These two documents are part of the customer service training program provided to employees of a large metropolitan hospital. The first manual contains customer service training activities for the hospital's dietary aides, cashiers, patient service representatives, and parking attendants. The activities are organized in three sections as follows: understanding customers (behavior choices, tips for assertive behavior, internal and external customers, best and worst experiences as a customer, tips to improve customer service); communicating with customers (verbal communication, listening, nonverbal communication, questioning, using communication tools); and finding solutions on the job (resolving conflict, case studies, customer service tools, seven practical steps to customer problem-solving). Concluding the manual are four sets of job-specific tools for dealing with difficult customers. The second manual, which is designed for supervisors in the hospital's dispatch department, contains all the activities included in the first manual plus activities dealing with the following topics: interpreting body language, "I" and "you" messages, and accommodating other listening styles; giving and receiving criticism (types of criticism, reactions to criticism, techniques for receiving criticism); and dealing with difficult employees (techniques for dealing with difficult employees and transforming their gripes to goals). (MN)
Customer Service Training
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## Customer Service Training

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Ice Breaker

Can you connect all the dots with only four straight lines without lifting your pencil?

•  •  •  •

•  •  •  •

•  •  •  •

How does this activity relate to customer service and communication?
Understanding Your Customers
### Your Worst Customer Communication Experience

<table>
<thead>
<tr>
<th>What happened?</th>
<th>How did you react?</th>
<th>What frustrated you?</th>
<th>Would you react in the same way if this happened again?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Three Behavior Choices

Highlight key words in the definitions below.

**Aggressive** behavior is standing up for your rights but expressing yourself in a way that violates the rights of others, or shows them no respect. Aggression may include sarcasm, humiliating insults, intimidating or overpowering the other person in order to win or dominate.

**Passive** behavior is giving in to other people's requests, demands or feelings without regard to what you want or how you feel. Passive behavior is based on the belief that other people's feelings, desires, and opinions are more important or correct than yours, or that you will experience negative consequences if you express your feelings, opinions or desires, or out of a wish to avoid conflict at all costs. Passive behavior is often expressed by silence.

**Assertive** behavior is asking for what you want, stating your opinion, or expressing your feelings in direct and honest ways that show your respect for yourself and others. Assertion is a way of standing up for your rights, yet not violating the rights of others.
Define the following.

**Aggressive means**


**Passive means**


**Assertive means**


In each of the worst customer communication examples, was the reaction 

Aggressive?
Passive?
Assertive?

Which choice would give us what we need?

Why?
Tips for Assertive Behavior

- Ask for what you want: "I need/want ... ."

- State your thought or opinion: "I think ... ."

- Express your feelings honestly: "I feel ... ."

- Show respect for yourself and others.

- Stand up for your rights, not violating the other’s rights.

- Aim for a win/win resolution.
What Do You Do?

On an average workday, I do the following:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Who Depends on You?

Why is your department important to the hospital?
Your Internal and External Customers

Internal/External Customers

Which customers are internal?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Which customers are external?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Which is the more difficult to deal with? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Your Best Experience as a Customer

What has been your best experience as a customer?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

In a group, define customer service.

Customer service is ______________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Compare your definition with the other group’s definition.
**Observation Sheet**

Is the employee doing the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking and acting professionally</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Listening and responding to all customers</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Responding quickly when help is needed</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Keeping personal conversation with coworkers to a minimum</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Being assertive with all internal and external customers</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

What other behaviors did you observe? ____________________________________________

____________________________________

____________________________________
Tips to Improve Customer Service

If you were a business owner, manager, or supervisor, what customer service skills would you want from your employees?

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
-
Communicating With Customers
Verbal Communication

I-Message vs You-Message

Is there a problem with the following statement? “You need to sign this.”

How do people typically react when we start sentences with “you”?

Highlight the key words in the definitions.

**You-Messages**—blame, judge, evaluate, label, hurt other’s feelings, damage relationships, put others on the defensive, diminish other’s self-esteem and damage the good feelings that are present in a relationship.

**I-Messages**—tell another person that you have important needs, asks for cooperation, and is a direct and honest statement of what you want.

**I-Message Example:**

*I need/want* you to sign this

*because* the supply order has to be faxed by noon.
With a partner, write a you-message. Exchange the you-message with another group. Change the you-message into an I-message.

You-message:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I-message:

I need/want ____________________________________________________________

because _______________________________________________________________

How will this affect communication in your department?

In your home?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Role Play

What communication problems exist in your department?

________________________________________________________________________

________________________________________________________________________

Role play a scene.

What happened? ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

Are Both Customers Getting What They Need?

Was the communication successful? Why or why not?

________________________________________________________________________

________________________________________________________________________

Was the communication aggressive, passive, or assertive?

________________________________________________________________________

Were I-messages used?

________________________________________________________________________

What would you recommend that each person do differently?

________________________________________________________________________

________________________________________________________________________
Listening

What is the difference between listening and hearing?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Which is a skill: listening or hearing?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Give examples of the best listeners you know. Why?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Blocks to Good Listening

Highlight all distractions that are true for you. Then circle how you would eliminate any distractions.

### Three Main Types of Listening Blocks

#### 1. Visual Distractions

<table>
<thead>
<tr>
<th>Distractions</th>
<th>Elimination Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of eye contact</td>
<td>Maintaining eye contact.</td>
</tr>
<tr>
<td>Distance</td>
<td>Leaning forward toward the speaker.</td>
</tr>
</tbody>
</table>

#### 2. Noise and Movement Distractions

<table>
<thead>
<tr>
<th>Distractions</th>
<th>Elimination Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking</td>
<td>Movement—Place your back to the movement if you are distracted in a conversation; sit where your ability to see movement is minimized.</td>
</tr>
<tr>
<td>People moving</td>
<td></td>
</tr>
<tr>
<td>Paper shuffling</td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Emotional/Mental Distractions

<table>
<thead>
<tr>
<th>Distractions</th>
<th>Elimination Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td>Writing down what you are angry about and dealing with it later.</td>
</tr>
<tr>
<td>Fear</td>
<td>Organizing for meetings.</td>
</tr>
<tr>
<td>Being unprepared</td>
<td>Preparing for meetings and listening.</td>
</tr>
<tr>
<td>Boredom</td>
<td>Taking notes if you are bored or daydreaming.</td>
</tr>
<tr>
<td>Daydreaming</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distractions</th>
<th>Elimination Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumping to conclusions</td>
<td>Bringing a positive attitude to each conversation.</td>
</tr>
<tr>
<td>Worrying</td>
<td>Writing down the worst outcome you can think of if you are worried about something.</td>
</tr>
<tr>
<td>Interrupting</td>
<td>Identifying the distraction.</td>
</tr>
<tr>
<td>Poor self-esteem/attitude</td>
<td>Writing down the distraction and dealing with it later.</td>
</tr>
</tbody>
</table>
Communicating with Customers

Blocks to Listening

- Visual distractions (V)
- Noise and movement distractions (N)
- Mental/emotional distractions (M)

What gets in the way of your listening?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Identify your listening blocks with (V), (N), or (M).

