

# CUSTOMER SERVICE RECOVERY

## THE **Right** WORDS AT THE **Right** TIME™



### BUSINESS VERSION LEADER'S GUIDE PREVIEW

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# INTRODUCTION

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This *Leader's Guide* includes everything you need to successfully facilitate a customer service recovery workshop for your employees. Based on the DVD, **Customer Service Recovery: The Right Words at the Right Time**, this workshop is both practical and motivational. This *Leader's Guide* is divided into the following sections:

- Introduction
- Getting Started
- Conducting the Training
- Class Aids

## What is Customer Service Recovery?

If you ask your employees what customer service recovery looks like, they could probably tell you – in general terms. Most people could. But, if you asked them what they would say in a challenging customer service scenario, you would likely get a variety of answers, perhaps even words your employees think you want to hear.

The reality is that most of us don't know what we would say when challenged by an upset customer. That is, unless we thought about it in advance and we were prepared. That's what this workshop is all about: figuring out what to say and how to say it. While the specific words we say may differ based on the situation and the customer, the kinds of things we say and how we say them, matter greatly.

So, as their manager, how do you get your employees to focus on saying the right words at the right time when faced with a frustrated or upset customer? How do you give your employees an understanding that what they say and how they say it, is important?

This workshop is a great first step!

## About This Training

The focus of this training is to help retail employees handle challenging customer situations. Specifically, it deals with the right words to say when a customer:

- Is disappointed with your department's procedures or quality of service
- Is frustrated or angry
- Goes over the line
- Gets personal

# Customer Service Recovery: The Right Words at the Right Time DVD

The video/DVD, **CUSTOMER SERVICE RECOVERY: The Right Words at the Right Time**, models desirable customer service recovery behaviors. Retail employees will find that the scenarios are realistic and the message is practical. This *Leader's Guide* will help you guide the discussion for your work setting.

## Your Role

Whether you are a manager or a trainer, your role is to create and facilitate an interactive environment, which promotes learning. Ask questions. Encourage discussion, thinking, and reflection, and help participants understand how the training relates to their specific world. Keep the class energized as you guide their learning.

## Learning Objectives

### **AT THE END OF THIS WORKSHOP, PARTICIPANTS WILL BE ABLE TO:**

- List the three signals of customer service recovery.
- Describe what each signal looks like.
- Describe things you shouldn't say to customers.
- Identify the best response to a given customer service challenge.

## **GETTING STARTED**

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### Preparing for Your Meeting

The most important thing you can do before you teach this workshop, is prepare. Get familiar with the DVD/video. Get comfortable with this *Leader's Guide*. Think about customer service problems that may be specific to your department. Consider the specific service challenges that face your employees.

### Preparing Your Follow-up

Once your team members walk out of your workshop, it may seem as if your job is done. But, follow up is critical. It tells them that what they learned is important. It reinforces everything they learned and also gives them the opportunity to ask additional questions.

How you follow up will depend on your time, resources, demands and department culture.

The ideas here range from simple check-ins to a more formal process:

- **RECOGNIZE SUCCESSES!** Have employees submit examples of when they had the right words at the right time and turned a disgruntled resident into a satisfied one.
- **CONSIDER:**
  - Emailing success stories
  - A Wall of Fame board
  - A Customer Service Recovery Employee of the Month
- **SCHEDULE A FOLLOW-UP COFFEE BREAK OR LUNCH** 30 or 60 days after the training. Use a brown-bag coffee break or lunch hour to informally discuss what's worked, what's been challenging and any issues related to the training.
- **CALL PARTICIPANTS AT RANDOM** within 30 days of the training. Ask them specific questions to ensure their understanding of the content or to ensure they have transferred the skills they learned. This can be time consuming but is a great way to build relationships with your team members and coach one-on-one.
- **OBSERVE.** Catch your team members in the act of saying the right words at the right time when dealing with a customer problem. Praise them verbally or write them a note that lets them know that you appreciate the great job they are doing.
- **BE CREATIVE AND HAVE FUN.** The follow-up is not an effort to make more work for you but, rather, to reinforce the learning.

