

Focus on Service Lesson Plan

Time	Facilitator Guide	Comments
	SLIDE 1 Introductions & Expectations	
:09	Icebreaker	<ul style="list-style-type: none"> • Name & where you work. • Find an item that describes who you are.
:25	Housekeeping details	<ul style="list-style-type: none"> • Bathrooms • Vending/Water/Coffee/snack bar • Phones & Beepers – set on vibrate
5 min	Johnny the Bagger video Internet connection	http://www.stservicemovie.com/
	SLIDE 2 Objectives	<ul style="list-style-type: none"> • Determine & describe customers; internal and external • Learn effective communication methods • Handle difficult situations • Dept’s commitment & legal requirements for CS • Develop personal action plan
:26	Review folder <ul style="list-style-type: none"> • Slides • Participant handout Table: <ul style="list-style-type: none"> • EO 07-01 • S. 23.30, F.S • Butterworth memo (blank paper)	<ul style="list-style-type: none"> • This is a core course • Build trust in government • Governor has plan to “serve the people better & maintain focus on customer service”
	SLIDE 3 Executive Order 07-01 - HANDOUT	<ol style="list-style-type: none"> 1. Open government 2. Code of Ethics 3. Code of Personal responsibility 4. Plain Language Initiative 5. Customer Service Initiative Online training on 1 – 4, you are here for #5.
:27	SLIDE 4 Florida Statute s. 23.30 Customer Service Standards Act - HANDOUT	b. Accurate & prompt replies c. Acknowledge receipt of telephone or email by end of next day f. Measure customer satisfaction i. Provide training on improving customer service Passed June 2001 - Service First
:28	SLIDE 5 Executive Order 07-01 - HANDOUT	<ul style="list-style-type: none"> • Section 5 directs state agencies to institute “top-to-bottom” performance review of how we can better serve the people Mandates that there be a world-class training and review program to ensure public employees maintain Focus on public service

	Secretary Butterworth's Memo - HANDOUT	<ul style="list-style-type: none"> • Past = beleaguered or troubled... • Through CS we can improve our reputation • Each client deserves to be treated with dignity & respect • There is no room for compromise when it comes to quality of care for those in need. • Our integrity depends on it
:29	SLIDE 6 <ul style="list-style-type: none"> • Guiding Principles <ul style="list-style-type: none"> • Integrity • Leadership • Transparency • Accountability • Community partnerships • Orientation to action 	BRIDGE: Today, we'll concentrate on Transparency and Accountability
:30	SLIDE 7 Transparency	<ul style="list-style-type: none"> • Establishing new tone of transparent and open government • Communicate openly & clearly • Providing concise & accurate communication • Being honest and clear about what we do AND why we do it • Welcome questions or criticism as an opportunity to improve
:31	SLIDE 8 Accountability	<ul style="list-style-type: none"> • Doing our jobs effectively and answering to all those we're here to serve: <ul style="list-style-type: none"> • Gov. Crist • Butterworth • Vulnerable children & families • All Floridians • Co-workers
:32	Customer Service Overview	<ul style="list-style-type: none"> • We are the key to CS. • <u>We</u> are DCF! • We are providers & consumers of CS • CS is a 2-way street <p>Customer satisfaction is our primary measure!</p>
:33	SLIDE 9 Customer Service Data	<ul style="list-style-type: none"> • Never hear from 91% of unhappy customers • They tell 20+ of poor experience • Satisfied customers tell 10-12 people <p>Does this ring true for you?</p>
:35	SLIDE 10 Benefits	<p>Benefits of CS course:</p> <ul style="list-style-type: none"> • Clarify job expectations • Define who, what, when, where, & how • Improve communication • Courtesy, dignity, & respect • Support mission of the Department • Reduce stress on you & customer

