



• LEADER GUIDE •

# FEELINGS

RETAIL • SERVICE

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# INTRODUCTION

Congratulations! You're a FEELINGS Group Leader. Now, honestly, you may be thinking, "Why me? Don't I already have enough to do?" That may be true, but there may be nothing quite as important as this.

You've been selected to help yourself and those around you succeed at work and life, and help your organization as well.

If you've never done this before, you're probably a bit nervous. That's natural. There's a good amount of material. It's natural to feel some stage fright. (Generally, most of us feel a bit insecure speaking to other adults.)

Relax! The material is well organized. The participants know less about it than you do so no one is going to question your knowledge. Besides, the participants do much of the work themselves. Finally, simply leading this session will help you overcome that stage fright. When you properly prepare for your role as Group Leader, you'll find people praising how well you've performed.

So relax. This is easy, and it's well worth it to you, the organization as a whole, and especially the customers.

FEELINGS Retail/Service, a system designed around making employees feel better about their work and their lives, is a structured approach to dramatically improving customer care by increasing personal communication skills.

FEELINGS will have a powerful impact on employee performance and the level of customer care your organization provides. Support and committed participation from you and your co-workers is essential. This Leader's Guide is designed to provide the tools you need to generate that support.

## FEELINGS PROGRAM OBJECTIVES

The goals of the FEELINGS program are:

- To increase the self-worth and self-image of every employee in your organization through mastery and daily practice of the FEELINGS communication skills and techniques;

### **And**

- To increase your organization's profitability by concentrating on customer care, the key to continued success for any company in any industry.

To achieve these objectives on and off the job, training should be conducted in a systematic, organized manner. At the same time, FEELINGS sessions should be relaxed and informal, for you as well as for the participants. The program is designed for training between eight and 15 participants and each session should be roughly two and a half or three hours long (three or four hours in developing countries).

If at all possible, an executive, manager, or supervisor should lead the FEELINGS training sessions. Employees find that their relations with the Group Leader will be improved by the frank, open approach of the FEELINGS program. They'll appreciate the interest and enthusiasm you bring to the discussions, and they'll translate your interest and enthusiasm into very personal terms. By giving the tangible evidence of your personal interest in helping your co-workers improve themselves, you're showing that you really care about them as people and value their superior skills.

Because FEELINGS training will help all employees, we recommend that everyone be invited to participate — including new and experienced personnel. Plan to take at least two to three hours (three or four hours in developing countries) for each group session to give participants the discussion time they'll want and need to explore FEELINGS. There's enough material in each group session to give you and your co-workers plenty of stimulation for constructive group discussion. The more everyone participates in the discussions, the better everyone will understand, remember, and apply FEELINGS.

## Program Components

The FEELINGS program has three components:

- 1) Three DVDs (totaling approximately 70 minutes for the entire program)
- 2) A Leader's Guide
- 3) The FEELINGS Participant Package (Participant Book, Technique Card, Certificate of Accomplishment, Performance Standards)

## Video

The video corresponds to the program by section: For instance, Session 1: Section 1 on the video corresponds to Session 1: Section 1 in the Leader's Guide.

At the end of each video segment, the Group Leader is directed to turn off the video and turn to the next exercise or activity.

The video, shot on location at various businesses, features realistic, everyday scenes of employee situations and interactions.

## Leader's Guide

The Leader's Guide is divided into 11 parts: the Leader's Introduction and 10 training sections.

The introduction provides you with the information you need to get the program up and running effectively.

### The Leader's Guide includes:

- A complete transcript of the video
- All assignments, exercises, and in-class activities
- Suggested leader text or key points for the leader to cover
- Sample or likely participant responses to questions and activities
- Implementation suggestions and training hints

For each exercise, the leader is provided with suggested text or key points, the actual text of the exercise questions as printed in the Participant Book, additional follow-up questions, a place for recording sample participant responses to questions, and implementation suggestions.

### Types of Questions and Assignments

Throughout FEELINGS, the following method is used to distinguish the kinds of questions the leader will ask participants.

