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WORKFORCE READINESS DEVELOPMENT TRAINING (WRDT)

SAMPLETRAINER'S MANUAL

## **CUSTOMER CARE DEVELOPMENT SYSTEM**

### **SAMPLE TRAINER'S MANUAL**

Workforce Readiness System-Part 2  
Customer Care Development System  
(CCDS)

SAMPLE

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## CUSTOMER CARE DEVELOPMENT SYSTEM

## WELCOME TO THE TRAINING

The Customer Care Development System (CCDS) is designed to support you in delivering this training material in as consistent yet flexible manner possible. The Trainer's Manual will make it easy for you to focus on needs of the participants rather than the training material. We want YOU to succeed as you focus on seeing your PARTICIPANTS succeed. It's up to you to lead others in achieving success in changing their personal qualities behaviors that will positively impact their personal and work lives.

CCDS is designed around a set of standard uses and support systems. Please know that maximum flexibility rests with you, and that CCDS may be customized to meet your specific timelines and needs. To provide background on these standard uses and support systems, the following overview is provided:

- The CCDS Power Point describes this training system in more detail.
- CCDS training is customized around the three competency areas addressed by the Workforce Readiness Skills Assessment: Customer Relations, Decision Making, and Commitment to Quality. Each competency will be taught, practiced, applied and reinforced in the training and (if applicable) at the work site. To learn more about the WRS competencies, go to: <http://www.learning-resources.com>
- Participants will complete a Workforce Readiness Skills Assessment prior to the training. Individual assessment results will be shared with the Trainer and participants, with the Trainer deciding on any modification or points to stress during the training process.
- The Trainer or other individual may be assigned as "coach" to support participants before, during, and after the training. A Reference Guide for Coaches is included in CCDS.
- If participants are already employed, it would be advisable to involve their supervisor(s) in some way to reinforce the behaviors being addressed in the training material at the workplace. A Supervisor's Interview Questions sheet is included in this training material to align training with priority Customer Care competencies required by the business.
- For Trainers needing support or to be reminded of relevant training concepts, CCDS includes a set of power points for viewing as needed. These power points pertain to: Learning Theories, Tips for Trainers, Mind mapping, and Rules and Procedures for the Classroom.
- The Trainer's Manual with Handouts is "turn-key," meaning it is designed to guide every step you, the Trainer, should consider in preparing for and delivering the material. Symbols will guide your activities to follow during the training sessions. The training is prepared for delivery over 16 hours that may be scheduled in any manner necessary (2 hours per week or 1 hour per day over a 4-week period, etc). It is best not to exceed 20 participants in any one training class.
- The Participant Manual with Handouts will be given to each participant and serve as their guide through training and as a reference on customer care skills after the training. Encourage them to make notes and major concepts learned in their Participant Manual.
- The Trainer's Manual and Participant Manual will have separate "Handouts" for use as in-class assignments. The Trainer's Handouts have desired answers or actions to look for as Participants complete the work.
- Participants will complete a Workforce Readiness Skills Assessment at the conclusion of training to assess growth in participant soft skill levels.

Welcome to CCDS. Your success as Trainer will relate directly to success of your training participants.

**Symbols used throughout this manual:**



Discussion



Quiz/Survey



Flipchart



Group Activity



Trainer Says



Journal Activity



Handout Activity



Power Point



Quiz

**Classroom Set Up:**

Set up round tables for 4-5 participants per table. Have sticky notes, markers, and table tents for their names. Have flipcharts, one per table. If you do not have enough flipcharts, buy flipchart paper with sticky top so participants can take one sheet and stick on the wall to present their work.

Have the Participant Manuals available for handout at the first meeting.

**Module One - Customer Relations****Materials Needed:**

Flipcharts, markers, sticky notes, plain paper, and name tents arranged and displayed on the tables. Ask participants to bring their name tents to class each week.

**Handouts:**

Arrive at least 15 minutes before class. Welcome participants as they enter the room. Have a firm handshake, smile and look people in the eye. Start positive and stay positive throughout this class. Have participants sit at a table of their choice and put their name on the table tent with a marker.

**Introduction: 15 Minutes**

Welcome to the first module of the Customer Care Development System class. The first module examines ways to interact positively with your customers. You will learn why it is important to interact in a positive manner with your customers and ways to do just that. You will have an opportunity to practice and develop an action plan to help you interact, especially when handling complaints or conflict.



Introduce yourself. Ask participants to state their names, one job they have had that they liked and why. It can be an unpaid job, a volunteer activity, etc.

**Parking Lot:**

On flipchart paper, draw a picture of a car and inform participants that you will list any issues that need to be resolved in the "Parking Lot" and will cover sometime during the class or get the answers to them during the next class. Refer back to it periodically to see if there are any new questions and list them.

## Module One-Customer Relations

### 1.1 Interacting with Customers

#### Good and Bad Customer Experience- 15 minutes



Small Group Activity: Divide the participants into small groups. Make sure each group has a flipchart. Have them think about a good customer service experience and a bad customer service experience. (ex: food took a long time and it was cold or the waitstaff was extremely friendly)



Have them draw a line down the middle the flipchart paper. On one side, write Good Experience and the other, Bad Experience. Have then discuss their examples and capture WHAT made it good or bad on the flipchart. (ex: crabby waiter, slow service, broken product or money back no questions asked, friendly person who really listened) Have the groups report back to the large group. Have them only state examples that were not already stated. Also ask them if they go back to the bad experiences places and why or why not. Ask them how many times they told others about the good or bad experiences. Drive home the point that businesses succeed or fail based on quality of product and service.