Which are most distracting for you? _________________________________________

Think of ways to overcome these listening blocks.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Listening Styles Profile Interpretation Guide

Highlight all statements that are true about you.

<table>
<thead>
<tr>
<th>Preference Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P = People-Oriented Listeners</strong></td>
</tr>
<tr>
<td><strong>Positive Characteristics</strong></td>
</tr>
<tr>
<td>• Care and are concerned for others</td>
</tr>
<tr>
<td>• Are nonjudgmental</td>
</tr>
<tr>
<td>• Provide clear verbal and nonverbal feedback signals</td>
</tr>
<tr>
<td>• Identify emotional states of others</td>
</tr>
<tr>
<td>• Are interested in building relationships</td>
</tr>
<tr>
<td>• Notice others’ moods quickly</td>
</tr>
</tbody>
</table>

| **A = Action-Oriented Listeners** | **Negative Characteristics** |
| **Positive Characteristics** | **Tend to be impatient with rambling speakers** |
| • Get to the point quickly | **Jump ahead and reach conclusions quickly** |
| • Give clear feedback concerning expectations | **Jump ahead or finish thoughts of speakers** |
| • Concentrate on understanding the task at hand | **Get distracted easily by unorganized speakers** |
| • Help others focus on what is important | **Ask blunt questions** |
| • Encourage others to be organized and concise | **Appear overly critical** |
| • Identify inconsistencies in messages | **Minimize relational issues and concerns** |

Adapted from Kittie W. Watson and Larry L. Barker, *Listening Styles Profile*, Pfeiffer & Co.
Listening Styles Profile Interpretation Guide (Continued)

Highlight all statements that are true about you.

### Preference Characteristics

<table>
<thead>
<tr>
<th>C = Content-Oriented Listeners</th>
<th>Negative Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>• Value technical information</td>
<td>• Are overly detail oriented</td>
</tr>
<tr>
<td>• Test for clarity and understanding</td>
<td>• May intimidate others by asking pointed questions</td>
</tr>
<tr>
<td>• Encourage others to provide support for their ideas</td>
<td>• Minimize the value of nontechnical information</td>
</tr>
<tr>
<td>• Welcome complex and challenging information</td>
<td>• Discount information from nonexperts</td>
</tr>
<tr>
<td>• Look at all sides of an issue</td>
<td>• Take a long time to make decisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T = Time-Oriented Listeners</th>
<th>Negative Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>• Manage and save time</td>
<td>• Tend to be impatient with time wasters</td>
</tr>
<tr>
<td>• Let others know listening-time requirements</td>
<td>• Interrupt others</td>
</tr>
<tr>
<td>• Set time guidelines for meetings and conversations</td>
<td>• Let time affect their ability to concentrate</td>
</tr>
<tr>
<td>• Discourage wordy speakers</td>
<td>• Rush speakers by frequently looking at watches/clocks</td>
</tr>
<tr>
<td>• Give cues to others when time is being wasted</td>
<td>• Limit creativity in others by imposing time pressure</td>
</tr>
</tbody>
</table>

Adapted from Kittie W. Watson and Larry L. Barker, *Listening Styles Profile*, Pfeiffer & Co.
## Accommodating Other Listening Styles

<table>
<thead>
<tr>
<th>Listening Style</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>People Oriented</td>
<td></td>
</tr>
<tr>
<td>Action Oriented</td>
<td></td>
</tr>
<tr>
<td>Content Oriented</td>
<td></td>
</tr>
<tr>
<td>Time Oriented</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The table is incomplete with missing details.*
## Nonverbal Communication

### Body Language Signals

Highlight the body language that is generally yours.

<table>
<thead>
<tr>
<th>Posture</th>
<th>Gestures</th>
<th>Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slumped</td>
<td>Fluttering hand</td>
<td>Quiet, soft, higher pitch</td>
</tr>
<tr>
<td>Shoulders forward</td>
<td>movements</td>
<td>Hesitations, uhs, ahs,</td>
</tr>
<tr>
<td>Shifting often</td>
<td>Twisting motions</td>
<td>stopping in “midstream”</td>
</tr>
<tr>
<td>Chin down</td>
<td>Shoulder shrugs</td>
<td>Nervous laughter</td>
</tr>
<tr>
<td></td>
<td>Frequent head nodding</td>
<td>Statements sound like</td>
</tr>
<tr>
<td></td>
<td></td>
<td>questions with voice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tone rising at the end</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erect, but relaxed</td>
<td>Casual hand</td>
<td>Resonant, firm, pleasant</td>
</tr>
<tr>
<td>Shoulders straight</td>
<td>movements</td>
<td>Smooth, even-flowing,</td>
</tr>
<tr>
<td>Few shifts, comfortable</td>
<td>Relaxed hands</td>
<td>comfortable delivery</td>
</tr>
<tr>
<td>Head straight or slight tilt</td>
<td>Hands open, palms out</td>
<td>Laughter only with humor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Voice tones stay even when making statement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erect, tense, rigid</td>
<td>Chopping or jabbing</td>
<td>Sarcastic laughter</td>
</tr>
<tr>
<td>Shoulders back</td>
<td>hand movements</td>
<td>Statements sound like</td>
</tr>
<tr>
<td>Jerky shifts, or planted in place</td>
<td>Clenched hands, or pointing</td>
<td>orders</td>
</tr>
<tr>
<td>Chin up or thrust forward</td>
<td>Sweeping arms</td>
<td>Insults</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vulgarity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demeaning language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative remarks</td>
</tr>
</tbody>
</table>

Which column is aggressive? Which is assertive? Which is passive?

What column contains most of your highlights?
What Do Nonverbals Mean?

Write your interpretation of the following nonverbals.

1. Nail biting
2. Arms crossed
3. Tapping fingers
4. Rolling eyes
5. Twirling hair
6. Slumping/Slouching
7. Avoiding eye contact
8. Nodding
9. Bored facial expression
10. Smirking
Role Play Nonverbal Behaviors

With partner(s), role play a real work-related problem.

Observers, what nonverbal behaviors did you observe?

Nonverbal Behaviors

- Tone of voice ________________________________
- Facial expression ________________________________
- Gestures ________________________________
- Posture ________________________________
- Eye-contact ________________________________

What suggestions would you make for improving the nonverbal behavior?
Questioning

What are the “5 Ws?”

[and ____________________ ]

An open question ____________________________

A closed question ____________________________

31
Which of the 5 *Ws and How* create open questions and which create closed?

<table>
<thead>
<tr>
<th>Open Questions</th>
<th>Closed Questions</th>
</tr>
</thead>
</table>

Using open questions, role play a scene with the customers below.

