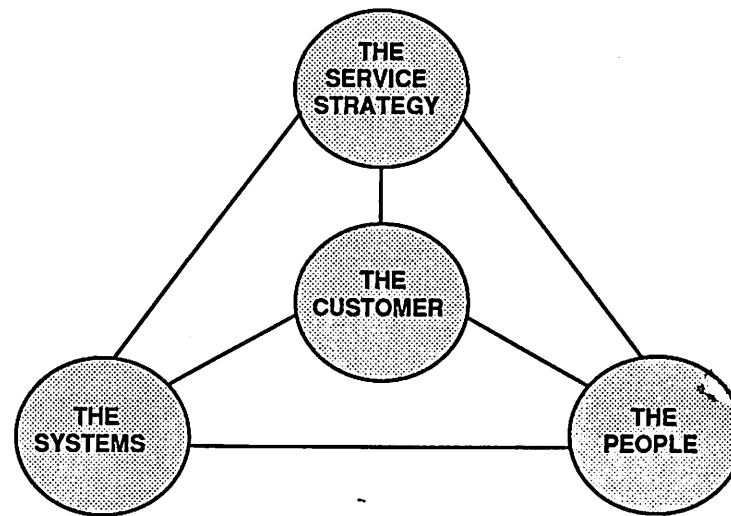


CUSTOMER SERVICE

Meeting the Challenge of Customer Satisfaction



Facilitators Manual of

The Institute of Cultural Affairs

4750 North Sheridan
Chicago, Illinois 60640

312 769-6363

Module I: Customer Service Strategies

RATIONAL OBJECTIVE

Create strategies for more effective customer service within the business

EXPERIENTIAL OBJECTIVE

Build team cohesiveness to focus attention on company service

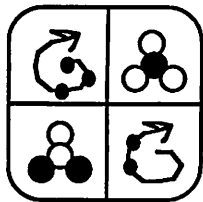
IMAGES



MATERIALS NEEDED

Markers, tape, cards, manuals

CONTEXT



50,000

Moments

of

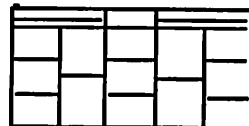
Truth

I

**Practical
Vision**

Focus Question:

What will we SEE IN PLACE in 5 years relative to our hopes and dreams for this company?



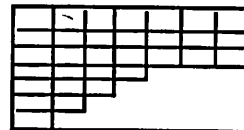
60

II

**Underlying
Contradictions**

Focus Question:

What are the OBSTACLES to our Vision?



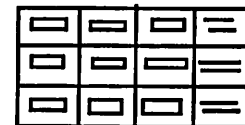
60

III

**Strategic
Directions**

Focus Question:

What STRATEGIES do we need to focus on this year to break-loose the contradictions and move toward our vision?



60

PROCESSING

Homework

Time: 8:00

45

15

12:00

Module I: Customer Service Strategies

Welcome by company rep stating why this program essential to company's future & introduction of facilitators.

Context: Customer Service Module Series: (put image on board):

Based on image in Service America by Albrecht/Zemke:

Modules I & IV: Strategy

Module II: Attention to the Customer

Module III: Focus on Systems and People

Begin session by getting to know each other and reflect about what is going on in society that is making it essential for your company to pay attention to customer service.

50,000 MOMENTS OF TRUTH

RO: To become concious of the many moments of truth in a day where the customer's whole opinion of the company is at stake.

EA: To experience the urgency of converting every moment of truth into a victory.

1. Name, position, and one event in the globe that has impacted your imagination in the past year.
2. How have these events affected the services provided by your company?
3. Pass out 50,000 Moments of Truth reading. Here is an example of the frequency of customer service opportunities and the powerful role it plays in determining the uniqueness and success of your business.

Read outloud paragraph by paragraph going around room.

- a. What remember?
 - b. Key points for you?
 - c. What is he saying re a moment of truth?
 - d. Why important?
4. What are some examples of where you have been the customer and experienced a "moment of truth"?
 5. Now think of where these "moments of truth" happen on a daily basis within your own business (humorous, painful, successful). Give some examples.
 6. What are examples of "moments" when the company wins? loses?
 7. What else is helpful for us to remember regarding "moments of truth"? What difference does it make to be aware of "Moments of Truth"?

Summarize: In a time of competiveness within your industry, these moments are key to distinguish your company from all the others.

Module II: Focus on the Customer "Reflecting Listening"

RATIONAL OBJECTIVE

Discover can hear customer needs in a new way

EXISTENTIAL OBJECTIVE

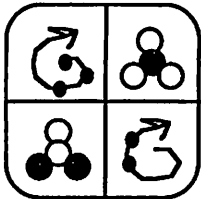
Enthusiasm for trying out listening skills on next customer

IMAGES



MATERIALS NEEDED

CONTEXT



Triangle
of
Service

**I
Attending/
Following**

- Body Language
- Environment

Exercise:
In pairs

What do you enjoy about your work?

- Door Openers
- Minimal Encouragers

Switch pairs

Talk about a person you admire.

**II
Reflecting/
Summarizing**

- Thoughts
- Feelings
- Core Conversation
- Final summary

Switch pairs

Discuss a difficult decision you have made or are in the process of making.

In triads

What are some of your hopes for this company?

**III
In-House Exercises**

Role play typical in-house situations

In triads

i.e., in banking:
 •Personal Bankers: 2nd hidden clue for accurately reading situation
 •Teller Line: One line response to indicate paid attention
 •Employees: Accurately summarizing what employee issue is

PROCESSING

Processing

Homework

Time: 1:00 30

50

40

50

20

4:30

CUSTOMER SERVICE: MODULE II EDITED TRANSCRIPT
March, 1987

On board remind which of the four modules going to be focusing on in the afternoon, relating them to the triangle of service image:

- I. Customer Service Strategies
- II. Focus on the Customer
- III. Attention to Service
- IV. Customer Service Implementation

In this module we are going to focus on customer service skills that allow you to pay close attention to your customer. Primarily we will look at how to get the customer to talk so you can explore and identify their needs in a new way. When someone is talking and beginning to open up, you need to be a good listener.

+ How many have ever been trained in learning how to listen? It is a key skill in all relationships.

+ Why listen?

We are going to focus on reflective listening skills, to bring consciousness to what a lot of us know and highlighting it. We are going to exaggerate listening steps to get clarity, and then look at how this impacts your work.

Most of my life I thought listening was one thing. However, it has been helpful to break listening down into four steps to pay attention to when your face to face or phoning a customer

+ How many of you do a lot of phoning?

+ How many have a lot of face to face encounters?

On board use image of the four steps:

- I. Attending: deals with body language (posture and style) and a distraction free environment
- II. Following: has to do with the encouragers (either non-verbal or verbal) and door openers.
- III. Reflecting: is checking the content and the feelings behind what has been said.
- IV. Summarizing: is one or two sentences to reflect back the core thoughts and the primary feeling of what has been going on, restating what has been happening.

I. ATTENDING SKILLS

The first message is "I want to hear what you have to say." Messages are received through body language (or voice language) and a distraction free environment to give full attention. In terms of communication your body language is 60% of what you communicate, 30% is your vocal tone style, and 10% your words. Does that ring true for you? (On the phone, 75% is getting communicated through the tone, inflection, style and 25% on the words being used.) Therefore in face to face conversation, 90% of what you are communicating has nothing to do with words, but with other clues.

A. Body language. + What is involved in body language? (As group brainstorms responses, write them on board. Examples: facial expression, distance, stance, hand gestures, eye contact, leaning forward).

+ What do you find is a comfortable distance for you?

+ How do you talk about voice language for the phone?

When watching the body language, mirror what the other person is doing - relaxed, leaning forward. Pay attention so that your body language does not conflict with the body language of the other person.