Questions in the form Participant Book Question # correspond to the questions written out within numbered exercises in the Participant Book.

Questions in the form Discussion Question refer to questions that are not written out within numbered exercises in the Participant Book and may include follow-up questions and introductory questions. Participants will not have these questions in their books.

The Participant Book contains Exercises at the end of several of the reading sections. Participants are asked to complete these assignments as part of the work between sessions.

When going over numbered exercises, the Group Leader is encouraged to refer participants to specific Participant Book questions by question number.

## Participant Book

The Participant Book is the activity guide and resource for each participant who goes through the program. It includes more than 125 pages of techniques, strategies, exercises, activities, and assessments. Like the Leader's Guide, the Participant Book is divided into sections. Each section includes introductory and resource information to supplement and expand on material presented in the video segments. Also included are all program exercises and suggested assignments, optional exercises, skill practice, etc.

## TAKE ADVANTAGE OF THE PARTICIPANT BOOK

The Participant Book material is rich in examples, illustrations, and strategies that support and expand upon the video segments and exercises.

The Participant Book material is rich in examples, illustrations, and strategies that support and expand upon the video segments and exercises in each section. As a Group Leader, you can take advantage of this material when introducing new topics or when providing answers to participant questions. The Participant Book is often referred to throughout the program. Participants can read the book at home at their own pace and highlight key ideas for discussion. Make notes throughout the Leader's Guide that reference the Participant Book, then refer participants to the Participant Book when you think important ideas or communication principles can support their learning. The participants will be asked to complete all of the exercises and assignments throughout the Participant Book; the necessary page numbers for each activity are included in the Leader's Guide for easy navigation.

The Participant Book serves as an ongoing reference and resource long after the training is over. By referring participants to specific pages in the book, you create awareness of the wealth of information it contains. Participants are urged to take advantage of the interactive benefits of the program by writing in their books and using them fully. Participants are likely to refer back to the step-by-step tips and techniques when needed.

## THE FEELINGS PARTICIPANT BOOK — KEY ELEMENT OF THE PROGRAM

The Participant Book is designed to explore in much greater detail the points covered in the videos and in the group discussions. It is an important part of the FEELINGS program. In some cases, participants will respond far better to the written word than they will to either the videos or the group sessions.

As a Group Leader, you must emphasize the importance of the FEELINGS Participant Book to participants. There is no way to force participants to read the chapters or to complete the exercises, but take every opportunity to encourage them to do so.

- Read the participant book yourself to thoroughly understand the content. It will give you ideas to propel the discussions.
- In your group sessions make sure each participant has their own copy of the Participant Book and that they write their name on Page 1 and complete all the included exercises.
- Assign Chapters 1 – 6 of the FEELINGS Participant Book at the conclusion of Session 1. Assign the first Session Review at the end of Chapter 6. Ask participants to complete the review questionnaire and hand it in to you at the start of Session 2.
- Review the participants' understanding of the first six chapters of the FEELINGS Participant Book at the start of Session 2. Encourage discussion of the questions.

- Assign Chapters 7 – 12 of the participant book at the conclusion of Session 2. Assign the second Session Review at the end of Chapter 12. Again, ask participants to complete the review questionnaire and turn it in at the start of Session 3.
- Review and discuss the second Session Review at the beginning of Session 3 to gauge each participant's understanding of FEELINGS.
- Assign Chapters 2, 6, 11, and the Follow-up Review Questionnaire one week before the 30- or 60-day Follow-up Session is scheduled.
- Review and discuss the Follow-up Review Questionnaire during the Follow-up Session.

All of the print and video materials in FEELINGS are copyrighted and may not be reproduced in any form. The Participant Book represents a license for one employee to experience the FEELINGS training program.

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AND VIDEO  
MATERIALS IN  
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AND MAY NOT BE  
REPRODUCED IN  
ANY FORM.**

## LEADER'S GUIDE AT A GLANCE

The following section provides sample formats of the main components of the Leader's Guide.

### ADJACENT EXAMPLE BOX 1

The full transcripts of the videos are included in the Leader's Guide.