An angry customer?

A confused customer?
Using the Communication Tools

Review

What tools have we discussed?

What are the advantages and disadvantages of each?

<table>
<thead>
<tr>
<th>Tool</th>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
</table>

Does timing and place play a part in how successful each tool will be?

- Would an I-message work in a busy hallway?

- Would addressing someone’s listening style be effective 5 minutes before the end of a shift?
Finding Solutions on the Job
**Resolving Conflict**

Create examples of the following.

- ___________________ I lose/You lose
- ___________________ I win/You lose
- ___________________ I lose/You win
- ___________________ I win/You win

Which of the four is most common?

Which would improve customer service?

Label each of the four as aggressive, passive, assertive.
Case Studies

Case Study 1

Review handout.

Answer the following questions.

As the ________________ what would you do? As the ________________?

Does this happen often? Why or why not? ______________________________________

How is customer service affected for both internal and external customers? _________

___________________________________________________________________________

What can be done to solve this? _______________________________________________

What would be an example of a win/win solution? ________________________________

Case Study 2

Create your own case study and solve with a partner.
Customer Service Tools—Review

Tool #1: Verbal Communication
Change the following statement to an I-message.

"You need to communicate better with the next shift."

I need/want ____________________________

because ______________________________

Why avoid you-messages? ______________________________

Tool #2: Listening
What are the three main blocks to listening?

__________________  ____________________  ____________________

What keeps you from being a better listener?

__________________  ____________________  ____________________

What listening style does each of these letters represent?

P ______________________________
A ______________________________
C ______________________________
T ______________________________

What is your Listening Style? ______________________________
Tool #3: Nonverbal Communication

Give some examples of body language that show assertive behavior?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Give some examples of body language that show passive behavior?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Give some examples of body language that show aggressive behavior?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Tool #4: Questioning

List the 5 Ws and How.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Activity

Give an example of a closed question. ________________________________

______________________________

When would you use a closed question? ________________________________

______________________________

Give an example of an open question. ________________________________

______________________________

When would you use an open question? ________________________________

______________________________

Tool #5: Resolving Conflict

Give an example of the following:

I lose/You lose ________________________________

I win/You lose ________________________________

I lose/You win ________________________________

I win/You win ________________________________

Which is the most assertive?

Which will improve customer service?
### Solving Problems with Customers

<table>
<thead>
<tr>
<th>Deal with Feelings</th>
<th>1. Express Respect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Problem</td>
<td>2. Listen to Understand.</td>
</tr>
<tr>
<td></td>
<td>3. Uncover the Expectations.</td>
</tr>
<tr>
<td></td>
<td>4. Repeat the Specifics.</td>
</tr>
<tr>
<td>Plan and Analyze Solution</td>
<td>5. Outline Solutions or Alternatives.</td>
</tr>
<tr>
<td>Follow Up</td>
<td>7. Double Check for Satisfaction.</td>
</tr>
</tbody>
</table>
Seven Practical Steps to Customer Problem-Solving

Use the following seven steps to calm a person and get a solution under way. This section will show you practical ways to put these steps to work for you. You can use them in order or pick the steps that relate the most to your situation.

Step 1. Express respect.
Examples  “What you’re telling me is important.”
           “I will check into it right now.”
           “This is important.”
           “I apologize for the inconvenience.”
           “Thank you for telling me about this.”
           “Thank you for your patience.”
           “Let me make some notes about what needs to be corrected.”

Step 2. Listen to understand.
Examples  “Tell me what happened.”
          
Step 3. Uncover the expectations.
Examples  “Please tell me what needs to be done.”
           “How can we resolve this situation?”
           “What can we do right away to get this situation straightened out?”
           “How can I assist you?”
           

Step 4.  Repeat the specifics.
Examples “Let me make sure I understand what you need … .”
“To make sure I am on the right track, let me double-check what you want.”
“So the problem is … .”

Step 5.  Outline the solution or alternatives.
Examples “We have several choices … .”
“I will check into this right now and will get back to you before twelve.”
“Here is a possibility.”
“You can … .”
“We do have … .”
“There is an alternative.”

Step 6.  Take action and follow through.
Examples “Let me get you a ____________ before we go to x-ray.”
•
•
•

Examples
“Are you warm enough?”
“Are you comfortable?”
“Are you ready to go?”

Reference:

Adapted from *BJC Service Excellence Resource Manual.*
Tools for Dealing with Difficult Customers

**Paraphrasing Tool**

Paraphrasing is simply repeating back in your own words what the other person has said.

**Examples:**
- "It sounds like you’re saying that …"
- "It seems like you’re …"

With a partner, take turns sharing what bothers each of you the most at work. Then paraphrase what your partner has said.

*************************************************************************

Benefits of Paraphrasing

- Paraphrasing can help avoid conflicts.
- Paraphrasing helps everyone understand each other.

When would paraphrasing work well?

*************************************************************************

On an index card write in your own words how to use this tool.


**Receiving Criticism Tool**

![Key Term]

**F A R**

Fogging  Admitting  Requesting

*Fogging* is a response that avoids conflict and is especially useful when criticism is unclear or unjustified. *Fogging* does not admit to fault and doesn’t blame, either.

**Examples:**

"You may have a point …"

"I’ll have to think about that …"

"You might be right about that …"

*Admitting* means taking responsibility for something you truly did or said.

**Examples:**

"You’re right, I am late."

"That’s true. I did handle that badly."

*Requesting* means asking for specific suggestions. This technique works especially well after admitting.

**Examples:**

"What suggestions do you have to help me improve?"

"How could I have handled this better?"
Receiving Criticism Tool

<table>
<thead>
<tr>
<th>Criticism Given</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Techniques</td>
<td></td>
</tr>
<tr>
<td>• Fogging</td>
<td></td>
</tr>
<tr>
<td>• Admitting</td>
<td></td>
</tr>
<tr>
<td>• Requesting Information</td>
<td></td>
</tr>
</tbody>
</table>

Example:

You are 15 minutes late for your shift.
Your shift is scheduled to start at 9:00 A.M.

Fogging Response
“You may have a point …”

Admitting Response
“You’re right, I am late. I will get to work on time.”

Requesting Response
“You’re right, I am late. What suggestions do you have to help me improve?”
### Examples

#### Fogging Response

Write an example of a situation where you received criticism that was unclear or not fair.

<table>
<thead>
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<tbody>
<tr>
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<td></td>
<td></td>
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</tbody>
</table>

#### Admitting Response

Write an example of a situation when you received criticism that was true/accurate.

<table>
<thead>
<tr>
<th>Criticism</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Requesting Response

Write an example of a situation when you received criticism that was true/accurate but required additional information to complete the task.

