



Service
Receptionist

Body
Specialist

Technician

PRE-COURSE PACK

Service Communication – Basic

CT-L2002

ZOOM-ZOOM

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Introduction

The Service Communication Basic course will concentrate on the communication you have with your customers on a daily basis. The course covers:

- basic communication skills
- dealing with customer complaints
- meeting the needs of the customer to ensure there is always a positive outcome.

To prepare you for this course, please complete the following activities. The information you note down here will be used during the 2 days.

1. **List typical communications where misunderstandings with the customer can occur.**

Now, note down what you could do to avoid misunderstandings with the customer.



2. Note down typical complaints and the likely result if they are not handled properly.

Typical complaints	What could happen if they are not handled properly

3. Note down the forms that you use on a daily basis, and bring copies along to the course.

Thank you for completing this Pre-Course pack.

Please remember to bring it with you on the day of your course!



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TRAINING MANUAL
Service Communication –
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The logo features a horizontal bar with a yellow-to-blue gradient. The text "ZOOM-ZOOM" is written in a stylized, italicized font across the bar, with a motion blur effect behind the letters.

ZOOM-ZOOM

1. Introductions and Objectives
2. Basic Communication Skills
3. Dealing with Complaints
4. Positive Outcomes
5. Practical Skills
6. Learning Check





Introduction and Objectives

1. Introduction and Objectives

1.1 Welcome

1.2 Workbooks, Commitment Plan and Course Evaluations

1.3 Passion for Driving

Through excellent service to customers, we aim to live up to the “Passion for Driving” statements:

- As a Mazda driver you can feel the little bit of sports car in every Mazda - Zoom-Zoom!
- We at Mazda Service are here to ensure this special feeling continues throughout your ownership experience.
- We share your passion for cars and we are dedicated to taking care of you and your Mazda. That shows in the way we treat you, the way we look after your car and the good value we provide.
- Making sure every drive leaves a smile on your face - that's what we work for.

1.4 Purpose and Scope of the Course

This course looks at the basic skills that are needed when dealing with customers to ensure that they leave with a positive impression of Mazda.

It addresses how to handle customer complaints and what you should be doing to deal with them. It also looks at the different ways we can ensure that the customer (and Mazda) ends up with a positive outcome to their visit.

Towards the end of day two, all of the learning gained during the course is recapped and time is given to practise the group's new skills in the form of role-play.

1.5 Course Objectives

By the end of the training, you will have explored:

- basic communication skills needed to carry out your job
- what causes misunderstandings to occur and how to deal with them
- the elements of the communication cycle
- discovering why the customer is complaining and effectively handling customer complaints
- dealing with irate customers
- negotiating with the customer for the best solution for them and you
- the systems in place to protect you and the customer
- role-playing the communication that takes place at various stages of customer contact.

1.6 Group Introductions



BC1 – INTRODUCTIONS

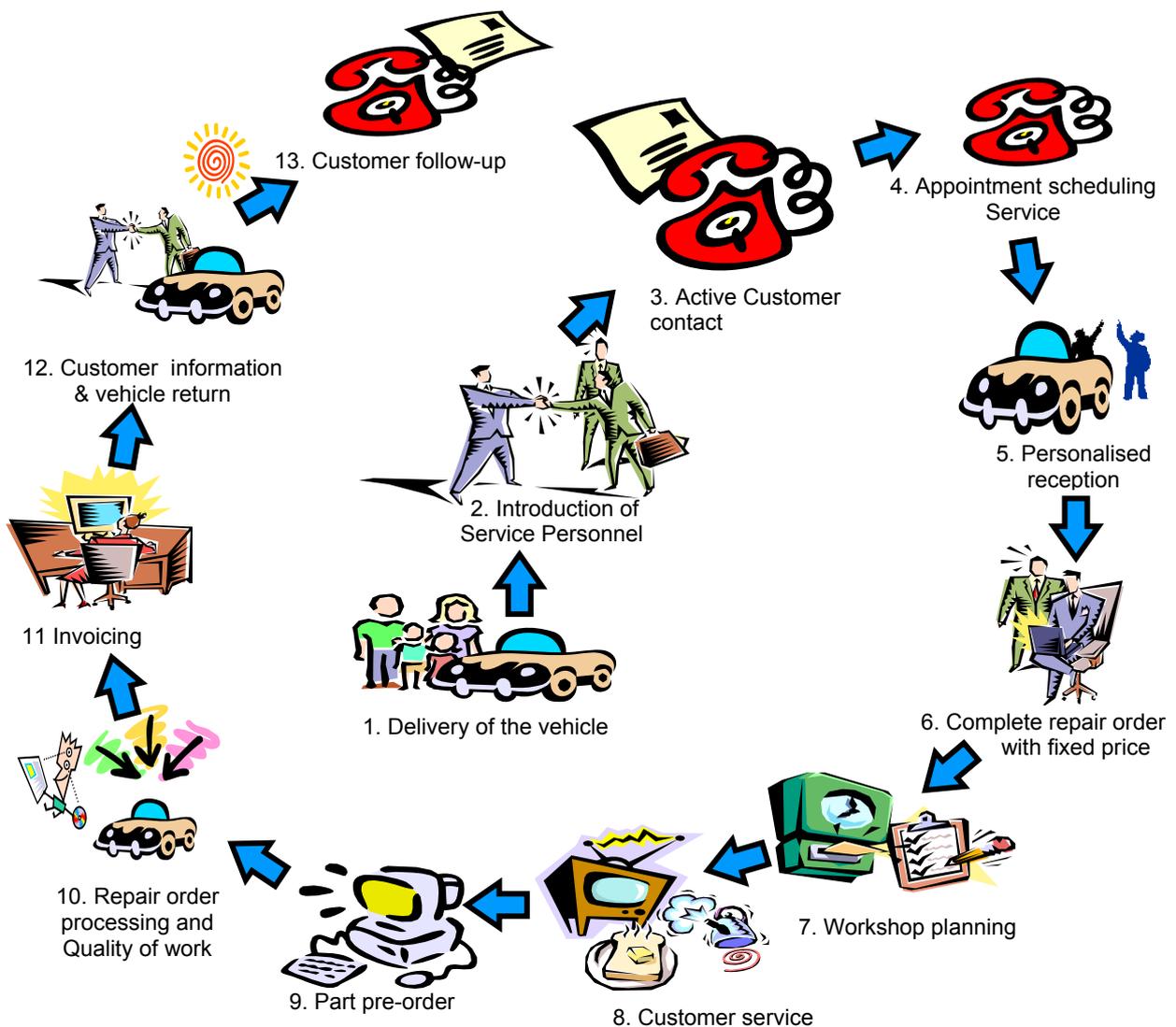
Name:
Job role:
Time in job:
Expectations for the course: 1. 2. 3.