## Training Meeting Preparation Checklist

To help you organize your thoughts and prepare for your training workshop, we've included a preparation checklist and agenda.

- Read this *Leader's Guide*.
- Watch the **CUSTOMER SERVICE RECOVERY: The Right Words at the Right Time** video/DVD.
- Determine the length of your workshop using the *Training Time Estimates* table on the following page.
- Get giveaways, (candy, bubble gum, inexpensive trinkets, buttons, noisemakers, hats, etc.) to add another dimension of fun.
- Post Workshop Notice (reproducible copy is in the Class Aids section).
- Get enough postcards or Letter to Myself (reproducible copy in the Class Aids section) so you have one per participant
- Reserve equipment and meeting room.
- Prepare flip charts or familiarize yourself with the PowerPoint slides.

## Training Time Estimates

<b>TRAINING TOPIC</b>	<b>Option #1 EXTERNAL GUEST SERVICE</b>
Welcome and Learning Objectives	5
Icebreaker: Say What?	
The Right Words at the Right Time DVD/video	15
Discussion	
The First Signal	15
The Second Signal	
The Third Signal	
When a Customer Crosses the Line	
What Do You Say When You Can't Say Yes	
Activity: Things You Should Never Say to a Customer	10
BREAK	10
Activity: The Best Response	30
Wrap-up	5
<b>TOTAL Time</b>	<b>1 hour 30 minutes</b>

# Tips for Conducting a Successful Meeting

Before we get into the specifics of the program, let's go through a few basic training tips:

- **START ON TIME AND END ON TIME.**
  - Show your participants that you respect them and their time. Start on time to reward those who arrive promptly.
- **TAKE BREAKS AT ODD INTERVALS.**
  - Tell your class to return in seven minutes, or start your break at 11:33 and tell participants to return in exactly 10 minutes. Participants are more apt to return promptly because of the specifics of your request. It's more fun too!
- **ASSIGN GROUP LEADERS**
  - Task leaders the responsibility for rounding people up at the end of a break.
- **MAKE THE LEARNING FUN.**
  - As the leader, it's your responsibility to keep things going. Ask a lot of questions and facilitate small-group discussions. Reward participation by throwing out gum or awarding lollipops for realistic ideas.
- **WHEN THE ENERGY LEVEL STARTS TO DIP, GET YOUR PARTICIPANTS OUT OF THEIR SEATS.**
  - Ask questions and reward answers. Or, give participants a break and have them return to a fast-paced Q & A contest. Give prizes for Q&A summary games or reward small groups for returning from break on time. Be creative!
- **TELL THE CLASS THAT YOU WILL FOLLOW UP**
  - This is an important step to help ensure that learning took place; make sure you do it!

## Flip Charts

- 1 – **CUSTOMER SERVICE RECOVERY**  
WHAT IS IT?  
WHAT DOES IT LOOK LIKE?
  
- 2 -- **I CARE**  
“I’m sorry”
  
- 3 -- **I CARE**  
LISTEN
  
- 4 -- **I UNDERSTAND**  
MORE THAN WORDS
  
- 5 – **SHOWS TRUST:**  
“For you”
  
- 6 -- **PERMISSION PHRASES**  
BUILD TRUST  
GIVE CONTROL
  
- 7 -- **RUDE OR PERSONAL**  
STAY POLITE AND PROFESSIONAL
  
- 8 – **RUDE OR PERSONAL**  
“What Can I Help You With Today?”

# CONDUCTING THE TRAINING

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## Welcome

**WELCOME** employees. **EXPLAIN** that they can expect:

- Practical ideas for handling difficult customer situations.
- Words to help them calm a frustrated or upset customer.

**Note:** *If you have candy, gum, or small giveaways, explain that you will be throwing them out for participation and good ideas.*

**REVIEW** the learning objectives.

## Learning Objectives

**TELL** participants that at the end of the workshop, they will be able to:

- List the three signals of customer service recovery.
- Describe what each signal looks like.
- Describe things you shouldn't say to customers.
- Identify the best response to a given customer service challenge.