<table>
<thead>
<tr>
<th>Criticism</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Which technique would work best if …

• you’re late to work? ________________

• you’re accused of being unfriendly to customers? ________________

• an internal customer is unfairly taking out his/her frustrations? ________________

Create a difficult situation and trade with a partner.

Which response would work best? __________________________________________
Case Study 1

A patient throws a tray of food at a dietician because the food was not what the patient had ordered. The dietician calls the dietary office and yells at a clerk for the mistake. The clerk tells the dietician, “That’s not my fault,” and the dietician becomes even angrier.

Case Study 2

A diet office clerk likes her job, but finds it difficult to concentrate when too many people (non-clerks) come into the office. She also is distracted when other employees make personal calls or take breaks in the office.

Case Study 3

A patient calls the dietary office and complains that elephants have eaten his food. You suspect that the call may be from a patient in the psych ward.

Case Study 4

An angry nurse calls the dietary office asking for bottled water for all patients who request it. You cannot accommodate the request.
**Communicating With Customers**

What prevents an order from being rung up quickly?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How could orders be rung up more quickly?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Elements of Customer Service

Which is the most important element of a cashier's job?

- Greeting a customer
- Ringing up an order
- Saying a farewell

What happens when one of the above elements is missing?
## Case Studies

<table>
<thead>
<tr>
<th>Situation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Cashier A</em> rings up a BJC employee’s lunch. However, <em>Cashier A</em> discovers that the employee’s account is empty. The employee gets angry.</td>
<td></td>
</tr>
<tr>
<td>2. <em>Cashier B</em> asks to see a customer’s badge in order to give a discount. The customer gets angry.</td>
<td></td>
</tr>
<tr>
<td>3. <em>Cashier C</em> rings up an order, but the customer has no money.</td>
<td></td>
</tr>
<tr>
<td>4. Create a cashier case study.</td>
<td></td>
</tr>
</tbody>
</table>
Team Building

What are some outstanding teams?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What makes a successful team work?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What does each team member have to do to make the team successful?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________


**Barriers to Good Teamwork**

What prevents good teamwork?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How can these problems be solved?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What are some characteristics of a team rebel?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Teamwork Self-Assessment**

Highlight the statements which are true about you.

<table>
<thead>
<tr>
<th>Cooperative Employee</th>
<th>Offensive Employee</th>
<th>Defensive Employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feels picked on</td>
<td>Slams doors</td>
<td>Asks for feedback</td>
</tr>
<tr>
<td>Often defends own actions</td>
<td>Gives dirty looks</td>
<td>Is calm, even in arguments</td>
</tr>
<tr>
<td>Complains behind others' backs</td>
<td>Refuses to do some tasks</td>
<td>Is prompt</td>
</tr>
<tr>
<td>Threatens to quit often</td>
<td>Folds arms often</td>
<td>Goes out of way to help others</td>
</tr>
<tr>
<td>Has trouble taking criticism</td>
<td>Takes charge</td>
<td>Praises others' good work</td>
</tr>
<tr>
<td>Resents suggestions</td>
<td>Complains often</td>
<td>Accepts directions from others</td>
</tr>
<tr>
<td>Often feels insulted</td>
<td>Creates conflict</td>
<td>Tries to find solutions that work for everyone</td>
</tr>
</tbody>
</table>

1. Label the column of statements that describes the **cooperative** employee, the **offensive** employee, and the **defensive** employee.

2. Under which column do most of your highlights fall? __________________________

3. Will your highlighted statements improve teamwork? ___________________________
Groups vs. Teams

What is a group?

What is a team?

Circle all the statements that members of an effective team would say.

- This is my area.
- This is our area.
- We all share responsibility for success.
- We all share responsibility for failure.
- I can slow down when the next shift worker gets here.
- This isn’t my job.
- My team needs to listen to me better.
- I need to communicate more effectively with my team.

Why are teams more effective than groups?
## Case Studies

Write a response using an I-message.

### Tool
- I need/want...
- Because...

<table>
<thead>
<tr>
<th>Situation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A PM PSR arrives for her shift. The AM PSR is in a hurry to leave and</td>
<td></td>
</tr>
<tr>
<td>tells the PM PSR to clean a room. The PM PSR refuses.</td>
<td></td>
</tr>
<tr>
<td>2. Mrs. Jones doesn’t like her lunch. The PSR asks the unit secretary</td>
<td></td>
</tr>
<tr>
<td>to order another. The unit secretary forgets, and Mrs. Jones waits an</td>
<td></td>
</tr>
<tr>
<td>extra hour.</td>
<td></td>
</tr>
<tr>
<td>3. Three PSRs work together as a team. One of the PSRs seems to get</td>
<td></td>
</tr>
<tr>
<td>along with the other two, but complains about their work behind their</td>
<td></td>
</tr>
<tr>
<td>backs.</td>
<td></td>
</tr>
<tr>
<td>4. Create a PSR case study.</td>
<td></td>
</tr>
</tbody>
</table>
Team Building Case Studies

Case Study #1

Alice, Ben, and Cassandra are Patient Service Representatives who have been asked to work together as a team. Ben and Cassandra are somewhat quiet but do their jobs well. Alice, however, feels that the group needs a leader, so she often delegates jobs to the other two. Ben and Cassandra are increasingly unhappy with the way their “team” is going.

What would you recommend to help this group operate more like a team?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Case Study #2

Deanna, Meg, and Shonte are Patient Service Reps who work together as a team. Deanna and Shonte work well together and have become friends outside of work. Meg, however, keeps to herself and prefers to work alone. Lately Meg’s work has gotten sloppy: Her rooms are not cleaned thoroughly, and she is late for work.

What would you recommend to help this group operate more like a team?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Case Study #3

Sarah, Janis, and Latisha are Patient Service Reps who work together as a team. The three fight often about how work should be done and who should do which task. Lately the three simply ignore one another when working. Their lack of communication is taking more time than usual. Patients on their floor are sometimes put into rooms before Sarah, Janis, and Latisha have completed their work.

What would you recommend to help this group operate more like a team?
Win as Much as You Can

- Four teams
- Six rounds
- For each round, choose X or Y

Payoff Schedule

<table>
<thead>
<tr>
<th>4 Xs: Lose 100 points each.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Xs: Win 100 points each.</td>
</tr>
<tr>
<td>1 Y: Lose 300 points each.</td>
</tr>
<tr>
<td>2 Xs: Win 200 points each</td>
</tr>
<tr>
<td>2 Ys: Lose 200 points each.</td>
</tr>
<tr>
<td>1 X: Win 300 points each.</td>
</tr>
<tr>
<td>3 Ys: Lose 100 points each.</td>
</tr>
<tr>
<td>4 Ys: Win 100 points each.</td>
</tr>
</tbody>
</table>
Tools for Dealing with Difficult Customers

Paraphrasing Tool

Paraphrasing is simply repeating back in your own words what the other person has said.