2. Basic Communication Skills

By the end of this session you will have:

- examined the steps in the customer process where communication is important
- explored the basic communication skills needed to carry out your job
- looked at what causes misunderstandings and how to deal with them
- examined the elements of the communication cycle.

2.1 The Customer Process





2.2 Achieving Excellence – The CSI

Our aim is to achieve excellence at every stage of the customer process.

Typically, the CSI (Customer Satisfaction Index) scoring deals with these main elements:

- Arranging the Appointment
- Impression of the Facility
- Impression of the Staff
- Time Aspects
- Quality of Work
- Vehicle Handover
- Value for Money

In addition, the CSI checks whether the following took place:

- Offering to inspect the vehicle first
- Advising that the vehicle is ready
- Contact before any additional work done
- Handover using a service/repair checklist
- Offering to schedule the next service
- Follow-up call to check satisfaction with the work

2.3 Delivering a friendly and professional communication

At each stage in the customer process, it is vital that you speak to customers in a friendly and professional way, and that all customers leave the dealership with a positive impression of the service they have received.

Professional communication with colleagues and suppliers is also vital. It ensures that everyone is working well together to give excellent service to the customer.

Take 5 minutes to list typical communications that takes place within your dealership – use the Customer Process diagram to guide you.



BC2 – TYPICAL COMMUNICATIONS



What improvements could be made?	What does it mean to the customer?

It is important that the customer feels valued. If they feel that they are undervalued or an interruption to your working day it could lead to the customer not returning. Lets look at other causes of customer misunderstandings.

2.4 Avoiding Misunderstandings

In your pre-course pack you were asked to note down typical communications where misunderstandings occur.



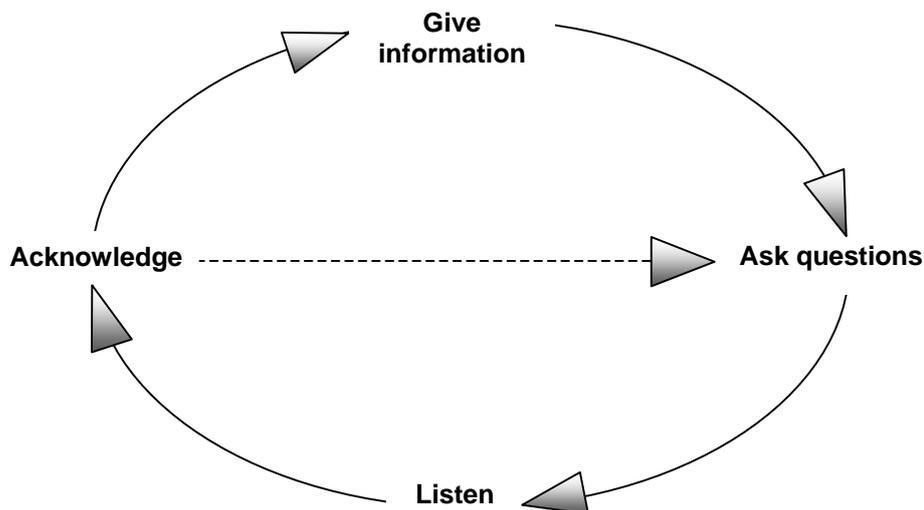
BC3 – AVOIDING MISUNDERSTANDINGS

- Why do misunderstandings occur?
- How do you avoid misunderstandings?
- How can we make sure that communication is always clear?

2.5 Check understanding

It is vital that you understand what the customer has said – and that the customer understands what you have said. You should do this using the Communication Cycle:

- Giving information.
- Questioning.
- Listening.
- Acknowledging.





Using this cycle means that you don't miss out any of the steps vital to excellent communication. For example:

- You **give information** to the customer
- You **ask them questions** to check their understanding
- You **listen** to what they say to you
- You **acknowledge** that you have understood their reply.

If you need to **give more information**, you go round the cycle again.

If you need to **gain more information**, you go straight across the dotted line – and **ask more questions**.

The start of the Cycle can be at any point dependent on the type of communication:

If it starts by the customer asking a question or giving you information, you listen.