## Icebreaker: Say What?

**DIVIDE** employees into four groups. **ASK** for three volunteers (no more than one from any group). **EXPLAIN** to the group that:

- While you talk with the volunteers you would like the rest of the group to talk about customer service recovery.
- Within their groups, they should discuss:
  - What customer service recovery means
  - What customer service recovery looks like
  - Personal experiences with an upset or frustrated customer

## **POST** flip chart 1: **Customer Service Recovery**

**REFER** participants to flip chart. Then, take volunteers outside the room where the other participants can't see you or hear you. **TELL** volunteers that:

- The icebreaker is designed to illustrate that *what we say* and *how we say it* are two different things.
- They will all say the same words but each will present those words in a different way.
- You will set up a scenario for the class.
- The scenario is: A co-worker comes in with a new haircut. As the employee heads toward the backroom, each volunteer will say, “Wow. Nice haircut. It looks really good.”
- You need one volunteer to be overly enthusiastic, one to be genuine and sincere, and one to be sarcastic.
- You have a handout for them, which explains *how* they should say the words.

**ASK** volunteers to choose roles. Then, **GIVE** them the appropriate *Icebreaker Handout* (located in the Class Aids section of this *Leader’s Guide*).

**ASK** each volunteer to practice a couple times. **COACH** them and when they’re ready, return to the class.

## ✓ *Conducting the Icebreaker*

### **ASK**

*What do we mean when we say “customer service recovery?”*

*Suggested answers include: dealing with a challenging customer; handling a difficult customer or customer problem; “recovering” a customer’s loyalty by making things right.*

*What does customer service recovery look like?*

*Suggested answers include: listening, apologizing, and solving their problem.*

**Note:** Draw out their ideas about customer service recovery behaviors, but don’t comment on them. The purpose of this is only to introduce the topic.

**ASK** for a show of hands.

*How many of you have had frustrated or upset customers?*

### **SAY**

*“We all have. We may also have times in which we were the upset or frustrated customer. It happens. The question is, how do you handle it when it happens to you? We’re going to discuss one or two of your customer stories later in the workshop.”*

*“Right now, I’m going to have you imagine an ordinary workday. You arrived to work on time. You’re in a good mood. As you head to the back room, you pass a co-worker who notices you’ve got a new haircut, and says:”*

**NOD** toward each of the volunteers, who say, “Wow! Nice haircut. It looks really good.”

**THANK** the volunteers and ask them to return to their groups.

## ✓ *Debriefing the Icebreaker*

### **ASK**

*Which of our volunteers was most sincere?*

*Volunteer #2.*

*Why?*

*Answers may vary.*

**Note:** Tone of voice, inflection, facial expression, and body language are all possible answers. If there is disagreement about whether another volunteer was more sincere, talk about why. Lead the discussion to draw out the idea that it is *how* the person says the words that convey the message.

*What signal did volunteer #1 send?*

*Insincere.*

*Volunteer #3?*

*Sarcastic.*

### **ASK**

*If your words and the signals you send, don’t match, which speak louder?*

*Your signals.*

*Why is that important when dealing with customers?*

*You need to make sure you’re sending the right signals.*

## EXPLAIN:

- All three volunteers said the same words.
- All three conveyed different signals.

## SAY

*“We’re going to watch a DVD that will give you the right words and the right signals.”*

## Customer Service Recovery: The Right Words at the Right Time DVD/Video

PLAY the DVD/video.

### ✓ *Discussion*

## SAY

*“In the video, there were several different customer scenarios. The words the employee used were different, based on the problem, but the signals were the same.”*

## ASK

*What are the three signals?*

*I care; I understand; and you can trust me to take care of this.*

### ✓ *The First Signal: I Care*

## ASK

*What words should you say to help send the signal that you care?*

*I’m sorry.*

## POST flip chart 2: **I Care**

## ASK

*After you've said you're sorry for the problem, what else should you do for an upset customer, to send the signal that you care?*

*Listen.*

*Why does listening send the signal that you care?*

*You're giving the customer your undivided attention. Allowing them to vent will help calm them.*

## SAY

*"An upset customer needs to be heard. Apologize. Then, be quiet and keep your own emotions out of it."*

## POST

 flip chart 3: **I Care**

✓ *The Second Signal: I Understand*

## ASK

*Sending the signal, "I understand" is more than just saying the words. What kind of body language sends the signal "I understand?"*

*Eye contact. Patience. A sincere tone of voice.*

## POST

 flip chart 4: **I Understand**

**DISCUSS** the icebreaker and the scene in the video that shows the employee saying, "Yes, I understand. Got it. Got it."

