



Service
Receptionist

Body
Specialist

Technician

TRAINER GUIDE

Service Communication – Advanced

CT-RL2011

ZOOM-ZOOM

No part of this hardcopy may be reproduced in any form without prior permission of Mazda Motor Europe GmbH.

The illustrations, technical information, data and descriptive text in this issue, to the best of our knowledge, were correct at the time of going to print.

No liability can be accepted for any inaccuracies or omissions in this publication, although every possible care has been taken to make it as complete and accurate as possible.

© 2005
Mazda Motor Europe GmbH
Training Services



Pre-Course Work



Handout



Slide



Activity/Role-Play



Symbols Used in this Guide

1.	Introductions and Objectives	½ hour
2.	The Importance of Complaints	2 hours
3.	Dealing with Complaints.....	4 hours
4.	Conflict Management	3 hours
5.	Practical Skills	2 hours
6.	Learning Check	1 hour

DISCLAIMER: This course has been written for the whole of Europe. The Trainer must check that any legal aspects apply in their own country, and modify the course content where necessary.



Introduction and Objectives

1. Introduction and Objectives

1.1 Welcome



1 – The Course

Welcome the delegates, introduce yourself, and explain the domestic arrangements for the period of the course.

Go through those items appropriate to the venue.

- ***Times: Start/Finish/Breaks - Coffee, Tea and Lunch***
- ***Smoking rules***
- ***Toilet locations***
- ***Fire Alarm Procedures***

Leave immediately if the alarm rings

Evacuation Points/Fire Exits

Muster Point

- ***Check that all delegates are present – advise reception of any missing.***

1.2 Workbooks, Commitment Plan and Course Evaluations

Explain the purpose of the Workbooks that each delegate has been given - both during and after the course.

Also advise delegates that at the end of the course you will be asking them to consider the learning they have been given and complete a Commitment Plan to refer to on their return to work.

Delegates will also be asked to comment on the training when completing a Course Evaluation Form at the end of day 2.

1.3 Passion for Driving



2 – Passion for Driving

Show this slide to delegates, and explain that this concept lies at the heart of these courses. The aim is to give delegates the ability to live up to the 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

Mazda dealers aim to provide the highest standards of customer service and care.

In the Basic course, we looked briefly at the elements of the Mazda CSI scoring, and how excellent communication and excellent quality are needed in each element.

In summary, excellence means:

- Treating them as a valued customer in every communication with them
- Meeting the customer's needs – Right First Time.

In summary, failure means:

- Poor service – the way we deal with them
- Poor workmanship – the work we carry out on their vehicle.

Explain that poor workmanship can be resolved by coaching, training and a little care, but the service can only be improved by a change in attitude.



3 – Purpose and Scope

This advanced course examines more challenging aspects of complaints:

- Your duty of care to the customer
- Dealing with aggressive customers
- Effectively handling escalation into conflict situations
- Handling stressful situations.

Overall, it is designed to help you to convert the most difficult complaint situations into opportunities for excellent customer service.

Agree with delegates why these situations have to be handled effectively – to avoid a downward spiral into conflict, stress, negative attitude and therefore more complaints.

1.5 The Challenges

Explain to delegates that the following facts and figures show that we all need to improve our service to customers.

If we don't, we will lose their business.

Firstly discuss the following slide, which looks at changes in the service sector:



4 – Market Influencers

- Independent service providers
- Manufacturers merging
- Insurers keeping repair costs down
- General economic influences
- Quality standards as the basics of new contracts.

Gain agreement that these influencers are forcing ever-improving service from us.

Now discuss this slide:



5 – Reasons why customers are refusing to go to the dealership

- 92% did not receive their desired attention
- 86% were dissatisfied with employee competence
- 81% were dissatisfied with time taken at reception
- 77% were dissatisfied at delivery dates that were not kept
- 66% felt they were not treated honestly
- 17% thought it was too expensive.

Gain agreement that these figures show that price is not the major issue – it is excellence of service.

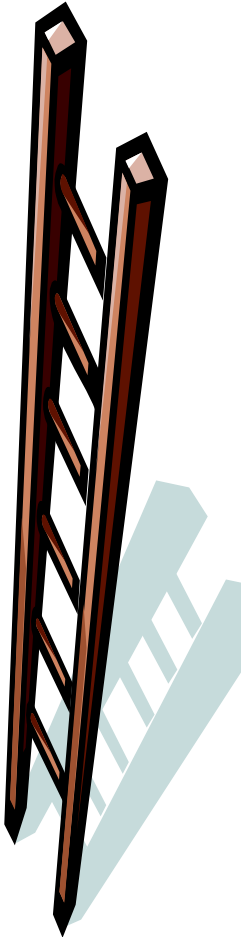
Explain the Customer Service Ladder to delegates, describing how the aim is to make sure all customers are at the top of the ladder.

In particular, point out the way that the CSI levels match with the effect on the customer and thus with the actions they take.

Explain that this course will help them to do this.



6 – The Customer Service Ladder



CSI Level	Effect on Customer	Customer Action
EXCELLENT	LOYAL ADVOCATE	<i>Tells everyone about you, refers other people to you and always returns to buy</i>
VERY GOOD	VERY SATISFIED	<i>Tells a few people about you, refers a few people and sometimes returns</i>
GOOD	SATISFIED	<i>May tell someone about you, if asked, and may refer others to you and will buy if convenient to them</i>
FAIR	APATHETIC	<i>Tells no-one about you, is not likely to refer anyone but may buy again</i>
POOR	UNHAPPY	<i>Tells at least 10 people how bad you are, will never refer you to anyone but may come back after a few years</i>
	VERY DISSATISFIED	<i>Tells anyone who will listen how terrible you are, will never refer you to anyone and will never come back</i>

Your Notes

1.6 Course Objectives



7 – Course Objectives

By the end of the training, you will have:

- reviewed why complaints offer you the chance to provide excellent customer service
- examined your duty of care to the customer, and what may happen if complaints are not handled correctly
- learned the skills involved in dealing with aggressive customers
- discussed the ways in which simple complaints can escalate into conflict situations
- identified your own style of dealing with conflict at work
- decided upon the ways in which conflict situations can be handled and result in both parties being satisfied
- examined the stress that can be caused to you and how to deal with it
- practised the skills learned during the course
- completed a plan for the future.

End the Introduction by asking delegates for their own objectives.

Write these on a flipchart and refer to them during the course as the points are dealt with.

The Importance of Complaints

2. The Importance of Complaints

By the end of this session you will have:



8 – The Importance of Complaints: Objectives

- discussed the nature of complaints and why they occur
- examined the reason why complaints are opportunities for you to display excellent customer service skills
- discussed aggressive and irritable customers and the ways in which emotions can take control of situations.

2.1 The Nature of Complaints

What is a complaint?

Discuss this definition.



9 – What is a complaint?

Any expression of dissatisfaction by a customer, with a product or service, however small, whether considered justified or not.

Why do complaints occur?

What do you do that causes them?



Refer delegates to their pre-course work on the principal complaints they receive and the reasons why they happen.

Discuss their thoughts, especially the reasons why complaints occur.