Examples:  "It sounds like you're saying that …"

"It seems like you're …"

With a partner, take turns sharing what bothers each of you the most at work. Then paraphrase what your partner has said. __________________________________________

______________________________________

______________________________________

Benefits of Paraphrasing

• Paraphrasing can help avoid conflicts.

• Paraphrasing helps everyone understand each other.

When would paraphrasing work well? __________________________________________

______________________________________

On an index card write in your own words how to use this tool. __________________________

61
Receiving Criticism Tool

F A R
Fogging Admitting Requesting

Fogging is a response that avoids conflict and is especially useful when criticism is unclear or unjustified. Fogging does not admit to fault and doesn't blame, either.

Examples: “You may have a point ...”
“I'll have to think about that ...”
“You might be right about that ...”

Admitting means taking responsibility for something you truly did or said.

Examples: “You're right, I am late.”
“That's true. I did handle that badly.”

Requesting means asking for specific suggestions. This technique works especially well after admitting.

Examples: “What suggestions do you have to help me improve?”
“How could I have handled this better?”
Receiving Criticism Tool

<table>
<thead>
<tr>
<th>Criticism Given</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Three Techniques</td>
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<tr>
<td></td>
<td>• Fogging</td>
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<tr>
<td></td>
<td>• Admitting</td>
</tr>
<tr>
<td></td>
<td>• Requesting Information</td>
</tr>
</tbody>
</table>

Example:

<table>
<thead>
<tr>
<th>Criticism</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are 15 minutes late for your shift. Your shift is scheduled to start at 9:00 A.M.</td>
<td>Fogging Response</td>
</tr>
<tr>
<td></td>
<td>“You may have a point …”</td>
</tr>
</tbody>
</table>

Admitting Response

|           | “You’re right, I am late. I will get to work on time.” |

Requesting Response

|           | “You’re right, I am late. What suggestions do you have to help me improve?” |
Examples

**Fogging Response**

Write an example of a situation where you received criticism that was unclear or not fair.

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**Admitting Response**

Write an example of a situation when you received criticism that was true/accurate.

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**Requesting Response**

Write an example of a situation when you received criticism that was true/accurate but required additional information to complete the task.

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Which technique would work best if …

- you’re late to work?

- you’re accused of being unfriendly to customers?

- an internal customer is unfairly taking out his/her frustrations?

Create a difficult situation and trade with a partner.

Which response would work best?
Case Study 1

A family arrives at the hospital with an extremely sick child. The child is placed in ICU in critical condition. One afternoon as the family is leaving to get some rest, a car in front of them stops for five minutes at the parking cashier. By the time the family arrives at the cashier, the father is angry, the mother is crying.

What communication tool(s) would you use?

Case Study 2

A doctor has had to work overtime on a critically ill patient. As she exits the garage, she realizes that she’s forgotten her badge. When stopped at the gate and questioned, she becomes verbally abusive.

What communication tool(s) would you use?
Case Study 3

Tina is a new employee who has drawn the attention of many males in the department. Some of the male employees have been socializing excessively with Tina. She now is starting to focus more on socializing than her job. You know that Tina’s supervisor is increasingly unhappy with the situation. Tina’s job may be in danger.

What communication tool(s) would you use?

Case Study 4

Create a case study for a partner to solve.
Customer Service Training
Supervisor's Guide

BJC Health System
Dispatch Department
St. Louis, MO
# Table of Contents

**Customer Service Training • Supervisor's Guide**

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Understanding Your Customers
### Your Worst Customer Experience

<table>
<thead>
<tr>
<th>What happened?</th>
<th>How did you react?</th>
<th>What frustrated you?</th>
<th>What would be the best way to handle this situation for you and your customer?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Three Choices

In each of the worst customer examples, was the reaction

Nonassertive?
Assertive?
Aggressive?

Which choice would give us what we need?

Why?
Define the following.

**Nonassertive** means ____________________________

____________________

____________________

**Assertive** means ____________________________

____________________

____________________

**Aggressive** means ____________________________

____________________

____________________
**Assertive** behavior is asking for what you want, stating your opinion, or expressing your feelings in direct and honest ways that show your respect for yourself and others. Assertion is a way of standing up for your rights, yet not violating the rights of others.

**Aggressive** behavior is standing up for your rights but expressing yourself in a way that violates the rights of others, or shows them no respect. Aggression may include sarcasm, humiliating insults, intimidating or overpowering the other person in order to win or dominate.

**Nonassertive** behavior is giving in to other people’s requests, demands or feelings without regard to what you want or how you feel. Nonassertive behavior is based on the belief that other people’s feelings, desires, and opinions are more important or correct than yours, or that you will experience negative consequences if you express your feelings, opinions or desires, or out of a wish to avoid conflict at all costs. Nonassertive behavior is often expressed by silence.
What Do You Do?

On an average workday, I do the following:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Understanding Your Customers

BJC Health System, Dispatch Department—Customer Service Training • Supervisor's Guide

Who Depends on You?

Why is the Dispatch Department important to the hospital?
What Type of Customers Depend on You?

An internal customer is:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

An external customer is:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
List Your Customers

- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________

Internal/External Customers

Which customers are internal? __________________________

Which customers are external? __________________________

Which is the more difficult to deal with? Why?

__________________________

__________________________
Your Best Experience as a Customer

What has been your best experience as a customer?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

In a group, define customer service.

Customer service is ________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Compare your definition with the other group’s definition.
Observation Sheet

Is the employee doing the following?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking and acting professionally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening and responding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to all customers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding quickly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>when help is needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeping personal conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with coworkers to a minimum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being assertive with all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>internal and external customers</td>
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</tr>
</tbody>
</table>

What other behaviors did you observe? __________________________________________

__________________________________________

__________________________________________
Tips to Improve Customer Service

- 
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Communicating With Customers
Role Play

Are Both Customers Getting What They Need?

Role play a scene of addressing a dispatch employee who performs well on the job but is chronically late.

What happened?_________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Was the supervisor successful? Why or why not?

_______________________________________________________________________

_______________________________________________________________________

Was the supervisor nonassertive, assertive, or aggressive?

_______________________________________________________________________

What would you recommend that the supervisor do differently?

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
I-Messages

What's the problem with the following statement?

"You need to be on time."

How do people typically react when we start sentences with "you"?

__________________________________________

__________________________________________

__________________________________________

Change the quote to a sentence beginning with "I."

I need/want __________________________________________

because ____________________________________________

How will this affect communication in your department?

In your home?
You-Messages

You-Messages—blame, judge, evaluate, label, hurt other's feelings, damage relationships, put others on the defensive, diminish other's self-esteem and damage the good feelings that are present in a relationship.

With a partner write a you-message. Exchange the you-message with another group. Change the you-message into an I-message.

