

Bacal & Associates

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Thank you for your interest in our training delivery package *Dealing With Difficult Customers In Government*. While the package is still under development, we anticipate it will include:

Complete Powerpoint Presentation Slides

Several hours of live support/consulting time to help you get up to speed.

give you an idea of whether our to-be-released training program is suitable for your government and NGO training programs.

Please visit <http://customerservicegov.com> which is where more excerpts and details about the course will be released. Information will be available there on the main pages and/or in the blog area.

We also welcome your comments and suggestions.

Yours truly

Robert Bacal

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LEADER'S MANUAL

DEALING WITH DIFFICULT CUSTOMER SITUATIONS FOR GOVERNMENT

(HALF DAY SESSION)

BY ROBERT BACAL

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Introduction To The Half Day Session

The half day version of this seminar is designed to fit into the busy schedules common in today's workplace, and to minimize time away from work for employees. Since there's enough material in the companion workbook to fill up two days of seminar time, it's not possible to cover every topic in depth, which is why the companion

We've made every attempt to make the half day session as interactive as possible, and as engaging as possible, but with the amount of content that is "core" (essential), it's not possible to include lengthy class exercises and dis-

Organization of The Manual

probably won't want to refer to them during the delivery. Some trainers choose to make their OWN NOTES to use

sessions. It's absolutely critical that the trainer respond effectively to those comments and questions, since your

Layout

Each "module" of the course includes:

- ◆ **Key learning points**
- ◆ **Say boxes** —

gency), you could read a paragraph or two, but it's not recommended since it makes it appear you as trainer don't know your stuff.

- ◆ **Exercise steps:**

Note On Timing

Most training leader's manuals tell you how much time you should spend on each activity or component of the

Sometimes it's better to deal with a topic when it's mentioned by the group even if it's out of sequence. That

It doesn't matter how much time you spend on each segment, so long as you get through most of the material. If you go long on one section, you'll need to shorten something else.

We've included some very rough estimates of how much time it will take to get through each segment, but they

Spelling

Apologies to Canadians, but we've chosen to use American spelling in the leader's guide, because the Defusing

Materials and Equipment Needed and Room Setup

Here's a list of what you should have available for the seminar.

Powerpoint Slide Package (Provided):

it's to help learners identify the key points being discussed, and provides visuals to switch attention from what the trainer is saying to a graphic representation. Second, it's an ideal way for the _____

The Powerpoint Package is provided to you without any branding (except for copyright notice), and it's com-

Projector/Computer To Host The Powerpoint Slides:

Standard stuff. Try to use hardware with which you are familiar. You can also use the "old fashioned way", the

One per participant copy of The Defusing Hostile Customers Workbook For The Public Sector (3rd edition):

seminar. Also, it's a tool for you, the trainer, and you need to be familiar with ALL the content, skills and princi-

session, the more familiar learners will be with it, and the more likely they'll use it to continue their learning after

One per participant copy of the In-Class Learning Package

At least one flipchart, preferably two: Place one on each side, at the front of the room. You'll be using them to record user responses to exercises, highlight important points that may not be in the Powerpoint slides, etc. It's

Appropriate markers for the flipchart: Well, you know. Something to write with! Colors don't matter.

Write-On nametags or place cards:

Room Layout/Seating

However, room layout isn't that critical, and there are pluses and minuses for different layouts. The drawback with to view the front of the room. However, if you want to take advantage of small group work, it's pretty much man-

Note On The Importance of Discussion, Use of Questions, Interaction

class time available, and the amount of content that is essential to cover, it's not possible to

On the surface, that would seem to be a problem, but in fact, in our experience, it's not. The critical component

We've included demonstrations of the various techniques as part of the course design, but as a trainer, look for

- ◆ *Now that we've covered the [technique], how can you see applying this to the customers you work with?*
- ◆ *Do you think this would work or not work with your customers?*
- ◆ *Can you see any drawbacks to [technique]?*
- ◆ *Can you think of any ways you can adapt this technique so it works in your situation?*

Remember, it's not so much what exercises you do, but the degree you can pull in learners to think about the tech-

We know that what determines learning in training is not so much what learner do in the

classroom, but how they think about, and process the information in their heads.

Your goal is to try to stimulate that thinking and cognitive processing.

When you explain a technique, (the examples are in the “say” boxes in this manual, and referred to as lecturettes), you should strive to ensure you aren’t talking (without interaction), for longer than 4 breaks up the flow of information into more manageable chunks, and ensures participants don’t get bored.

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