:36	<p>SLIDE 11</p> <p>FLIPCHART</p>	<p>“A person with whom one has dealings.”</p> <ul style="list-style-type: none"> • Write on flip chart who are your customers and who you are a customer for. • Remember co-workers (internal customers)
:40	<p>SLIDE 12</p> <p>Delivery points</p>	<p>When do you deliver CS?</p> <ul style="list-style-type: none"> • In person • Public speaking • On the phone • Others? <p>Good CS at every step will minimize difficult situations.</p>
:44	<p>SLIDE 13</p> <p>Customer Focused</p>	<p>OnClick</p> <ul style="list-style-type: none"> • “Outside-in” vs. “inside-out” <ul style="list-style-type: none"> ○ EO 07-01 • Involuntary customers <ul style="list-style-type: none"> ○ Sole provider of services ○ Institutions <p>OnClick</p> <ul style="list-style-type: none"> • Quality of CS contributes to Dept’s mission; not dismantled or privatized <p>OnClick</p>
:46	<p>SLIDE 14</p> <p>What do customers want?</p> <p>DEMOCRAT LETTER</p>	<p>Customers want:</p> <ul style="list-style-type: none"> • timely, accurate, reliable, & thorough service • personal attention • clear, accurate, & relevant information • thorough understanding of policies • <u>their problem resolved</u> <p>Ask for good/bad examples of CS</p> <p>Get volunteer to read Democrat letter.</p> <p>What was good about Mr. Hardy’s CS?</p> <ul style="list-style-type: none"> • Knowledgeable • Dedicated • Did more than required • Personal attention • Kindness <p>Characteristics of good/bad CS;</p> <ul style="list-style-type: none"> • Follow thru vs. empty promises • Pass buck vs. take responsibility • Go a little further vs. get rid of • Friendly vs. brusque greetings • Prompt reply vs. lag • Listen vs. cut off

:52	<p>SLIDE 15 Customer Service Qualities</p>	<ul style="list-style-type: none"> • Big picture • Positive connection • Resiliency • Enthusiasm • Approachability • Knowledgeable • Empathetic • Self-aware <p>Any additions?</p>
1:00	<p>SLIDE 16 Defining Moment - is when a customer first interacts with the Department</p> <p>FLIPCHART Brainstorm:</p>	<p>BRIDGE: We just talked about service skills needed to be effective - let's talk a little about the customer's first impression.</p> <ul style="list-style-type: none"> • That moment is the first and maybe lasting impression • Are YOU that defining moment for the Department? • The first impression should build Trust and Confidence and set the tone for all future transactions <p>List some ways to create Positive Impressions:</p> <ul style="list-style-type: none"> • Thoughtfulness in meeting customer needs • Personal responsibility for a customer • Quick problem solving for customer • Offering immediate assistance • Friendliness • Using customer's name in conversation • Pleasant voice • Polite & courteous • Give a genuine SMILE <p>ATTITUDE is EVERYTHING!</p> <ul style="list-style-type: none"> • Your attitude determines 100% of the impression you leave with people everyday • GOOD NEWS - <i>You get to choose your attitude</i> • There is a direct correlation between your attitude and the customer's satisfaction.

1:04	<p>Effective Communication</p> <p>ACTIVITY - SNOWFLAKE</p> <p>Instructions: Take blank sheet of paper, close your eyes, be silent and follow instructions.</p> <ul style="list-style-type: none"> • Fold the paper in half • Hold the folded half toward the front of the room and tear off the lower left hand corner • Now fold the paper in half again and tear a section out of the center • Now tear off a small piece of the right hand corner • Fold in half again and tear off a small piece of the lower right hand corner • Now open your eyes and look at your snowflakes 	<p>Discuss and debrief:</p> <ol style="list-style-type: none"> 1. Everyone had the same instructions but the final product did not all end up looking the same 2. Discuss Perceptions and Communication - how people can hear the same thing and interpret it differently 3. <u>What could we have done to communicate better?</u> (ask questions, use sight, be more specific....) 4. How does this relate to our experiences at work? 5. What we hear is influenced by our perceptions. 6. Our perceptions influence how we process information. 7. Recognizing these filters help open lines of communication.
	<p>ACTIVITY - LISTENING</p> <ol style="list-style-type: none"> 1. Jenny's mother has 3 daughters <ul style="list-style-type: none"> • The 1st one's name is Dime • The 2nd one's name is Nickle • The 3rd one's name is <u>Jenny</u> <p>OR...</p> <ol style="list-style-type: none"> 2. Read the following statement: <ul style="list-style-type: none"> • You are an engineer of a train. • At the 1st stop on your route, you pick up 4 men and 3 women. • At the 2nd stop at Oak Ave you pick up 3 women and 2 men • At the stop at Blue Glen, you drop off 1 female and pick up 2 men • At Hi Lane you pick up 4 women, 2 girls and 3 more men • At Winewood village, you let 3 boys and their father on at the stop. • At Central Station all of them get off. • HOW OLD IS THE TRAIN'S Engineer? <p>(Answer: The participant's age...)</p> 	<ul style="list-style-type: none"> • It's not enough to just deliver the message • The message must be RECEIVED & understood for communication to be complete
1:09	<p>SLIDE 17</p> <p>Hearing vs. Listening</p>	<p>Hearing is physical Listening is intellectual</p> <ul style="list-style-type: none"> • We speak @ 100-150 wpm • We listen @ 600-650 wpm • What's the impact? - we get distracted?