#### Get to Know Your Customers- 20 minutes



Most of us form quick first impressions. We often decide whether we like people, feel good about them or want to do business with them in those first few seconds of contact. Before you can build a relationship with a customer, you first have to greet the customer in a way that makes him or her feel welcome and comfortable doing business with you. Some experts say that a sales associate has about ten seconds to notice a customer's arrival and greet him or her in order to create a good impression. That's not much time, so you need to make every second count. Your initial greeting should:



Put on a flipchart:

1. Acknowledge the customer's presence
2. Project a professional and friendly image
3. Communicate to the customer that he or she is important
4. Become the expert in your product



Discuss each point.

1. Don't make a customer wait too long. If a customer waits more than 40 seconds to be greeted, she/he is likely to feel they have been waiting four minutes. Make eye contact as soon as possible. Even if helping another customer, greet this new customer and explain that you will be right with them or call on another sales associate to help.
2. Looking professional isn't just about how you dress. It also has to do with acting in an alert and courteous way. Showing the customer you are sincerely interested in serving him is every bit as important in making a positive connection. Smile and act interested in them!
3. Show the customer that you are there to serve them. Show your interest in the customer by making a positive remark about the item he or she is looking at such as: "That's our best seller because it is lightweight and easy to use." But, if you offer to help the customer and he says, "No thank you," back off. Let them know you are available if they have any questions.
4. Whatever the product is that you are selling, make sure you are knowledgeable about that product. Give the information the customer is looking for. Don't be pushy. Assume the customer knows what they want unless they ask your opinion.

### **Interacting With Customers Small Group Activity - 20 Minutes**



Divide participants into small groups.



Refer to Customer Scenarios Handout. Ask participants to brainstorm possible responses to the examples. Have them capture their best responses on the flipchart.

## Customer Scenarios Handout

1. The customer is picking up every object on a particular display, seemingly comparing the items to each other.
  - a. Possible Comment: "We just got those in- aren't they lovely?"
2. The customer heads straight for one display, looks briefly and then begins to leave the store.
  - a. Possible Comment: "I'm sorry; didn't you find what you were looking for? Can I help?"
3. The customer gets a shopping cart, pulls out a shopping list and begins to go up and down each aisle very slowly.
  - a. Possible Comment: "Let me know if you need any help."
4. A man is picking up items for a woman. He seems uncomfortable and lost.
  - a. Possible Comment: "Looking for a gift? Let me know if you need help finding anything."
5. The customer is looking at two different coffee makers. He seems to be having a hard time deciding.
  - a. Possible Comment: "You seem undecided. Can I answer any questions about these two products?"
6. The customer walks into the store with a bag from your store. She stands at the entrance looking around.
  - a. Possible Comment: "Can I help you with a return or exchange?"

Allow participants enough time to discuss each scenario. Ask them to report back to the large group. Have each small group give an answer that is different from another group. Answer any questions that they may have.

## Module One-Customer Relations

### 1.2 Dealing With Angry Customers

#### Quote Discussion: 10 Minutes



Put quote on a flipchart. "Customers don't expect you to be perfect. They expect you to fix things when they go wrong." Donald Proter, VP, British Airways

Ask participants what this quote means to them. State there will be situations when customers have expectations of service that are not met, needs that cannot be met, wants that cannot be satisfied. This can cause the customer to become angry. The way we deal with these customers can make or break the relations you have with this customer.

Before we discuss ways to deal with angry customers, let's see what misconceptions we may have about customer's expectations.

#### Service Breakdown Individual Quiz: 20 Minutes



Refer to the Service Breakdown Quiz Handout. Have participants complete on their own. Discuss answers as a large group. Answer any questions they may have.

**Service Breakdown Quiz Handout**

1. Service breakdowns often occur because customer needs and want are not met.
  - a. TRUE- Service breakdowns occur daily in all types of organizations. They happen whenever the product or service delivered fails to meet customer expectations, such as having the food served cold. Today's customers are better education, have access to accurate data and are often more demanding than in the past. Failure to fulfill some or all of their expectations can lead to dissatisfaction and in some cases confrontation and/or loss of business.
2. Customer expectations do not affect how service is delivered
  - a. FALSE- Customers come to you expecting that certain things will happen and will go elsewhere if they do not occur.
3. An upset customer is usually annoyed with a specific person rather than the organization or store.
  - a. FALSE- Most of the time a customer is unhappy because of a gap between what they received and what they expected to receive. As a customer service representative of that organization, it is your role to do whatever you can to make the customer happy.
4. When you cannot meet the demands of an angry customer, you should try to negotiate an alternative solution.
  - a. TRUE- You must be thoroughly familiar with your organization's policies and procedures and your limits of authority. You must be prepared to negotiate with this customer. If they want something you cannot provide, you might offer an alternative that will satisfy them. Your goal is complete customer satisfaction, but not at the expense of excessive loss to your organization. Example: The food was under or over cooked. Offer to take the food back to the kitchen to fix and offer a free desert. Brainstorm other possible solutions to problems.
5. One strategy for preventing dissatisfaction is to think like a customer.
  - a. TRUE- Putting yourself in their place will help you better empathize with their needs. Ask a participant to give examples of a service breakdown they experienced and have them describe ways that breakdown was fixed and how they felt or how it could have been handled to make them feel better.

Notes page:

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