Service Quality Institute
The Global Leader in Customer Service

FEELINGS
for Professionals

LEADER GUIDE

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Contents

INTRODUCTION

Congratulations! You're a **FEELINGS** *for Professionals* Group Leader. You've been selected to help yourself and those around you succeed at work and life, and to help your organization as well.

If you've never done this before, you're probably a bit nervous. There's a good amount of material and it's natural to feel some stage fright.

Relax! The material is well organized. Your participants know less about the topic than you, so no one will question your knowledge. Besides, the participants do much of the work themselves. Leading this session will help you overcome that stage fright. When you properly prepare for your role as Group Leader, you'll find people praising how well you've performed.

This is easy, and it's well worth it to you, the organization as a whole, and your customers and clients.

FEELINGS *for Professionals* is a system designed to make employees feel better about their work and their lives. It is structured to dramatically improve the quality of care they provide by increasing personal communication skills.

FEELINGS *for Professionals* will have a powerful impact on employee performance and the quality of care your organization provides. Support and committed participation from you and your co-workers is essential. This Leader's Guide is designed to provide the tools you need to generate that support.

FEELINGS *for Professionals* Program Objectives

The goals of the **FEELINGS** *for Professionals* program are:

To increase the self-worth and self-image of every employee in your organization through mastery and daily practice of the **FEELINGS** *for Professionals* communication skills and techniques;

And

To increase your organization's profitability by concentrating on providing quality care to everyone, the key to continued success in any industry.

To achieve these objectives, training should be conducted in a systematic, organized manner. At the same time, **FEELINGS** *for Professionals* sessions should be relaxed and informal. The program is designed for training between eight and 15 participants and each session should run approximately two to three hours (three or four hours in developing countries).

If at all possible, an executive, manager, or supervisor should lead the **FEELINGS** *for Professionals* training sessions. Employees will find that their relations with the Group Leader will be improved by the frank, open approach of the **FEELINGS** *for Professionals* program. They'll appreciate the interest and enthusiasm you bring to the discussions, and translate that interest and enthusiasm into very personal terms.

FEELINGS *for Professionals* training will help all employees and we recommend that everyone within the organization be invited to participate — including new and experienced personnel. There's enough material in each group session to give you and your co-workers plenty of stimulation for constructive group discussion. The more everyone participates in the discussions, the better everyone will understand, remember, and apply **FEELINGS** *for Professionals*.

Program Components

The **FEELINGS** *for Professionals* program has three components:

1) Three DVDs (totaling approximately 75 minutes of vignettes and instructional information)

2) A Leader's Guide

3) The **FEELINGS** *for Professionals* Participant Package (Participant Book, Technique Card, Certificate of Accomplishment, Performance Standards)

Video

The video, shot on location at various businesses, features realistic, everyday scenes of employee situations and interactions.

The video corresponds to the program by section: For instance, Session 1: Section 1 on the video corresponds to Session 1: Section 1 in the Leader's Guide.

At the end of each video segment, the Group Leader is directed to turn off the video and turn to the next exercise or activity.

Leader's Guide

The Leader's Guide is divided into 11 parts: the Leader's Introduction and 10 training sections.

The introduction provides you with the information you need to get the program up and running effectively.

The Leader's Guide includes:

- A complete transcript of each video
- All assignments, exercises, and in-class activities
- Suggested leader text or key points for the leader to cover
- Sample or likely participant responses to questions and activities
- Implementation suggestions and training hints
- Additional follow-up questions
- Space to record sample participant responses to questions

Types of Questions and Assignments

Throughout **FEELINGS** *for Professionals*, the following method is used to distinguish the kinds of questions the leader will ask participants.

- Questions in the form "Participant Book Question" correspond to the questions within the numbered exercises in the Participant Book.
- Questions in the form Discussion Question refer to questions that are not within the numbered exercises in the Participant Book and may include follow-up questions. Participants will not have these questions in their books.
- The Participant Book contains Exercises at the end of several of the reading sections. Participants are asked to complete these assignments as part of the work between sessions.

When going over numbered exercises, the Group Leader is encouraged to refer participants to specific Participant Book questions by question number.