If it starts by you explaining something to the customer, you give information.



BC4 – THE COMMUNICATION CYCLE

Your Notes

Let's examine each element of the Communication Cycle in turn.

2.6 Giving Information

When giving information to the customer, make sure you are aware of your body language, the tone you use and the words that you say.

2.6.1 Body Language



BC5 – BODY LANGUAGE

The Importance of Body Language

Empty box for notes or content related to 'The Importance of Body Language'.



Open Body Language	Closed Body Language

What message does the wrong body language send out to the customer?

Make sure your body language is open. This means that you are welcoming to others.

2.6.2 Maintaining a Good Relationship

In all our communications with people, we need to maintain a good relationship – making sure that the person we are speaking to feels comfortable in our company

To maintain this good relationship:

- Notice the way people sit, stand, walk, lean and shift their weight from one foot to the other
- Notice their facial expressions
- See if you can respond by making similar changes to your body language
- Make sure you don't come across as a mimic – be subtle.

When we are taking care to maintain a good relationship, we often mirror or match other people's body language without realising we are doing it.



BC6 – MIRRORING AND MATCHING

It is important that you match the behaviour and actions of the customer – you will find that you will match the other person's behaviour naturally as you build a good relationship with them.

- Matching a person's behaviour gets you into a better relationship with them, while mismatching leads to conflict.
- Matching makes the most of the similarities you have with them and plays down the differences.
- If you don't have a good relationship, you won't reach a mutually satisfactory outcome.

2.6.3 Your Tone of Voice

- Moving the speed and volume of your voice, to their speed and volume, makes people more comfortable in talking to you.
- Harmonising voice tone and tempo brings good results.
- But don't try to mimic them – that could lead to conflict.

So, if a customer talks quickly, speed up your words. If they talk quietly, drop your voice to match theirs; likewise, if they talk loudly, increase your volume too.

Watch out for accents – yours or the customer's. Some accents are more difficult to understand – listen especially carefully to people with strong accents.

2.6.4 The Words You Use

When you are talking to your customer, it is vital that they understand the words you are using. Keep your language simple.

Avoid jargon – you may know what the vehicle’s compression ratio is, but the customer might not! Make sure that you explain any technical terms in full, so that the customer fully understands. This will also help to avoid misunderstandings.

Check the customer’s understanding on a regular basis to make sure that they understand the words you are saying.



BC7 – THE WORDS YOU USE

Positive	Neutral	Negative
Yes	Maybe	No

Avoid using neutral language, such as maybe, possibly or hopefully. These words don’t actually mean anything, but can be quite confusing. For example, “I’ll do that as soon as possible.” The customer may think you will do it as soon as you finish speaking to them, when you may mean you’ll do it in 2 or 3 hours’ time (when you will have some free time). If this is the case try, “I’ll have that within the next 3 hours.”

So, try to use positive words and phrases. When you have to use a negative, follow it by a positive, by giving a reason and a solution.

For example, “I’m afraid I can’t do that for you today, but I can book you in for tomorrow. Will that be OK?”

- Neutral language is open to misinterpretation.
- You should always use positive words wherever you can.
- If you have to use negative words, follow them with positive ones.
- Using positive language will assist the process of maintaining customer satisfaction.

2.7 Questioning Techniques



BC8 – THE QUESTIONING GAME

So what are open and closed questions?

Open questions are used to obtain detailed information. Closed questions result in simple “yes” or “no” answers. For example:

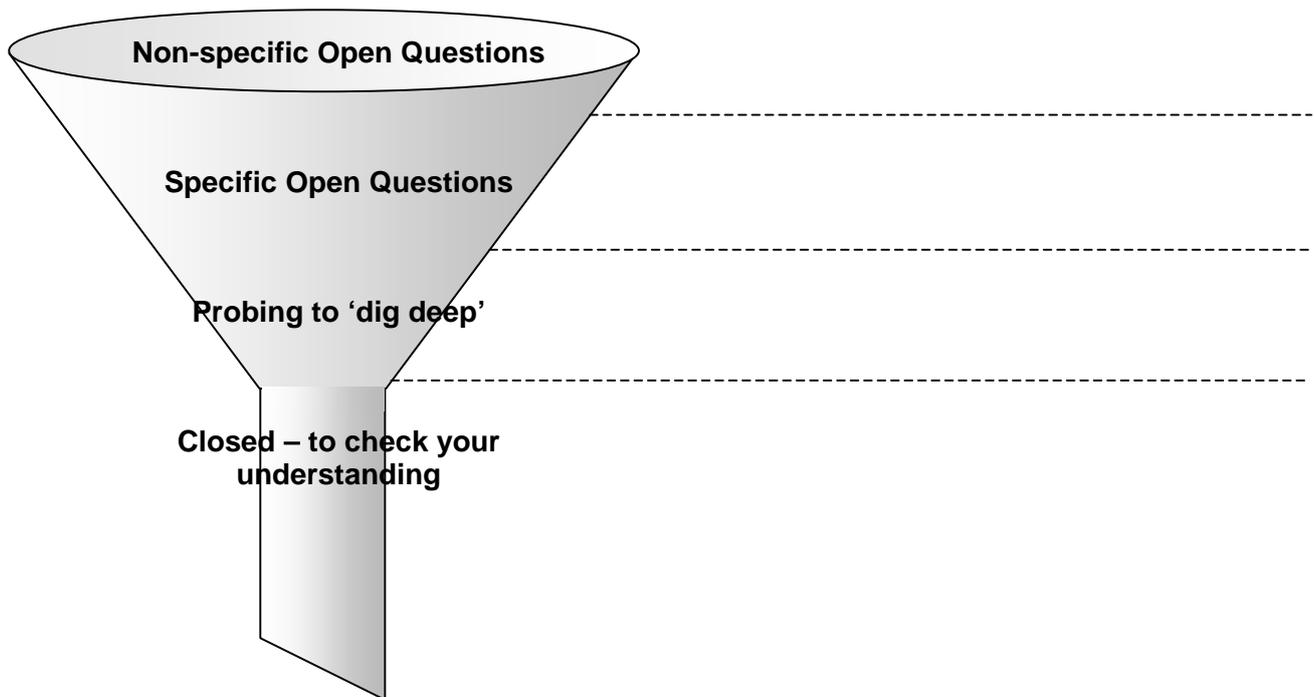
“What time do you want to collect your vehicle?” This is an open question, and the customer will give you a time they wish to collect their car.

