Introduction

The Customer Service REBELS Training provides participants with an overview and understanding of the Customer Service REBELS Philosophy and associated expectations.

Course Facilitation

The course is organized to describe each of the service expectations, and service behaviors. Items needed to facilitate:

- a white board or easel
- Prezi deck
- Handout
- Customer Service REBELS quick reference card.

Course Organization

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Title &amp; Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Service Expecations – discussion to outline customer expectations and needs. Items are charted and organized in three columns.</td>
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<tr>
<td>2</td>
<td>Customer Service Vision – introduction and overview of the customer service vision and necessity of service model.</td>
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<td>3</td>
<td>Respect – overview the description of the service expectation for respect.</td>
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<td>4</td>
<td>Enthusiasm - overview the description of the service expectation for enthusiasm.</td>
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<td>5</td>
<td>Bond - overview the description of the service expectation for bond.</td>
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<td>6</td>
<td>Empathy - overview the description of the service expectation for empathy.</td>
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<td>7</td>
<td>Listen - overview the description of the service expectation for listen.</td>
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<td>8</td>
<td>Satisfaction - overview the description of the service expectation for satisfaction</td>
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<td>9</td>
<td>Commitment – handout Customer Service REBELS card, and encourage participants to keep somewhere easy to locate and encourage flawless execution.</td>
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<td>10</td>
<td>Accountability &amp; Standards – handout department standards document, and discuss ways to hold departments accountable to meeting service standards.</td>
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Frame 1:

Welcome participants to the course, introduce yourself, and if time permits do a formal introduction of each participant.

Say: The purpose of this course is to provide you with an overview of what it means to be a Customer Service REBEL. The Customer Service REBELS philosophy was developed as a strategic way to view customer service.

The first thought was that in order to deliver memorable service, we must all have a shared vision related to service. The vision must then be supported by service objectives (behaviors), and finally each department must have standards that align with the service objectives.

Vision => Objectives => Standards

Transition to Frame 2.
Frame 2:

Say, Our objective is to provide a service experience to our customers, students, and guests that are memorable and authentic.

Say: Before reviewing the Customer Service Rebels model, it is best to start by discussing service expectations.

*on flip chart, or easel list three columns. In the first column write “falls below” and ask participants to describe behaviors that are normally associated with service that falls below expectations. Solicit responses and chart the answers on the board.

Next, in the last column write “meets” and ask participants to describe behaviors that are normally associated with service that meets expectations. Solicit responses and chart the answers on the board.

Next, in the last column write “meets” and ask participants to describe behaviors that are normally associated with service that exceeds expectations. Solicit responses and chart the answers on the board.

Review the solicited responses and highlight the behaviors, specifically discuss the differences between service that “meets” expectations and “exceeds” expectations.

Ask participants to identify companies typically associated with Great Customer Service. – Chart answers and ask for participants to into detail about some of the responses.

Transition to Frame 3 by saying that the best way to move away from some of the negative associates between public sector and customer service is to first, get on the same page.
Frame 3:

Quickly review the displayed customer service vision.

Say, the purpose of the vision statement is to get us all on the same page related to service. It is important that the vision be supported by service objectives, which from this point forward we will refer to a Service REBELS.

Say, Let’s review what it means to be a Customer Service REBELS. Transition to Frame 4
Frame 4:

Explain the REBELS acronym, quickly reviewing the displayed information. Say, we are confident that if each of the REBELS expectations are executed, we have the best chances of exceeding expectations. Transition to Frame 5 by saying let's discuss each of these expectations individually, and describe some of the associated behaviors.
Frame 5:

**Say**, the first customer service expectation is RESPECT.

**Read** the description of respect. Ask participants ways to demonstrate respect to their customers. Ask participants to describe behaviors that are associated with the key words listed...courtesy, equal, manners, fair.

**Distribute** the “No Zone” handout. Say, when we think about courtesy and manners, it is important that we all have an understanding of things that should never be said to our guests.

**Ask** participants to take a moment and identify words that they feel should never be said to their customer.

**Ask** a few participants to share their thoughts and discuss some of the “no zone” items they came up with.

Wrap up this frame by saying, Respect should be demonstrated throughout the entire interaction, and it is a basic expectation of all customers.

*Transition to Frame 6.*
Frame 6:

Begin by reviewing the description of the enthusiasm expectation.

Discuss what our guests hear and what they see.

Give examples of bad service being delivered via phone, solicit input from participants about service experiences they have been involved in where the tone of voice negatively impacted the interaction.

Reference the flip chart and highlight the behaviors that were identified as service that exceeds, meets, or falls below expectations that can be associated with body language, excitement, facial expressions, and tone. Identify differences between behaviors that meet expectations and exceed expectations.

Transition to frame 7.
Frame 7:

Review description of the BOND expectation.

Say – bonding is about demonstrating genuine interest in our customers. Asking questions like, “how is your day?”, or “how is the semester going?” are great ways to example that you are invested in providing a personalized experience with your customer. Using names, or saying welcome back instead of welcome to those you recognize.

Give an example of someone having a guest at their home. The host greets their guest upon opening the door, they engage in conversation with their guests, and make them feel welcome and comfortable. Our job is do the same thing, make our guests feel welcome and comfortable, whether on the phone or in-person.

Transition to slide 8.
Frame 8:

Review the description of empathy. Explain that in situations where customers/students are frustrated about anything, Service REBELS should always demonstrate empathy.

Say, our objective is to vocalize to our customers that we understand their frustrations, and that if we were in the same situation we would be equally as upset.

*Transition to frame 9.*
Frame 9:

Discuss active listening by first reviewing the description on the slide.

Discuss tips that demonstrate active listening such as slight non-verbal cues, open body language, and avoiding distractions.

Review facts vs. feelings of the conversation, and drilling down on conversational hypertext.

Transition to frame 10.
Frame 10:

**Review** the description of the satisfaction standard.

It is important to ensure that our guests’ needs have been met, and exceeding.

**Say**, we meet needs by simply answering guests’ questions, and exceed their needs by demonstrating behaviors that are positive, and memorable.

**Explain** that each interaction should end with statements that provide customers a positive closing remark, and gratitude, “is there anything else that I can assist with?” and “thank you for calling”. And that this is also a great opportunity to check for satisfaction. “did I answer all of your questions?”.

**Distribute** the Customer Service REBELS quick reference cards.

*Transition to Frame 11.*
Frame 11:

Conclude by summarizing the information and asking if there are any additional questions.

Say, as a department it is important that each person not only demonstrate these commitments during each interactions, but that we set departmental standards. For example, what is the standard in your area for replying to emails? What is the standard for returning voice mails after vacation? Is there a standard or formal greeting/farewell?

Distribute the Department Standards Handout, and discuss.

Charge each participant to develop a list of items that they would consider “no zone” items in their area, specific to verbiage using the previously distributed “No Zone” handout, and complete the Department Standards worksheet.

Finish by asking participants to begin thinking about accountability. How do we maintain accountability once the standards are set? Possible surveys? Shadows?