Your Notes

Look for typical complaints such as:

Not being kept informed

Parts delayed – not ordered – vehicle off road

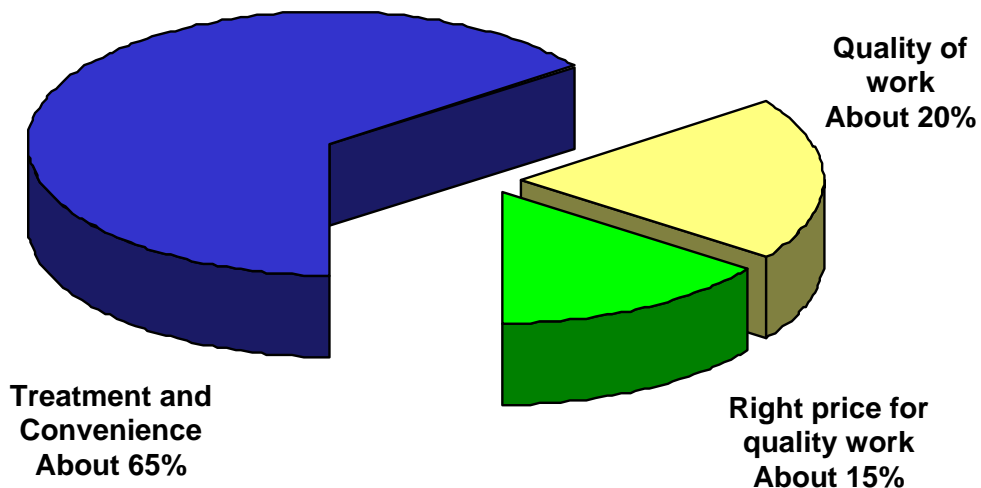
Bad workmanship

2.2 Complaints as Opportunities

Explain the following survey results: the most important customer wishes when dealing with the dealership:



10 – Summary of the most important customer wishes



Point out that the slide shows the importance of service:

- **The way customers are dealt with and the convenience of the service represent 65%**
- **Work quality and price represent only 35%.**

Then go through these notes.



The Importance of Complaints

The previous slide shows the importance of treating the customer well, even when quality is not perfect. This is why the proper handling of complaints is so important.

A customer complaint is the perfect opportunity for your business to actually increase customer loyalty.

It is also the situation in which customer service is frequently found to be lacking.

The otherwise excellent skills of service people can often fail them in these situations. They can make them worse by:

- being defensive
- failing to understand the customer's state of mind – in particular, that they will be under stress:
 - as a result of the problem
 - because they are forced to complain about it.

Explain the following and gain agreement about the effect on the customer.

As you go through the notes ask delegates to give any examples from their own experience. Encourage them to take their own notes.

Service breakdowns and failures do inevitably occur.

Customers will sometimes be frustrated by our failure to deliver our promises or their expectations, and will therefore complain.

They dislike complaining – it makes them uncomfortable and gives them stress – and they fear that the problem will still not be solved, even though they complain.

They understand we are not perfect, but they demand that we put things right.

They will therefore judge our methods for dealing with their complaints.

2.3 The Emotional Impact

- Complaining customers frequently feel emotional when they contact us.
- An inadequate resolution of the complaint may result in more anger and frustration.
- Failure to sort it out is more damaging to the relationship than the original breakdown.



11 – Producing Goodwill

- *On the other hand, a successful complaint resolution can produce tremendous goodwill. Instead of being disappointed, a customer whose complaint is fully resolved will feel satisfaction and relief.*
- *These feelings, in turn, will usually translate into increased customer loyalty, with all the future benefits that will give.*

Reinforce these notes by giving examples, such as:

If you go to a restaurant and the knife and fork you are given are dirty, this will lead to a complaint.

If the waiter comes over when they see something is wrong, apologises and immediately changes the cutlery, and checks that everyone else at your table has clean knives and forks – you will feel happy about the service.

If the waiter changes the cutlery but makes you feel in the wrong for having complained, you will be upset.



AC1 – GOOD AND BAD EXPERIENCES

Split the delegates into teams of 3 or 4 people.

Tell each team that they have to think of TWO scenarios, NOT related to their work, based on their own experiences where service was delivered.

In the first scenario the person who dealt with them handled the situation badly, and in the second they handled it well.



The Importance of Complaints

Consider two situations, not related to your work:

1. Where you were treated poorly and the service you received was not good enough
2. Where you were treated well and the service you received was very good.

Think about what caused you to feel that way and the reasons why it happened.

- What were the differences?
- Why was one good and the other bad?
- What could the bad service person have done to improve?

Write your thoughts below.

<i>Bad Experience</i>
<i>Good Experience</i>

Summarise this part of the course using the following notes:

Customers will always have complaints – it is the way in which you deal with them that matters.

If you handle them properly the customer will be pleased, and see you as providing good customer service.



2.4 Aggressive Customers

In the next session we shall examine the best ways to deal with complaints, and agree the practical steps you can take to calm down difficult situations. These include dealing with customers whose complaints turn to aggression.

To be able to deal with them you must first understand WHY customers are likely to become aggressive.

Discuss the reasons with delegates.

Ask:

- ***Why do customers become aggressive?***

Look for answers such as:

- ***Constant errors made***
- ***Being ignored***
- ***Being treated rudely.***

Your Notes

Ask delegates if they think there are any differences between customers who are aggressive and those who are just irritable.

Is it just a matter of degree?

Explain that complaints tend to get worse if not dealt with promptly.

Customers may complain, and become irritable, if their concern is not dealt with immediately. They may then become aggressive if the situation continues in the same way.

When customers react to poor service in extreme ways, by showing more than just simple dissatisfaction, do not think rationally.

They tend to be emotional and see the problems they are having as personal to them.

They may even think that they are being treated badly for personal reasons.

What sort of effect do you think that a mishandled complaint can have on your customers?

Discuss in full group.

Your Notes

Make sure the delegates agree that the principal results will be:

- 1. They won't come back again***
- 2. They'll tell others about the poor service, and they won't come to you either.***
- 3. They disrupt the dealership and upset other customers.***

2.5 Review of the Session

In this session we have examined the importance of complaints, why they happen and the effect they can have on your business.



AC2 – SESSION REVIEW

Split the delegates into pairs and ask them to think about the three most important learning points from this session.

Ask them to write the points down in the table below and be prepared to present their findings.

If pairs come up with the same points, get them to add to the previous pairs' comments. Coming up with the same points shows their importance.

Your Notes

End by asking delegates to turn to Session 6 and add any learning points to their learning checklist.



The Importance of Complaints



3. Dealing with Complaints



12 – Dealing with Complaints: Objectives

By the end of this session you will have:

- explored the Mazda method for dealing with complaints, and seen how customer expectations can be managed
- reviewed your duty of care to the customer and the results if complaints are dealt with incorrectly
- examined how complaints can be seen as opportunities to learn for the future
- reviewed the communications you have with customers, and how the right use of the voice and body can improve them
- seen how complaints can be turned into opportunities to make sales.

3.1 Customer Expectations

Customers want truth, good advice and good quality.

Complaints therefore arise from:

- **Lack of Truth** – obtaining a service different from that expected
- **Poor Advice** – being given information that causes cost or damage
- **Poor Quality** – not doing the job to the expected standard – including general customer service.

Whatever the reason, customers have every right to have their concerns dealt with promptly and professionally.

Their expectations must be managed – we must make sure that customers know exactly what will be provided to them.

Be honest about this – if we raise their expectations too high, it will end in complaints.

Show the slide to highlight the need for customer-orientated processes.



13 – Fulfilling customer expectations secures profit

The road to short-term and long-term growth depends on increasing customer loyalty