“Will you be collecting your car today?” This is a closed question, where the customer can only answer “yes” or “no”. You will need to ask them another question to determine the time of collection.

Open	Closed

2.7.1 Questioning using a funnel approach

The funnel approach starts with open questions, continues by using probing techniques, and ends by gaining agreement through closed questions.



2.7.2 Assumptions

However well we question, there is one failing that can cause big problems in communication – making assumptions.

If we assume that we know the answer, we don't even start to question.

These assumptions can relate to the customers needs, their ability to pay and their readiness to agree a solution or a time.



BC9 – ASSUMPTIONS

Assumption	How it can affect the customer

So, you can see that it is important to ask questions, listen to hear and keep on checking understanding, to make sure that you don't make assumptions.

2.8 Listening



BC10 – LISTENING QUIZ



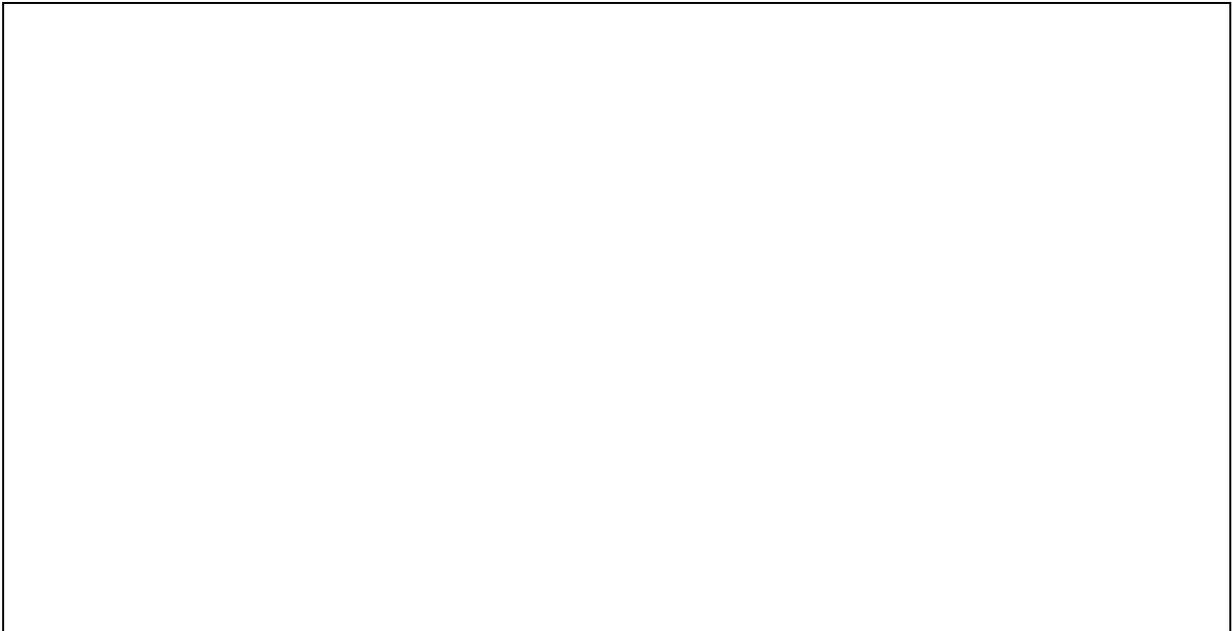
- Discipline yourself to concentrate on giving full attention
- Use any spare time during the thought process to sift and assimilate data
- Ensure minimum distractions and interference
- Show a positive interest
- Deliver intelligent questions and comments
- Be objective and avoid preconceived ideas
- Allow the speaker to say all they want to say and do not interrupt
- Memory is not always reliable – make notes if necessary
- Ask for repetition to confirm understanding and check details
- Be aware that speakers do not always say what they mean
- Do not be afraid of silence
- Listen – don't just hear.



2.9 Acknowledging

Acknowledging what the customer has said is more than repeating their words back to them. It is about giving them confidence in you and your dealership.

- Lean in towards the customer to show that you value them and their custom.
- Make noises such as “mmm” and “aha” and words like “I see” and “OK” to show you are listening and understand their need.
- Paraphrase their words to show that you understand.
- Take notes so that you have a written record of what was agreed.
- Tell them what you can and can't do – be honest.





2.9.1 A Written Record – Documenting the Information

It is vital that we make proper notes of what we have heard:

- To reassure the customer that you are taking their information seriously
- To get things right first time.