Participant Book

The Participant Book is the activity guide and resource for each participant who goes through the program. It includes more than 128 pages of techniques, strategies, exercises, activities, and assessments. Like the Leader's Guide, the Participant Book is divided into sections. Each section includes introductory and resource information to supplement and expand on material presented in the video segments. Also included are all program exercises and suggested assignments, optional exercises, skill practice, etc.

TAKE ADVANTAGE OF THE PARTICIPANT BOOK

THE PARTICIPANT BOOK IS RICH IN EXAMPLES, ILLUSTRATIONS, AND STRATEGIES THAT SUPPORT THE VIDEOS AND DISCUSSIONS.

The Participant Book material is rich in examples, illustrations, and strategies that support and expand upon the video segments and exercises in each section. As a Group Leader, you can take advantage of this material when introducing new topics or when providing answers to participant questions.

The Participant Book is often referred to throughout the program. Participants can read the book at home at their own pace and highlight key ideas for discussion. Make notes throughout the Leader's Guide that reference the Participant Book, then refer participants to the Participant Book when you think important ideas or communication principles can support their learning. The participants will be asked to complete all of the exercises and assignments throughout the Participant Book; the necessary page numbers for each activity are included in the Leader's Guide for easy navigation.

The Participant Book serves as an ongoing reference and resource long after the training is over. By referring participants to specific pages in the book, you create awareness of the wealth of information it contains. Participants are urged to take advantage of the interactive benefits of the program by writing in their books and using them fully. Participants are likely to refer back to the step-by-step tips and techniques when needed.

The **FEELINGS** *for Professionals* Participant Book — Key Element of the Program

The Participant Book is designed to explore in much greater detail the points covered in the videos and in the group discussions. It is an important part of the **FEELINGS** *for Professionals* program. In some cases, participants will respond far better to the written word than they will to either the videos or the group sessions.

As a Group Leader, you must emphasize the importance of the **FEELINGS** *for Professionals* Participant Book to participants. There is no way to force participants to read the chapters or to complete the exercises, but take every opportunity to encourage them to do so.

- Read the participant book yourself to thoroughly understand the content. Highlight key ideas and concepts to help you propel the discussions.
- In your group sessions make sure each participant has their own copy of the Participant Book and that they write their name on Page 1 and complete all the included exercises. Encourage participants to highlight key ideas and concepts as they read the book.
- Assign Chapters 1 – 6 of the **FEELINGS** *for Professionals* Participant Book at the conclusion of Session 1. Assign the first Session Review at the end of Chapter 6. Ask participants to complete the session review and hand it in to you at the start of Session 2.
- Review the participants' understanding of the first six chapters of the **FEELINGS** *for Professionals* Participant Book at the start of Session 2. Encourage discussion of the questions.
- Assign Chapters 7 – 12 of the participant book at the conclusion of Session 2. Assign the second Session Review at the end of Chapter 12. Again, ask participants to complete the session review and turn it in at the start of Session 3.
- Review and discuss the second Session Review at the beginning of Session 3 to gauge each participant's understanding of **FEELINGS** *for Professionals*.
- Assign Chapters 2, 6, 11, and the Follow-up Review one week before the 30- or 60-day Follow-up Session is scheduled.
- Review and discuss the Follow-up Review during the Follow-up Session.

All of the print and video materials in **FEELINGS** *for Professionals* are copyrighted and may not be reproduced in any form. The Participant Book represents a license for one employee to experience the **FEELINGS** *for Professionals* training program.

Leader's Guide at a Glance

The following section provides sample formats of the main components of the Leader's Guide.

ADJACENT EXAMPLE BOX 1

THE FULL TRANSCRIPTS OF THE VIDEOS ARE INCLUDED IN THE LEADER'S GUIDE.

NARRATOR: The lack of Caring Communication was obvious in the previous scene. The account manager needed and deserved, some recognition for her effort. Now consider this example?

Rhianna: Good morning. How are you today? Did your team manage to finish processing those backlogged subsidy claims over the weekend?

Rhianna: Did something happen? Is everything alright?