B. Distraction Free Environment: + What does distraction free environment involve? (Examples: People walking in or by; people interrupting; competing sights or sounds; privacy; furniture barriers).

+ How talk about in relation to phone?

+ Any other clues you have picked up re attending to help real listening to occur?

EXERCISE: A. Choose a person to create a pair, facing each other and creating as much of a distraction free environment as possible. Decide who is going to be the speaker and who the listener first. Speakers, be prepared to tell listeners: "What you enjoy about your work."

Listeners come with me for a moment. (Instructions: Do anything but listen)

Give 30 seconds to talk.

Processing: Listeners: What happened? What did you observe? What did you experience as you went through this? How did it feel inside you to do what you were doing?

Speakers: In this kind of situation, what goes on inside of you? What was the listener communicating? What did you experience as you went through this? How did it feel inside you to do what you were doing?

B: Switch roles. I want all those who were speakers to follow me out into the other room. (Instructions: Pay close attention, but don't give any response.)

Give 30 seconds to talk.

Processing: Speakers: What was your reaction? Anything else you notice? You had their full attention, right? What was that like?

Listeners, what did you notice?

This is an exaggeration, but what did get demonstrated to us? Any insights of what it means to pay attention to your body even when you are on the phone? What may be communicated on the phone?

II. FOLLOWING

The second message is to show they are getting through by the little things you do that show you are tracking them.

A. Door openers: Exploratory open ended questions to get customer talking: (Examples: What are some of your goals/problems/feelings that you are faced with right now? ... In order to help you... To see if there is a fit ... To determine which products or services ... The kind of questions that do not take the attention away. Sometimes your silence is encouraging because people like to talk.)

B. Minimal encouragers: What are some encouragers? We are moving into the verbal now. Head nodding, okay, u-huh. Why are these needed? What is the temptation when you start asking questions? You become the controller of the conversation. Illustration. Psychology 101 at Harvard: Students heard about reinforcing. Every time professor moved to the right, they looked disinterested; moved to left, affirming. At end of class teaching from the left! You will get 35% more information when you show that you are tracking.

The purpose of "following" is what? Why is this so important?

DEMONSTRATION: Be a group that is totally bored, wishing you were someplace else for 30 seconds. Reflect: What see going on in room?

IIB: Hang on my every word for 30 seconds. (Now keep that until end of seminar!) Reflect: What see in that role play?

IIC: Think of someone in your life who you always felt you had their attention (grandmother, friend, etc.): Give me some adjectives: How did you feel with that person?

Processing: What did you notice that might be part of following? What were some of the things you wished would have happened? Anything you wanted to add in following?

EXERCISE: Different pairs: Decide who will speak first and follow. Speaker, "Talk about a person you admire." Listeners you are emphasizing attending and following skills.

Processing: Speakers, what attending and following skills did you observe in your partner? What did you become aware of as you observed those skills being used?

Listeners, what went on in you? What did you observe in the speaker?

Take a 10 minute break.

III. REFLECTING SKILLS

Want to communicate I am paying attention to you, your ideas and feelings are important. I will prove this by reflecting back to you both the ideas and feelings of what you have been communicating to me.

When someone speaks they are putting what they are trying to communicate into code; they are encoding into some kind of language. (Image on board) What you are trying to do as the listener is trying to decode what that person is saying coded. It is very easy to make assumptions, and we know that other people are making them.

- + What are the assumptions you make when you pick up the phone?
- + How about the persons you meet face to face?

Reflecting requires you to concentrate, suspend your feelings, and pay attention to the other person. You search for the core, pay attention to the facts, the opinions, the ideas that are going on so that concisely in your own words and in appropriate language you can reflect back. You just want to summarize in a sentence or two periodically. You might start off with reflecting the thought, the core idea, but somewhere along the line you want to touch bases with the persons feelings on this.

EXERCISE: A. In different pairs want to reflect thoughts and feelings.

- + What are some opening phrases that could begin your reflection? The way to reflect feelings could be a phrase, "It sounds like you want to throw in the towel..." Speaker, "Discuss a difficult decision you have made or are in the process of making."

Processing: Speakers, what kind of attending skills did you notice in the person you were with? Following skills: How did the other person beckon you on? What kind of reflecting skills did you notice? Did you cover both?

Listeners, what happened to you as you were going through this? What did you observe in the speaker?

B: Switch now. Pay attention to both thoughts and feelings.

Processing: Speakers, what attending skills did you notice. Body language, tone. What about following skills did you notice? What about the reflecting skills? Did the listener reflect the content? What did you experience? What was going on inside you as this went on?

Listeners, what happened to the speakers?

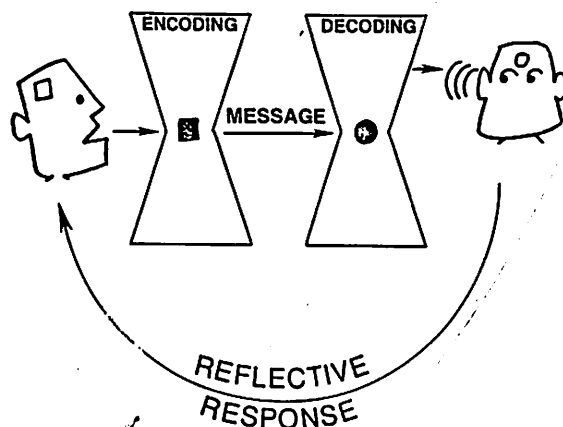
What are some of the temptations or dangers you have to pay attention to? (Examples: Want to interrupt, fill in the blank, jump ahead instead of being on target, jump in with your own example, which shifts the attention to you the listener and you become the speaker. Temptation to think I found the "right" way to do it.)

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IV. SUMMARIZING SKILLS

Summarizing is the last step. Have we really got to the heart of everything. Stating the feeling, tie it to the thoughts and then pay attention to your thoughts. How do you know when you have really been on target? What might be the response? You can generally figure out when you have made it. In a sentence or two which captures the main theme and highlights their feelings, wrap it up, to see what the closer is at this point. The key is until this summary happens.

Demonstration:

Processing: In terms of summarizing what was the journey that went on there? How many times did I summarize? What happened the first time? There was a whole lot more. There may have been more the second time, but there was some response there which made me believe we could bring some closure to this and then move on. Anything else about summarizing that you noticed or insights that you have?

EXERCISE: Speaker, "What are some of your hopes for this company?" In groups of three: one is the observer, listener and speaker; rotate positions until all three have a chance to be each role.

Processing: What happened? Either speakers or listeners, how did summarizing go?

10 minute break

IN-HOUSE EXERCISES

In design conference discern the typical situations for role play.

TRIANGLE OF SERVICE

Have large triangle in front of room to place post-its with group responses.

RO: Identify the present dynamics in company.

EO: Light fun become more concious of inter-dependent relationships of company.

1. Turn to Module II in your workbook.
2. Ask for author's descriptions, own descriptions for each of the four parts of the triangle.
3. Why is strategy so important to the customer?
system so important to the customer?
people so important to the customer?
4. How are these going on in your business right now?
5. What happens if you cut out strategy? (inconsistent)
system? (ineffective)
people (impersonal)
6. What might your company do next in relation to:

Strategies?

