# ****Example Customer Service Training Session Plan****

**Session Plans**

The day of training has been divided into four sessions. There is a session plan for each session:

1. Who is a customer and how do we deal with them?

2. Communicating with customers.

3. Delivering a service.

4. When things go wrong.

Remember that Session Plans are for the benefit of the facilitator and not the participants. Don’t hand these out to participants. Use them to plan and deliver each of the training sessions.

**The session plans detail:**

• The topic

• Learning outcomes

• Structure and content of the session

• Timing

• Teaching methods

• How you will assess participants understanding for the topic

• Teaching resources you will require

See templates below.

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| **Session 1: Who is a Customer and How do we Deal with Them?** | | | | |
| Title of Training Program | **Customer Service Training for Court Staff** | | | |
| Topic | Who is a customer and how do we deal with them? | | | |
| Learning outcomes | Participants will be reasonably able to:   * Explain the difference between a client and a customer * Define customer service * Describe a service delivery charter * Create a service deliver charter * Explain the procedural and personal dimensions of customer service * Describe and explain the RATER customer service model * Distinguish internal and external customers * Define customer expectations | | | |
| Trainer : |  | | | |
| Time – 90 Minutes **9 - 10.30 am** | Content | | | |
| **Start**  10 mins | INTRODUCTION (GLOSSS) **G**et attention:  **L**ink to learner’s previous interest/experience:   * We all work in a customer service role in our court * It is important that we carry out our role as efficiently as possible. This will give us job satisfaction but will mean the public will have more confident in our court system and its capacity to assist them to protect their legal rights     **Outcomes**: Review the Learning Outcomes that are stated above.  **Structure** of the session: This session will be divided into four topics:   * Explanation of the difference between a client and a customer, including a definition of ‘customer service’. * Service Delivery Charters and the difference between the procedural and personal dimensions of customer service. * The RATER Model of customer service. * Difference between internal and external customers and the concept of customer expectations.   **Safety** and housekeeping: Describe any particular housekeeping and safety issues for your location.  **Stimulate** motivation – Doing our job better will mean that we provide a better service to court users | | | |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Difference between a client and a customer  Defining ‘customer service’ | Presentation  Brainstorm  Group Discussion | Question participants | PowerPoint  Whiteboard |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Service delivery charter  Procedural and personal dimensions of customer service | Presentation  Group Activity  Presentation | Group activity participants complete  Court Service Delivery Charter | PowerPoint  Butcher’s paper and pens |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| The RATER model of customer service | Presentation | Quiz | PowerPoint |
| 10 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Difference between internal and external customers  Customer Expectations | Brainstorm  Presentation | Question participants | Whiteboard |
| 10 mins  **End 10.30 am** | Conclusion (COFF) **O**utcomes & summary: review learning outcomes above.  **F**eedback: get feedback from participants on this session.  **F**uture: next session we will cover communicating with customers. How do we effectively communicate with our clients? What works and what does not. | | | |

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| **Session 2: Communicating with Customers** | | | | |
| Title of Training Program | **Customer Service Training for Court Staff** | | | |
| Topic | **Communicating with Customers** | | | |
| Learning outcomes | Participants will be reasonably able to:   * Explain the importance of listening and question skills in communicating effectively * Describe how false impressions may be created * List effective communications skills * Describe negative communication practices * Explain the concept of ‘message impact’ * Explain the importance of non-verbal communication i.e. body language * Identify non-assertive, assertive and aggressive body language | | | |
| Trainer : |  | | | |
| **Time – 90 Minutes**  **11 - 12.30 pm** | **Content** | | | |
| **Start**  10 mins | **INTRODUCTION (GLOSSS)**  **G**et attention:  **L**ink to learner’s previous interest/experience:   * In the previous session we identified who a customer is. * Communicating with customers is very important. This is a major part of our role. Acquiring skills regarding how to communicate with customers will result in a better service to customers.     **Outcomes**: Review the Learning Outcomes that are stated above.  **Structure** of the session: This session is divided into the following topics:  **Safety** and housekeeping: Describe any particular housekeeping and safety issues for your location.  **Stimulate** motivation – Doing our job better will mean that we provide a better service to court users | | | |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Effective Communication Techniques    Questioning Skills | Presentation  Brainstorm  Group Discussion  Video | Question participants | PowerPoint  Whiteboard  PowerPoint |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Communication negatives | Presentation  Group Activity  Presentation | Group activity participants complete | PowerPoint  Butcher’s paper and pens |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Body language | Presentation | Quiz | PowerPoint |
| 10 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Message Impact | Brainstorm  Video | Question participants | Whiteboard  PowerPoint |
| 10 mins  **End 12.30 pm** | **Conclusion (COFF)**  **O**utcomes & summary: review learning outcomes above.  **F**eedback: get feedback from participants on this session.  **F**uture: next session we will cover delivering a service to customers and the three C’s of customer service. Enjoy your lunch. | | | |