Riley: Can't talk right now.

Rhianna: Fine. I've got some stuff in the printer anyway.

ADJACENT EXAMPLE BOX 2

SUGGESTIONS FOR LEADER'S TEXT ARE PRINTED INSIDE SHADED BOXES.

The warm-up activity is not found in the Participant Book.

LEADER TEXT: Welcome to Session 1 of the **FEELINGS** *for Professionals* training program. For those of you who don't know me, my name is (YOUR NAME), and I'll be acting as Group Leader during this training session. As Group Leader, I'll be providing some framework for our discussions, but each of you will be helping one another as we go along.

Now that you know me, I'm going to have each of you introduce yourselves, but a little differently. You each have a piece of paper in front of you and some markers on your table. I want you to use the top two thirds of the page to draw a big circle. Leave some white space at the bottom for writing.

Wait for the participants to draw their circles.

Okay, everybody finished? Now, look at that circle you just drew. That is your head. Take a couple more minutes to add a face and hair and anything else that makes that head yours and then write your name just below, but leave a little bit more space. Kind of like this…

Flip over a page on the flip chart to reveal the head you created for yourself with your name below. Wait for participants to complete their drawings.

Exercise 12:

FORMAT: LARGE GROUP	**EQUIPMENT NEEDED:** NONE

Exercise 12 is found on Page 113 in the Participant Book.

PURPOSE OF EXERCISE 12: TO ILLUSTRATE HOW UNCARING COMMUNICATION CAN NEGATIVELY IMPACT CUSTOMER INTERACTIONS.

Participant Book Question 1: How do you feel about this scenario?

Participant Book Question 2: What could the employees have said or done differently to convey a friendly, helpful impression?

Answers should range from immediately stopping their discussion and asking if they could help, to apologizing with simple lines like, "How may I help you?" or, "I'm sorry, I got so carried away with my story that I didn't realize you were there." Try to get participants thinking about how they would react under similar circumstances on the job.

ADJACENT EXAMPLE BOX 3

ALL EXERCISES FROM THE SESSION ARE INCLUDED IN THE LEADER'S GUIDE.

ADJACENT EXAMPLE BOX 3

HINTS AND NOTES FOR THE LEADER ACCOMPANY THE EXERCISES.

ADJACENT EXAMPLE BOX 3

CORRESPONDING QUESTIONS FROM THE PARTICIPANT BOOK ARE ENCLOSED IN SHADED BOXES.

ADJACENT EXAMPLE BOX 3

QUESTIONS ARE FOLLOWED BY SAMPLE PARTICIPANT RESPONSES IN PARENTHESES AND BY ONE OR MORE BLANK LINES FOR THE LEADER TO ADD ADDITIONAL SAMPLE RESPONSES OR NOTES.

Session Section	Leader's Guide Pages	Video No.	Video Running Time	Exercise	Participant Book Page
1.1	27 - 34	1.1	4min 55sec	1	101
1.2	35 - 38	1.2	4min 45sec	2	102
1.3	39 - 42	1.3	3min	3	103
1.4	43 -46	1.4	2min 30sec	4	104
1.5	47 -50	1.5	45sec	5 6	105 106
1.6	51 - 58	1.6	10min 50sec	7 8 9	107 108 109
1.7	59 - 60	1.7	35sec		
2		**2**		Review Questionnaire	49 - 50
2.1	65 - 72	2.1	3min 50sec	10 11	110 111 - 112
2.2	73 - 76	2.2	4min 50sec	12	113
2.3	77 - 80	2.3	3min 10sec	13	114
2.4	81 - 84	2.4	4min 10sec	14	115
2.5	85 - 88	2.5	25sec		
3		**3**		Review Questionnaire	89 - 90
3.1	93 - 96	3.1	3min 40sec	15	116
3.2	97 - 106	3.2	8min 30sec	16 17 18 19	117 118 119 120
3.3	107 - 112	3.3	3min 15sec	20 21	121 122
3.4	113 - 122	3.4	8min 50sec	22 23 Role-Play Exercise (optional)	123 124
3.5	123 - 126	3.5	1min 20sec	Critique Form	125 - 126
Follow-up	127 - 132			Follow-up Exercise	127 - 128

FEELINGS *for Professionals*

SESSIONS OUTLINE

What you'll accomplish in conducting the **FEELINGS** *for Professionals* sessions:

Session 1

- View video dramatizations to illustrate the significance of quality care.
- Analyze personal performance with clients and co-workers.
- Understand how customers and co-workers perceive our attitudes.
- Conduct an inventory of attitudes and practices from the participants' perspective.
- Develop familiarity with Caring and Uncaring Communication in daily interactions.
- Examine our need for Caring Communication.