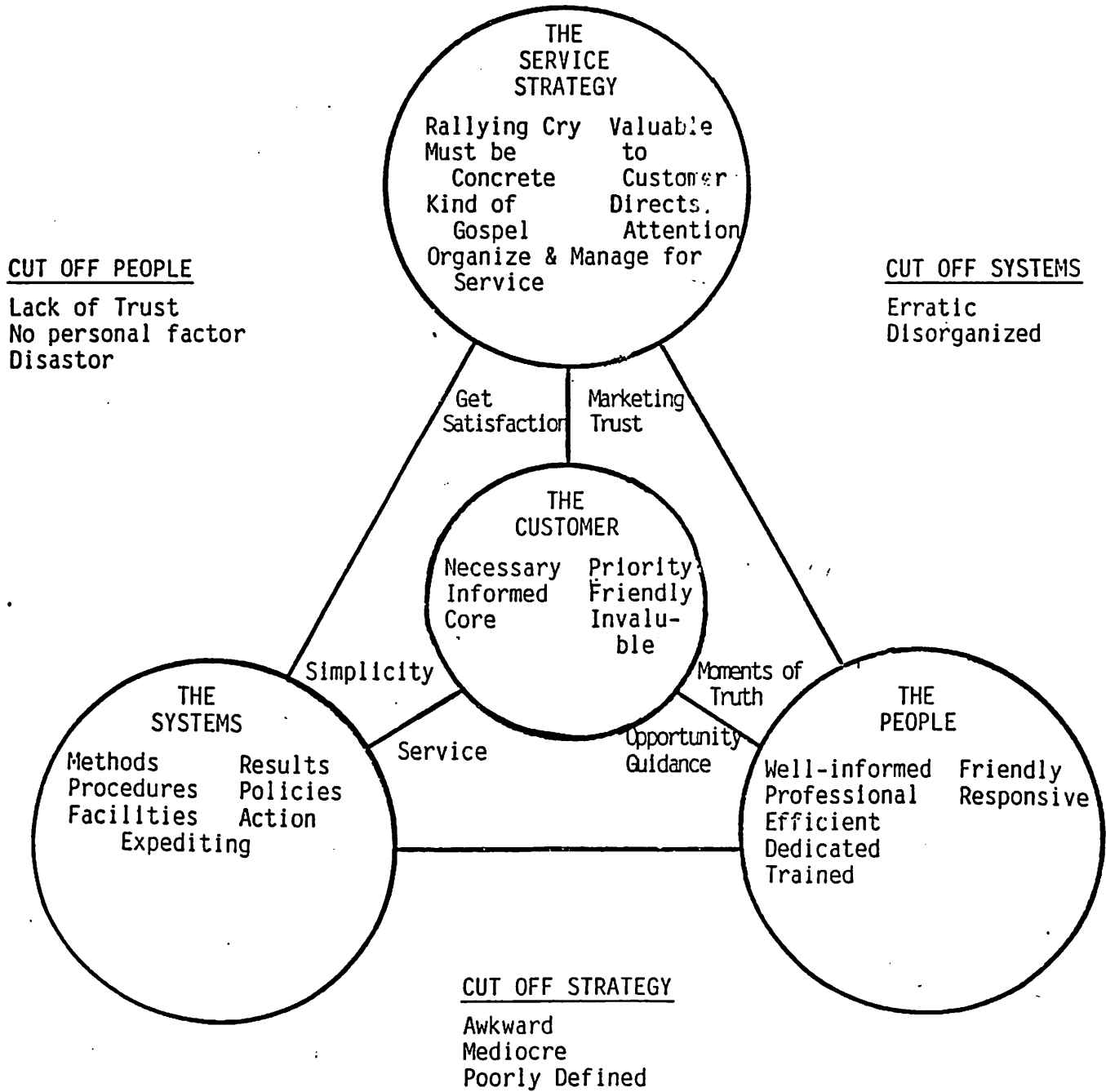
Systems?

People?

THE TRIANGLE OF SERVICE (GROUP I)

Act II - Wave II "The Challenge of Customer Satisfaction"

August 1986



Module III: Attention to Service

RATIONAL OBJECTIVE

See new ways to create a positive winning environment for the company

EXISTENTIAL OBJECTIVE

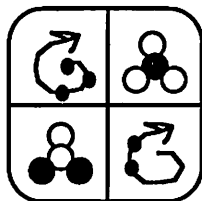
Experience in control and have many ways to deal with situation

IMAGES



MATERIALS NEEDED

CONTEXT



Homework

Reflection

I

Building a Customer-Minded Team

- 5 Steps to a Customer-Driven Organization
- Team Prep
- Plenary Reports

II

Self-Talk Awareness

- Self-Talk Tools
- Case Studies
- Self-Talk Cards

III

Descriptive Recognition Statements

- Two Types: Appreciation & Correction
- Demonstration
- Practice

PROCESSING

Processing

Homework

Time: 30

50

50

50

10

Module III: Attention to Service
Act I: Building a Customer-Minded Team

RATIONAL OBJECTIVE

Become familiar with screens to help build customer-minded teams.

EXISTENTIAL OBJECTIVE

Experience some of the elements of genuine teams.

IMAGES:

MATERIALS NEEDED

CONTEXT

To help us as an organization win with moments of truth, want to study "5 Steps to a Customer-Dren Organization"

I
Team Assignments

Divide group into 5 teams, each assigned one step to:

1. Note author's points
2. List 2 examples where your company already does this step
3. 2-3 new ways to do step
4. Create a 4-5 sentence speech regarding why this is the most important step

II
Team Prep

III
Plenary Reports

Each team reports responses

Processing

Hear all speeches together

PROCESSING

Focus on team learnings:

1. What did you discover about the team you had?
2. What has gotten clear to you about building a team or keeping a team going?

Time: 1

5

20

15

4

Five Steps to a Service Minded Team

	<p align="center">1 Evaluating Service</p>	<p align="center">2 Strategy Development</p>	<p align="center">3 Educating the Organization</p>	<p align="center">4 Implementation: Releasing Creativity</p>	<p align="center">5 Ongoing Service Commitment</p>
<p align="center">Authors' Insights</p>					
<p align="center">How It's Done Now</p>					
<p align="center">New Ways of Acting</p>					

	I SERVICE AUDIT	II STRATEGY DEVELOPMENT	III TEACHING SERVICE	IV IMPLEMENTATION - RELEASING CREATIVITY	V MAINTENANCE - WAY OF LIFE
AUTHOR'S INSIGHTS	Need to know what customer wants Need to know how well we satisfy what customer wants	Sales Force must want to give service	Need to explore attitudes that support customer service Practice and development of new skills	Service Problems need to be dealt with by service people Push decision- making down	Support systems need to be aligned to service concept Instill Service strategy Provide feedback. to employees
ALREADY GOING ON AT SEARS WOODFIELD	Video Tapes Customer Questionnaires	Employee Recognition- Courtesy Lunch Attaboy, Attagirl Program	Product Training Analysis of Sales Pitch Discussion--How to Overcome Objec- tions	Delivery Problems Handled by Customer Service Returns/Exchanges by Customer Service	Orientation -- 2 Day Program Follow-up Training
NEW WAYS TO DO THIS	Questionnaires-- more departments Polling Customers at the door Interviews of and by employees	Feedback Cards Consistent Shopping Survey Customer Relations Training Program	Video Tape-- Point of Sale Analyze Savings to Customers	Handle complaints on sales floor Handle Installation Complaints in Installation Department	Role playing 1 to 1 Training Better Familiarization with dep't locations Bring 30-60-90- Review back Employee Questionnaire

Module III: Attention to Service

Act II: Self-Talk Awareness

RATIONAL OBJECTIVE <i>Create new self-talk for difficult situations.</i>	EXISTENTIAL OBJECTIVE <i>Experience difference self-talk makes in its effectiveness.</i>	IMAGES:	MATERIALS NEEDED
--	--	----------------	-------------------------

