



Customer Care Development System

sample

Customer Care Development System

Trainer's Manual

Sample

Written by Connie Krupp, President, KT&C

Copyright © by Landmark Opportunities, Inc. All rights reserved.

www.LandmarkLeadership.com

No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of Landmark Opportunities, Inc., including, but not limited to, network, or other electronic storage or transmission, or broadcast for distance learning.

1-Customer Relations 4 Hours	1.1 <u>Interacting With Others</u>	page 6
	1.2 <u>Dealing With Angry Customers</u>	page 11
	1.3 <u>Satisfying Customer Needs</u>	page 15
2-Decision Making 8 Hours	2.1 <u>Dealing with Customer Problems</u>	page 22
	2.2 <u>Prioritizing Customer Needs</u>	page 28
	2.3 <u>Referring to Others</u>	page 35
	2.4 <u>Following Company Guidelines</u>	page 41
	2.5 <u>Developing Alternative Solutions</u>	page 44
3-Commitment to Quality 4 Hours	3.1 <u>Increasing Customer Loyalty</u>	page 51
	3.2 <u>Improving Customer Relations</u>	page 57
	3.3 <u>Improving Quality of Operations</u>	page 59

Sample

- Set up round tables for 4-5 participants per table.
- Have sticky notes, markers, and table tents for their names.
- Have flipcharts, one per table. If you do not have enough flipcharts, buy flipchart paper with sticky top so participants can take one sheet and stick on the wall to present their work.
- Have the Participant's Manuals available for handout at the first meeting.

Sample

The Customer Care Development System (CCDS) is designed to support you in delivering this training material in as consistent–yet flexible–manner as possible. The Trainer's Manual will make it easy for you to focus on needs of the participants rather than the training material. We want YOU to succeed as you focus on seeing your PARTICIPANTS succeed. It's up to you to lead others in achieving success in changing their personal-qualities behaviors that will positively impact their personal and work lives.

CCDS is designed around a set of standard uses and support systems. Please know that maximum flexibility rests with you and that CCDS may be customized to meet your specific timelines and needs. To provide background on these standard uses and support systems, the following overview is provided:

- The CCDS Power Point describes this training system in more detail.
- CCDS training is customized around the three competency areas addressed by the Workforce Readiness Skills Assessment: Customer Relations, Decision-Making, and Commitment to Quality. Each competency will be taught, practiced, applied, and reinforced in the training and (if applicable) at the work site. To learn more about the WRS competencies, go to: <http://www.learning-resources.com>.
- Participants will complete a Workforce Readiness Skills Assessment prior to the training. Individual assessment results will be shared with the Trainer and participants, with the Trainer deciding on any modification or points to stress during the training process.
- The Trainer or other individual may be assigned as “coach” to support participants before, during, and after the training. A Reference Guide for Coaches is included in CCDS.
- If participants are already employed, it would be advisable to involve their supervisor(s) in some way to reinforce the behaviors being addressed in the training material at the workplace. A Supervisor's Interview Questions sheet is included in this training material to align training with priority customer-care competencies required by the business.
- For Trainers needing support or to be reminded of relevant training concepts, CCDS includes a set of power points for viewing as needed. These power points pertain to: Learning Theories, Tips for Trainers, Mind mapping, and Rules and Procedures for the Classroom.
- The Trainer's Manual is “turn-key,” meaning it is designed to guide every step you, the Trainer, should consider in preparing for and delivering the material. Symbols will guide your activities to follow during the training sessions. The training is prepared for delivery over 16 hours that may be scheduled in any manner necessary (2 hours per week or 1 hour per day over a 4-week period, etc.). It is best not to exceed 20 participants in any one training class.
- The Participant's Manual will be given to each participant and serve as their guide through training and as a reference on customer-care skills after the training. Encourage them to make notes of major concepts learned in their Participant's Manual.
- The Participant's Manual includes Questions and Exercises for use as in-class assignments. Your Trainer's Manual has the desired answers or actions to look for as Participants complete the work.
- Participants will complete a Workforce Readiness Skills Assessment at the conclusion of training to assess growth in participant soft-skill levels.

Welcome to CCDS. Your success as Trainer will relate directly to success of your training participants.

Materials Needed

- Flipcharts
 - Markers
 - Sticky notes
 - Plain paper
 - Name tents arranged and displayed on tables
- Ask participants to bring their name tents to class each week.*

1.1 Interacting with Customers

Arrive at least 15 minutes before class. Welcome participants as they enter the room. Have a firm handshake, Smile and look people in the eye. Start positive and stay positive throughout this class. Have participants sit at a table of their choice and put their name on the table tent with a marker.