1:10	<p>SLIDE 18 LISTENING – QUOTE</p> <p>Ask a volunteer to read slide</p>	<p>“Listening, whether done by individuals or by companies and government, is a signal of respect. When people don’t feel listened to, they don’t feel respected. And when they don’t feel respected, they feel anger and resentment. This resentment is exacerbated if people think you’re pretending to listen but aren’t.” Hugo Powell</p> <p>Reactions?</p>
1:11	<p>SLIDE 19 Four Levels of Listening</p> <ol style="list-style-type: none"> 1. Passive 2. Selective 3. Attentive 4. Active 	<p>PASSIVE:</p> <ul style="list-style-type: none"> • Listener does very little to stimulate the flow of discussion. • You are not sure the person cares about or understands what you are saying. • Winds up as a one-way conversation. <p>SELECTIVE:</p> <ul style="list-style-type: none"> • Hears what we want to hear. • When we hear it, we become more involved. • When we don’t hear it, we tune out, possibly become negative to the speaker. • Allow emotions and personal biases to be a reason to tune a speaker out because of who they are or what they are saying. • Inconsistent with listening efforts. <p>ATTENTIVE:</p> <ul style="list-style-type: none"> • More effective, engaged verbally and nonverbally. • 2 parts of a message which conveys the entire meaning: the message and the emotional part. • Facts are the message. • Emotional part is usually not stated with words – nonverbal. • Attentive listener is pretty good at identifying the facts but often doesn’t understand the whole message - the feelings. <p>ACTIVE:</p> <ul style="list-style-type: none"> • Most effective way. • Receives message with respect and then with feedback, lets the speaker know the message was understood - or not. • Understand both facts and the emotions. • Walk away knowing that the receiver got the message and UNDERSTOOD it.

		<p>What are the 2 most common listening types?</p> <ul style="list-style-type: none"> • Passive • Selective <p>Listening requires us to:</p> <ol style="list-style-type: none"> 1. Really WANT to know what the customer is saying, and 2. Avoid many common barriers to effective listening. <p>Plain Language Initiative helps us to be aware of need for clear language that is commonly used by the audience</p> <p>What is your experience?</p>
1:13	<p>SLIDE 20 Many things create barriers to effective listening.</p>	<ul style="list-style-type: none"> • Although we don't have control over some of the barriers, we do have control over the barriers that we put up ourselves. • Your ability to listen is affected by a variety of factors - some in your control. • Some of these filters/barriers, exist in our customers as well • Because of these barriers, we typically retain (even then for only a few minutes), 65% of what is said to us. • Two months later, only 25% is retained. • Lets look at some strategies to get beyond those filters on our side and the customers side.
10 min.	<p>ACTIVITY - BARRIERS SMALL GROUP - Record on flip charts</p> <p>Brainstorm actions, situations or problems that create barriers in conversations and ways to remove or overcome the barriers to provide service.</p> <p>Use Trainer's Guide page 10-13 for discussions.</p>	<p>Debrief/ discuss: small groups report out. Possible barriers:</p> <ul style="list-style-type: none"> • Noisy work space • Visual distractions • Customer speaks too fast or with accent • Communication is unclear • Poorly organized or unfamiliar terms • Stress • Daydreaming • Boredom • Being tired • Cultural differences <p>Possible responses to remove or overcome barriers:</p> <ul style="list-style-type: none"> • Welcome - greet • Smile • Eye contact • Listen • Ask questions • Check for understanding • Be prepared • Being open and honest

1:34	BREAK	
1:44	SLIDE 21	<p>7% is words 55% is body language 38% is tone of voice = 93% non-verbal</p> <p>Demonstration:</p> <ul style="list-style-type: none"> • Flat: “I don’t like my job and would rather be elsewhere.” • Slow: “I am having a bad day – don’t bother me.” • High, rapid: “I am enthusiastic and excited!” • Loud: “I am angry and aggressive.” <p>Inflection:</p> <ul style="list-style-type: none"> • Stress certain words • Change phrases • Smile! • Don’t over-inflect - phony <p>Volume:</p> <ul style="list-style-type: none"> • High – scares & intimidates • Low – can de-escalate an irate customer <p>Pace:</p> <ul style="list-style-type: none"> • Mimic customer’s pace • Too fast: confusing • Too slow: condescending
1:52	Non-verbal communication	<p>Cannot use mouth & ears at same time</p> <p>Cultural differences; verbal & non-verbal</p>
7 min.	<p>ACTIVITY: Charades Get 3 volunteers, pick an emotion and play charades.</p> <p>HANDOUT: Body Language Examples</p>	<ul style="list-style-type: none"> • Why do people use non-verbal communication? • What if the verbal and non-verbal messages differ?
2:00	SLIDE 22 Facial expressions	Must be consistent with words.
2:01	SLIDE 23 Eye contact & gestures	<p>Eye contact = interest. Gestures = animation.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Moving forward • Nodding • Stand straight • No crossed arms • No restless movements