<p style="text-align: center;">CONTEXT</p> <p>The key person to manage in client service and sales: YOURSELF</p> <div style="text-align: center;"> </div> <p>Self-Talk Objectives: - Internal skills & effective mental habits - Self-management & self-mastery - Positive control of attitudes, moods & emotions - Inner coach development</p> <p>Time: 2</p>	<p style="text-align: center;">I</p> <p style="text-align: center;">Brainstorm Emotions</p> <p>List on board:</p> <ol style="list-style-type: none"> 10 most helpful emotions or feelings that help you in your behavior 10 least helpful emotions <p>Reflect:</p> <ol style="list-style-type: none"> Look at "helpful" list. When you embody these, what effect does it have on your behavior? Look at "least helpful" list in the same way. <p style="text-align: center;">8</p>	<p style="text-align: center;">II</p> <p style="text-align: center;">Case Studies</p> <p>Choose appropriate self-talk examples from Marty's book (#2,3,5 used before)</p> <p>Ask for 3 volunteers: One to read situation, one Self-Talk A and the other B.</p> <p>Read 2-3 examples, reflecting on each.</p> <p>In groups, write a case study with the case study and Self-Talk A & B (worksheet)</p> <p>Groups report case studies and reflect on each.</p> <p style="text-align: center;">20</p>	<p style="text-align: center;">III</p> <p style="text-align: center;">Self-Talk Cards</p> <p>Individually, thinking of your work : Create 3 positive self-talk cards that would remind you how to deal with a typical difficult situation.</p> <p>Share some of these</p> <p style="text-align: center;">15</p>	<p style="text-align: center;">PROCESSING</p> <ul style="list-style-type: none"> • What is the intent of this work of the last session with you? • What was worthwhile for you? Useful for you? • What is the connection between self-talk and customer service? <p style="text-align: center;">10 minute break</p> <p style="text-align: center;">5</p>
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Module III: Attention to Service
Act III: Descriptive Recognition Statements

RATIONAL OBJECTIVE

Allow appreciation to be demonstrated & corrections to be objective vs. confrontational

EXPERIENTIAL OBJECTIVE

Shift employee relationships with customers & fellow employees

IMAGES:

MATERIALS NEEDED

CONTEXT

What are ways we use to get people to change negative behavior or continue positive behavior?

Which ones really work?

Why?

I
Criteria

What client behavior would you like to reinforce? alter?

What employee behavior would you like to reinforce? alter?

Criteria for effective assertion:

- 1) Get the company needs met
- 2) Maintain the relationship

2 types of assertion:

Appreciative & Corrective

II
Demonstration

Turn to worksheet and walk through the form: "When you...I feel... because..."

Using examples of client behavior want to reinforce/ alter, illustrate 2 appreciative and 2 corrective forms

III
Practice

In small groups, choose one real situation for appreciative & corrective and write them up.

Share statements from each group

Reflect

PROCESSING

1. What has just been going on?
2. What did you like about this exercise?
3. Where did you struggle with it?
4. Who do you want to use it?

Homework:

Practice self-talk and assertion statements.

Time:

Module IV: Customer Service Implementation

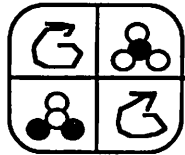
RATIONAL OBJECTIVE
6 well-planned accomplishments to make an impact on customers during first quarter

EXISTENTIAL OBJECTIVE
Excitement about plan and its potential

IMAGES:

MATERIALS NEEDED

CONTEXT



Creativity

Exercise

I BRAINSTORM

Years
 Accomplishments

II GESTALT

90 Day
 Action Plan

III CONSENSUS

Targeting
 Priorities

PROCESSING

Processing
 and
 Evaluation

Time: 30

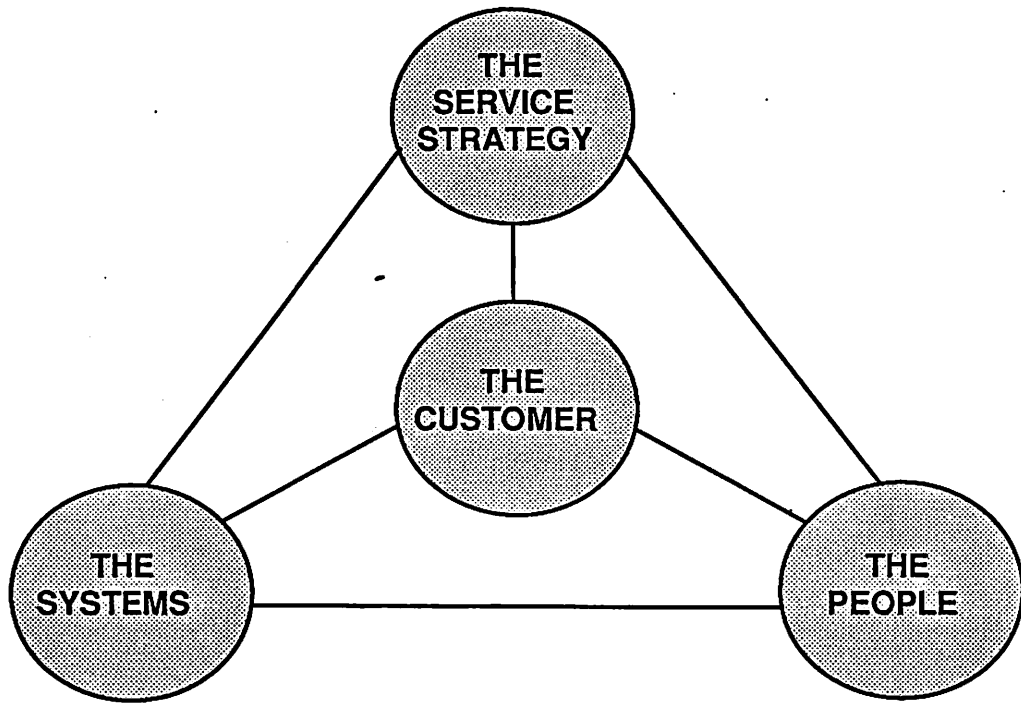
60

60

20

20

Triangle of Service



MODULE I: CUSTOMER SERVICE STRATEGIES

RATIONAL OBJECTIVE

Create strategies for more effective customer service within the business

EXPERIENTIAL OBJECTIVE

Build team cohesiveness to focus attention on company service

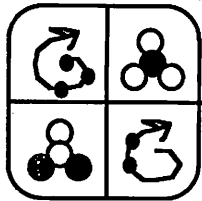
IMAGES

Directions  Vision
Contradictions

MATERIALS NEEDED

Markers, tape, cards, manuals

CONTEXT



50,000

Moments

of

Truth

I
**Practical
Vision**

Focus Question:

What will we SEE IN PLACE in 5 years relative to our hopes and dreams for this company?

60

I
**Underlying
Contradictions**

Focus Question:

What are the OBSTACLES to our Vision?

60

II
**Strategic
Directions**

Focus Question:

What STRATEGIES do we need to focus on this year to break-loose the contradictions and move toward our vision?

60

PROCESSING

Homework

15

12:00

Time: 8:00 45

MODULE II: FOCUS ON THE CUSTOMER
 Reflective Listening

RATIONAL OBJECTIVE
 Discover can hear customer needs
 in a new way

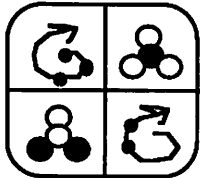
EXISTENTIAL OBJECTIVE
 Enthusiasm for trying out listening
 skills on next customer

IMAGES



MATERIALS NEEDED

CONTEXT



Triangle
 of
 Service

I
**Attending/
 Following**

- Body Language
- Environment
- Door Openers
- Minimal Encouragers

Exercise:
 In pairs

What do
 you enjoy
 about your
 work?

Switch
 pairs

Talk about
 a person
 you admire.