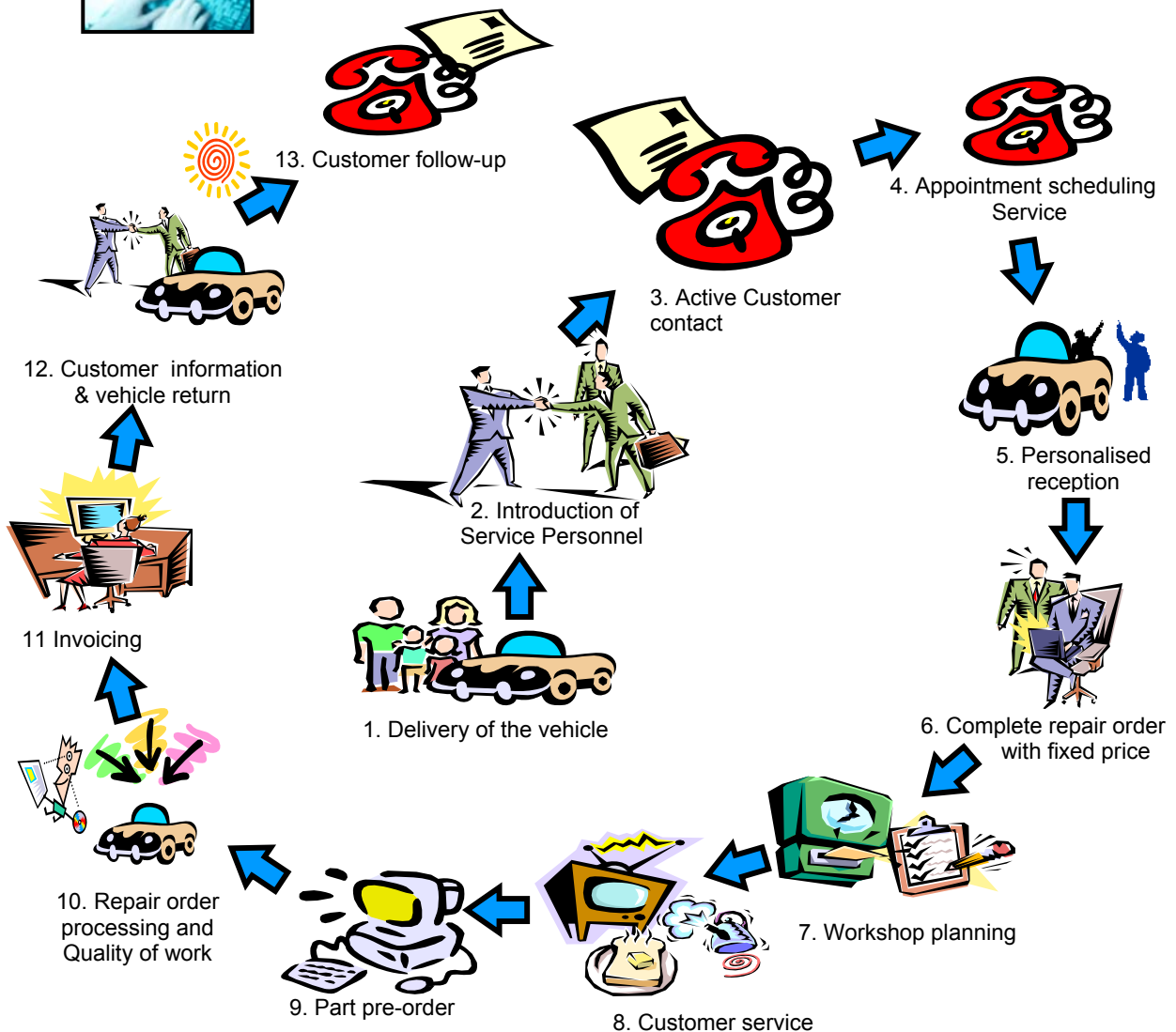
Increasing customer loyalty can only be reached by mastering customer-orientated processes

3.2 The Customer Process

- **Show the following slide and point out that:**
- **This slide illustrates the same typical customer process that was introduced in the Basic course.**
- **This is not a course about process, but we need to consider how to provide excellent service to the customer at every stage of this process.**
- **This process starts before the service department gets involved – but shows the importance of meeting customer expectations that may have been set when the vehicle is originally sold to them in Stage 1.**
- **The customer wants truth, good advice and good quality at each stage in this customer journey – or they will have every right to complain.**



14 – A Typical Customer Process



3.3 Your Duty of Care to the Customer

Introduce this section by explaining to delegates:

We have just talked about the danger of raising customer expectations. If their expectations are higher than the service they receive, they will complain.

A complaint is a serious thing – but a serious complaint could result in a claim from the customer for the damage they have suffered.

Ask the following question:

What complaints could lead to a claim from the customer?

Use the three headings already discussed.

Just get one or two answers for each. There will be more detail later.

Look for answers such as:

- **Truth – if we promised a specification and didn't deliver it (such as promising fuel consumption, or that the vehicle would have certain equipment)**
- **Advice – if we suggested that something was legal when it was not, or vice-versa (such as emissions, annual vehicle checks or tyre tread depths)**
- **Quality – if we fitted a poor part, or fitted it badly, and it caused damage or injury.**

3.4 Customer Expectations and Your Duty of Care

Explain that this section combines customer expectations and the duty of care we have to meet those expectations. So the following activity will be in two parts:

- **Part 1 – Expectations that we must meet**
- **Part 2 – Our duty of care to meet those expectations and what could happen if we do not – in other words, what claim a customer might make.**



AC3 – PART ONE – CUSTOMER EXPECTATIONS

Split the delegates into groups of 3 or 4 to examine customer expectations.

They will list what these are at each stage of the customer journey, using the LEFT-HAND COLUMN of each of the following tables (marked Customer Expectations).

Allocate different stages to each group.

They will then present their findings. Ask each group to note down the ideas from the other groups. Discuss the findings, and point out how failure to meet any of the expectations will lead to complaints.

The guidance in Bold and Italic lists the most important points – if the groups have missed any of these points, make sure they add them to their tables.

Examine the stages of the Customer Process and decide on customer expectations at each one.

Write your thoughts in the left-hand column, for each stage allocated to you.



AC4 – PART TWO – YOUR DUTY OF CARE – AND POSSIBLE CLAIMS

Split the delegates into the same groups of 3 or 4.

Explain that they now need to take each of the customer expectations that have been recorded in the left hand column, and, in the RIGHT HAND COLUMN, write down what we must do to meet those expectations, and what claims a customer might make if we get things wrong.

Allocate the SAME stages to each group – this avoids important items being missed.

Illustrate carefully what they need to do, by taking them through the example that follows these instructions (and appears in the delegates' Training Manuals).

They will then present their findings. Ask each group to note down the ideas from the other groups. Discuss the findings, and point out:

- ***The important things that must be done***
- ***The possible consequences if they are not.***

The guidance in Bold and Italic lists the most important points – if the groups have missed any of these points, make sure they add them to their tables.

It is very important that:

- ***delegates take correct notes on these aspects where failure could result in claims from a customer***
- ***you explain that the law in each country may be different – so these aspects can only be a common-sense guide***
- ***you advise them to ask their manager if they are in any doubt.***

Examine the various stages of the Customer Process again, and decide on legal aspects that we must comply with to avoid legal problems.

Write your thoughts in the right-hand column, for each stage allocated to you.

Here is an example, taken from Stage 6 of the Customer Process, to show what is needed:

6. Complete repair order	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– Clear and correct explanation of a fixed price, including parts, labour and taxes, and agreement before going ahead	– You must explain the total price – or the customer may refuse to pay any hidden extras

1. Delivery of the vehicle	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– <i>The exact specification they ordered</i>	– <i>The specification must be correct – or the customer may demand a completely new vehicle if this one cannot be rectified</i>
– <i>The vehicle in perfect condition – fully checked</i>	– <i>If something is not perfect, it must be corrected to the right standard, or the customer may reject the vehicle.</i>
– <i>A memorable handover – with gifts</i>	– <i>You must give the customer anything that you have advertised or promised</i>
– <i>Clear explanation of the vehicle</i>	– <i>Poor advice or explanation here may lead to damage to the vehicle, and a claim against the dealership.</i> – <i>No promises of performance should be made – for example, fuel consumption</i>
–	–
–	–



2. Introduction of service personnel	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
<ul style="list-style-type: none"> – Clear explanation of the service organisation 	<ul style="list-style-type: none"> – Do not make any promises that the dealership may not be able to keep – such as servicing at a weekend
<ul style="list-style-type: none"> – Introduction to the Service Advisor 	<ul style="list-style-type: none"> –
<ul style="list-style-type: none"> – Clear explanation of maintenance requirements 	<ul style="list-style-type: none"> – Make sure that the advice is correct – there may be a claim if we advise the wrong service interval and the warranty is invalidated – Do not suggest that servicing MUST be done at a Mazda dealership
<ul style="list-style-type: none"> – The next maintenance scheduled – or at least a promise of a reminder (a promise that must be kept) 	<ul style="list-style-type: none"> – Again, give correct information so that the warranty is not invalidated
<ul style="list-style-type: none"> – Information about other services that might be of benefit to them – based on knowledge of the customer’s situation (work, holidays, family etc.) 	<ul style="list-style-type: none"> – Take care to give correct technical advice (for example, do not suggest that a service or product is essential when it is just beneficial – such as a special lubricant)
<ul style="list-style-type: none"> – 	<ul style="list-style-type: none"> –