Session 2

- Test participants' grasp of Caring and Uncaring Communication.
- Identify the forms of Uncaring Communication and understand its consequences.
- Recognize the importance of good self-care as a requirement of providing quality care.
- Practice the how-to approach to utilizing Caring Communication with everyone.
- Demonstrate appropriate phone techniques.
- Develop suitable internet communication techniques.
- Master the art of attentive listening.
- Learn how to ask good questions.

Session 3

- Understand the significance of individual performance to our personal success and the success of the organization as a whole.
- Review how continual learning benefits customers and co-workers.
- Know when to make promises and the importance of keeping promises.
- Know how to efficiently and effectively handle problems and complaints.
- Overcome the barriers to providing Caring Communication.

Section 2.3:

VIDEO SCRIPT OF SESSION TWO: SECTION 3

Running Time: 3 minutes 10 seconds:

NARRATOR: Take a look at another example. Try to figure out why Corrupting Comments flourish in this situation.

Brooke: Department of Taxation. Hello?

Mr. Ramirez: Hello, yes, finally. I've been navigating through your automated system for a half hour. I'm lost so I called and sat here on hold for ten more minutes. I just need to speak to someone about the estimated tax I've been paying. I know I've paid something, but I can't seem to find the paperwork I filed last year.

Brooke: (robotically) This fiscal year or last year?

Mr. Ramirez: Probably a little of both.

Brooke: For last fiscal year I'm going to need to transfer you to another floor. For this year I'm going to need to transfer you to another department.

Mr. Ramirez: Well, I need the information to file my taxes for this year, but I know I've already paid some for next year. Is there someone I can talk to that can help me with everything?

Brooke: I don't really know. I need to ask someone else if they know.

NARRATOR: If you want to provide care to someone with a similar attitude, what would you say? Consider this.

Brooke: Thank you for calling the Department of Taxation. My name is Brooke. How can I help you this morning?

Mr. Ramirez: Hello, yes, finally. I've been navigating through your automated system for a half hour. I'm lost so I called and sat here on hold for ten more minutes.

Brooke: Sir, I do apologize for the wait. We receive a large volume of calls each a day and unfortunately that occasionally leads to complex and extended phone conversations and wait times. I can assure you that I will give you as much of my attention as I gave to the previous caller.

Mr. Ramirez: Okay, well I just need to talk to someone about the estimated tax I've been paying. I know I've paid something, but I can't seem to find the paperwork I filed last year.

Brooke: I can definitely help you with that, but I'll need to ask you a few questions first just to make sure you are you, and that the information I provide is accurate. First, would be so kind as to tell me your name, your address and social security.

NARRATOR: In this scenario, the operator immediately identified herself and offered to help. She then apologized for the delay and explained why it occurred. Keep these two types of Caring communication in mind when you are faced with a difficult situation.

Now consider the tone of voice?

Brooke: Thank you for calling the Department of Taxation. My name is Brooke. How can I help you this morning?

NARRATOR: Notice that she smiles. Even though callers can't see you, a smile produces a more pleasant tone of voice when you speak. Nearly forty percent of all communication content comes from tone of voice. On the phone, tone of voice accounts for fifty-five percent of all communication.

Here are few more tips for using caring communication on the phone:

Number one, listen to what's being said. You should always listen attentively when providing quality care, but it's even more important when talking on the phone. If a caller thinks you aren't listening or don't care about what they're saying, they will think you don't value them or their time.

Number Two: Get the caller's name right off the bat, and use it often. People like to hear their own names.