I
**Reflecting/
 Summarizing**

- Thoughts
- Feelings
- Core Conversation

- Final
 summary

Switch
 pairs

Discuss a
 difficult
 decision you
 have made
 or are in the
 process of
 making.

In triads

What are
 some of
 your hopes
 for this
 company?

II
In-House Exercises

Role play typical in-house
 situations

In triads

i.e., in banking:
 •Personal Bankers: 2nd
 hidden clue for accurately
 reading situation
 •Teller Line: One line
 response to indicate paid
 attention
 •Employees: Accurately
 summarizing what
 employee issue is

PROCESSING

Processing

Homework

Time: 1:00 30

50

40

50

20

4:30

MODULE III: ATTENTION TO SERVICE

RATIONAL OBJECTIVE

See new ways to create a positive winning environment for the company

EXISTENTIAL OBJECTIVE

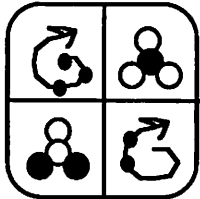
Experience in control and have many ways to deal with situation

IMAGES



MATERIALS NEEDED

CONTEXT



Homework

Reflection

Time: 30

I Building a Customer-Minded Team

- 5 Steps to a Customer-Driven Organization
- Team Prep
- Plenary Reports

50

I Self-Talk Awareness

- Self-Talk Tools
- Case Studies
- Self-Talk Cards

50

III Descriptive Recognition Statements

- Two Types: Appreciation & Correction
- Demonstration
- Practice

50

PROCESSING

Processing

Homework

10

MODULE III: ATTENTION TO SERVICE
Act I: Building a Customer-Minded team

RATIONAL OBJECTIVE

Become familiar with screens to help build customer-minded teams.

EXISTENTIAL OBJECTIVE

Experience some of the elements of genuine teams.

IMAGES:

MATERIALS NEEDED

CONTEXT

To help us as an organization win with moments of truth, want to study "5 Steps to a Customer-Dren Organization"

I

Team Assignments

Divide group into 5 teams, each assigned one step to:

1. Note author's points
2. List 2 examples where your company already does this step
3. 2-3 new ways to do step
4. Create a 4-5 sentence speech regarding why this is the most important step

I

Team Prep

III

Plenary Reports

Each team reports responses

Processing

Hear all speeches together

PROCESSING

Focus on team learnings:

1. What did you discover about the team you had?
2. What has gotten clear to you about building a team or keeping a team going?

Time:

1

5

20

15

4

MODULE III: ATTENTION TO SERVICE
Act II: Self-Talk Awareness

RATIONAL OBJECTIVE
Create new self-talk for difficult situations.

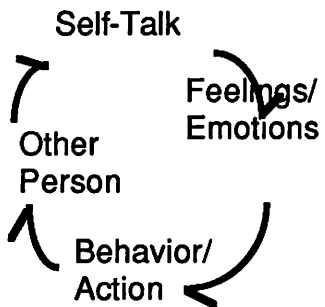
EXISTENTIAL OBJECTIVE
Experience difference self-talk makes in its effectiveness.

IMAGES:

MATERIALS NEEDED

CONTEXT

The key person to manage in client service and sales:
YOURSELF



- Self-Talk Objectives:**
- Internal skills & effective mental habits
 - Self-management & self-mastery
 - Positive control of attitudes, moods & emotions
 - Inner coach development

I
Brainstorm Emotions

List on board:

1. 10 most helpful emotions or feelings that help you in your behavior
2. 10 least helpful emotions

Reflect:

1. Look at "helpful" list. When you embody these, what effect does it have on your behavior?
2. Look at "least helpful" list in the same way.

I
Case Studies

Choose appropriate self-talk examples from Marty's book (#2,3,5 used before)

Ask for 3 volunteers:
One to read situation, one Self-Talk A and the other B.

Read 2-3 examples, reflecting on each.

In groups, write a case study with the case study and Self-Talk A & B (worksheet)

Groups report case studies and reflect on each.

II
Self-Talk Cards

Individually, thinking of your work : Create 3 positive self-talk cards that would remind you how to deal with a typical difficult situation.

Share some of these

PROCESSING

- What is the intent of this work of the last session with you?
- What was worthwhile for you? Useful for you?
- What is the connection between self-talk and customer service?

10 minute break

Time: 2

8

20

15

5

MODULE III: ATTENTION TO SERVICE
ACT III: Descriptive Recognition Statements

RATIONAL OBJECTIVE

Allow appreciation to be demonstrated & corrections to be objective vs. confrontational

EXPERIENTIAL OBJECTIVE

Shift employee relationships with customers & fellow employees

IMAGES:

MATERIALS NEEDED

CONTEXT

What are ways we use to get people to change negative behavior or continue positive behavior?

Which ones really work?

Why?

Criteria

What client behavior would you like to reinforce? alter?

What employee behavior would you like to reinforce? alter?

Criteria for effective assertion:

- 1) Get the company needs met
- 2) Maintain the relationship

2 types of assertion:

Appreciative & Corrective

Demonstration

Turn to worksheet and walk through the form:
 "When you...I feel... because..."

Using examples of client behavior want to reinforce/ alter, illustrate 2 appreciative and 2 corrective forms

Practice

In small groups, choose one real situation for appreciative & corrective and write them up.

Share statements from each group

Reflect

PROCESSING

1. What has just been going on?
2. What did you like about this exercise?
3. Where did you struggle with it?
4. Who do you want to use it?

Homework:

Practice self-talk and assertion statements.

Time:

MODULE IV: CUSTOMER SERVICE IMPLEMENTATION

RATIONAL OBJECTIVE

6 well-planned accomplishments to make an impact on customers during first quarter

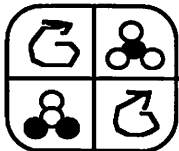
EXISTENTIAL OBJECTIVE

Excitement about plan and its potential

IMAGES:

MATERIALS NEEDED

CONTEXT



Creativity

Exercise

**I
BRAINSTORM**

Years
Accomplishments

**I
GESTALT**

90 Day
Action Plan

**III
CONSENSUS**

Targeting
Priorities

PROCESSING

Processing
and
Evaluation

Time:

30

60

60

20

20

FIVE STEPS TO A SERVICE MINDED TEAM

	1 Evaluating Service	2 Strategy Development	3 Educating the Organization	4 Implementation: Releasing Creativity	5 Ongoing Service Commitment
Authors' Insights					
How It's Done Now					
New Ways of Acting					

THREE DAY CUSTOMER SERVICE PROCEDURES

LARRY Philbrock
KL MALAYSIA

OPENING CONVERSATION (30 minutes)

CONTEXT: FIRST THING WE WOULD LIKE TO DO THIS MORNING IS GET TO KNOW EACH OTHER AND THEN I WANT YOU TO HELP ME US TO KNOW YOUR CUSTOMERS.

First lets go around and you give me your name, which section you work in and how long you have been working with _____.

Give a total. This means we have ___ years of experience in this business

WE ARE GOING TO SPEND THE NEXT TWO DAYS FOCUSING ON YOUR CUSTOMERS. SO LETS START BY GETTING A PICTURE OF WHO THESE PEOPLE ARE.

How many customers do you usually see in a week?

What kind of situation?

Who are some of your customers?

What are some of their traits?

What does a customer look like? Do you usually see them sad or happy?

Who is your favorite customer?

Why?

AS WE LOOK AT THESE CUSTOMERS OVER THE NEXT FEW DAYS I WANT YOU TO KEEP THESE PEOPLE IN MIND. IT IS THE EASIEST THING IN THE WORLD TO HAVE "CUSTOMERS" BECOME AN ABSTRACT PROBLEM RATHER THAN KEEPING IN MIND REAL IN REAL SITUATIONS.