3. Active customer contact	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– <i>A follow-up call to make sure that they are completely satisfied with the vehicle – and immediate resolution of any problems</i>	– <i>Any problems must be resolved fully</i>
– <i>Reminders for service</i>	– <i>Word these carefully – you can only estimate when a customer will need a service, depending on mileage</i>
– <i>Information on special offers that would be of benefit to them, based on knowledge of them</i>	– <i>Again, give correct technical advice that does not oversell the need</i>
–	–
–	–
–	–





4. Appointment scheduling service	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– <i>Immediate and welcoming response on the phone (including return call if the department is busy)</i>	–
– <i>Flexible appointments (morning or afternoon, for example)</i>	–
– <i>Good advice over the phone (the likely extent of the work correctly identified)</i>	– <i>Do not state the cause of a symptom, or the work needed to correct it, until the vehicle has been tested by a qualified person in the dealership (the customer may at the very least refuse to pay for additional work)</i>
– <i>No surprises (sensible warning of possible further work after inspection of problems)</i>	– <i>Only warn that work is possible, not definite, until the vehicle has been tested and inspected by a qualified person</i>
– <i>Correct information on Courtesy Services (promises that will be kept)</i>	– <i>Do not promise services that may not be available – a customer might, in extreme cases, claim for such things as a missed business meeting</i>
–	–

5. Personalised reception	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– <i>Professional welcome at the vehicle</i>	–
– <i>Sufficient time spent by an expert person, to deal with all needs, using a professional checklist</i>	–
– <i>Correct and advice on the initial work required, the inspection needed and the process to get any extra work done</i>	– <i>Do not give advice on work needed unless you are qualified to do so, and do not give advice until the necessary tests and inspections have been carried out by a qualified person</i>
– <i>No selling of unnecessary work</i>	– <i>Do not suggest that a service or product is essential when it is merely beneficial</i>
– <i>No missing of work essential to meet safety and legal requirements</i>	– <i>You must check to approved checklists, and advise correctly on legal requirements (for example tyre wear or damage, failures during annual test, unsafe mountings for safety harnesses) – if in doubt, consult your manager</i>
–	–



6. Complete repair order	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– <i>Full explanation of all the work</i>	– <i>This must be explained clearly and in writing on the repair order</i>
– <i>Correct and fair identification of what is under warranty</i>	– <i>This must be correctly identified – or the customer may refuse to pay for an item that you originally said was covered by warranty</i>
– <i>Clear and correct explanation of a fixed price, including parts, labour and taxes, and agreement before going ahead</i>	– <i>You must explain the total price – or the customer may refuse to pay any hidden extras</i>
– <i>A promise of further contact (and when) if extra work is found, with agreement of extra fixed price and timescales before that work is done</i>	– <i>Never go ahead with work that has not been authorised by the customer – and record that agreement – even if they can only sign for it when they collect the vehicle</i>
– <i>Work that goes ahead only if the repair order is signed by the customer</i>	– <i>As above</i>
–	–



7. Workshop planning	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– <i>Effective planning of work, so that promised timescales are met</i>	– <i>Keep the customer informed immediately of any delays for whatever reason, and suggest solutions – in this way, you are less likely to get to a legal argument</i>
–	–
–	–
–	–
–	–
–	–





8. Customer service	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– <i>Comfortable waiting area and facilities, if waiting</i>	–
– <i>Courtesy car or lift properly arranged, if promised and agreed</i>	– <i>Make sure that all the correct documentation is shown, completed and signed, including driving licence and insurance documents – or a customer may not be covered in the event of an accident</i>
– <i>Immediate information on any problems or delays, with options for dealing with the situation</i>	– <i>Again, keep the customer informed immediately of any delays for whatever reason, and suggest solutions – in this way, you are less likely to get to a legal argument</i>
– <i>Immediate and correct explanation of any extra work, with a fixed price, and agreement before going ahead</i>	– <i>Do not give technical advice unless the vehicle has been tested by a qualified person</i>
– <i>Organisation of further work, the same day if possible, or a convenient next appointment if necessary</i>	–
–	–





9. Part pre-order	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– <i>Parts for all planned work in stock, so promised timescales are met</i>	– <i>Make sure that parts are genuine, or that the customer knows any limitations of the parts</i>
– <i>Excellent access to parts for extra work found, so that most problems are fixed that day</i>	– <i>As above</i>
–	–
–	–
–	–
–	–





10. Repair order processing/quality	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
<ul style="list-style-type: none"> – <i>All work carried out by technically qualified people, to technical, legal and safety standards, and to the highest quality (right first time)</i> 	<ul style="list-style-type: none"> – <i>Always follow Mazda technical guidelines and ensure that there is evidence that a qualified person has signed that the work has been correctly done</i>
<ul style="list-style-type: none"> – <i>All work checked by a qualified person, using road tests where necessary to check that the vehicle is now perfect</i> 	<ul style="list-style-type: none"> – <i>Always follow Mazda technical guidelines for the checking and sign-off of all work</i>
<ul style="list-style-type: none"> – <i>The vehicle handled carefully and safely while in the hands of the dealership</i> 	<ul style="list-style-type: none"> – <i>Follow Mazda and dealership standards; when the vehicle is in the care of the dealership, it is responsible for the vehicle (including checking antifreeze if the vehicle is to be left outside in winter)</i>
<ul style="list-style-type: none"> – 	<ul style="list-style-type: none"> –
<ul style="list-style-type: none"> – 	<ul style="list-style-type: none"> –
<ul style="list-style-type: none"> – 	<ul style="list-style-type: none"> –





11. Invoicing	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– <i>A clearly-presented invoice, with a final cost exactly as quoted</i>	– <i>Any errors can lead to non-payment and dispute of the amount</i>
–	–
–	–
–	–
–	–
–	–



12. Customer information and vehicle return	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– <i>The vehicle ready at the promised time</i>	–
– <i>The invoice, checklists, service record and any test certificates presented and explained fully</i>	– <i>Ensure that all documents are a correct record – if work recorded has not been done, or results are falsified, this is a serious matter</i>
– <i>The work done explained fully, with all the positive aspects explained, for peace of mind</i>	– <i>You must explain work correctly – if you say that work has been done and it has not, this is a serious matter</i>
– <i>Any further work or value-added services proposed, with their benefits to the customer clearly explained</i>	– <i>The work must be needed for reasons of safety, performance or peace of mind. Do not oversell.</i>
–	–
–	–



13. Customer follow-up	
Customer Expectations	Your Duty of Care – and Consequences of Getting It Wrong
– <i>Follow-up within 3-5 days</i>	– <i>This is a very good way to avoid any complaints becoming serious and leading to a claim</i>
– <i>Asking whether the customer is fully satisfied</i>	– <i>Do not argue with any complaint that the customer makes – acknowledge the customer’s comments and record them fully</i>
– <i>Immediate and effective resolution of any problems, and follow-up of that resolution to make sure that the customer is finally satisfied</i>	– <i>If a complaint is speedily dealt with, you can usually avoid it becoming a serious matter</i>
– <i>Evidence of continual improvement of processes – so that the problems do not occur again</i>	– <i>Proper recording of complaints, and the management actions to stop them happening again, will help to avoid a serious claim – since it shows due care for the customer</i>
–	–
–	–



HO1 – CUSTOMER EXPECTATIONS AND YOUR DUTY OF CARE

Hand out this document to delegates at the end of the two-part activity.

Explain that it provides a consistent guide to all delegates that they should use for reference.

3.5 Managing Complaints

Sorting out your customers' complaints is only part of the process.

You must make sure the experience is not wasted.