2:03	<p>SLIDE 24 Power Phrases</p> <p>OnClick OnClick OnClick OnClick OnClick</p>	<p>Short colorful expressions that get results by saying what you mean.</p> <ul style="list-style-type: none"> • How can I help you? • Here are some options... • I apologize • I understand • I can see why you feel that way <p>Can you think of others?</p> <ul style="list-style-type: none"> • Using names
2:05	<p>SLIDE 25 Poison Phrases</p> <p>OnClick OnClick OnClick OnClick OnClick OnClick</p>	<p>Can make a situation worse and weaken your message.</p> <ul style="list-style-type: none"> • It's out of our control • You should have... • That's not my area • You don't seem to understand • We won't... we never... we can't • It's not our policy <p>Can you think of others?</p>
2:06	<p>SLIDE 26 Customer Centered Service</p>	<p>There are no “difficult customers”, only “difficult situations”.</p> <p>You can use some of the many techniques of the customer service professional to handle them with courtesy, dignity, and respect.</p> <ul style="list-style-type: none"> • The customer is not always right or perfect, but they are always the customer. • Our job is to provide courteous and professional service. <p>Use the “grandmother” test...would you speak to your grandmother this way?</p> <p>Golden Rule: How would I want to be treated?</p> <p>STRATEGIES FOR CUSTOMER CENTERED SERVICE:</p> <ul style="list-style-type: none"> • ACKNOWLEDGE - empathize, listen acknowledge error • ASSESS - ask questions, find out what it is they need / want • AFFIRM your understanding, research the problem, admit the problem. If you can suggest a solution, do it! • ANALYZE what can you do, involve the customer in the problem solving • AGREE on a plan, reach mutual agreement, summarize with the customer

2:08	<p>ACTIVITY HANDOUT: rephrasing activity or activity cards Handout p. 3: groups rephrase & report out. Cut if no time.</p>	Select an activity and debrief.
2:30	<p>SLIDE 27 Difficult Situations FLIPCHART</p>	Brainstorm strategies for difficult situations, write on flip chart. Possibilities: <ul style="list-style-type: none"> ● Anticipate their emotional state. ● Tune in to their behavior. ● Listen & give feedback. ● Speak quietly at normal pace. ● Take a break. ● Concentrate on the facts. ● Use slow-down techniques. ● Empathize. ● Apologize.
2:31	<p>SLIDE 28 Strategies for saying “no”</p>	<ul style="list-style-type: none"> ● Explain what can be done ● Give background info. ● Keep comments adult & professional ● Offer alternatives ● Avoid excuses ● Eliminate negatives (you have to....) ● Don't mention other complaints ● Use NO sandwich
2:32	<p>SLIDE 29 Service NO sandwich</p>	<ul style="list-style-type: none"> ● What I will do ● Action ● What you may want to do is
2:35	<p>ACTIVITY – Role play scenarios Use role play cards to have groups select one of 8 scenarios. 1 customer, 1 worker, rest are “coaches”. Give group 10 minutes to develop role play. Act in front of whole class.</p>	Debriefing questions: <ul style="list-style-type: none"> ● Did the worker’s body language match their words? ● Did the worker remain friendly & professional? ● Did the worker acknowledge the situation? ● Did the worker focus on the problem? ● Did the worker engage the customer in problem solving? ● Did the worker summarize & close positively? What did the worker do right/wrong?
2:41	<p>SLIDE 30 HANDOUT: CS Plan</p>	Take 5 minutes to fill out your CS Plan.

2:48	<p>Report out Koosh ball</p> <p>Each person tosses Koosh ball to next speaker.</p>	<p>Read one thing from CS Plan</p> <ul style="list-style-type: none"> • Each person has worth & the right to disagree. • Engage your brain and suspend your emotions; be logical, solution-oriented. • Be aware of your body language; be consistent with your words.
2:55	<p>SLIDE 31 S-E-R-V-I-C-E</p>	<p>Cut if no time. Relate to EO 07-01; stay tuned for more!</p>
2:56	<p>SLIDE 32 Your role</p>	<p>Show the customer they are #1 part of your job:</p> <ul style="list-style-type: none"> • Showing respect • Listening carefully • Speaking courteously • Fair & professional service for all <p>How do <u>you</u> want to be treated?</p>
	<p>SLIDE 33</p>	<p>Did we meet our objectives?</p>
	<p>SLIDE 34 EVALUATIONS</p> <p>CERTIFICATES</p>	