PRESENTATION: SERVICE: THE EDGE OF EXCELLENCE

OPENING TALK

Now I'd like to talk with you a little about the new world of Customer Service As the leading edge of excellence in companies. To do that I want to start with the story of an experience I had of good service, and then say a little about Why its important and what it involves. Then a little about what we'll be doing today.

TELL INTRO STORY

POINT IS: 95% of difficulty is DECIDING whether or not to serve his customer. We'd like to make that easier.

WHY IT'S THE EDGE OF EXCELLENCE:

WE'RE IN A NEW BUSINESS ENVIRONMENT

-BETTER PRODUCT OR PRICE. NOW SERVICE DIFFERENTIATES.

-SELL 'EM AND FORGET 'EM. NOW LONG TERM RELATIONSHIP.

LEVITT; MARRIGAE NOT AN AFFAIR. SALE= START RELATIONSHIP

* -SELLERS MARKET - NOW BUYERS MARKET. NEW \$ PRODUCTS AVAIL

ABLE ANYWAY. CONSUMERS = VOCAL

* -SOUND ECONOMICS: 95% NOT COMPLAIN. 4 % DO EACH COMPLAINT = 26 MORE DISSATISFIED CUSTOMER TELL 10-20 , EACH COMPLAINT = 260 TO 520 HEAR BAD THINGS, IF RESOLVED, TELL 5 AND REPEAT.

WHAT IS NEW WORLD OF CUSTOMER SERVICE?

VALUE- All lip service. What if we measured it, reward it. job description. Perks Customer Service Department-What do rest do?

PEOPLE-SKILLS IN LISTENING, RELATING, PR = TRNG IN TECHN/PROFESSUL.

PRODUCT-IMMENSE POTENTIAL TO ADD VALUE, YAOHAN SUPER MARKET- Family celebration DJ, Mrt. Apple, ring toss

ORGANISATION - Bank 3/5 tellers not work. Another: All open at lunch hour! Has to do with Focus does not equal efficiency or technique or ease.

FOCUS CUSTOMER + HIS/HER NEEDS. THIS WHY IT'S A NEW WORLD.

SOME HINTS ABOUT GIVING GOOD SVC

1.) "IF AIN'T NOTICED, AIN'T SERVICE" Customer EXPECT perfection. If U = perfect, not = special, have to GO BEYOND. *TV REPAIRMAN. EXPECT fill promises - 4 - 4 1/2 hrs = crit 8 hrs - 6 hrs = praise. SVC = GOING BEYOND EXPECTATIONS

2.) EVERY contact = MOT. MOST = LOWEST LEVEL, FRONT LINE, LEAST TRAINED, NON MGT. 20/21 = FAIL

3.) HAS TO PENETRATE WHOLEW ORGANISATION or intrnl conflict SALES VS MAINTANENCE. TALASCO ACC VTS DEPT -8m to 10m NO INCREASE IN SALES.

IF NOT SERVING THE CUSTOMER, BETTER BE SERVING SOMEONE WHO IS!

THIS IS ABOUT A NEW WAY OF DOING BUSINESS

Could be PR Gimmick, I'm not interested. Can be NEW WAY OF

OPERATING: RISKY DOWN FEARS PANEL OF CUSTOMERS. But HOTEL CATERER SURVEY: Fast Phones, toilet. "If went for customer, never get my work done. = How far we have 2 go.

TODAY INVITE U 2 BEGIN TRAVELING WITH US DOWN PATH TO NEW WORLD OF CUSTOMER SERVICE. (BEGIN NOT = END) WILL BUILD A PIC OF YOUR CO'S CYCLE OF SERVICE & SPOT STRONG & WEAK POINTS. WILL ALSO GET OUT LOTS OF IDEAS HOW TO IMPROVE. WILL WRK AS CO. TMS. (NOT FIXED PLAN LATER THIS IS 1 DAY OF 4)

QUESTION = WHAT CAN WE DO TO IMPROVE LEVEL OF SERVICE? HOPE YOU LIKE TRAVEL AGENT, FIND OUT THAT GIVING AND SERVING = BEST WORK CAN DO AND MOST FUN.

THE CYCLE OF SERVICE

We will be working for the next hour on the cycle of service as you perceive it for _____. In your workbook you will find the work sheets for this.

We will not locate the 50,000 moments of truth this morning but we do want to locate the 10 to 20 most common. So open to your worksheet and then close your eyes for a moment and think about ICL from a customer's perspective. What do you see? smell? who do you talk to? what do they say?

Make a list of 10 to 15 customer contacts you thought of
Now add to this list the contacts you have directly or indirectly with customers.

NOW WE WILL GO AROUND AND EVERYONE GIVE ME ONE CONTACT _____ HAS WITH CUSTOMERS? (list 20 separate contacts)

PULL THESE TOGETHER INTO 10 CLEAR POINTS OF CUSTOMER CONTACT THAT ARE IMPORTANT FROM THE CUSTOMERS PERSPECTIVE

LET'S DECIDE THE USUAL ORDER FOR THESE CONTACTS (transfer to the circle)

WHO IS PRIMARILY RESPONSIBLE FOR EACH CONTACT WE HAVE LISTED?

LET'S RATE THESE CONTACTS FROM THE CUSTOMERS PERSPECTIVE: +COMPLIMENT, 0 THEY DON'T SAY ANYTHING, - COMPLAINT (draw them on the circle while people are rating them)

LET'S USE A SHOW OF HANDS BUT BE HONEST.

LOOK AT THE TWO MOST POSITIVE AND THE TWO MOST NEGATIVE. WHY DO YOU THINK THE CUSTOMERS LIKE THESE BEST? WHY WERE THESE THE WEAKEST? ARE THESE WEAKNESSES NEW OR OLD? DOES THIS SURPRISE YOU?

We are going to spend the next 40 minutes as teams. The focus is on this list of THE TEN MOST IMPORTANT CONTACTS YOU HAVE WITH THE CUSTOMER FROM THE CUSTOMER'S PERSPECTIVE?"

TEAM INSTRUCTIONS:

- 1) SELECT THE four most important from your customer's perspective.
- 2) FOR EACH OF THE SELECTED ONES Name several reasons why? either positive reasons or negative from your customer's perspective.
- 3) WHAT MUST BE DONE OVER THE LONG TERM TO IMPROVE THE EXPERIENCE OF OUR CUSTOMERS IN THIS ARENA?
- 4) WHAT ARE SOME SHORT TERM OR IMMEDIATE ACTIVITIES WE COULD DO THAT WOULD START US ON THE RIGHT ROAD?

EACH TEAM WILL FILL IN THE CHART AND THEN REPORT BACK IN 40 MINUTES. Each team should write the long and short term actions on cards. One action per card. PLEASE WRITE LARGE AND CLEARLY

ACTIONS PLENARY

Ask everyone to sit by teams. Ask each team to state some of the cycle elements they have chosen and what some of the key reasons that they felt the customers like or dislike what the company does.

Plot the actions.

- 1) please pass up the 2 clearest.
- 2) 2 biggest
- 3) 3 different
- 4) initial names
- 5) teams plot
- 6) plot the different ones
- 7) teams put up the rest.
- 8) final names

If you began to do all of these, what difference would it make to your customer?

Which will be easiest/hardest?

What difference would it make to your customer if you did these things.

THERE ARE 50,000 MOMENTS OF TRUTH AND JUST BEING OKAY IS NOT GOOD ENOUGH.

BREAK FOR LUNCH

MOVIE: ITS ALL RIGHT ITS ONLY A CUSTOMER

There were four herberts in th movie I, II, III, IV
What was each of them like?

What was the customer trying to do?