- You must learn from them.

Discuss how this is done in their dealerships.

Do they have a system that allows them to document complaints and the remedial action?

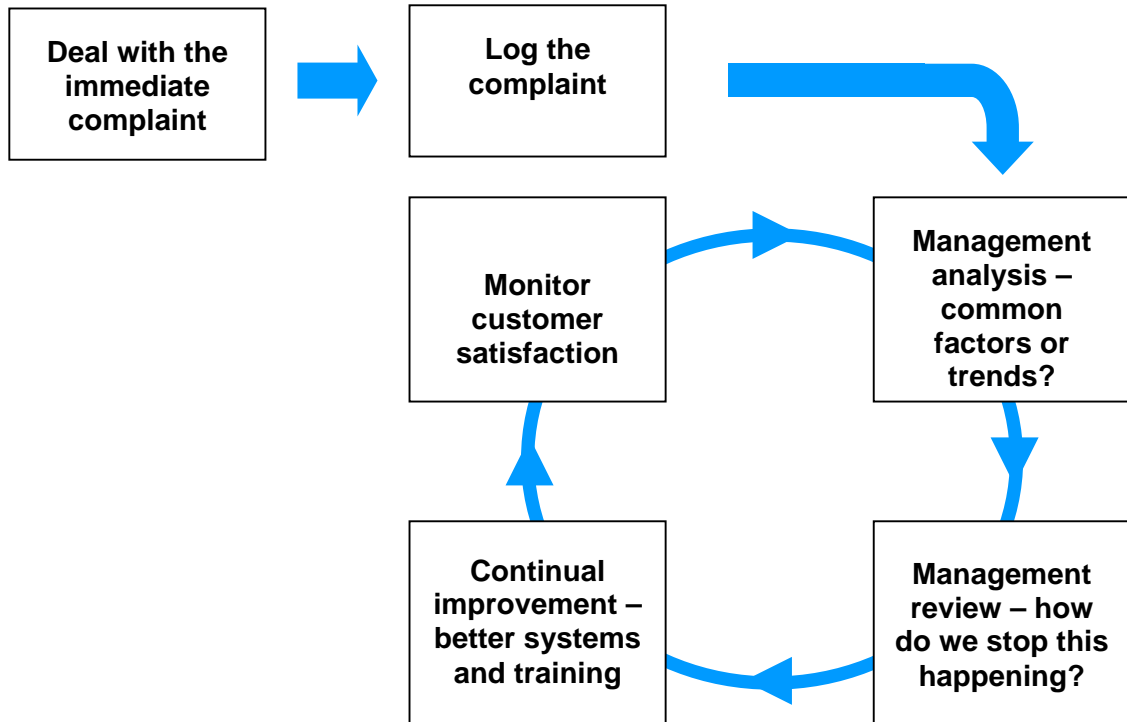
Ask delegates for their thoughts on what they should do AFTER dealing with a complaint.

Show the slide on the next page, and discuss the following logical process for managing complaints:

Show the slide to highlight the need for customer-orientated processes.



15 – Managing complaints – for continual improvement



AC5 – HOW YOU CAN CONTRIBUTE

In the full group of delegates, ask for their ideas for how they can contribute **PROACTIVELY** to the process, so that continual improvement in customer service can take place.



Dealing with Complaints

Ask them to note how **THEY CAN CONTRIBUTE** to each step – some ideas are given here for the Course Leader only:

Your contribution to:
Dealing
<i>Owning the complaint – resolving it professionally</i>
Logging
<i>Reporting the complaint – what does your dealership use?</i>
Analysis
<i>Talk to your manager – suggest priorities for improvement</i>
Review
<i>Again talk to your manager – suggest robust solutions to stop it happening again</i>
Continual improvement
<i>Contribute to the new systems and training</i>
Monitoring
<i>Highlight any trends that DON'T YET lead to complaints – you are the front-line eyes and ears</i>

3.6 Resolving Complaints

Discuss the other aspect of complaint handling, namely making sure that everyone in the dealership is equipped to deal with them.

Ask delegates about the training or coaching they have received.

Then go through the simple Mazda Complaint Resolution Formula:



16 – Resolving Complaints



This formula has been covered briefly in the basic communication course – explain that you will now cover this in more detail.

Go through each step, getting delegates to give real life examples.

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 the customer has 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.
 - ***We shall look at these later.***
- The effect of an apology is to diffuse the situation and show that we will do everything we can to resolve the problem.

Your Notes



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.

Your Notes

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 stage is very powerful – it can overcome major anger and frustration. It shows that you value them and that they are helping you improve your systems.

Make the link to the earlier process for managing complaints – and the delegates' contribution to making sure that the promise is kept – it WILL NOT happen again.

Your Notes

Spend a few minutes going through what NOT to do when handling complaints.

- ***Do not get defensive – the customer does not want to be complaining and does not enjoy it.***
- ***Don't refuse to take responsibility – do not say "It's not my fault." or "It's nothing to do with me."***
- ***Never say "We're doing our best." – this suggests you lack the ability to correct it.***
- ***Make sure everyone in the dealership is trained to handle complaints – just one bad experience with a poorly-trained employee will reflect on the whole dealership.***

Ask delegates if they have their own rules about what NOT to say to customers.



Refer delegates to their pre-course work on the principal complaints they receive.



AC6 – COMPLAINT HANDLING IN PRACTICE

Split the delegates into groups of 3 or 4 to put together complaint-handling scenarios based on those identified as part of the pre-course work.

Each group has to examine one of these complaints and put together a scripted scenario where one group member will play the customer, the other playing a Mazda person.

After preparing the scenario it will be acted out in full group and discussed.

It is important that the APOLOGISE – EMPATHISE – REASSURE formula is used.

Your Notes

3.7 Customer Conversations

In the end, customers pay our wages. If our customers complain, they are giving us the opportunity to put things right – so they will come back to us.

So all complaints must be handled as being equally important.

- Whatever you think, to the customer the complaint is the most important thing in their life at that moment.
- Customers must be dealt with fairly and with complete objectivity.

Discuss the fact that the complaint is always important to the customer – even if only a minor thing to you.



AC7 – THE CUSTOMER IS THE MOST IMPORTANT PERSON

Split the delegates into groups of 3 or 4 to decide on how they should deal with customers who complain.

How can they make sure the complaint is dealt with seriously?

How can they show that it really matters to the dealership?

- What can you do to make sure that your customer is in no doubt that you are taking their complaint seriously?
- How can you make it clear to the customer that they are the most important person in the world while you are dealing with them?

Your Notes

Building a Good Relationship

Explain that this section builds upon the work already done on the Basic course.

To be able to provide excellent service, we have to establish the right environment, have the right attitude AND build a good relationship with our customer.

This is the state in which people feel comfortable in each other's company.

There are four key ways of building this good relationship:

- Matching
- The right voice
- The right body language
- Respecting their world.

Explain that matching involves mirroring the way the customer says things, and how they say them.

Let's try this out.



AC8 – BUILDING A GOOD RELATIONSHIP

Split the delegates into pairs (with a final group of three where necessary).

Get them to discuss the course so far, in a relaxed way.

After about a minute, tell them to FREEZE in the position and facial expression they were in. Point out the similar body language (such as leaning forward or looking interested) that you will almost certainly find.

Now ask one member of each pair/group of three to break the good relationship deliberately, by making them uncomfortable.

After a further minute, ask the groups to state how that lack of good relationship made them feel.

Finally, discuss the following notes briefly in the whole group:



Matching

- Matching a person's behaviour gets you into a good relationship with them, while mismatching leads to conflict.
- Matching makes the most of the similarities you have with them and plays down the differences.
- Matching language is important – for example, technical words for technical people and non-technical terms for the non-technical.
- If you don't have a good relationship with someone, you won't reach a mutually satisfactory outcome.

The right voice

- Changing the speed and volume of your voice, to match their speed and volume, builds a better relationship with them.
- Harmonising voice tone and tempo brings good results.
- But don't try to mimic them – that leads to conflict.