**FACILITATE** discussion to bring out the following points:

- Saying that you understand is not enough.
- Your actions need to send the signal that you understand *how they feel*.

✓ *The Third Signal: You Can Trust Me to Take Care of This*

**ASK**

*What's the third signal?*

*You can trust me to take care of this.*

*What two words are the beginning of trust?*

*For you.*

**POST** flip chart 5: **Shows Trust.**

*Why are the words "for you" so powerful?*

*It tells your customer that you're on their side and that you're going to be working on their behalf.*

**ASK**

*Who remembers what a permission phrase is? What is an example?*

*Would you be willing to..?*

*Would it be alright if...?*

*What happens when you ask a frustrated customer for permission to help?*

*You give your customer control which helps calm them when they may be feeling out of control.*

**POST** flip chart 6: **Permission Phrases**

**EXPLAIN** that even customers who don't trust you to help often will come around when you ask permission to try.

**SAY**

*"Now let's talk about what to do when a customer crosses the line."*

✓ *When a Customer Crosses the Line*

**ASK**

*What do you do when a customer is rude or too personal?*

*Stay polite and professional.*

*What do you say if your customer gets too personal and keeps pushing?*

*You drop your smile and say, "What can I help you with today?"*

**POST** flip charts 7 and 8: **Rude or Personal**

What Do You Say When You Can't Say Yes?

**ASK**

*What is the most important thing to remember never to do when you can't say yes to a customer?*

*Never say no.*

*Why is it so important not to say no? What happens to the customer when you say something like, "No, that's impossible" or "No, we can't do that."*

*It generates negative feelings. The customer may get more frustrated, angry or upset.*

*We all know there are times when you can't say yes to a customer request. In those instances, what can you do?*

*Ask permission to go through options, and stay polite and professional.*

Activity: Things You Should Never Say to a Customer

**DISTRIBUTE** a piece of flip chart paper to each group. **EXPLAIN** that groups will have only a couple of minutes to complete the activity.

**TELL** groups to write down things they should never say to a customer. Give employees only a minute or two and then debrief.

**Note:** This should be a quick, fun, energizer.

## ✓ *Debrief*

**EXPLAIN** that each group will share their answers. If the group gives an answer that no other group has on their list, then they get a point. Only unique answers get a point. Groups with the most points at the end wins.

**Note:** Give gum or small giveaways to winning team.

### **SUGGESTED ANSWERS**

*"I don't know."*

*"We don't have it."*

*"We can't do that."*

*"You'll have to..."*

*"I just work here."*

*"This isn't my section."*

*"Don't blame me."*

*"My last customer was..."*

*"That's our government in action."*

*"My boss is on my case."*

*"I can't wait to get out of here."*

*"Red tape is part of the job."*

*"That's our policy."*

## Activity: The Best Response

### **EXPLAIN:**

- The next activity will give them an opportunity to determine the best response to a challenging customer situation.
- You will show them a video clip and three employee responses.
- They should discuss in their groups which response – a, b, or c – is best and why.

## *“XTRA TRAINING” Scene 1*

**PLAY** video practice clip 1. Following the clip, give participants a couple minutes to discuss which response is best and why.

### **SCENE 1: JENNESS AND MARY KAY**

Mary Kay: *“I was promised a store credit ... what scam are you running there?”*

- Jenness:
- A. *“Unfortunately, this happens... ...work for you?”*
  - B. *“I’m so sorry that happened... ...first receipt?”*
  - C. *“I’m sorry you haven’t received... ...better deal for you.”*

### ✓ *Scene 1 Debrief*

**ASK** for a show of hands.

*Who believes the best response was A? How about B? And C?*

**GENERATE** discussion about why “C” was the best response.

**ASK** questions to ensure the following points come out during the discussion:

- Jenness shows she cares by offering a sincere apology.
- She builds trust by thanking the customer for opening an account.
- She shows she understands by offering a choice of solutions.
- She uses the words “for you” as she checks which option will be the greater benefit.