LOOK IN YOUR WORK BOOK AT YOUR WORKSHEET
(BUZZ GROUPS)

Each group take one character and

1) describe what did they do wrong; 2) what was the customers response; 3) what could they have done to be of better service?

Reports by teams.

Each of us have been all of these people. The question is how can we guard ourselves from forgetting the customer is the basis of what we do.

STYLE FLEX - Movement I:

CONTEXT: Want to spend some time identifying the strengths of your own unique style. Will do this thru a tool called Social Styles StyleFlex. People have different operating styles. Some are more people oriented/others task oriented. Some like details & want to have everything worked out ahead of time. Some like to take care of details on the go. Some need to have little information/ others require all the information. Some talk a lot other people/others like time alone.

Our intent is to emphasise every individual's strengths & how to make the best use of them. Once you know your strengths then you can flex to adjust to your customers needs

TEST:

1. Simple test--no right/ wrong answers. Just answer the way you percieve yourself now. Trust your 1st response. **THE QUESTION IS HOW OTHERS PERCIEVE YOU**
2. PLEASE turn to Social Styles Inventory.
3. After completion of test. Check with someone else
4. Individuals total each column Down + up =9; Left + right=9

PLOTTING:

1. Put up big chart.
2. plat a few
3. Everyone plot their own on the big chart (use initials)

CRUCIAL BEHAVIORS: Explain the assertive/least assertive, most responsive/ least responsive.

Now we'll get a further description of our styles.

SOMEONE FROM A STYLE READ SOME OF YOUR CHARACTERISTICS. (READ) Now lets divide into those four groups.

HERE ARE YOUR TEAM STEPS:

1) RECOGNISING: In Your groups clarify the basic strength of your style, Read through the attributes aloud. Underline which 'speak' about you. Which fit you best? Which are the Key Characteristics?

2) Plan a role play- a situation that will clearly project these key characteristics. AN ALL STYLE TEAM IN _____. Rehearse role play first act.

CHOOSE ONE PERSON TO JOIN THE OTHER SKIT.

ROLE PLAY PLENARY: Each style role plays their style and then roleplays their relationship to another style. After each role play, ask the group 'What characteristics did you notice? what are some of the strengths and weaknesses of having a team of this style? What are some of the advantages to having this style on a team with other styles?

IT IS OUR INTENT TO HELP YOU BECOME CONSCIOUS YOUR INDIVIDUAL AND TEAM style strength. Don't try to flex your style too quickly. But remember it is not the customers fault they are their style it is your problem to flex to them. Go at it slowly. It will feel unnatural at first.

FLEXING

Read thru the attributes of flexing. Look at one of your customers who is adifferent style **HOW DO YOU FLEX TO THEM:** amiable to analytic, analytic to driver,driver to expressive, and expressive to amiable.

We will not do this today but their are two key questions. What are the styles involved and what is the purpose of the contact or relationship. In the old day of sales as a one night stand all you wanted was for them to buy but today you are looking for a long term relationship which requires more authentic relationships. Think about it.

CLOSING REFLECTION DAY I

What do you remember?

what did you learn?

What do you want to know more about?

DAY II

VIDEO: SHOES OF THE CUSTOMER

1) What types of Jobs did you see?

2) Name the characters carol-shoe, andrea-office, derek delivery, mom, mechanic, mirror cust, andrea's husband

- 3) what happened to carol?
- 4) What triggered the change in attitude?
- 5) How did she act different?
- 6) What difference did it make?
- 7) What are ways to remind yourself or put yourself in the shoes of the customer?

COMPLAINTS HELP

Individual time

Buzz groups

PLENARY

WHAT WAS THE COMPLAINT AND WHAT COULD BE DONE TO HELP?

PRODUCT ENHANCEMENT

CONTEXT

One way to serve the customer is to fine tune the product to exceed customer expectations. Eg: TV repairman. Refer to worksheet and walk through the rings. Generic product, expected product, augmented product and potential product.

Generic Product: consider Nordstrom, at this level the store provides four walls and the categories of goods traditional to an upscale specialty clothing retailer.

Expected Product: hours are standard and fashion timely.

Augmented Product: Nordstrom spends heavily to "overstaff" the sales floor by traditional standards-with "overpaid" people by traditional standards. It likewise "overspends" to ensure the availability of more sizes and colours than usual and it "overspends" again to maintain numerous, close to the market buying offices which cater to specialized, local tastes.

Potential Product: Nordstrom really lives its "No problem at Nordstrom logo" the flowers in the dressing room; a grand piano, with pianist in each store; the losses from the few who doubtless do take advantage of the "return anything" policy; the empowerment of sales people to deal with almost all the problems on the spot; the routine performance of exceptional acts of service.

In the same vein Federal Express has redefined "mail service" and Ray Smith of the Louisville Redbirds has transformed minor league baseball: spot less washrooms, cleaned several times per game; seats steam-cleaned and hand-wiped before each game; freshly squeezed orange juice and the best nachos around; players available to sign balls; kids encouraged to run on the field after the game; and an endless array on special events make his game the choice for summer family entertainment in Louisville-with attendance that, even with a poor field record, tops that of some major-league clubs.

We want to spend some time on this this morning but first I want to play a little game with a brick.

1. BRAINSTORM ALL THE USES OF A BRICK IN 60 SECONDS
Who has the most? what are others?
- 2) BRAINSTORM WILD USES FOR A BRICK IN 60 SECONDS
this is harder . Who has the most? What are others?

In the next thirty minutes I want you to think of as many ways as possible to serve your customers better. Then take thirty minutes to select the key G/E/A/P elements for your company (as a team first brainstorm questions)

AFTER THE BRAINSTORM

1. List 3 or more feature/aspects of this service that are generic.
2. What does the customer expect from you with regard to this service? list 3 or more expectations.
3. Look at the customer's expectations listed in No.2 above and now 5 or more ways to perform the task at the augmented level;ie. how can the task can be performed exceptionally well?
4. List 5 or more enhancements to the task/product in addition to and that go beyond the ones listed in No 4 above so that the task is performed at the potential level.

Assign a reporter to read the chart and write a card for each of the potential and augmented activities.

PLENARY

FROM THE BRAINSTORM LIST WHAT WAS THE FUNNIEST, MOST EXPENSIVE, CHEAPEST, WILDEST
HAVE EACH TEAM READ THEIR REPORT OUT QUICKLY

NOW WE WANT ADD THESE CARDS TO THE CATEGORIES FROM YESTERDAYS CHART OR CREATE ADDITIONAL ONES

PASS UP 2 BEST
2 BIGGEST
3 DIFFERENT

NAME NEW CATEGORIES
TEAM PLOT

WHAT DIFFERENCE IF WE DO ALL THESE

BREAK FOR LUNCH

VIDEO : PASSION FOR THE CUSTOMER PART 1

OPPORTUNITIES FOR CONTACT AND FEEDBACK

OPPORTUNITIES FOR FEEDBACK

Now we want to focus on how we actually get and use customer feedback that is their comments about our service or product. Most of us would prefer that customers give us only compliments. We hate complaints Yet, it has been proven that if a company not

only listens to complaints, but actively asks for comments, then does something about them, or even attempts to do something about them, you have a much greater chance of keeping that customers.

First, lets focus on the opportunities for getting feedback. There's a page in the workbook called OPPORTUNITIES FOR CONTACT AND FEEDBACK."

1. You will notice two boxes asking you to list EXISTING opportunities and another asking for 10 ADDITIONAL opportunities for feedback. As individuals take about 3 minutes on each of these two boxes and list first, contact feedback opportunities you already have (see the cycle of service to note where a customer comes in contact with the company) then second, think of ADDITIONAL TIMES OR OPPORTUNITIES you can create or that may already exist that you in your job could actively seek customer comments.