The right body language

- 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.
- Again, don't come across as a mimic – be subtle.

Respecting their world

- We all have a built-in set of values and beliefs that we hold dear.
- You don't have to hold the same values and beliefs as others, but you must respect the fact that they are important to them.
- Judging, criticising and disagreeing with others can only lead to conflict.

Your Notes

Saying No

Explain that there will always be times when delegates will have to say “No” to customers, even if they are demanding something to resolve their complaint.

Ask them for examples – such as an unreasonable request for corrective work to be done or transport to be provided when clearly none is available.

Sometimes we have to say no to a customer, even if their demand is for us to resolve their complaint. If we think back to the duty of care we owe to them, we **cannot afford** to over-promise and under-deliver.

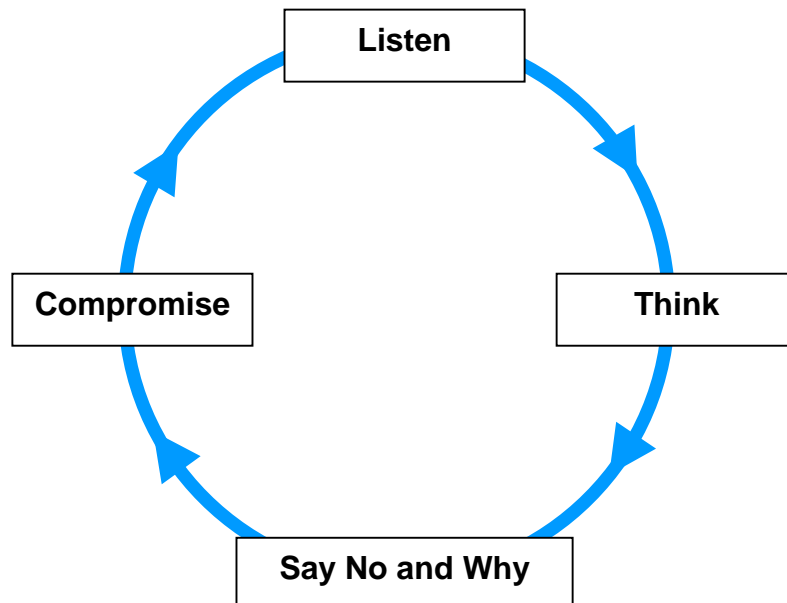
But how do we say no without destroying our good relationship with them?

Go through the following process with delegates.

A practical process for doing this involves a Repeating Loop:



17 – Saying No



- **Listen** carefully to the request
- **Think** carefully before you respond
- **Say No and Why:**
 - **Say no politely** – “I’m afraid we cannot do that Mr.....”
 - **Explain clearly why** you cannot do it – stress the inconvenience to them if you were to over-promise and under-deliver
- **Offer a compromise** – tell them what you can do for them.

Then listen to the customer’s response and keep going round the loop until agreement is reached.

Explain that this process will not always reach a solution that totally satisfies the customer, but the repetition will enable you to sell and resell the best possible solution.

Your Notes



AC9 – SAYING NO

Split the delegates groups of 3 or 4.

Give them 5 minutes to develop a short role-play, where one person is the customer demanding something impossible (such as far too much work to be done in the time available, or a courtesy vehicle where one was not booked), and the other is the Mazda service person. The other members of the group can help these two to develop the role-play.

Then run the role-plays, asking the rest of the delegates to observe and give feedback, in particular how well they used the process loop:

LISTEN – THINK – SAY NO AND WHY – COMPROMISE.

3.8 Complaints into Opportunities

Customers complain because they want something that has gone wrong to be put right.

- They are interested in getting the right result – namely corrective action.
- If they were not interested they would keep silent and leave the dealership.

It follows that customers who complain are actually **giving you a second chance** to get things right.

They want **you** to provide the service they demand – not a competitor.

Discuss this and gain agreement that a complaint is giving the delegates a chance to have further discussions with the customer, and that these discussions can be used to the dealership's advantage.

Ask delegates how they can include giving advice when dealing with a complaint.

Ask how they feel replacement items and additional sales can be made.

3.9 Practical Complaint Handling



AC10 – COMPLAINTS: PUTTING IT INTO PRACTICE

Split the delegates into TWO groups.

Explain to each group that they have to decide on another complaint from the list identified earlier, and prepare a role-play.

The role-play should illustrate each of the following:

- ***Using the APOLOGISE – EMPATHISE – REASSURE process***
- ***Building and maintaining a good relationship***
- ***Saying no, using the LISTEN – THINK – SAY NO AND WHY – COMPROMISE loop***
- ***Finally taking some action to contribute to continual improvement.***

This role-play will be acted out in full group, with all other delegates observing, using the Observer's Sheets overleaf.

When each role-play is over, the delegates should give their feedback.

The role-playing team then has 5 minutes to make some improvements, and run the role-play again.

Then ask for feedback on what has 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)

3.10 Review of the Session

In this session we have examined:

- the expectations of customers, and how complaints arise when we do not meet those expectations
- the legal aspects of those complaints, and how we can avoid any legal problems
- managing complaints – learning from them and making sure they do not happen again
- resolving complaints: the techniques and skills to be used.



AC11 – SESSION REVIEW

Split the delegates into pairs and ask them to think about the three most important learning points from this session.

Ask them to write the points down in the table below and be prepared to present their findings.

If pairs come up with the same points, get them to add to the previous pairs' comments.

Your Notes

End by asking delegates to turn to Session 6 and add any learning points to their learning checklist.

4. Conflict Management



18 – Conflict Management: Objectives

By the end of this session you will have:

- examined the causes of conflict
- discovered your own attitudes to dealing with conflict
- reviewed the skill of assertiveness and its use in handling conflict situations
- discussed problem solving strategies
- examined the causes of stress and how best to deal with them.

4.1 The Causes of Conflict

FIRSTLY:

What is the difference between a complaint and conflict?

- A complaint occurs when someone expresses dissatisfaction with the service you have provided.
It is often given in a calm and civil way that simply expresses the hope that the matter will be corrected.
- Conflict is when an argument escalates into hostility, either verbal or physical.
There is friction and antagonism which cannot be handled so easily.

Why do you think some complaints turn to conflict?

What is it about some situations that makes them escalate into conflict?



***Refer delegates to their pre-course work on conflict situations.
Discuss their thoughts, especially the reasons why it happens.***

Look for examples that highlight the need to deal with complaints quickly and professionally and not let them get worse.

Make sure delegates understand that conflict can be a positive thing, because it leads to change taking place, but is not to be recommended in their dealership.

It demotivates and causes friction between all parties.

4.2 Your Attitude to Conflict

We all have our own ways to deal with any conflict we face, ranging from meeting it head-on to ignoring it and hoping it will go away.

What is your way of handling it?

Complete the following questionnaire.



AC12 – DEALING WITH CONFLICT

Allow 10 minutes to complete the questionnaire and a further 10 minutes to allow delegates to read the descriptions.

At the end ask them for the behaviours they feel they should adopt in the future.

Make sure this is related to real life situations they encounter at work.

Think of conflict situations that you encounter at work.

These will be situations where you find that your wishes differ from those of another person.

How do you usually respond in these situations?

Consider each of the following 30 pairs of statements and select, by circling A or B, the statement which most closely describes your normal behaviour.

In many cases, neither the A nor the B statement may describe your typical behaviour – but select the statement which most closely matches what you would do.