**VIDEO INTRODUCTION:** Now keep your responses to the previous exercise in mind, and let's go back to the video and watch the same scene, but with the salesperson providing the level of care the customer needs and expects.

#### *VIDEO SCRIPT OF SESSION 1: SECTION 3*

Running Time: 2 minutes 20 seconds:

**NARRATOR:** Did you think the sales clerk at the electronics store should have handled the situation differently? Cleaning the televisions was important, but the sales clerk was so preoccupied with the mechanics of the job that he forgot or ignored his primary responsibility: providing quality customer care.

The customer probably left the store harboring negative feelings about her experience. Remember, dissatisfied customers communicate negative impressions more than a dozen times.

Let's go back to the electronics store and see how empowered decision making and quality customer care can change the outcome.

**Customer:** Excuse me; I'm in a hurry and I have a few questions.

**Sales Clerk:** Oh sure I'm sorry, I didn't hear you walk in. What can I help you with today?

### ADJACENT EXAMPLE BOX 2

Suggestions for Leader's Text are printed inside shaded boxes.

**LEADER TEXT:** Welcome to Session 1 of the FEELINGS Retail/Service training program. For those of you who don't know me, my name is (YOUR NAME), and I'll be acting as Group Leader during this training session. As Group Leader, I'll be providing some framework for our discussions, but each of you will be helping one another as we go along.

Now that you know me, I'm going to have each of you introduce yourselves, but a little differently. You each have a piece of paper in front of you and some markers on your table. I want you to use the top two thirds of the page to draw a big circle. Leave some white space at the bottom for writing.

Wait for the participants to draw their circles.

Okay, everybody finished? Now, look at that circle you just drew. That is your head. Take a couple more minutes to add a face and hair and anything else that makes that head yours and then write your name just below, but leave a little bit more space. Kind of like this...

## EXERCISE 15:

FORMAT:

Large Group

EQUIPMENT NEEDED:

None

**Purpose of Exercise 15:** Helps participants recognize ways to keep their promises and over-deliver on projects or tasks.

**Participant Book Question 1:** What caused the performance breakdown between the two employees?

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The key problem was that a promise was made. The employee probably intended to help, and his co-worker was relying on him regardless of his intentions. Make participants think about the types of promises they make on a daily basis as part of their jobs. How often do they deliver on those promises? What are the consequences when they forget or refuse to keep a promise?

**Participant Book Question 2:** How do you react when people break their promises to you?

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Again, most reactions should be negative. This is also how customers and their co-workers feel when the participants break their promises.

**Participant Book Question 3:** Do you think people tend to promise too much? Why or why not?

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Often the person making the promise doesn't understand what it takes to fulfill the promise, or they only make the promise in the first place "to be nice." In either case, the person making the promise usually doesn't stop to think about the consequences of not keeping the promise. Impress upon participants that it's not just about work going undone. A broken promise affects their relationships with customers and co-workers. It negatively impacts the working environment, and it can have an effect on their performance.

ADJACENT  
EXAMPLE BOX 3  
All exercises from the Participant Book are included in the Leader's Guide.

ADJACENT  
EXAMPLE BOX 3  
Hints and notes for facilitators accompany the exercises.

ADJACENT  
EXAMPLE BOX 3  
Directions and specific questions for each exercise are enclosed in shaded boxes. Questions labeled "Participant Book," as in "Participant Book Question 1," correspond directly with the same numbered question in the Participant Book.

ADJACENT  
EXAMPLE BOX 3  
Questions are followed by sample participant responses in parentheses and by one or more blank lines for the facilitator to add additional sample responses or notes.