2.9.2 Being Honest

We want to be positive with the customer – and sometimes this makes us tell them what they want to hear, rather than the absolute truth.

We must **never** over-promise and under-deliver.

We must **always** under-promise and over-deliver.

2.10 Review of the Session

In this session we have examined how to make the most of your communication skills and the techniques and skills to be used.



BC11 – SESSION REVIEW

Your Notes

We are now going to take a look at complaint handling.



Basic Communication Skills



3. Dealing with Complaints

By the end of this session you will have:

- discovered why customers complain
- discussed how to effectively handle customer complaints
- explored how to deal with irate customers
- looked at ways to delight the customer.

The provision of an excellent service to customers is an important part of your role, and you must make sure you do everything possible to make sure they are fully satisfied. It is also

Common Complaint	What could happen if not dealt with correctly



Dealing with Complaints

Common Complaint	What could happen if not dealt with correctly

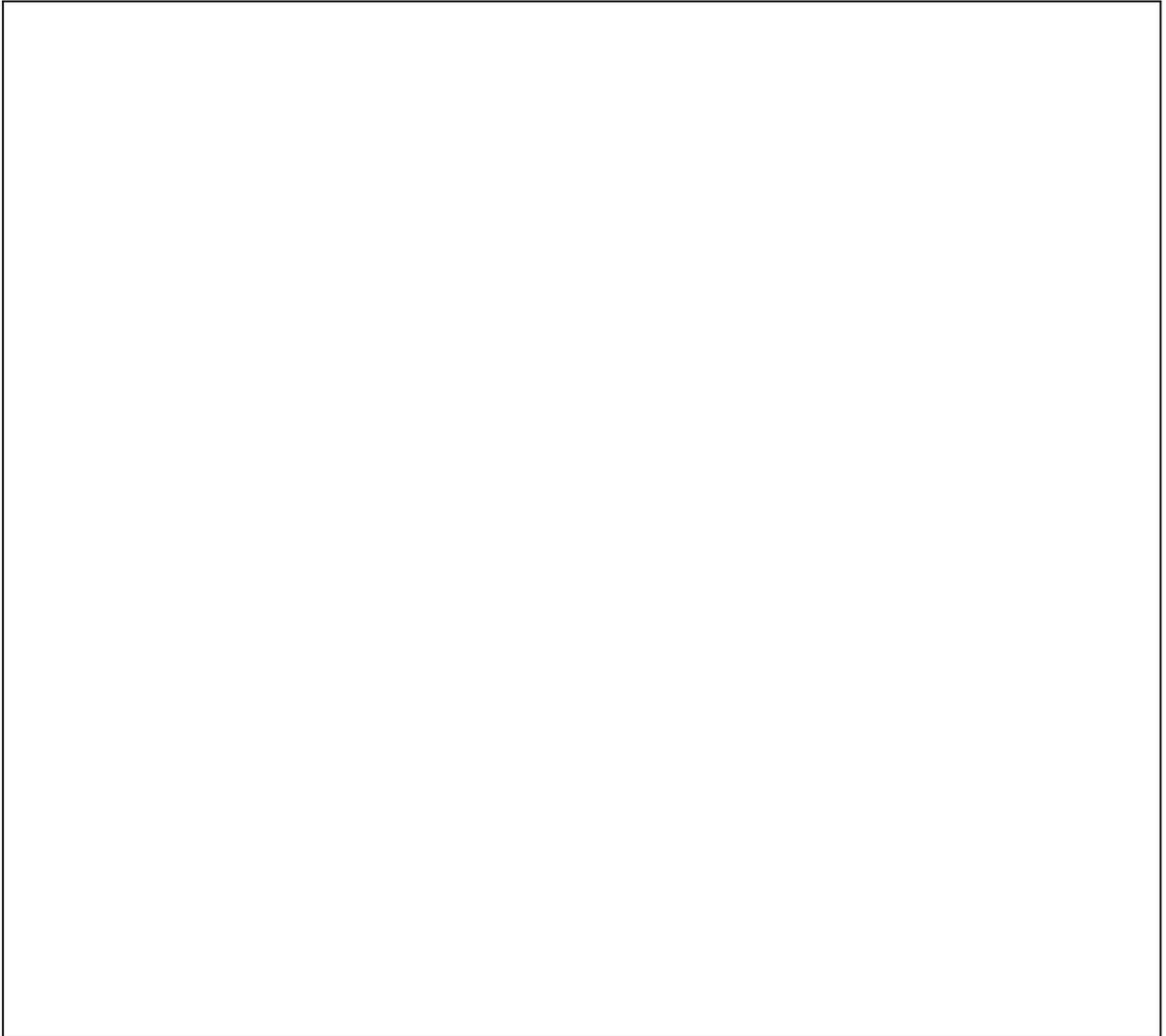




3.1 Why do Customers Complain?

Complaints usually arise due to the customer feeling let down. This is usually because they feel that the service, workmanship or product was not as they expected.

So what do customers expect? They expect that the promises made to them will be met, if not exceeded.





Best Practice – what customers expect from us:

- To provide the customer with fully inclusive prices, with no hidden extras.
- To carry out all servicing and repair work to the highest quality, through Mazda trained technicians.
- To make it convenient for customers to use the dealership through providing alternative means of transport while their vehicle is with us.
- To wash the customer’s vehicle where possible.
- To aim to ensure that Mazda CSI scores reflect an excellent customer experience, and to take appropriate action if they are not satisfied.