1	A	There are times when I let others take responsibility for solving problems
	B	Rather than negotiate the things on which we disagree, I try to stress the things upon which we agree
2	A	I try to find a compromise solution
	B	I attempt to deal with all my concerns and those of other people
3	A	I am usually firm in pursuing my goals
	B	I might try to soothe the other's feelings and preserve our relationship
4	A	I try to find a compromise solution
	B	I sometimes sacrifice my own wishes for those of other people
5	A	I consistently seek other people's help in working out a solution
	B	I try to do what is necessary to avoid useless tensions

6	A	I try to avoid unpleasantness for myself
	B	I try to win my position
7	A	I try to postpone the issue until I have had time to think it over
	B	I will give up some points in exchange for others
8	A	I am usually firm in pursuing my goals
	B	I attempt to get all concerns and issues immediately into the open
9	A	I feel that differences are not always worth worrying about
	B	I make some effort to get my way
10	A	I am firm in pursuing my goals
	B	I try to find a compromise solution
11	A	I attempt to get all concerns and issues immediately into the open
	B	I might try to soothe the other's feelings and preserve our relationship
12	A	I sometimes avoid taking positions which would create controversy
	B	I will let them have some of their positions if they will let me have some of mine
13	A	I propose a middle ground
	B	I press to get my points made
14	A	I tell the other person my ideas and ask them for theirs
	B	I try to show the other person the logic and benefits of my position
15	A	I try to soothe the other's feelings and preserve our relationship
	B	I try to do what is necessary to avoid tensions
16	A	I try not to hurt the other's feelings
	B	I try to convince the other person of the merits of my position
17	A	I am usually firm in pursuing my goals
	B	I try to do what is necessary to avoid useless tensions
18	A	If it makes the other happy, I might let them maintain their views
	B	I will let them have some of their positions if they will let me have some of mine



Conflict Management

19	A	I attempt to get all concerns and issues immediately into the open
	B	I try to postpone the issue until I have had time to think it over
20	A	I attempt to immediately work through our differences
	B	I try to find a fair combination of gains and losses for both of us
21	A	In approaching negotiations, I try to be considerate of the other person's views
	B	I always lean towards a direct discussion of the problem
22	A	I try to find a position that is intermediate between their views and mine
	B	I am assertive
23	A	I am very often concerned with satisfying all our wishes
	B	There are times when I let others take responsibility for solving the problem
24	A	If the other's position seems very important to them, I would try to meet their wishes
	B	I try to get the other person to settle for a compromise
25	A	I try to show the other person the logic and benefits of my position
	B	In approaching negotiations, I try to be considerate of the other person's views
26	A	I propose a middle ground
	B	I am nearly always concerned with satisfying all our wishes
27	A	I sometimes avoid taking positions which would create controversy
	B	If it makes them happy, I might let them maintain their views
28	A	I am usually firm in pursuing my goals
	B	I usually seek the other person's help in working out a solution
29	A	I propose a middle ground
	B	I feel that differences are not always worth worrying about
30	A	I try not to hurt others' feelings
	B	I always share the problem with the other person so we can work it out

Conflict Management



Now complete the scoring sheet, coming to a total for each column. Circle, below, the letters that you circled for each item on the questionnaire.

	Competing (Forcing)	Collaborating (Problem Solving)	Compromising (Sharing)	Avoiding (Withdrawal)	Accommodating (Smoothing)
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27	A				B
28		B		A	
29			A	B	
30		B			A
TOTAL					



Go through each type briefly, discussing the benefits and drawbacks.

Explain to delegates that the following detail is for reference.

Ask the delegates into which categories they fall – and, if appropriate, how they can move into the Collaborator style.

The Competitor: Assertive / Uncooperative

Winning is everything and nothing is going to stop you.

Useful when:

- you want to force a solution
- you want to assert your authority

It is not the style to use when you wish to work well with other people, as it ignores others' feelings and opinions.

The Compromiser: (Middle of the Road)

Winning something, while losing a little, is OK.

Useful when:

- two opponents with equal powers are strongly committed to mutual goals
- you want to achieve a temporary settlement to a complex issue
- you need to get a problem sorted out quickly.

The Avoider: Unassertive / Uncooperative

"This isn't the right place or time to address this issue."

However, it can be useful when:

- an issue is trivial or when other more important matters have to be dealt with
- the potential damage of confronting the conflict outweighs the benefits of resolving it
- you want time to let people cool down
- others can resolve the problem more effectively than you can.

The Accommodator: Unassertive / Cooperative

The need to put your own opinion across is less important than maintaining a relationship.

Useful when:

- you want to show that you are reasonable
- the issue is more important to some other person than it is to you
- preserving harmony and avoiding disruption are particularly important
- it would help others to develop by learning from their mistakes.

The Collaborator: Assertive / Cooperative

Teamwork and cooperation help everyone achieve their goals – and maintain relationships.

Useful when:

- you need to find a solution when both sets of concern are too important to compromise
- your objective is to learn – understanding the views of others
- you need commitment from everyone
- it would be useful to overcome any hard feelings that have arisen.

Summarise the questionnaire findings by showing the slide – get delegates to mark where they think they are, and whether it matches the results of the questionnaire.



19 – Handling Conflict

ASSERTIVE	COMPETITOR I WIN – YOU LOSE		COLLABORATOR I WIN – YOU WIN
		COMPROMISER YOU BEND – I BEND	
UNASSERTIVE	AVOIDER NO WINNER – NO LOSER		ACCOMMODATOR I LOSE – YOU WIN
	UNCOOPERATIVE		COOPERATIVE

Agree with delegates the meanings of assertiveness and cooperation, and encourage delegates to make notes:



ASSERTIVENESS

- *Assertiveness is expressing our thoughts, feelings, and beliefs in a direct, honest, and appropriate way.*
- *It means that we have respect both for our self and for others. We are consciously working toward a "win-win" solution to problems.*
- *A win-win solution means that we are trying to make sure that both parties end up with their needs met.*
- *Assertiveness is not aggressiveness:*
 - *that would involve expressing our thoughts, feelings and beliefs in a way that is inappropriate and violates the rights of others*
 - *Aggressiveness can be either active or passive (physical or verbal), but no matter which, it communicates an impression of disrespect*
 - *By being aggressive, we put our wants, needs, and rights above those of others*
 - *Where assertiveness tries to find a win-win solution, aggressiveness strives for a win-lose solution*
 - *Aggressiveness says 'I'll be the winner; you'll be the loser.'*

COOPERATION

The act of working together to reach a solution suitable for us both:

- Give and take
- Teamwork.

Conclude this part of the course by discussing the need for assertive and cooperative behaviour in their job.

Ask them for examples of when it would be of value to them in their daily working life, such as when dealing with other dealership staff.

Your Notes

4.3 Problem Solving

Annoyed customers present you with problems – and they need to be solved.

In addition, problems may arise that you need to tell the customer about – such as a delay, or extra work that will take more time to complete.

In either case, the customer wants solutions, not problems.

Ask the delegates to come up with a list of the five main problems that annoyed customers bring to them, or that annoy customers when they are told about them..

Put them up on a flipchart – they will be used in the next activity.

Discuss the need for them to take personal responsibility for dealing with annoyed customers – and finding the right solutions for them.

Recommend that they try not to involve anyone else unless absolutely necessary – if they have to, make sure the other person has the full story so the customer doesn't have to repeat themselves.

Then discuss a simple 4-step strategy for solving problems:



20 – Problem Solving

1. **Understand the problem**
 - What are you trying to do?
 - What are the unknowns?
 - What information is available, missing or irrelevant?

2. **Devise a Plan**
 - Look for a pattern.
 - Can we use a technique we used elsewhere?
 - Devise and assess the plan, and decide if it will work.

3. **Carry out the Plan**
 - Communicate the plan and get agreement for it
 - Implement the plan, and perform any necessary actions.
 - Check each step of the plan as you proceed.
 - Keep an accurate record of your work.

4. **Look Back**
 - Check the results.
 - Does your answer make sense? Is it reasonable?
 - Could we have used a better method?



AC13 – PROBLEM SOLVING

Split the delegates into 2 groups and allocate to each group one of the problems identified in the discussion at the start of this section.

The groups study their problem and, using the 4-step approach, analyse and plan for it.

The delegates swap their analyses and plans with the other group.

The groups then examine the analyses and plans they have been given, and study them. They have to plan a role-play in which they communicate the problem, analysis and plan to the other group, i.e. the group that designed it in the first place.

These role-plays are carried out in full group.