You-message: __________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I-message: __________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Listening

What is the difference between listening and hearing?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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Listening Styles Profile Interpretation Guide

Highlight all statements that are true about you.

**Preference Characteristics**

<table>
<thead>
<tr>
<th><strong>P = People-Oriented Listeners</strong></th>
<th><strong>Negative Characteristics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>• Care and are concerned for others</td>
<td>• Are overinvolved with feelings of others</td>
</tr>
<tr>
<td>• Are nonjudgmental</td>
<td>• Avoid seeing faults in others</td>
</tr>
<tr>
<td>• Provide clear verbal and nonverbal feedback signals</td>
<td>• Internalize/Adopt emotional states of others</td>
</tr>
<tr>
<td>• Identify emotional states of others</td>
<td>• Are intrusive with others</td>
</tr>
<tr>
<td>• Are interested in building relationships</td>
<td>• Are overly expressive when giving feedback</td>
</tr>
<tr>
<td>• Notice others' moods quickly</td>
<td>• Are nondiscriminating in building relationships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>A = Action-Oriented Listeners</strong></th>
<th><strong>Negative Characteristics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>• Get to the point quickly</td>
<td>• Tend to be impatient with rambling speakers</td>
</tr>
<tr>
<td>• Give clear feedback concerning expectations</td>
<td>• Jump ahead and reach conclusions quickly</td>
</tr>
<tr>
<td>• Concentrate on understanding the task at hand</td>
<td>• Jump ahead or finish thoughts of speakers</td>
</tr>
<tr>
<td>• Help others focus on what is important</td>
<td>• Get distracted easily by unorganized speakers</td>
</tr>
<tr>
<td>• Encourage others to be organized and concise</td>
<td>• Ask blunt questions</td>
</tr>
<tr>
<td>• Identify inconsistencies in messages</td>
<td>• Appear overly critical</td>
</tr>
<tr>
<td></td>
<td>• Minimize relational issues and concerns</td>
</tr>
</tbody>
</table>

Adapted from Kittie W. Watson and Larry L. Barker, *Listening Styles Profile*, Pfeiffer & Co.
Listening Styles Profile Interpretation Guide (Continued)

Highlight all statements that are true about you.

Preference Characteristics

<table>
<thead>
<tr>
<th>C = Content-Oriented Listeners</th>
<th>Negative Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>• Value technical information</td>
<td>• Are overly detail oriented</td>
</tr>
<tr>
<td>• Test for clarity and understanding</td>
<td>• May intimidate others by asking pointed questions</td>
</tr>
<tr>
<td>• Encourage others to provide support for their ideas</td>
<td>• Minimize the value of nontechnical information</td>
</tr>
<tr>
<td>• Welcome complex and challenging information</td>
<td>• Discount information from nonexperts</td>
</tr>
<tr>
<td>• Look at all sides of an issue</td>
<td>• Take a long time to make decisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T = Time-Oriented Listeners</th>
<th>Negative Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>• Manage and save time</td>
<td>• Tend to be impatient with time wasters</td>
</tr>
<tr>
<td>• Let others know listening-time requirements</td>
<td>• Interrupt others</td>
</tr>
<tr>
<td>• Set time guidelines for meetings and conversations</td>
<td>• Let time affect their ability to concentrate</td>
</tr>
<tr>
<td>• Discourage wordy speakers</td>
<td>• Rush speakers by frequently looking at watches/clocks</td>
</tr>
<tr>
<td>• Give cues to others when time is being wasted</td>
<td>• Limit creativity in others by imposing time pressure</td>
</tr>
</tbody>
</table>

Adapted from Kittie W. Watson and Larry L. Barker, *Listening Styles Profile*, Pfeiffer & Co.
## Activity

**Accommodating Other Listening Styles**

<table>
<thead>
<tr>
<th>Category</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>People Oriented</td>
<td></td>
</tr>
<tr>
<td>Action Oriented</td>
<td></td>
</tr>
<tr>
<td>Content Oriented</td>
<td></td>
</tr>
<tr>
<td>Time Oriented</td>
<td></td>
</tr>
</tbody>
</table>
Listening
What blocks to listening do you encounter on the job?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Create categories for your list.

- Visual distractions
- Noise and movement distractions
- Mental/emotional distractions

Which category is most distracting for you?

How can you deal with these blocks?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
# Blocks to Good Listening

## Three Main Types of Blocks

<table>
<thead>
<tr>
<th>Type of Block</th>
<th>Causes</th>
<th>Elimination Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Visual Distractions</strong></td>
<td>Lack of eye contact, Distance</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus on the key points and summarize.</td>
</tr>
<tr>
<td><strong>2. Noise and Movement Distractions</strong></td>
<td>Talking, People moving, Paper shuffling</td>
<td>Phones, Music, TV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Movement—Place your back to the movement if you are distracted in a conversation; sit where your ability to see movement is minimized.</td>
</tr>
<tr>
<td><strong>3. Emotional/Mental Distractions</strong></td>
<td>Anger, Fear, Being unprepared, Boredom, Daydreaming</td>
<td>Jumping to conclusions, Worrying, Interrupting, Poor self-esteem/attitude</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bringing a positive attitude to each conversation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing down the worst outcome you can think of if you are worried about something.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying the distraction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing down the distraction and dealing with it later.</td>
</tr>
</tbody>
</table>
What Do Nonverbals Mean?

Write your interpretation of the following nonverbals.

1. Nail biting ____________________________

2. Arms crossed __________________________

3. Tapping fingers _________________________

4. Rolling eyes ____________________________

5. Twirling hair __________________________

6. Slumping ______________________________

7. Avoiding eye contact _____________________

8. Nodding ________________________________
What Do Nonverbals Mean?

People often interpret these nonverbals to mean the following:

1. Nail biting = Nervous, uncertain.

2. Arms crossed = Unwilling to listen, uncooperative.

3. Tapping fingers = Bored, impatient.

4. Rolling eyes = Doubting, ridiculing, skeptical.

5. Twirling hair = Unfocused, nervous.


7. Avoiding eye contact = Guilty, untrustworthy, shy.

8. Nodding = Supportive, encouraging.
## Body Language Signals

Highlight the body language that is generally yours.