15 Minutes

Introduction

Say This

Welcome to the first module of the Customer Care Development System class. The first module examines ways to interact positively with your customers. You will learn why it is important to interact in a positive manner with your customers and ways to do just that. You will have an opportunity to practice and develop an action plan to help you interact, especially when handling complaints or conflict.

Discussion

Introduce yourself. Ask participants to state their names, one job they have had that they liked, and why. It can be an unpaid job, a volunteer activity, etc.

5 Minutes

Parking Lot

Flipchart

On flipchart paper, draw a picture of a car and inform participants that you will list any issues that need to be resolved in the "Parking Lot." Say you will cover these issues sometime during the class or get the answers to them during the next class. Refer back to it periodically to see if there are any new questions and list them.

15 Minutes

Good and Bad Customer Experience

Small Group
Activity

Divide the participants into small groups. Make sure each group has a flipchart. Have them think about a good customer-service experience and a bad customer-service experience (e.g., food took a long time and was cold or the wait staff was extremely friendly).

Flipchart

Have them draw a line down the middle of the flipchart paper. On one side write "Good Experience" and on the other "Bad Experience." Have them discuss their examples and, on the flipchart, capture WHAT made them good or bad (e.g., crabby waiter, slow service, broken product, money back-no questions asked, friendly person who really listened). Have the groups report back to the large group. Have them state only examples that were not already stated. Also ask them whether they go back to the "Bad Experiences" places and why or why not. Ask them how many times they told others about the good or bad experiences. Drive home the point that businesses succeed or fail based on quality of product and service.

20 Minutes

Get to Know Your Customer

Say This

Most of us form quick first impressions. We often decide in the first few seconds of contact whether we like people, feel good about them, or want to do business with them. Before you can build a relationship with a customer, you first have to greet the customer in a way that makes him or her feel welcome and comfortable doing business with you. Some experts say that in order to create a good impression, within ten seconds a sales associate must notice a customer's arrival and greet him or her. That's not much time, so you need to make every second count. Your initial greeting should:

Flipchart

(Put on a flipchart)

1. Acknowledge the customer's presence.
2. Project a professional and friendly image.
3. Communicate to the customer that he or she is important.
4. Become the expert in your product.

Good and Bad Customer Experience (cont)

Discussion

1. Don't make a customer wait too long. If a customer waits more than 40 seconds to be greeted, they are likely to feel they have been waiting four minutes. Make eye contact as soon as possible. Even if helping another customer, greet this new customer, explain that you will be right with them, or call on another sales associate to help.
2. Looking professional isn't just about how you dress. It also has to do with acting in an alert and courteous way. Showing the customer you are sincerely interested in serving them is every bit as important in making a positive connection. Smile and act interested in them!
3. Show the customer that you are there to serve them. Show your interest in the customer by making a positive remark about the item they are looking at such as: "That's our best seller because it is lightweight and easy to use." But if you offer to help the customer and they say, "No, thank you," back off. Let them know you are available if they have any questions.
4. Whatever the product is that you are selling, make sure you are knowledgeable about it. Provide the information the customer is looking for. Don't be pushy. Assume the customer knows what they want unless they ask your opinion.

20 Minutes

Get to Know Your Customer

Small Group
Activity

Divide participants into small groups.

Handout

Refer to Customer Scenarios. Ask participants to brainstorm possible responses to the examples. Have them capture their best responses on the flipchart.

Flipchart

Allow participants enough time to discuss each scenario. Ask them to report back to the large group. Have each small group give an answer that is different from another group. Answer any questions that they may have.

Customer Scenarios

Scenarios One

The customer is picking up every object on a particular display, seemingly comparing the items to each other.

Possible Comment:

“We just got those in--aren't they lovely?”

Scenarios Two

The customer heads straight for one display, looks briefly, and then begins to leave the store.

Possible Comment:

“I'm sorry; didn't you find what you were looking for? Can I help?”

Scenarios Three

The customer gets a shopping cart, pulls out a shopping list, and begins to go up and down each aisle very slowly.

Possible Comment:

“Let me know if you need any help.”

Scenarios Four

A man is picking up items for a woman. He seems uncomfortable and lost.

Possible Comment:

“Looking for a gift? Let me know if you need help finding anything.”

Scenarios Five

The customer is looking at two different coffee makers. He seems to be having a hard time deciding.