2. After 6 minutes, from BUZZ" groups of about 3 people each to compare notes and select 5 from their three lists on both boxes. Give them 10 minutes.

3. After 10 minutes ask them to talk about what they would do with the customer comments/ complaints to be beneficial to the company. See bottom box.

4. DISCUSS

Have each buzz group briefly report. Take the first three, then ask others to add ideas that may have been different. It will take to long to go all the way around with reports.

5. REFLECTION; WHAT LEARN?
LET'S GO TO TEA

ROLE PLAY AND FEEDBACK

CONTEXT:

Yesterday afternoon you performed brilliantly as actors in role plays depicting your style and how your style relates to other styles.

This afternoon we want to carry out a different kind of role play. This will be a demonstration of effective customer service in four situations. Each situation will have opportunities for getting and dealing with customer feedback. (MAY WANT TO REFER TO THE MOVIE-example of feedback and how deal with from "In the Customer Shoes"

FOUR SITUATIONS:

1. EXPLAIN EQUIPMENT PROBLEM TO THE CUSTOMER

CHARACTERS:

- 1 Angry customer manager
2. Frustrated customer operator
3. Helpful STM service engineer
4. Frantic STM service OPERATOR trying to get more help for service engineer

11. PROGRESS MEETING BETWEEN STM AND CUSTOMER

CHARACTERS:

1. STM persons (2-3)
2. Customer rep's 2-3)

111. CHECK-UP CALL

CHARACTERS:

1. STM Manager
2. STM #2
3. 2 Customer reps

IV. TRAINING CUSTOMER IN USE OF THE EQUIPMENT

CHARACTERS:

1. STM sales
2. STM service
3. Customer operator
4. Customer manager

INSTRUCTIONS:

You have 10 minute to work out a skit play the designated roles. You may add other character to the cast. Decide the basic plot and roles to get her; then decide who plays what role. Try to make your skit as role play both believable and positive. Focus on positive customer relations; utilize opportunities to get feedback. Each team will have 7 minutes to carry out theri demonstration.

Number off by 4.

PLENARY;

Call each team to perform skit.

Reflect: What were some of the customer inputs--feedback how dealt with?

How else might you deal with it?

Some highlights--for making own video?

CLOSING REFLECTION

DAY III

STM MALAYSIA STORY

Take a look at who STM Malaysia has been, and will become in the context of your work in customer service. ICL has a long history in Malaysia--50 years? _____ for _____ year lot of history here. Want to have this part of room reflect on past--some key events, people, happenings that affected the company--write on cards---one event or person's name with date on card---will put up here

Middle part of room reflect on present (last 5 years 1983-1988) do same; key events, people, happenings, one per card. This part of room--look at future: what will be key event, happenings, modes of operation. Write one item per card. Everybody write two DR three cards.

5 minutes, then we'll put up here.

REFLECT

TURNING POINTS (OVERALL)?

TITLE FOR THE WHOLE?

(during afternnon plenary assign the writing team to pull together the story)

PASSION FOR THE CUSTOMER 3: THE SIX POINTS EXERCISE

BUZZ GROUPS DESCRIBE THE SIX POINTS AND HOW YOU COULD ACT THEM OUT IN STM

BREAK FOR LUNCH

MANEUVER BUILDING

FIRST WE WANT TO LOOK AT THE new directions SO LETS LOOK AT THE ARENAS WE NAMED AND DECIDE THEIR PRIORITIES.

READ THEM OUT NOW IN WORKING ON THESE THIS AFTERNOON IT IS BEST IF THE IMPLEMENTORS HAVE SOMETHING TO DO WITH THE PLANNING. THIS CAN BE DONE IN ONE OF THREE WAYS: 1) NAME TEAMS OF PEOPLE TO WORK ON EACH THAT WILL BE RESPONSIBLE FOR IMPLEMENTATION. B) DECIDE WE WILL ALL BE RESPONSIBLE FOR ALL AND SIMPLY NAME A COORDINATING TEAM OF REPRESENTATIVES TO EACH ONE. OR 3) DO SOMETHING ELSE. THE TWO VALUES WE WANT TO HOLD ARE: 1) PRACTICALITY IN TERMS OF IMPLEMENTATION AND 2) EVERYONE HAS ONE TO PLAN THIS MORNING.

RECOMMEND COUNTING OFF AND THEN CHOOSING WHICH ADHOC TEAM WILL WORK ON WHICH TASK.

THIS PROCESS IS IN THREE PHASES:

PHASE I: DECIDE THE VICTORY

THIS MEANS LOOKING AT THE VICTORY
HOW WILL IT FEEL/WHAT WILL YOU SEE

WHAT ARE THE STRENGTHS AND WEAKNESSES IN OUR SITUATION AND POTENTIAL BENEFITS AND DANGERS WHICH WOULD RESULT FROM PURSUING THIS COURSE OF ACTION.

SHOULD WE RESTATE THE VICTORY.

PHASE II: KEY ACTIONS

BRAINSTORM THE ACTIONS WE (THIS GROUP) CAN DO TO ACCOMPLISH THIS VICTORY.
At least one per person.

ORGANIZE AND NAME CLUSTERS OF ACTION EITHER BY TEAM OR TIME

NAME THE MOTIVATING IMAGE AND SLOGAN

PHASE III: CALENDAR AND ASSIGNMENTS

CALENDAR OF ACTIONS

TEAM ROLES AND OVERALL COORDINATION

COST OF THIS PLAN

TEAMS REPORT BACK IN 60 MINUTES

REFLECTION AND PLENARY

WHAT STANDS OUT?

WHERE WILL THIS BE HARD/EASY TO IMPLEMENT?

WHERE DO YOU SENSE A BREAKTHROUGH?

WHAT ARE YOU LOOKING FORWARD TO?

WHAT WILL BE THE SIGNIFICANCE OF ACCOMPLISHING THIS? IN YOUR LIFE? TO THE COMPANY?

ARE YOU REALLY WILLING TO DO THIS? IS THIS YOUR PLAN?

TEAMS READ MANEUVERS REPORT FORMS/PARAGRAPHS (?)

NOTE COMMON THREADS
ASK FOR NEXT STEPS
IMPLICATIONS

Note that these needs to be meshed with maneuvers of group #1 and reviewed by rep's of both groups plus managers for concerted implementations effort-- but even before that, much can be done on an individual basis or on small team basis to alter customers/company relations

Which of these maneuvers can be implemented immediately with existing structure?

Which need to be reviewed by people not presently in this room before implementation? Next step?

PERSONAL PLANNING SHEETS

CORPORATE BRIEF REFLECTIONS

REFLECTION ON WHOLE 3 DAY MODULE:

Would like to reflect on this seminar now. Three days--hard work and some fun. You provided the input---some tremendous products--service enhancement directions for new approaches; maneuvers for implementing more effective customer service in some very practical ways. Now, reflect back on whole time together--- like to answer 3 questions--write down an answer to at least one; dont have to answer all three.

DAY ONE - WHAT MOST MEMORABLE? WHAT ELSE DO?

DAY TWO- WHAT MOST MEMORABLE?, WHAT ELSE DO?

DAY THREE-WHAT MOST MEMORABLE? WHAT ELSE DO?

(FILL IN THE CHART--QUICKLY, DONT BELABOR, IF GROUP CAN'T THINK OF, WHAT ELSE TO SAY, YOU FILL IT IN)
PASS AROUND FORMS, PLEASE FILL IT IN, TAKE ABOUT 10 MINUTES. THEN WHEN FINISH. WE'LL SHOW THE REMINDER OF PASSION FOR THE CUSTOMER FOR THOSE WHO'D LIKE TO SEE IT.