<table>
<thead>
<tr>
<th>Posture</th>
<th>Erect, but relaxed</th>
<th>Erect, tense, rigid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slumped</td>
<td>Shoulders straight</td>
<td>Shoulders back</td>
</tr>
<tr>
<td>Shoulders forward</td>
<td>Few shifts, comfortable</td>
<td>Jerky shifts, or planted in place</td>
</tr>
<tr>
<td>Shifting often</td>
<td>Head straight or slight tilt</td>
<td>Chin up or thrust forward</td>
</tr>
<tr>
<td>Chin down</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gestures</th>
<th>Casual hand movements</th>
<th>Chopping or jabbing hand movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluttering hand movements</td>
<td>Relaxed hands</td>
<td>Clenched hands, or pointing</td>
</tr>
<tr>
<td>Twisting motions</td>
<td>Hands open, palms out</td>
<td>Sweeping arms</td>
</tr>
<tr>
<td>Shoulder shrugs</td>
<td>Occasional head nodding</td>
<td>Sharp, quick nods</td>
</tr>
<tr>
<td>Frequent head nodding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facial expressions</th>
<th>Relaxed, thoughtful, caring or concerned look, few blinks</th>
<th>Furrowed brow, tight jaw, tense look, unblinking glare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifted eyebrows, pleading look, wide-eyed, rapid blinking</td>
<td>Genuine smile</td>
<td>Patronizing or sarcastic smile</td>
</tr>
<tr>
<td>Nervous or guilty smile</td>
<td>Relaxed mouth</td>
<td>Tight lips</td>
</tr>
<tr>
<td>Chewing lower lip</td>
<td>Shows anger with serious look, slight flush of color</td>
<td>Shows anger with disapproving scowl, very firm mouth or bared teeth, extreme flush</td>
</tr>
<tr>
<td>Shows anger with averted eyes, blushing, guilty look, crying</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Voice</th>
<th>Resonant, firm, pleasant</th>
<th>Sarcastic laughter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet, soft, higher pitch</td>
<td>Smooth, even-flowing, comfortable delivery</td>
<td>Statements sound like orders</td>
</tr>
<tr>
<td>Hesitations, uhs, ahs, stopping in “midstream”</td>
<td>Laughter only with humor</td>
<td>Insults</td>
</tr>
<tr>
<td>Nervous laughter</td>
<td>Voice tones stay even when making statement</td>
<td>Vulgarity</td>
</tr>
<tr>
<td>Statements sound like questions with voice tone rising at the end</td>
<td></td>
<td>Demeaning language</td>
</tr>
</tbody>
</table>

Which column is nonassertive? Which is assertive? Which is aggressive?

What column contains most of your highlights?
Assertive Behavior

Tips

- Ask for what you want … “I need/want … .”
- State your thought or opinion … “I think … .”
- Express your feelings honestly … “I feel … .”
- Show respect for yourself and others.
- Stand up for your rights, not violating the other’s rights.
- Aim for a win/win resolution.
Role Play

Nonverbal Behaviors

With a partner(s) role play a real work-related problem.

Observers, what nonverbal behaviors did you observe?

Nonverbal Behaviors

- Tone of voice ____________________________
- Facial expression ________________________
- Gestures ________________________________
- Posture ________________________________
- Eye-contact ______________________________

What suggestions would you make for improving the nonverbal behavior?
Questioning

What kind of question would you ask:

An angry customer?

A confused customer?

A sleeping customer?

An open question ________________________________

__________________________

__________________________

A closed question ________________________________

__________________________

__________________________
Key Term

Questioning

What are the “5 Ws?”

[and ]

Which of the 5 Ws and How create open questions and which create closed?

<table>
<thead>
<tr>
<th>Open Questions</th>
<th>Closed Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Using the Communication Tools**

**Review**

What tools have we discussed?

What are the disadvantages and advantages of each?

<table>
<thead>
<tr>
<th>Tool</th>
<th>Disadvantage</th>
<th>Advantage</th>
</tr>
</thead>
</table>

Does timing and place play a part in how successful each tool will be?

- Would an I-message work on an elevator?

- Would addressing someone’s listening style be effective 5 minutes before the end of a shift?
Finding Solutions On the Job
Activity

Finding Solutions on the Job

BJC Health System, Dispatch Department—Customer Service Training • Supervisor’s Guide

Case Study 1

A patient, Mr. Smith, was taken to X-ray on Monday afternoon. The hallway was chilly, and Mr. Smith complained about the cold. At X-ray, the transporter helped Mr. Smith up and into the rest room. Afterwards, the transporter helped Mr. Smith back into the wheelchair. Mr. Smith’s gown accidentally opened in the back, revealing Mr. Smith’s bare bottom to the other waiting patients.

In anger, Mr. Smith began cursing at the transporter. A nurse stepped in to help and was also verbally abused. The nurse called an orderly to have the patient moved from the area. When the orderly arrived, Mr. Smith became violent. Security was called to help remove Mr. Smith from the area.

As a supervisor, what would you do?

In the situation, what is the symptom and what is the problem?
Case Study: Feelings vs. Problem

What is the patient/customer feeling?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What is the problem?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Resolving Conflict

Create examples of the following.

- ____________ I lose/You lose
- ____________ I win/You lose
- ____________ I lose/You win
- ____________ I win/You win

Which of the four is most common?

Which would improve customer service?

Label each of the four as nonassertive, assertive, aggressive.
Case Study 2

A transporter has 15 minutes to take Mr. Smith to the OR. The trip actually takes only 10 minutes. The transporter spends 5 minutes talking to a friend in the cafeteria. A supervisor happens to walk by and sees the transporter in the cafeteria. The supervisor calls the transporter in for a reprimand.

What is the problem, and what is the symptom?

Does this happen often? Why or why not?

How is customer service affected for both internal and external customers?

What can be done to solve this?

What would be an example of a win/win solution?
Seven Practical Steps to Customer Problem-Solving

Use the following seven steps to calm a person and get a solution under way. This section will show you practical ways to put these steps to work for you. You can use them in order or pick the steps that relate the most to your situation.

**Step 1.** Express respect.

**Examples**
- "What you're telling me is important."
- "I will check into it right now."
- "This is important."
- "I apologize for the inconvenience."
- "Thank you for telling me about this."
- "Thank you for your patience."
- "Let me make some notes about what needs to be corrected."

**Step 2.** Listen to understand.

**Examples**
- "Tell me what happened."

**Step 3.** Uncover the expectations.

**Examples**
- "Please tell me what needs to be done."
- "How can we resolve this situation?"
- "What can we do right away to get this situation straightened out?"
- "How can I assist you?"
Step 4. Repeat the specifics.
Examples “Let me make sure I understand what you need... .”
“To make sure I am on the right track, let me double-check what you want.”
“So the problem is... .”

Step 5. Outline the solution or alternatives.
Examples “We have several choices... .”
“I will check into this right now and will get back to you before twelve.”
“Here is a possibility.”
“You can... .”
“We do have... .”
“There is an alternative.”

Step 6. Take action and follow through.
Examples “Let me get you a _______ before we go to x-ray.”

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Examples “Are you warm enough?”
“Are you comfortable?”
“Are you ready to go?”
•
•

Analyze the example questions. Highlight the open questions and circle the closed questions.