**SAY**

*“Now, let’s look at the other responses again and talk about what Jenness did well and what she could have done better. “*

**PLAY** response “A” again.

### **SCENE 1: JENNESS AND MARY KAY**

Jenness: A. *“Unfortunately, this happens... ...work for you?”*

## ASK

*What's going on in this scene? What signal is Jenness sending?*

*Jenness shows that she understands, but she is matter-of-fact and seems too busy to care about the customer or her problem.*

*What does Jenness do well and what could she do better in this scene?*

**ASK** questions to ensure the following points come out during the discussion:

- Jenness shows understanding and begins to build trust by focusing on Mary Kay by using the words, “for you.”
- But, she needs to send the first signal, “I care.” She needs to apologize for what happened.
- Her lack of apology and matter-of-fact tone suggest that the customer’s problem is not a big deal.

**PLAY** response “B” again.

### SCENE 1: JENNESS AND MARY KAY

Jenness: B. “I’m so sorry that happened... ..first receipt?”

## ASK

*What's going on in this scene? What signal is Jenness sending?*

*Jenness shows caring and apologizes but she’s not thinking about the inconvenience associated with telling the customer to contact the store or asking if the customer still has the receipt.*

*What does Jenness do well and what could she do better in this scene?*

**ASK** questions to ensure the following points come out during the discussion:

- Jenness cares and apologizes for what happened.
- Jenness begins to build trust by using the words “for you” but isn’t really connected to Mary Kay’s problem.
- She offers potential solutions but she clearly doesn’t understand the inconvenience that goes along with her suggestions.
- She needs to send the second signal and show understanding.

### ***“XTRA TRAINING” Scene 2***

**PLAY** video practice clip 2. Following the clip, give participants a couple minutes to discuss which response is best and why.

#### **SCENE 2: CHRIS AND HEATHER**

Chris: “Listen, the reason I use the ATM ... get it fixed!”

Heather: A. “Right. Right. Sorry to say... ..do you have your account number handy?”

B. I’m so sorry... ..I can help you fill that out?”

C. “I’m sorry, technology is great... ..for you?”

#### ***Scene 2 Debrief***

**ASK** for a show of hands.

*Who believes Heather’s best response was A? How about B? And, C?*

**GENERATE** discussion about why “C” was the best response.

**ASK** questions to ensure the following points come out during the discussion:

- Heather sent the signals “I care and I understand.”
- She apologizes and shows caring. She shows understanding when she talks about technology.
- She uses the words “For you” and offers a quick solution because she understands the customer’s inconvenience.

## SAY

*“Now, let’s look at the other responses again and talk about what Heather did well and what she could have done better. “*

**PLAY** response “A” again.

### SCENE 2: KENT AND HEATHER

Heather: A. *“Right. Right. Sorry to say... ..do you have your account number handy?”*

## ASK

*What’s going on in this scene? What signal is Heather sending?*

*Heather shows some understanding but she is impatient and too busy to care about the customer’s inconvenience.*

*What does Heather do well and what could she do better in this scene?*

**ASK** questions to ensure the following points come out during the discussion:

- Heather is in solution-mode and is ready with a withdrawal slip.
- Although she says “Sorry” it is rote; it’s not sincere.
- She is impatient and jumps in quickly because she has been dealing with the same problem – different customers – all day.
- She needs to try to understand the customer’s frustration and the inconvenience of coming inside.
- She needs to build trust.

**PLAY** response “B” again.

### SCENE 2: KENT AND HEATHER

Heather: B. *“I’m so sorry... ..help you fill that out?”*

## ASK

*What's going on in this scene? What signal is Heather sending?*

*Heather apologizes and cares that the ATM is down. She seems indifferent about the inconvenience to the customer though.*

*What does Heather do well and what could she do better in this scene?*

**ASK** questions to ensure the following points come out during the discussion:

- Heather apologizes and cares.
- She seems indifferent about the customer's frustration and the inconvenience.
- She needs to show understanding and build trust.