## FEELINGS Sessions at a Glance

The tables on Pages 22 provide a quick-glance reference, by Session and Section:

Session Section	Leader's Guide Pages	Video No.	Video Running Time	Exercise	Participant Book Page
1.1	33 - 40	1.1	4min 27sec	1	93
1.2	41 - 44	1.2	2min 50sec	2	94
1.3	45 - 48	1.3	2min 20sec	3	95
1.4	49 -52	1.4	1min 48sec	4	96 - 97
1.5	53 -56	1.5	55sec	5 6	98 - 99
1.6	57 - 64	1.6	7min 54sec	7 8 9	100 - 102
1.7	65 - 66	1.7	52sec		
<b>2</b>		<b>2</b>		Review Questionnaire	49 - 50
2.1	71 - 79	2.1	5min 1sec	10 11	103 - 105
2.2	80 - 84	2.2	4min 52sec	12	106
2.3	85 - 88	2.3	3min 43sec	13	107
2.4	89 - 92	2.4	3min 14sec	14	108
2.5	93 - 96	2.5	42sec		
<b>3</b>		<b>3</b>		Review Questionnaire	89 - 90
3.1	101 - 105	3.1	4min 5sec	15	109
3.2	106 - 115	3.2	5min 15sec	16 17 18 19	110 - 113
3.3	116 - 121	3.3	2min 52sec	20 21	114 - 115
3.4	122 - 130	3.4	5min 14sec	22 23  Role-Play Exercise (optional)	116 - 118
3 - 5	131 - 134	3.5	1min 30sec	Critique Form	121 - 122
<b>Follow-up</b>	135 - 139			Follow-up Exercise	123 - 124

# FEELINGS SESSIONS OUTLINE

## What you'll accomplish in conducting the FEELINGS sessions:

### SESSION 1

- Identify why customers decide to patronize a given organization.
- View video dramatizations to illustrate the significance of good service.
- View dramatizations to help analyze performance with customers and co-workers.
- Understand how customers and co-workers perceive our attitudes.
- Conduct an inventory of customer attitudes and practices from the participants' perspective.
- Develop familiarity with Caring and Uncaring Communication in customer interactions.
- Examine our daily need for Caring Communication.

### SESSION 2

- Test participants' grasp of Caring and Uncaring Communication.
- Understand other forms of Uncaring Communication: Zero Communication, Plastic Communication, Crooked Communication, and Hostile Communication.
- Identify the consequences of using Uncaring Communication in dealing with customers.
- Understand the importance of good self-care as a requirement of providing quality customer care.
- Practice making customers feel important — because they really are.
- Learn the how-to approach to utilizing Caring Communication with customers.
- Practice telephone techniques.
- Master the art of attentive listening.
- Learn how to ask good questions.

### SESSION 3

- Understand the significance of individual performance to our personal success and the success of the organization as a whole.

## Section 2.3:

### *VIDEO SCRIPT OF SESSSION TWO: SECTION 3*

Running Time: 3 minutes 43 seconds:

**NARRATOR:** Take a look at another example. Try to figure out why Corrupting Comments flourish in this situation.

**Mark:** Yes? Hello?

**Mr. Daley:** Yes, finally. I've been holding here for five minutes. I just needed to make an appointment to get someone out here to take a look at my fridge.

**Mark:** What kind of fridge is it?

**Mr. Daley:** It's a Spectra Model TZ, and it's only five years old.

**Mark:** I don't know if we service that kind of appliance.

**Mr. Daley:** What do you mean you don't know?

**Mark:** Hold on a minute. I'll go ask someone else if they know.

**Mr. Daley:** No, wait...

**NARRATOR:** If you were going to provide quality care to a customer with a similar attitude, what would you say? Consider this.

**Mark:** Thank you for calling Empire Appliance Service and Repair. This is Mark. How can I help you?

**Mr. Daley:** Yes, finally. I've been holding here for five minutes. I just needed to make an appointment to get someone out here to take a look at my fridge.

**Mark:** Sir, I do apologize for the wait. The type of the service we provide occasionally leads to complex and extended phone conversations. I can assure you that I will give you as much of my attention as I gave to the previous caller. Now if you would be so kind as to giving me your name, address and the model of refrigerator we can get started.

**NARRATOR:** The employee immediately identified himself and offered to help. He then apologized for the delay and explained why it occurred. Keep these two types of Caring Communication in mind when you are faced with a difficult situation.

Apologizing for the wait and explaining why it occurred provide quality customer service, both on and off the telephone.

Now consider the tone of voice.