Number Three: Take messages accurately and be sure to deliver them.

Number Four: Try not to put people on hold or make them wait for an extended period of time. If you find yourself taking an inordinate amount of time tracking something down for a customer, first ask them if you can call them back. If they agree, get an accurate callback number. Hang up. Finish assembling the information and call them back promptly.

If the caller refuses to get off the line and you absolutely have to put them on hold, warn them first and tell them that you need more time to get the information they need. Then quickly get the information, and return to the line as soon as possible.

Finally, Number Five: Don't ignore what's happening right in front of you just to answer the phone. Most people scramble to pick up the phone as soon as it rings, even when talking with someone face-to-face. This can make the person standing in front of you feel less important. Understanding when to finish a conversation or politely cut one short is essential to providing quality care.

Your **FEELINGS** *for Professionals* Participant Book provides you with several other useful telephone techniques.

Please stop the program and turn to Exercise No. 13 in your **FEELINGS** *for Professionals* Participant Book.

END OF VIDEO SCRIPT SESSION 2: SECTION 3

The phone can present a challenge for all of us sometimes. In today's business world, many of us spend a majority of our day on the phone or on the computer and often only interact with some customers and co-workers over the phone or through email without ever meeting them face-to-face. That's why paying attention to your phone and internet communication skills is essential. Often, your voice or your words are all you have to create a positive first impression and maintain a caring relationship. Some people in this group spend more time than others on the phone or on the computer. What do you feel is the most important aspect of dealing with customers and co-workers over using these communication mediums?

Allow participants to explain their own techniques. If no one regularly works over the phone or email, have participants explain what they expect, or would like to have happen, when they call a business.

Please turn to Exercise 13, and you'll see a list of ways to use Caring Communication when you are not communicating with them face-to-face.

Exercise 13:

FORMAT: LARGE GROUP	**EQUIPMENT NEEDED:** NONE

Exercise 13 is found on Page 114 in the Participant Book.

PURPOSE OF EXERCISE 13: PROVIDES A REFERENCE TO PARTICIPANTS FOR HOW TO UTILIZE CARING COMMUNICATION TECHNIQUES WHEN TALKING TO SOMEONE ON THE PHONE.

Participant Book Question 1: What are some examples of positive ways to interact with customers and co-workers on the telephone? Here are some points to remember when speaking on the telephone:

- Speak with a warm, friendly tone. Let your tone of voice tell others that you sincerely want to help them. Your tone of voice serves as your handshake over the phone.
- Use courteous expressions such as "Thank you for calling," and "We appreciate your business."
- Clearly and efficiently record any messages and deliver them as soon as possible. Find out the best time the caller can receive a return call to reduce any "phone tag."
- Respond frequently. Let the caller know the organization, department, and the person they have called. Tell them your name to personalize their service.
- Smile! Even though customers can't see your smile over the phone, it changes the way you speak.

Participant Book Question 2: What are some examples of positive ways to interact with your clients and co-workers through email? Here are some points to remember when communicating online:

- Write a meaningful subject line.
- Get to the point and be concise. Keep the message focused and avoid going into too much detail.
- Quickly and clearly identify yourself at the beginning of the message.
- Stick to the facts. Any type of emotion can be easily misconstrued.
- Proofread your messages. In addition, double check the address line to make sure your email is going to the correct people.
- Respond promptly.
- Write with respect. You may not be able to “smile” with you words, but your words show your recipients you respect them and their time.

Be sure to focus on the online aspect of this exercise. More and more businesses are interacting and conversing with their customers and each other using communication techniques that lack any type of tone or body language. All it takes to destroy a relationship is inexperience expressing oneself using words alone. The modern employee must be able to adequately and concisely communicate and convey complex ideas in an online space. Face-to-face and phone conversations are still essential to overall success, but online communication will comprise the vast majority of the participants’ daily interactions with the clients and co-workers. If they do not feel prepared they need to take steps to get prepared with the organization’s assistance.

END OF EXERCISE 13

LEADER NOTE: To begin the next section, go directly to the video introduction on page 81 of the Leader’s Guide.

Notes and Ideas for Section 2.3