### *"XTRA TRAINING" Scene 3*

**PLAY** video practice clip 3. Following the clip, give participants a couple minutes to discuss which response is best and why.

#### **SCENE 3: BRYAR AND TALENA**

Bryar: "My address is 830 Concord... ..because the problem is in the street!?"

TaLena: A. "Oh no, I'm so sorry you're... ..still having problems. Does that work for you?"

B. "Ma'am? Oh I know, we've had... ..Can you please hold? Thank you."

C. "Oh no. I'm so sorry you're dealing... ..Please call me back. Alright?"

### *Scene 3 Debrief*

**ASK** for a show of hands.

*Who believes TaLena's best response was A? How about B? And, C?*

**GENERATE** discussion about why "C" was the best response.

**ASK** questions to ensure the following points come out during the discussion:

- TaLena sent the signals “I care and I understand.”
- She realizes that her customer is worried about the water backing up in her basement, reassures her that it is going to stop, and tells her to call back if the problem isn’t resolved.
- She was patient and didn’t react emotionally to Bryar’s anger.

**SAY**

*“Now, let’s look at the other responses again and talk about what TaLena did well and what she could have done better.”*

**PLAY** response “a” again.

### **SCENE 3: BRYAR AND TALENA**

TaLena: A. *“Oh no, I’m so sorry you’re... ..still having problems. Does that work for you?”*

**ASK**

*What’s going on in this scene? What signal is TaLena sending?*

*TaLena shows she cares when she apologizes but she has no idea how the customer is feeling.*

*What does TaLena do well and what could she do better in this scene?*

**ASK** questions to ensure the following points come out during the discussion:

- TaLena shows caring and apologizes.
- She uses the words “For you” but they seem more like an afterthought than a genuine means to address the customer’s concern.
- She needs to try to understand and build trust.

**PLAY** response “B” again.

### SCENE 3: BRYAR AND TALENA

TaLena: B. *“Ma’am? Oh I know, we’ve had... ..Can you please hold? Thank you.”*

#### ASK

*What’s going on in this scene? What signal is TaLena sending?*

*TaLena shows some understanding about what is going on, but she interrupts and isn’t listening. She doesn’t treat Bryar as if her problem is unique and important.*

*What does TaLena do well and what could she do better in this scene?*

**ASK** questions to ensure the following points come out during the discussion:

- TaLena shows some understanding and she puts Bryar on hold so she can keep her emotions out of it.
- TaLena needs to apologize and listen, and she needs to build trust and show Bryar that she can be counted on to help.

### *“XTRA TRAINING” Scene 4*

**PLAY** video practice clip 4. Following the clip, give participants a couple minutes to discuss which response is best and why.

### SCENE 3: ANDY AND LARISSA

Andy: *“Excuse me, I always expect to wait on a Saturday...What gives?”*

Larissa: A. *“I’m sorry sir but you’re right... ..room in there.”*

B. *“I understand your frustration, sir... ..we’ll find you.”*

C. *“I’m sorry for the wait, sir... ..seat here?”*

## ✓ *Scene 4 Debrief*

**ASK** for a show of hands.

*Who believes Larissa's best response was A? How about B? And, C?*

**GENERATE** discussion about why "C" was the best response.

**ASK** questions to ensure the following points come out during the discussion:

- Larissa sent the signals "I care and I understand."
- She shows patience without being patronizing.
- Her tone and body language shows caring.
- She was polite and professional and didn't react emotionally to Andy's anger
- She offered options.

**SAY**

*Now, let's look at the other responses again and talk about what Larissa did well and what she could have done better.*

**PLAY** response "a" again.

### **SCENE 3: ANDY AND LARISSA**

Larissa: A. *"I'm sorry sir, but you're right... ..room in there."*

**ASK**

*What's going on in this scene? What signal is Larissa sending?*

*Larissa apologizes but she doesn't show understanding or build trust. She acknowledges it's busy and it is Saturday, but beyond that she doesn't try to understand why Andy is frustrated.*

*What does Larissa do well and what could she do better in this scene?*

**ASK** questions to ensure the following points come out during the discussion:

- Larissa apologizes and her tone is caring.