Possible Comment:

“You seem undecided. Can I answer any questions about these two products?”

Scenario Six

The customer walks into the store with a bag from your store. She stands at the entrance looking around.

Possible Comment:

“Can I help you with a return or exchange?”

10 Minutes

Journals

Say This

You will be asked to use a complete a number of Journaling activities throughout this class. You will have specific activities to complete but are also encouraged to jot down thoughts, questions, and learnings throughout the program to help you better remember what you have learned.

Journal

You are to note examples of others at work or home performing the task of acting responsibly. Also, write down examples of others not acting responsibly. Note examples outside of work when people are and are not acting responsibly and why. Be prepared to discuss your findings the next class.

Have participants jot down what they've learned in their Journals page.

Sample

1.2 Dealing with Angry Customers

10 Minutes

Quote Discussion

Flipchart

Put quote on a flipchart: "Customers don't expect you to be perfect. They expect you to fix things when they go wrong." - Donald Proter, VP, British Airways

Say This

Ask participants what this quote means to them. State that there will be situations when customers have expectations of service that are not met, needs that cannot be met, wants that cannot be satisfied. This can cause the customer to become angry. The way you deal with angry customers can make or break the relations you have with them.

Before we discuss ways to deal with angry customers, let's see what misconceptions we may have about customers' expectations.

20 Minutes

Service Breakdown Individual Quiz

Handout

Refer to the Service Breakdown Quiz Handout. Have participants complete on their own. Discuss answers as a large group. Answer any questions they may have.

sample

Service Breakdown Quiz

1. Service breakdowns often occur because customer needs and wants are not met.
 2. TRUE- Service breakdowns occur daily in all types of organizations. They happen whenever the product or service delivered fails to meet customer expectations, such as having food served cold. Today's customers are better educated, have access to accurate data, and are often more demanding than in the past. Failure to fulfill some or all of their expectations can lead to dissatisfaction and, in some cases, confrontation and/or loss of business.

2. Customer expectations do not affect how service is delivered.

FALSE- Customers come to you expecting that certain things will happen and will go elsewhere if they do not occur.

3. An upset customer is usually annoyed with a specific person rather than the organization or store.

FALSE- Most of the time a customer is unhappy because of a gap between what they received and what they expected to receive. As a customer-service representative of that organization, you need to do whatever you can to make the customer happy.

4. When you cannot meet the demands of an angry customer, you should try to negotiate an alternative solution.
 5. TRUE- You must be thoroughly familiar with your organization's policies and procedures and your limits of authority. You must be prepared to negotiate with this customer. If they want something you cannot provide, you might offer an alternative that will satisfy them. Your goal is complete customer satisfaction, but not at the expense of excessive loss to your organization. Example: The food was under or over cooked. Offer to take the food back to the kitchen to fix and offer a free desert. Brainstorm other possible solutions to problems.

5. One strategy for preventing dissatisfaction is to think like a customer.

TRUE- Putting yourself in their place will help you better empathize with them. Ask a participant to give examples of a service breakdown they experienced. Have them describe ways that breakdown was fixed, how they felt, or how it could have been handled to make them feel better.

45 Minutes

Handling Customer Complaints

Say This

When customers feel dissatisfied with your products or service, they have two options: They can say something, or they can leave. If they leave, your organization has no way of fixing the problem, and you may have lost that customer for good. Even though it is hard to deal with a disgruntled customer, customers who complain can still be your customers for a long time. You are getting an opportunity to turn their bad experience into a good one. You are getting feedback on problems and have an opportunity to fix them.

Following these steps in handling angry customers can help you build customer loyalty and help you improve your customer-service skills.

1. Thank the customer for bringing this issue to your attention. Smile, give your name, and ask what you can do to help.
2. Listen carefully. Allow the customer to fully explain the problem. Remember: This is an opportunity for improvement. You want to get information that can lead to a solution.
3. Be compassionate, and don't make excuses. Apologize. You are not accepting blame. Instead, you are acknowledging the customer's inconvenience or displeasure. Most times, this will cool down your angry customer. Remember: **When you get defensive, you become part of the problem and not part of the solution.**
4. Ask open-ended questions in order to gain more information about the situation.

Discuss these points with participants, and answer questions they may have.

Say This

Let's practice following these steps. I will give you some scenarios, and in groups of three, role-play how you would handle each situation.

Handout

Refer to scenarios in their Participant's Manual.

Discussion

Discuss what went well, what did not go well, and why. Brainstorm possible ways to deal with each scenario.