**Mark:** Thank you for calling Empire Appliance Service and Repair. This is Mark. How can I help you?

**NARRATOR:** Notice that Mark smiled. Even though callers can't see a smile, it produces a more pleasant tone of voice when you speak. Nearly 40 percent of all communication content comes from tone of voice. On the phone, tone of voice accounts for 55 percent of all communication.

Here are few more tips for talking on the phone with customers:

**Number one:** Listen to what's being said. You should always listen attentively when providing quality customer care, but it's even more important when talking on the phone. If a caller thinks you aren't listening or don't care about what they're saying, they will think you don't value their business.

**Number two:** Get the caller's name right off the bat, and use it often. People like to hear their own names.

**Number three:** Take messages accurately, and be sure to deliver them.

**Number four:** Try not to put people on hold. If you absolutely have to, warn them first and tell them that you need more time to get the information they need. Then quickly get the information, and return to the line as soon as possible.

**Finally, Number five:** Don't ignore what's happening right in front of you just to answer the phone. Most people scramble to pick up the phone as soon as it rings, even when talking with someone face-to-face. This can make the person standing in front of you feel less important. Understanding when to finish a conversation or politely cut one short is the difference between providing quality and poor customer care.

Your FEELINGS Participant Book provides you with several other useful telephone techniques.

Please stop the program and turn to Exercise No. 13 in your FEELINGS Participant Book.

***END OF VIDEO SCRIPT SESSION 2: SECTION 3***

Telephones can present a challenge for all of us sometimes. In today's business world, many of us spend a majority of our day on the telephone and often only interact with some customers and colleagues over the phone without ever meeting them face-to-face. That's why paying attention to your telephone communication skills is essential. Often, your voice is all you have to create a positive first impression and maintain a caring relationship.

Some people in this group spend more time than others on the phone. What do you feel is the most important aspect of dealing with customers over the phone?

Allow participants to explain their own techniques. If no one does regular telephone answering work, have participants explain what they expect, or would like to have happen, when they call a business.

How about the last point raised in the video. How do you deal with a phone call that interrupts a face-to-face conversation you're having?

Answers may vary:

- Answer the phone, but say to the caller: "I'm sorry. Can you hold on just a moment?"
- "I'm with someone else at the moment. May I take your name and number, and return your call as soon as possible?"
- Say to the person with you: "I'm sorry, let me answer this call. If you'd like to have a seat, I'll be with you in a second."
- Answer the phone and say, "I'll answer your question in just a second. Please hold."

What do you think has a more detrimental effect? Interrupting a face-to-face conversation or putting someone on hold?

Encourage a freewheeling discussion. Generally, people speaking to someone face-to-face will wait if they have a clear understanding of why they're waiting.

Please turn to Exercise 13, and you'll see a list of ways to use Caring Communication when talking on the phone.

# EXERCISE 13:

**FORMAT:**

Large Group

**EQUIPMENT NEEDED:**

None

**Exercise 13 is found on Page 107 in the Participant Book.**

**Purpose of Exercise 13:** Provides a reference to participants for how to utilize Caring Communication techniques when talking to someone on the phone.

**Participant Book Question 1:** What are some examples of positive ways to interact with customers on the telephone?

Here are some points to remember when speaking on the telephone:

- **Speak with a warm, friendly tone.** Let your tone of voice tell others that you sincerely want to help them. Your tone of voice serves as your handshake over the phone.
- **Use courteous expressions** such as, “Thank you for calling,” and “We appreciate your business.”
- **Maintain a clear, concentrated efficiency** with a personal touch. Take messages and deliver them quickly. Find out the best time to return a call to reduce the amount “phone tag.” Keep things moving, while sincerely conveying your interest in the conversation.
- **Respond frequently.** Let the caller know the organization, department, and the person they have called. Tell them your name to personalize their service.
- **Smile!** Even though customers can’t see your smile over the phone, it changes the way you speak.

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## END OF EXERCISE 13

**LEADER NOTE:** To begin the next section, go directly to the video introduction on Page 89 of the Leader’s Guide.

## Notes and Ideas for Section 2.3

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