The customer expects us to meet this Best Practice standard, and if we don’t they will be disappointed and likely to complain.

To keep customer complaints to a minimum, we need to make sure we are giving them what they expect.



BC12 – WHAT DO CUSTOMERS EXPECT?

The key to managing customers' expectations is honesty. If we can't do something for them, tell them we can't and tell them why.

3.2 How to Handle Customer Complaints

So what do customers expect? They expect that the promises made to them will be met, if not exceeded.



APOLOGISE

- The first thing you must do is to apologise for the failure identified by the customer.
- Listen carefully to what they have to say and apologise for the failure.
- Resist the temptation to apologise for something other than that identified by the customer, even if you think they have got it wrong.
- This is not the right time to correct them.
- Make sure the customer sees that you are taking their complaint seriously – give them your full attention and apologise in the right tone and with positive body language.
- The effect of an apology is to diffuse the situation and show that we will do everything we can to resolve the problem.

EMPATHISE

- The second step is to empathise with them – by confirming our understanding of the problem and its impact on the customer.
- Acknowledge the error and express regret regarding the inconvenience that the customer has experienced.
- If the right tone of voice is used this will show that their concerns are being taken very seriously.

These two steps are important because they show the customer that we value them. However, they don't prove that they should continue to do business with you. For that you need the third step.



REASSURE

- You must now make sure that the customer is confident that something will be done about the complaint.
- This reassurance can be in two stages:
 1. FIRST fix the customer's immediate problem – tell them what you are going to do and then take corrective action.
 2. THEN prevent future breakdowns – assure the customer that processes will be put in place to make sure it doesn't happen again.

This will reassure them that it will not happen to them again, and that other customers will not experience a similar difficulty.

This second form is very powerful and has the potential to overcome major anger and frustration. It shows you value them and that they are helping you improve your systems.

3.3 Offering the customer the right solution

In some cases it is necessary to provide a number of potential solutions, and allow the customer to choose the one that suits them best.



BC13 – THE RIGHT SOLUTION

Your Notes

Often the customer will have to make the final decision. For example, a customer who has complained because their car hasn't been cleaned can choose to bring their car back another day or wait to have it cleaned now.

They may complain about having to come back to the dealership or having to wait – either way, it is their choice, and you should not force a solution on them.



BC14 – COMPLAINT CLOSURE

What can we learn from mistakes?

How can we make sure it doesn't happen again?

Who should we inform/involve?

3.4 Calming Angry Customers

Ongoing complaints are to be avoided, but they do happen and customers can have a difficult time if problems occur with them more than once. If they have had a difficult time with the service they have received the matter can easily become more troublesome than necessary. In such cases it is important that you are able to reason with customers and overcome their anger.

When dealing with irate customers try to offer a compromise, talk through the problem or offer to call another colleague to speak to them.

- If customers shout at you, you mustn't shout back.
- If customers are critical of you, you can't be critical of the customer.
- If customers act in a spoilt manner, you mustn't be spoilt and childish to the customer.

You need to treat everyone as an adult, being assertive with the customer. An adult is rational and objective, and uses positive communication.

Remember people tend to mirror each other's behaviour – if you act in an adult manner, your customers will do the same.

You must use adult behaviour at all times, especially when dealing with conflict.

So what do customers expect? They expect that the promises made to them will be met, if not exceeded.

Never underestimate a threat and don't respond aggressively, as this could increase the chance of a confrontation!

If you find yourself in a situation where a customer becomes extremely irate, then you must try to calm the situation down as quickly as possible:

- Stay calm; speak gently, slowly and clearly (without sounding superior or condescending).
- Do not be drawn into an argument, and do not use jargon.
- Avoid an aggressive stance – don't cross your arms, put your hands on your hips, raise your arms or wag your finger, as these could be interpreted as challenges.
- Try to defuse the situation by talking things through as reasonable adults.
- Keep your distance, where possible, and try to avoid looking down on your aggressor.
- Never put your hand on someone who is angry – you are invading their space.

The whole complaint handling process must end with the customer being delighted with the service with which they have been provided.



BC15 – DELIGHTING THE CUSTOMER



Sometimes complaints are inevitable, and the skill is to keep them to a minimum. Customers are not always complaining for genuine reasons and, while these have to be handled, they must be identified and dealt with accordingly.



BC16 – COMPLAINT HANDLING IN PRACTICE

- It is important that the **APOLOGISE – EMPATHISE – REASSURE** formula is used.
- Keep the situation calm – even if the customer is angry.
- Offer a solution.
- Make sure the customer is happy with the outcome.



Your Notes



3.5 Review of the Session

In this session we have examined how to deal with complaints; the techniques and skills to be used.



BC17 – SESSION REVIEW

Your Notes

4. Positive Outcomes



BC18 – RECAP OF DAY ONE

By the end of this session you will have:

- discussed how we cannot always meet the customer's demands
- explored how to gain customer agreement on what is possible.

We want to achieve a positive result for the customer – completely meeting their needs.

This, however, won't always happen – we won't always be able to give the customer exactly what they want or expect. At times this will involve negotiation to gain an agreed solution.

This can be difficult to do, but it does rely on you having a good argument that will convince the customer that the solution you are offering is the best one.

4.1 What do Customers Demand?



BC19 – WHAT DO CUSTOMERS DEMAND?

What customers demand:



Creative solutions:

4.2 Reaching a Positive Outcome

We have just discussed the challenging demands that customers make – and some ideas for meeting them.