Finally, the group as a whole discusses the possible results of the plan being implemented, and examine likely outcomes – good and bad.

They discuss if the plan would work and any alternatives there may have been.

The activity ends with delegates discussing the learning points.

Your Notes

4.4 Dealing with Stress

We all feel stress at times - over one third of all absences in the workplace are attributed to stress related illnesses.

- While some stress is unavoidable, some can be avoided.
- Low level stress can be good and help you improve your performance.

Try this stress-relieving exercise with the delegates.



AC14 – STRESS RELIEF

- ***Ask the group to split into pairs.***
- ***Ask them to stand and find a space each and to decide who will be 'A' and who will be 'B'.***
- ***Ask the 'A' people to lift up their right arms, straight and in front of them, then to swing them as far behind them as possible.***
- ***Their partner (B) stands and marks the spot where the arm reached.***
- ***Then, in full group, and with the group staying in the same place, carry out a breathing exercise.***
- ***Direct them to take 3 deep breaths – each breath being in through the nose and out through the mouth. Ask them to imagine they are breathing from deep down in their abdomen.***
- ***The 'A' group then repeats the arm-swinging exercise again. They should be able to stretch further.***
- ***Carry out the activity again with the B group swinging their arms.***

Make the point that if we all take a few minutes out of each working day to breath deeply, we will find we are more relaxed.

What causes stress?

Stress comes from both the inside and the outside.

- Outside stress reflects the pressure you are under from your job, family, financial commitments and so on.
- Inside stress reflects your reaction to these and comes from your feelings, beliefs and attitudes.

Ask the delegates what stresses them, and why.

Some examples:

OUTSIDE SOURCES	INSIDE SOURCES
Debts	Wanting to succeed
Accidents	Wanting to be liked
Arguments	Wanting to make others happy
Divorce	Feeling worried
Illness	Feeling jealous
Moving home	Feeling frustrated
Redundancy	Low self-esteem
New job	Feeling unfulfilled
Deaths	Anxiety
Marriage	Panic
Too much work – not enough time	Feeling incompetent

What are the symptoms?

Some examples:



21 – The Symptoms of Stress

- Headaches
- Muscular tension
- High blood pressure
- Ulcers
- Skin disorders
- Difficulty sleeping
- Anxiety and depression.

Discuss the signs the delegates feel they show when they are stressed.

The impact at work

Discuss what the impacts might be.

<i>Your Notes</i>	
<i>Poor morale</i>	<i>Absenteeism</i>
<i>Loss of confidence</i>	<i>Poor performance</i>
<i>Poor service</i>	

Getting stress under control

When we are faced with a stressful situation we often don't know what we can do.

We worry and become more stressed.

Try this four-step approach:



22 – Getting Stress under Control

- Be aware of what stresses you – and how you react to it
- Recognise what you can change
- Learn to moderate your emotional and physical responses
- Build your physical reserves, and maintain your emotional reserves.

Go through each suggestion, asking delegates to consider how it will help them. Some ideas are given in bold and italic below.

Be aware of what stresses you - and how you reaction to them

Notice your distress. Don't ignore it. Don't gloss over your problems.

How does your body respond to the stress?

Do you become nervous or physically upset? If so, in what specific ways?

Recognise what you can change

Can you change your stressors by avoiding or eliminating them completely?

Can you reduce their intensity?

Can you shorten your exposure to stress (take a break, leave the premises)?

Learn to moderate your emotional and physical responses

Are you taking a difficult situation and making it a disaster?

Are you expecting to please everyone?

Are you overreacting and viewing things as absolutely critical and urgent?

Work at adopting more moderate views; try to see the stress as something you can cope with rather than something that overpowers you.

Try to put the situation in perspective.

Slow, deep breathing will bring your heart rate and respiration back to normal.

Build your physical reserves and maintain your emotional reserves

Exercise, and maintain your ideal weight.

Avoid nicotine, excessive caffeine, and other stimulants.

Mix leisure with work. Take breaks and get away when you can.

Get enough sleep.

Develop supportive friendships and relationships.

Expect some frustrations, failures, and sorrows.

Always be kind and gentle with yourself – be a friend to yourself.

End this section of the course on stress by getting the delegates, in full group, to discuss the main stress points in their working lives – and decide on the answers.

Your Notes

4.5 Review of the Session

In this session we have examined the best ways to deal with conflict and stress; the techniques and skills to be used.



AC15 – SESSION REVIEW

Split the delegates into pairs and ask them to think about the three most important learning points from this session.

Ask them to write the points down in the table below and be prepared to present their findings.

If pairs come up with the same points, get them to add to the previous pairs' comments.

Your Notes

End by asking delegates to turn to Session 6 and add any learning points to their learning checklist.

5. Practical Skills

This session is devoted to allowing delegates to review the learning so far and to practise the skills from each of the sessions.

Split the delegates into two groups, with one group examining the learning on complaints and the other looking at conflict and stress.



AC16 – PRACTICAL LEARNING

Allow a few minutes before the activity starts to brainstorm the situations and then allocate different ones to each group – a minimum of six are needed, three on complaints and three on conflict and stress.

These situations are of their own choosing and should be the most common they have to handle.

This activity is in two parts:

Part One: *Each group examines the learning and prepares a presentation, lasting no more than 15 minute, on how the skills will be applied in three of the real-life situations.*

Allow 60 minutes for Part One: 20 minutes preparation, 30 minutes for the presentations and 10 minutes debrief.

Part Two: *In the same groups delegates have to demonstrate to the other group what the learning will look like in real life situations. This is carried out by using role-plays.*

Each group has to prepare one detailed role-play (lasting a maximum of 15 minutes) during which the main learning points from their presentation are brought out.

Allow 60 minutes for Part Two: 20 minutes preparation, 30 minutes for the role plays and 10 minutes debrief.



6. Learning Check

Now we shall:

- review the two day's 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 % of customers, according to recent surveys, stated they were dissatisfied with dealership employee competence?

86%

2. What is the top step of the Customer Ladder that you try to help all your customers to reach?

Loyal Advocate

3. In surveys, customers stated that quality and price were less important than what?

Treatment and convenience

4. If a complaint is badly handled, what might the result be?

Anger and conflict

5. List three reasons why customers complain.

Can be anything, but the biggest are: getting a service different to that expected (lack of truth); poor advice; poor quality (workmanship or customer service).

6. What is the final stage in a typical customer process?

No. 13 Customer follow-up

7. What consequences could there be if the customer is told the cause of a reported problem before the vehicle has been properly inspected by a qualified person?

The customer could at the very least refuse to pay for the work done

8. What should you do if you are unsure on the legal requirements for a vehicle (such as tyre wear)?

If it is not clear from approved checklists, ask your manager

9. Sorting out a customer complaint is necessary, but is not the final thing we should be doing. What else should we do?

Manage it and learn from the experience

10. What is the Mazda Complaint Resolution Formula?

Apologise – Empathise – Reassure

11. There are four ways to build a good relationship. Name two.

From; matching, right voice, right body language and respecting their world

12. Complaints can become opportunities. How?

By giving you a second chance to get things right and show the quality of your service

13. Why do complaints sometimes turn into conflict?

If poor service is given to the customer a second time and they continue to be dissatisfied

14. Why is the collaborator mode the best attitude when in conflict?

Because it aims for both parties to be satisfied with the result – win/win

15. Name the four steps to problem solving.

Understand – devise – carry out – look back

16. Stress comes from both external and internal influences. What are the internal stress influencers?

Your own feeling, beliefs and attitudes – having low self-esteem, panic, being worried and so on

17. What can be one impact at work if you are stressed?

From: poor morale – loss of confidence – poor service – absenteeism – poor performance

18. Why is it so important that Mazda dealerships become known for their high quality of service, and places where you can be assured of excellent workmanship?

Answers may vary but the main points need to be related to retaining business, gaining new business and running a profitable business.



6.3 Commitment Plan

Think back to the learning from the last two days (use the learning check completed at the end of each session to help you) 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.



Notes: