting with people all day can be. This worn-out feeling is called contact overload.”

Ask participants how they know when they are beginning to suffer from contact overload.

*(Possible responses: tired, grouchy, clumsy)*

Ask participants for suggestions about how they can re-energize themselves.

*(Possible responses: Change activities—such as walking around the sales floor to help customers instead of staying behind the counter; get a drink of water; be extra cheerful and energetic with the next customer)*



*Page 36*

## 25 Exercise: Job Performance

Explain that next we will review a short case study included on page 36 of their workbooks:

- Participants will break into groups of three to four people.
- Each group will spend about 5 minutes reading the case study, then about 10 minutes discussing and generating answers to the printed questions.
- Groups will present their answers.

Ask if there are any questions about the exercise.

FORMAT	TIME	DIRECTIONS
--------	------	------------

During the exercise, circulate around the room to answer questions as needed. Call out the time every five minutes. During the last five minutes, remind participants that they should be finishing their answers.

When the time is up, ask groups to share their responses.

**10 Break**

Tell participants that the class will take a 10-minute break.



## Part 3: Identifying Customer Needs

---

FORMAT

TIME

DIRECTIONS

---



### 5 Video Lead-In and Viewing

.....

“We’ve discussed how to maintain a positive attitude. The next step in quality customer service is learning how to meet the four fundamental customer needs.”

.....

Show Step 2 of the video.



### 20 Identifying Customer Needs

Debrief the video by asking:

.....

“Who can name one of the four basic customer needs that were identified in the video?”

.....

*(Possible responses: to be understood, to feel welcome, to feel important, to feel comfortable)*

If needed, list the four basic needs for the group.

.....

“Now, let’s think of ways that customers signal these needs to us.”

.....

On a flip chart, write “To Be Understood” across the top of the page and lead the group in a short brainstorming session.

FORMAT	TIME	DIRECTIONS
--------	------	------------

“How do customers show you that they need to be understood?”

*(Possible responses: customers speaking slowly or loudly, repeating themselves, getting frustrated, bringing a friend or relative to help explain)*

Repeat the process with the three other basic needs, using a separate flip chart page for each one.

*(Possible responses:*

- To feel welcome—looking around before coming in and/or coming in with friends or relatives; wearing the “right” clothes to fit in
- To feel important—showing off or bragging, wearing extreme clothing or showy jewelry
- To feel comfortable—Being ill at ease, unsure of themselves, asking for help or directions)

**Note:** Set these four flip chart pages aside; they will be used again.

“In today’s fast-paced world, can you think of one other need that most customers have?”

*(Possible responses: To get things done quickly, to not waste time.)*

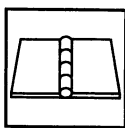
“What are some ways you can help customers make the most of their limited time?”

*(Possible responses: Answer calls within three rings, have appropriate supplies on hand, design efficient procedures for routine tasks such as processing orders or returning items, arriving on time for appointments)*

Ask if there are any questions or further comments about identifying customer needs.

## 10 Skillful Listening

“One of the best ways to identify and solve customer needs is to pay careful attention. Listening is a skill we can all work to improve.”



Page 53

Refer to the exercise on page 53. Choose a few of the assumptions and ask the class whether they believe the statement is true or false.

**Key point:** Effective listening is not automatic; it is a skill that must be practiced.

“Here are some methods we can use to practice better listening.”

Display and discuss the Skillful Listening hints (T4).

**SKILLFUL LISTENING**

Keep customers happy by becoming a better listener:

- Stop talking
- Avoid distraction
- Concentrate on what the other person is saying
- Look for the “real” meaning
- Provide feedback

Quality Customer Service, Fourth Edition T4

T4

FORMAT	TIME	DIRECTIONS
--------	------	------------

“Feedback is an important tool.

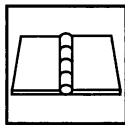
When we give feedback, we’re making sure that we’ve correctly heard what our customers are saying.

When we receive feedback, we’re providing customers another opportunity to tell us what they need and want.”

## 5 Obtaining Feedback

“What are some of the ways you ask your customers for feedback?”

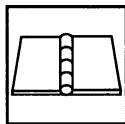
*(Possible responses: customer surveys, telephone follow-up, asking them in person)*



*Page 56*

Together, review the customer feedback ideas on workbook page 56. Suggest that participants discuss any new ideas with their managers.

**Key point:** You will never be sure you have completely satisfied your customers unless you ask them.



*Page 102*

Have participants to turn to page 102 in their workbooks. Ask them to write down a goal for improving how they identify customer needs.

---

**FORMAT****TIME****DIRECTIONS**

---

**5 Break**

Tell participants that the class will take a five-minute break.

## Part 4: Providing for the Needs of Your Customers

---

FORMAT

TIME

DIRECTIONS

---



### 5 Video Lead-in and Viewing

“Now that you have a positive attitude and know how to identify customer needs, you need to be able to meet them. Let’s take a look now at how to make sure you can meet your customers’ needs.”

Show Step 3 of the video.

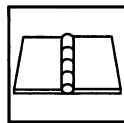


### 5 Internal Customers

Debrief the video by asking:

“What is the benefit of treating co-workers as internal customers?”

*(Possible responses: when we treat each other well internally, it is easier to treat customers well also; it makes a better work environment; we are more efficient)*



Page 59

### 25 Exercise: A New Twist on Services

Read aloud (or ask a participant to read aloud) the scenario on page 59. Facilitate a discussion by asking:

---

**FORMAT**

---

**TIME****DIRECTIONS**

---

“Have you ever worked in a situation where you knew service systems could be improved? What did you do? Why?”



Distribute flip chart paper and markers. Explain the exercise:

- Participants will break into three or four groups.
- Each group will brainstorm ideas for new, fun, effective approaches to the tasks listed on page 60. Encourage participants to get creative in their answers.
- Groups will have 15 minutes to generate ideas. (Remind participants that this allows for only one to two minutes for each of the listed tasks!)
- Next, there will be five minutes for each group to pick their five best ideas.
- Each group will present their top-five ideas and explain why they liked them.

Ask for questions about the exercise.

During the exercise, circulate around the room to answer questions as needed. Call out the time. Ensure that groups stop brainstorming after 15 minutes and start to select their best ideas.

Thank the groups for their active participation.

**Key point:** We must constantly evaluate how we do things and be open to change—so we can better serve our customers.



## 15 Meeting the Four Primary Needs

Retrieve the four flip chart pages used earlier to identify basic customer needs.

“Let’s return to the four basic customer needs. It’s not enough to simply identify needs. To make customers happy, you must satisfy them.”

Using the “To Be Understood” flip chart page, read aloud a few of the ways customers make this need felt, then ask for suggestions to meet the need. Use another color of marker to record the suggestions on the page.

*(Possible responses:* Paraphrase back what the customer has said, empathize with problems)

Repeat this process with the three remaining customer needs.

*(Possible responses:*

- To feel welcome—use a friendly greeting, use terms everyone will understand
- To feel important—learn to call others by name, do something special for the customer
- To feel comfortable—explain procedures carefully and calmly, set the customer’s mind at ease)

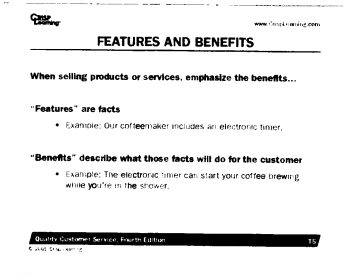


# 10 Features and Benefits

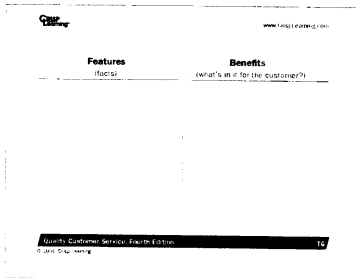
“Customers come to you because they are looking for a particular product or service. To encourage them to purchase from you, you need to show them the benefits of your products or services—let them know why yours are special.”

Display (T5) and discuss the differences between features and benefits.

Ask participants to name a feature of one of the products or services they sell. Write the responses in the “Feature” column of (T6). Then, ask for ideas for creating a benefit statement based on that feature. Record one or two benefits for each feature.



**T5**

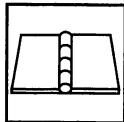


**T6**

## **5**      **Saying the Right Thing**

“We’ve talked about some of the methods you might use to satisfy customers. Now, let’s get a little more specific.

Spend a little time thinking about some of your typical customers. In what ways do you assist them? Can you visualize exactly what you might say to help them?”



*Page 70*

Ask participants to complete the exercise on page 70 of their workbooks.

Encourage participants to share this exercise with their supervisors and to ask for feedback.

## **60**      **Lunch Break**

Explain to participants that they will take an hour for lunch, then come back to learn about the last step of quality customer service: Making Sure Customers Return.

## Part 5: Making Sure Your Customers Return

---

FORMAT

TIME

DIRECTIONS

---



### 5 Video Lead-In and Viewing

.....

“We’ve looked at three of the four steps of quality customer service: having a positive attitude, identifying customer needs, and meeting customer needs. The final step involves what you will do to make sure your customers return. Let’s see what you can do to keep your customers coming back for more.”

.....

Show the remainder of the video.



### 5 Success Stories

Debrief the video by asking:

.....

“What are some of the reasons your customers return?”

Tell me about a time when you feel you personally were one of the reasons that a customer returned.”

.....

Praise each volunteer for providing excellent customer service.



**10 Handling Complaints**

“Some transactions go very smoothly, but other times, problems do occur. What are some of the typical complaints you hear from customers at your job?”

Record responses on the left half of a flip chart page.

“What are some possible actions you could take to resolve these complaints?”

For each of the listed complaints, probe for possible solutions and write them on the right half of the flip chart page.

“Although every situation is different, there are basic guidelines that should help you handle customer complaints immediately.”

Display and discuss the complaint-handling procedures (T7).

**QCSP** www.cispc.com/2010

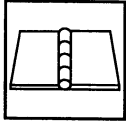
**HANDLING COMPLAINTS EFFECTIVELY**

**Recommended steps include:**

1. Listen carefully to the complainant.
2. Repeat the complaint back and get acknowledgement that you heard it correctly.
3. Apologize.
4. Acknowledge the customer's feelings.
5. Explain what corrective action you will take.
6. Thank the customer for bringing the problem to your attention.

Quality Customer Service, Fourth Edition  
© 2010, Skill Training

**T7**

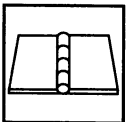


*Page 81*

As a group, read the case study on page 81 and answer the listed questions.

## **10 Dealing with Difficult People**

“Whenever you are dealing with the public, you will encounter some difficult people. Let’s look at some of the reasons people may act impolitely or aggressively.”



*Pages 84-87*

As a group, read and discuss the list given on workbook page 84.

“As you can see, there are many reasons why people may act out. Don’t take it personally. In fact, that’s the very first rule to handling difficult customers.”

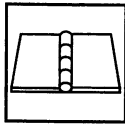


Discuss the tips presented on page 85 of the workbook.

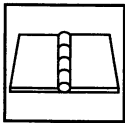
Ask participants to break into pairs to review the case study and answer the questions on pages 86 and 87.

After pairs have chosen their answers, review the correct responses aloud (3, 4, 8, and 10 are the correct responses).

## 10 Taking the Extra Step



*Page 89*



*Page 102*

Ask participants to review the list of “little extras” described on page 89 in their workbooks.

Ask participants what steps they have taken to provide extra-special service. Record responses on a flip chart.

Next, have participants write down one or two goals on page 102 that outline what extra steps they can take to better serve their customers. Ask for a few volunteers to share some of their ideas.

Ask participants for any questions about the material covered so far.

Explain that next they will do an exercise to practice all that they have learned today.

# Part 6: Skill Practice—Providing Quality Customer Service

FORMAT

TIME

DIRECTIONS

**Note:** You may want to create your own scenarios so that they directly pertain to the participants' jobs.



## 5 Instructions

Explain that skill practices are a way to put into action the skills and concepts we have learned today. In this “safe” training environment, we can hone our skills so that we are confident handling actual customers.

Explain the process:

“We will work in triads and conduct three different role plays. At the end of each role play, we will rotate so that everyone gets a chance to be the customer, service provider, and observer.”

Explain each person's role (T8).

**Note:** Stress the role of the observer in managing the role play, including watching the clock.

Display the timeline (T9).

Ask participants to break into triads.

Ask triads to determine which part each person will play in the first role play.

**SKILL PRACTICE: ROLES**

**Service Provider**

- Read your role play, and plan your **strategy** (H1, H2, or H3).
- Start the role play by giving a short overview of the situation.

**Customer**

- Read your role play, and plan your **strategy** (H4).
- Remember, the goal is to give the service provider **practice**—challenge the **person**, but don't make it too difficult.

**Observer**

- Manage the role play—watch the clock!
- Use the worksheet (H5) to report your observations.

Quality Customer Service, Fourth Edition  
© 2011 Cengage Learning

T8

**SKILL PRACTICE: TIMELINE**

**For each role play:**

- 3 minutes for **introduction**.
- 5 minutes for **role play**.
- 3 minutes for **feedback**.

Quality Customer Service, Fourth Edition  
© 2011 Cengage Learning

T9

FORMAT	TIME	DIRECTIONS
--------	------	------------



*Handouts*  
H1, H2, H3, H4, H5

Distribute a set of handouts (H1, H2, H3, H4, H5) to each triad.

Ask participants for questions about the exercise.



## 45 Conducting the Skill Practice

Conduct the skill practice. Circulate around the room to check progress. Call out the time.

Repeat the process twice more until each person in the group has had an opportunity to perform each of the three roles.

Reconvene and ask participants:

“What went well?”

What was the most challenging part?

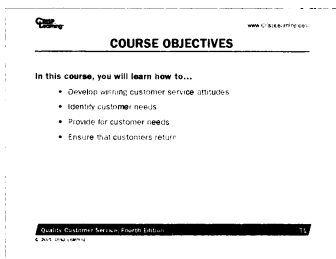
How will you use what you’ve learned back on the job?”



## 10 Learning Objectives Review

Review the flip chart list of participant expectations for the course. Verify that all expectations have been met. For any that have not been satisfied, suggest additional readings in the workbook or other activities that might help them reach their goals.

Review the course objectives (T1) to reinforce what they have learned in this session.



T1



---

**FORMAT**

---

**TIME****DIRECTIONS**

---



*Post-Assessment*

Encourage participants to share with their managers the goals and ideas they recorded on workbook page 102.

Express confidence in their abilities to provide quality customer service.

**Optional:** Distribute a copy of the assessment to each participant. Ask participants to take the quiz to measure what they have learned in the session. Collect. You may compare the post-session scores with the pre-session scores to measure knowledge gained.



## 5 Course Evaluation

Thank the class for participating and ask for feedback on the session:

.....  
"What was the most effective part of this session? What are your recommendations for improvement?"  
.....

## Other related Crisp products:

	Book	Group Training Program	Self-Directed Video Program	Role Play Video	CD-ROM
<b>Quality Customer Service</b>	✓	✓	✓	✓	✓
Building & Closing the Sale	✓		✓		
The Business of Listening	✓	✓			
Call Center Success	✓	✓	✓	✓	✓
Calming Upset Customers	✓	✓			✓
Customer Satisfaction	✓	✓			✓
Customer Service Nightmares	✓				
Telephone Courtesy & Customer Service	✓	✓	✓	✓	✓
Workbook 1: Get to Know Your Customer	✓				
Workbook 2: Meet Your Customers' Needs	✓				
Workbook 3: Building a Continuing Relationship	✓				
Workbook 4: Go the Extra Mile	✓				
Workbook 5: Explaining Features and Benefits	✓				
Workbook 6: Building the Sale	✓				
Workbook 7: Closing the Sale	✓				
Workbook 8: Completing the Sales Transaction	✓				

**Contact Crisp for more details:**

1-800-442-7477

[www.CrispLearning.com](http://www.CrispLearning.com)