- She acknowledges it is a busy Saturday, but blames the problem on bussing.
- She reassures Andy that a table will be ready soon but dismisses his concern.
- She needs to understand and build trust.

**PLAY** response “B” again.

### SCENE 3: ANDY AND LARISSA

Larissa: B. *“I understand your frustration, sir... ...we’ll find you.”*

#### ASK

*What’s going on in this scene? What signal is Larissa sending?*

*Larissa understands the problem but doesn’t try to understand how Andy is feeling. She jumps in quickly and gives the same answer she has probably given to other customers already.*

*What does Larissa do well and what could she do better in this scene?*

**ASK** questions to ensure the following points come out during the discussion:

- Larissa understands that Andy is angry but she is matter-of-fact about it.
- She needs to show caring by apologizing.
- She needs to show caring in her words, tone, and body language.
- She needs to build trust by being patient and empathetic about why Andy is upset.

## Wrap-up

**DISTRIBUTE** postcards or Letters (located in Class Aids section of this Leader's Guide).

**TELL** participants to write three things they want to remember from this workshop.

**EXPLAIN** that you will send the letters to them in a few weeks.

**COLLECT** letters.

**THANK** participants for attending.

## **CLASS AIDS**

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Workshop Notice

Icebreaker Script Notes

Letter to Me

## Workshop Notice

**We are getting together** for a *customer service recovery workshop*, which is scheduled:

**Date:**

**Time:**

**Place:**

The focus of this training is to help you handle challenging customer situations. Specifically, it deals with the **right words to say** when a customer:

- Is disappointed with our procedures or quality of service
- Is frustrated or angry
- Goes over the line
- Gets personal

At the end of this workshop, **you will be able to:**

- List the three signals of customer service recovery.
- Describe what each signal looks like.
- Describe things you shouldn't say to customers.
- Identify the best response to a given customer service challenge.

During the workshop you will watch *The Right Words at the Right Time*, which presents realistic and practical ways for dealing with tough customer service situations.

## Icebreaker: Say What?

**SCENARIO:** *You are having an ordinary work morning. You arrived to work on time. You're in a good mood. As you walk to the backroom, you pass a co-worker who says, "Wow, nice haircut. It looks really good."*

**VOLUNTEER #1:**

You are the co-worker. You should be "over-the-top" with enthusiasm about how good the haircut looks. You should be so enthusiastic that listeners will question your sincerity. Your manner should be effusive and you should quickly glance away and back again as you're talking.

You're sending the signal, "I care about you as my co-worker so I am going to say something flattering, but I don't really mean what I am saying."

For example: "WOW! Nice haircut. It looks REALLY good!"

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**SCENARIO:** *You are having an ordinary work morning. You arrived to work on time. You're in a good mood. As you walk to the backroom, you pass a co-worker who says, "Wow, nice haircut. It looks really good."*

**VOLUNTEER #2:**

You are the co-worker. You should be genuine and sincere. You noticed the haircut and you like it. You should maintain eye contact, emphasize naturally, and your facial expressions should be natural and kind.

You're sending the signal, "I care about you, and I really mean what I am saying."

For example: "Wow! Nice haircut. It looks really good!"

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**SCENARIO:** *You are having an ordinary work morning. You arrived to work on time. You're in a good mood. As you walk to the backroom, you pass a co-worker who says, "Wow, nice haircut. It looks really good."*

**VOLUNTEER #3:**

You are the co-workers. You should be sarcastic. Listeners should wonder why you opened your mouth at all.

You're sending the signal, "I know you but don't really care about you. I actually don't even like you too much."

For example: "Wow. NICE haircut. It looks really good."

## Letter to Myself

The three things that were most meaningful to me during the **Customer Service Recovery: The Right Words at the Right Time Workshop** are:

1.

2.

3.

I will incorporate these concepts into my interactions with my customers.

Signed \_\_\_\_\_