Reference:

Adapted from *BJC Service Excellence Resource Manual*. 
## Solving Problems with Customers

<table>
<thead>
<tr>
<th>Deal with Feelings</th>
<th>1. Express Respect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Problem</td>
<td>2. Listen to Understand.</td>
</tr>
<tr>
<td></td>
<td>3. Uncover the Expectations.</td>
</tr>
<tr>
<td></td>
<td>4. Repeat the Specifics.</td>
</tr>
<tr>
<td>Plan and Analyze Solution</td>
<td>5. Outline Solutions or Alternatives.</td>
</tr>
<tr>
<td>Follow Up</td>
<td>7. Double Check for Satisfaction.</td>
</tr>
</tbody>
</table>
Customer Service Tools

- **I-Messages**

Change the following statement to an I-message.

"You need to sign this."

I need/want ____________________________________________

because ________________________________________________

- **Listening Styles**

What do each of these letters represent?

- P
- A
- C
- T

What can you do to help others listen to you?
• **Body Language**

What is the most effective body language? Why?

- Nonassertive
- Assertive
- Aggressive

What are some examples of assertive behavior?

---

• **Questioning**

List the 5 Ws and How.

When would you use a closed question?

When would you use an open question?
- **Techniques**
  Which do you use most often?
  I lose/You lose
  I win/You lose
  I lose/You win
  I win/You win

Which is the most assertive?

Which will improve customer service?
Giving and Receiving Criticism
Giving and Receiving Criticism on the Job

Your Worst Experience

<table>
<thead>
<tr>
<th>What happened?</th>
<th>How did you react?</th>
<th>What frustrated you?</th>
<th>What would be the best way to handle this situation for you and your customer?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Role play a work-related example of giving or receiving criticism.

Was the scenario a win/win situation? ___________________________

Why or why not? ____________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Types of Criticism

Invalid Criticism

Valid Criticism

Vague Criticism

Constructive Criticism

Destructive Criticism
Definitions

Invalid Criticism
Criticism which is not justified, not based on truth, not factual. Invalid is often based on opinion.

Has the other person real expectations here; is the criticism unjustified?

Valid Criticism
Criticism which is justified, based on truth, factual. Valid criticism, however, can be delivered either constructively or destructively.

Did you deserve it; is it justified?

Vague Criticism
Criticism which is not specific.

Is this criticism or just a difference in opinion?

Constructive Criticism
Criticism which is directed toward specific behavior and phrased in a positive way.

Destructive Criticism
Criticism which is directed at the core of a person instead of a behavior. It is often phrased in a derogatory or attacking manner.
Your Reactions to Criticism

Stage One Awareness; fight or flight?

Stage Two Assessment; how was this criticism delivered?

Stage Three Action; how will you deal with this?
Giving Criticism

Tool for Giving Criticism

State:

Example:

1. Specific Behavior
You have been late two days this week.

2. Effects on You
When people are late, our department falls behind schedule.

3. What You Want
I need you to be on time.

4. Reaffirm
Your being on time is going to help everyone in the department.

Activity

• Give an example of a situation that requires criticism.

• Write out what you would say using the tool for giving criticism.


• Share with the group.
### Three Effective Techniques for Receiving Criticism

<table>
<thead>
<tr>
<th></th>
<th>1. Fogging</th>
<th>2. Admitting</th>
<th>3. Requesting feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td>Notes</td>
<td>Notes</td>
<td></td>
</tr>
</tbody>
</table>
Receiving Criticism

Tool for Receiving Criticism

<table>
<thead>
<tr>
<th>Criticism</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>You spend so much time on the phone and talk so loudly that I can't concentrate on my work.</td>
<td>I will limit my calls and talk softly.</td>
</tr>
</tbody>
</table>

Activity

- Give an example of a situation when you received criticism.
- Write out what you would say using the tool for receiving criticism.

- Share with the group.
**Tips**

**Tips for Giving Criticism**

When giving criticism remember to identify only the main points.

1. **The specific behavior**
   - Describe the other person’s behavior.
   - Describe the specific time, place, and action.
   - Keep it simple, only what the other person needs to know.

2. **The Effects on You**
   - State your thoughts or feelings regarding the goals, your expectations, or the specific behavior.

3. **What You Want**
   - Specify the actions you want performed or stopped.
   - Specify any changes you are willing to negotiate.

4. **Reaffirm**
   - Be aware of your feelings and express them calmly.
   - Reaffirm the other’s ability to make change.
   - Maintain the relationship.

Never give criticism when:

- You are angry, stressed, uptight, testy.
- The timing is wrong or the person receiving the criticism can’t take action on it.
- You lack specific facts or evidence to back up your criticism.
- You have not decided and discussed with the other your mutual goals or expectations.
- It is used as a power play or to make yourself feel important. This lowers the self-esteem and self-confidence.

**Tips for Receiving Criticism**

- Both parties must be committed to cooperation and a positive outcome.
- Ask myself, “What do I need to do to improve the situation?” (Remember, no blaming or excuses).
Dealing with Difficult Employees
Dealing with Difficult Employees

What are the most effective ways for dealing with difficult employees?

Do these techniques work with all employees?

Why or why not?
Three Techniques for Dealing with Difficult Employees

1. Questioning/Socratic Method

Which is generally more effective? Circle A or B.

A. Telling an employee the answer.

B. Getting an employee to come up with the answer himself.

Have you learned best by A or B? ________________

What questions would you ask an employee who is chronically late?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Paraphrasing

Paraphrasing is rephrasing what another has said.

How would this be valuable in conflict situations?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Grips to Goals

On the following page is a tool which refocuses negative behavior to constructive goal setting.

When would this be applicable to you?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Gripes to Goals

A tool that reshapes negativity into positive action steps.

“My gripe (or anxiety or frustration) about what’s happening is … .”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

“My real concern is … .”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

“What I am really wishing for is … .”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

“Therefore, my goal is to … .”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
A Difficult Employee Scenario

Transporter Jones is a talkative employee. Though outgoing and friendly, a number of complaints have been issued against Jones for excessive talking, both with internal and external customers. Jones has been an otherwise excellent employee who appears to like his job. However, the continuing complaints appear to be now irritating Jones and affecting his work.

Which technique would you use with Jones? Why?
St. Louis Community College
Cosand Center
300 South Broadway
St. Louis, MO 63102-2810

New Paradigm for Effective Workforce Skills
St. Louis Community College at Forest Park
5600 Oakland Avenue, G-311
St. Louis, MO 63110-1393
(314) 644-9603

St. Louis Community College makes every effort to accommodate individuals with disabilities as addressed by the Americans with Disabilities Act. If you have accommodation needs, please contact us at 644-9137 (or the Missouri relay number 1-800-735-2466) within 2 working days of the scheduled event to request needs. Documentation of disability may be required.

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For information contact:
Denise Blakney
Human Resources
Cosand Center
300 South Broadway
St. Louis, MO 63102-2810
539-5214
539-5399 (TDD)
NOTICE

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