But there will still very often be a gap between what the customer wants and what we can offer – at least initially.

How do we bridge that gap in a professional way?





4.2.1 A Step-by-step Approach

- **Listen to the customer's demands** and check your understanding
- **Think creatively:**
 - ask the customer more questions to establish what they might accept
 - if necessary ask for time to discuss solutions with your colleagues
 - Look for things that are of high value to them and low cost to you – such as delivery to the customer's home
- **Propose your solution**
- **Stress the benefits** to them – how the solution comes closest to what they have said they need
- **Listen to objections**
- **Prepare your response:**
 - To price objections – benefits or a lower specification
 - To objections on the work done and the time taken – why this is the absolute best that can be done
- **Prepare to offer a bit more** – but know your final position.

Your Notes

4.2.2 Reaching a Positive Conclusion

If you use the step-by-step approach, you have a better chance of reaching agreement. But we still need to reach a professional conclusion – whether the customer agrees or not.

If agreement is reached:

- Summarise the agreement
- Document it, using the appropriate order form and/or diary
- Thank the customer for their patience
- Reinforce the positives of the customer's decision.

If agreement is not reached:

- Sometimes your solution is still not acceptable – in that case, you need time to rethink, and you may have to involve your manager, particularly if there is a price problem
- Agree the next step – such as a further meeting
- Thank the customer for their patience
- Stress that you hope to help them in the future – even if, in this instance, they may be taking their business elsewhere.



BC20 – AGREEING A POSITIVE OUTCOME



OBSERVER'S SHEET

Things that I particularly liked (what went well)

Things I would have done differently (what could have been improved)





OBSERVER'S SHEET

Things that I particularly liked (what went well)

Things I would have done differently (what could have been improved)



OBSERVER'S SHEET

Things that I particularly liked (what went well)

Things I would have done differently (what could have been improved)



4.4 Review of the Session

In this session we have examined how to ensure a positive outcome; the techniques and skills to be used.



BC21 – SESSION REVIEW

Your Notes



5. Practical Skills



BC22 – PRACTICAL LEARNING

Your Notes



Your Notes

A large, empty rectangular box with a black border, intended for students to write their notes during the practical skills session.



Once the role-play has ended you will be asked to feed back on how the communicator (Mazda person) handled the situation.

So, when observing the role-plays, please complete an Observer's Sheet so that you can make notes of what you thought went well and where you would have done things differently.

OBSERVER'S SHEET

Things that I particularly liked (what went well)

Things I would have done differently (what could have been improved)



OBSERVER'S SHEET

Things that I particularly liked (what went well)

Things I would have done differently (what could have been improved)





OBSERVER'S SHEET

Things that I particularly liked (what went well)

Things I would have done differently (what could have been improved)



OBSERVER'S SHEET

Things that I particularly liked (what went well)

Things I would have done differently (what could have been improved)





6. Learning Check

Now you will:

- review the two days' learning
- complete a Commitment Plan for implementation on return to work.

6.1 Learning Checklist

Make a note of your learning at the end of each session. Note down the information that will be of most use to you on your return to work.



6.2 Learning Quiz

1. What are the four elements of the Communication Cycle?

2. When communicating, what are the percentages allocated to body language, the words you speak and the tone you use, from 100%?

3. Which type of language should you use – positive, negative or neutral?

4. Give 5 examples of neutral words.

5. Name the two different types of questions; give two examples of each.

6. List the stages of the Questioning Funnel.

7. Why do we use open questions?

8. Why do we use closed questions?

9. Why do customers complain?



10. There are 5 elements to the Best Practice standard discussed on the course – name two of them.

-
-

11. Name 3 things that purchasing customers expect, whether they are buying their weekly food, a new TV or a car service.

12. What are the three steps to customer complaint handling?

13. How can we learn from our mistakes?

14. How should you deal with an irate customer?

15. There are 7 steps in the approach to reaching a positive outcome. Name two of them.

-
-



6.3 Commitment Plan

Think back to the learning from the last two days (use the learning check on the previous page) and commit to 5 actions you will carry out on your return to work.

1.
2.
3.
4.
5.

Thank you for your contribution over the last two days and good luck implementing your learning on your return to work.





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Specialist

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LEVEL TEST

Service Communication – Basic

CT-L2002

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Instructions for Tester

Introduction

This document contains the Level Test for the CT-RL1008 Service Communication Basic Course. Delegates carry out a Level Test to confirm their capability after attending the course.

Instructions

Hand the Situation and Solution pages for the Level Test to the delegate.

Explain the following to the delegate:

- This tests the delegate's knowledge of what should be done in each of the situations
- The delegate has 30 minutes to complete this test
- The delegate should write his or her answers in the Solution pages, under the relevant numbered headings for each situation
- In the Solution pages, for each situation, we show the main categories of learning being tested (for example, 'Communication') – this avoids the delegate having to repeat learning aspects that they have already covered in an earlier situation
- In marking the delegate's solution, we award approximately half the available marks for mentioning each aspect (such as 'Giving Information') that demonstrates application of the learning from the course
- We award, as a maximum, the other half of the marks, if the delegate gives a brief description of how they would carry out that aspect (such as, under 'Giving Information', explaining what you will do, warning about delays and giving realistic options) – but we are not looking for a lot of detail.

At the end of the 30 minutes, review the answers and ask the delegate to clarify any answers that are unclear or illegible. Do not attempt to correct the delegate's answers or indicate whether the answers are right or wrong.

Mark this test later, using the Marking Sheet included in this document.

