



Customer Service- Module 3:

Learning from each other: Achieving service excellence in dealing with external customers.

Agenda

9:00 AM
OR **1:00 PM**

WARM UP: Whom would you like to see at the desk?

Coming to work in the right frame of mind.

The “helping relationship” techniques

Are you listening?

----- B R E A K -----

Customer’s view: good vs. bad service

Managing difficult situations in the helping relationship

Environmental factors matter

12:30 Noon
OR **4:30 PM**

Adjournment

Today’s objectives:

1. Be aware that we all can choose our attitude
2. Learn and understand the techniques of “helping relationship”
3. Learn and practice the active skill of listening
4. Learn the impediments to listening
5. Recognize good vs. bad service from the customer’s point of view
6. Learn strategies in dealing with difficult situations
7. Scan our environment for factors that promote/impede good customer service

Staff CAN DO Too!

CAN DO attitude – a willingness and a commitment to put the customer first.

Caring

Asking questions

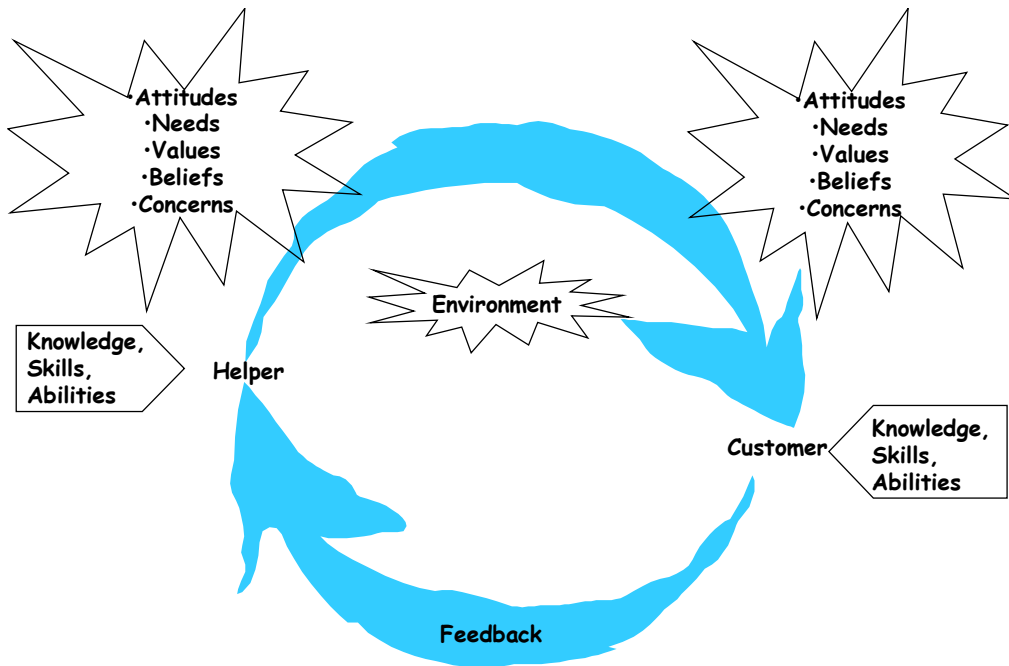
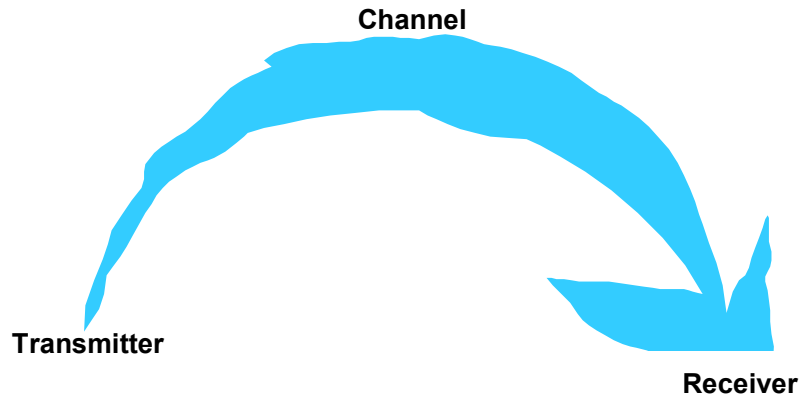
Now – acting immediately

Disputes – resolving complaints

Offering more

Staff Can Do Too. Produced by Focal Communications and Seven Dimensions. Salenger Films, 1989. videocassette.

The Helping Relationship Model



Insert Here sample of chat service

Exercise: Exploring personal experiences as a customer.

Directions: Working individually, think about the situations that you experienced when you were the customer. This may be in a library, a department store, hospital, restaurant, or someone's office. Answer the following questions:

1. Where were you and who was the person helping you (the helper)?
2. What did you need at that time? How urgent was your need for that service?
3. How did the helper respond to your need at that time? Provide details about the words, behavior, and attitudes of the helper.
4. How did you react during the transaction? Describe your behavior and attitude during the transaction.
5. You may or may not have been completely satisfied at the end of the transaction. Whatever the outcome was, describe the reasons that resulted in this outcome. Specify the helper's words, behavior, and attitudes that may have contributed either to the satisfactory or unsatisfactory outcome of this transaction.
6. How did you convey your satisfaction or dissatisfaction to the helper?

Group discussion: With the participants at your table, discuss your experiences as customers. How would you describe good customer service (or bad customer service)? Select a note taker who will write on flipchart paper the key points from the discussion.

Revisiting difficult situations/problem customers encountered in the library as the service provider.

Directions: Think about a difficult situation that you have encountered while providing service to a customer. The following questions will help you recall the details of this difficult situation. Jot down your thoughts.

1. Who was the person you were helping (the customer)?
2. What did the customer need at that time? How urgent was the customer's need at that time?
3. How did the customer express his/her request? Provide details about the words, behavior, and attitudes of the customer.
4. How did you react during the transaction? Describe your behavior and attitude during the transaction.
5. At the end of the transaction, was the customer satisfied with the outcome? If YES, what did the customer say or do that made you think he/she was satisfied?

If NO, what did the customer say or do that made you conclude that he/she was not completely satisfied with the transaction?

6. Describe your feelings at the end of the transaction.

Class discussion: Identify the difficult situations encountered as helpers in the Libraries and discuss ways to handle them. As helpers, what should be avoided in dealing with difficult situations or problem customers?

Turning negative statements to positive—

Direction: Work with the participants in your table. Take turns in changing the following negative statements into positive statements. You may need to put them in context to make the statements more sensible. Allow others to comment on or change your statements.

1. I'm sorry. I can't help you on this question.
2. It's not our policy to provide open access to this collection.
3. I don't know where it is located.
4. I have no idea about binding services for theses and dissertations.
5. You can't post messages on the Libraries' bulletin board.
6. I don't think you can use your laptops to access our online catalog.
7. I'm not allowed to void your fines.
8. Can't you see that sign over there?
9. I'm very busy. I can't help you now.
10. We're closing in 5 minutes. I can't help you now. I'm going home.
11. But you don't understand.
12. You're wrong.



Bibliography for Customer Service- Module 3

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