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| **Session 3: Delivering a Service** | | | | |
| Title of Training Program | **Customer Service Training for Court Staff** | | | |
| Topic | Delivering a service | | | |
| Learning outcomes | Participants will be reasonably able to:   * Explain what is meant by ‘delivering a service’ * Describe the three C’s of customer service * List the characteristics of quality customer service * Explain the concepts of customer satisfaction and loyalty * Identify characteristics of customers who are satisfied and those that are not | | | |
| Trainer : |  | | | |
| **Time – 90 Minutes**  **1.30 – 3 pm** | **Content** | | | |
| **Start**  10 mins | **INTRODUCTION (GLOSSS)**  **G**et attention:  **L**ink to learner’s previous interest/experience:   * We have spent the last two sessions considering who are customers are and how we should deal with them. We need to focus in this session on delivering a ‘service’. What are the characteristics of quality customer service. * Quality customer service will ensure the public have confidence in our court.     **Outcomes**: Review the Learning Outcomes that are stated above.  **Structure** of the session: This session is divided into the following topics:   * Delivering the Service and the 3 C’s of customer service * Characteristics of quality customer service * Concepts of customer satisfaction and loyalty * Characteristics of satisfied and dissatisfied customers   **Safety** and housekeeping: Describe any particular housekeeping and safety issues for your location.  **Stimulate** motivation – Delivering quality customer service is important. Court customers will have confidence in the court system and will be satisfied with the service they receive. | | | |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Delivering the service.  The 3 C’s:   * Convenience * Consistency * Consideration | Presentation  Group Discussion | Question participants | PowerPoint  Whiteboard |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Characteristics of quality customer service | Presentation  Group Activity | Group activity participants complete | PowerPoint  Butcher’s paper and pens |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Concepts of customer satisfaction and loyalty | Presentation | Questions | PowerPoint |
| 10 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Characteristics of satisfied and dissatisfied customers | Presentation  Brainstorm  Video | Question participants | Whiteboard  PowerPoint |
| 10 mins  **End 3 pm** | **Conclusion (COFF)**  **O**utcomes & summary: review learning outcomes above.  **F**eedback: get feedback from participants on this session.  **F**uture: next session we will consider what to do when things go wrong and the concept of service recovery. | | | |
| **Session 4: When Things go Wrong** | | | | |
| Title of Training Program | **Customer Service Training for Court Staff** | | | |
| Topic | When Things go Wrong | | | |
| Learning outcomes | Participants will be reasonably able to:   * Define a difficult customer * Identify techniques for handling difficult customers * Identify inappropriate responses to difficult customers * Explain the concept of ‘service recovery’ and how this can be achieved | | | |
| Trainer : |  | | | |
| **Time – 60 Minutes**  **3.15 – 4.15 pm** | **Content** | | | |
| **Start 3.15pm**  10 mins | **INTRODUCTION (GLOSSS)**  **G**et attention:  **L**ink to learner’s previous interest/experience:  Things don’t always go smoothly. Customers often don’t get what they want or expect. In this session we will focus on when things go wrong.  What should you do?    **Outcomes**: Review the Learning Outcomes that are stated above.  **Structure** of the session: This session is divided into the following sections:   * Defining a difficult customer * Techniques for handling difficult customers * Inappropriate responses to difficult customers * The concept of ‘service recovery’ and how this can be achieved   **Safety** and housekeeping: Describe any particular housekeeping and safety issues for your location.  **Stimulate** motivation – The reality is we will all have to deal with difficult customers. The reality is that often things go wrong. We need what to do if this occurs. | | | |
| 20 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Defining a difficult customer  Techniques for handling difficult customers | Presentation  Brainstorm  Group Discussion | Question participants | PowerPoint  Whiteboard |
| 10 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| Inappropriate responses to difficult customers | Presentation  Group Activity | Group activity participants complete | PowerPoint  Butcher’s paper and pens |
| 10 mins | Sub-topics | Methodology | Summary /Assessment | Resources |
| The concept of ‘service recovery’ and how this can be achieved | Presentation | Questions | PowerPoint |
| 10 mins  **End 4.15 pm** | **Conclusion (COFF)**  **O**utcomes & summary: review learning outcomes above.  **F**eedback: get feedback from participants on this session.  **F**uture: This is the last session in the workshop. Going to ask you to complete a post training questionnaire to measure what you learned and how you felt about the training. | | | |

**Extract from the *PJSI Training-of-Trainer’s Toolkit*, 2020**.

The full Toolkit is available here: <https://www.fedcourt.gov.au/pjsi/resources/toolkits>