Send all the paperwork for that delegate to the necessary reviewer for checking, the final decision on whether the Level test has been passed, and the award of any certificate.

THE SITUATION

You are the Service Advisor in a large dealership. While your primary role is to book your customers' vehicles in for service and repairs, you are also involved in the acceptance and handing over of new vehicles.

You arrive at work one morning and check the service bookings. There is a busy schedule of vehicles arriving for service until mid-morning, after which it slows down until the middle of the afternoon. You know that a delivery of MPVs and MX-5s will be arriving later in the morning, but this will be no problem because of the slowdown in servicing calls.

Your boss comes over and tells you that, because of illness, you will be the only Service Advisor on duty today. He says that he will try to find someone to help you but cannot guarantee it. Again, this does not over-concern you as you feel you can cope with the day's activities. However, it is just going to be one of those days.

NUMBER ONE

It's 8.15 am and Mr Andrews arrives with his Mazda6 which he has booked in for a standard 50,000 mile/80,000 kilometre service. He tells you that it is a company pool car that has recently been allocated to him and since he booked the service he thinks the clutch has started slipping. He is not technically minded and has never driven a Mazda before being allocated this vehicle two weeks ago. His major concern is that he has an important business trip planned for tomorrow that can't be delayed and he has no other means of transport.

NUMBER TWO

An extremely annoyed Mr Barton who has booked his Mazda3 in for its first service comes in and walks to the front of the queue complaining that all the service/MOT parking spaces are taken up with new vehicles. He says he has just spent 20 minutes trying to park and in desperation has left it on the yellow lines outside the dealership. He demands that you move it immediately or pay any parking fines that might ensue. He throws the car keys on the service counter and walks out.

NUMBER THREE

There are normally 5 fully skilled technicians in the workshop, but John, probably the best technician in the business, has broken his leg playing football. The Workshop Manager says he can manage this week, but next week will be a real problem because of holidays and training commitments. The Workshop Manager is especially agitated at the moment and is demanding you re-schedule all next week's planned services/repairs and get back to him by lunchtime to confirm the new arrangements.



THE SOLUTION

NUMBER ONE

Basic Communication Skills

NUMBER TWO

Dealing with a Complaint



THE SOLUTION

NUMBER THREE

Reaching a Positive Outcome

SOLUTIONS FOR NUMBER ONE		
ACTION	MAXIMUM MARKS TO AWARD	MARKS GIVEN
Friendly and professional greeting to the customer	3	
Items such as: concentrating on them; asking for their name	2	
Using the communication cycle:		
– Giving information:	3	
– Items such as : explaining that you will have the vehicle checked; warning that any rectification may need another appointment; giving realistic options for keeping him mobile if repair is needed	2	
– Asking questions:	5	
– Items such as: asking about symptoms; possible options for tomorrow; using open, probing and closed questions	5	
– Listening:	3	
– Items such as: concentrating; not interrupting; making notes; checking understanding	2	
– Acknowledging:	3	
– Items such as: showing listening; paraphrasing; taking notes; being honest on what can be done	2	
Body language:	3	
Items such as: being open and looking interested	2	
Tone of voice:	3	
Items such as: keeping things positive	2	
Using the right words:	3	
Items such as: positive; negative followed by positive; but avoiding neutral words	2	
Agreeing the solution with the customer:	3	
Items such as: going round the communication cycle until the customer is satisfied	2	
	50	
Supporting comments (continue on reverse if necessary)		

SOLUTIONS FOR NUMBER TWO		
ACTION	MAXIMUM MARKS TO AWARD	MARKS GIVEN
Resolving Complaints		
<ul style="list-style-type: none"> – Apologising: – Items such as: focusing on the customer; listening; not correcting them; apologising in the right tone and with the right body language 	5 5	
<ul style="list-style-type: none"> – Empathising: – Items such as: confirming understanding of the effect on the customer; using sincere voice 	5 5	
<ul style="list-style-type: none"> – Reassuring: – Items such as: stating how you will fix the immediate problem; making sure the customer is totally satisfied; explaining how you will stop it happening again 	5 5	
<p>Closure of the complaint:</p> <p>Items such as: telling people what they must change; reporting the problem to the manager; telling the customer later how the process has been improved</p>	5 5	
<p>Calming angry customers:</p> <p>Items such as: staying calm; not being drawn into an argument; using open body language; keeping a respectful distance</p>	5 5	
	50	
Supporting comments (continue on reverse if necessary)		

SOLUTIONS FOR NUMBER THREE		
ACTION	MAXIMUM MARKS TO AWARD	MARKS GIVEN
A Step-by-step Approach		
– Listening to the customer’s demands (in this case the Workshop Manager):	5	
– Items such as: show you are listening; acknowledge; check understanding; do not argue	5	
– Thinking creatively:	5	
– Items such as: asking more questions to establish what they might expect; ask for more time to discuss with colleagues; look for things that are high value to them but low cost for you	5	
– Proposing the solution:	5	
– Items such as: stressing the benefits to them; explaining how the solution comes closest to what they have said they need	5	
– Preparing for and dealing with objections:	5	
– Items such as: why this is the absolute best that can be done; preparing to offer a bit more; knowing your final position	5	
– Reaching a positive conclusion:	5	
– Items such as: if agreement is reached, summarise it, document it, thank for patience and reinforce the positives; if no agreement is reached, agree a next step and ask for time to rethink	5	
	50	
Supporting comments (continue on reverse if necessary)		