

Part A

Service Attitude

Your attitude permeates absolutely everything you do. You own your attitude and it establishes and reflects your professionalism, caring, focus, and passion to deliver excellent customer service. This is demonstrated every day and with each customer contact.

This activity area of concentration was intentionally placed ahead of the others in this manual. If you do not have the proper attitude to propel you forward, the other components to achieve excellent customer service simply will not happen. You may possess an incredible knowledge of your company and services provided. You may have the skills to make that knowledge come alive; however, without the attitude or caring to take action, the proper service will not happen.

1. Attitude Check

Activity Description

Time Guideline: 20 minutes

This activity concentrates on reinforcing, coaching, and supporting the skills and knowledge learned in a program. It promotes camaraderie, positive behavior, and an awareness that “we are in this together” and “you aren’t alone.”

Learning Objectives

Participants will be able to:

1. Demonstrate that training is an ongoing, continuous process of learning that does not end abruptly when a training session is formally over.
2. Identify the critical role each person plays in the learning process via coaching, reinforcing, and mastering, to support and encourage each other.
3. Recognize the critical role *attitude* plays in taking one’s knowledge and skills and making them a reality.

Method of Instruction

Hand out a piece of paper (various colors) to each participant. On the paper, each participant should write the following:

Name
Contact information
Phone number
Address
E-mail

or whatever is necessary in order for someone to be able to communicate with them after the program is finished.

After participants fill out the appropriate information—and please stress the importance of this—have them crumple up their paper into a ball. Ask them to stand and form a circle. Instruct them that when they hear your signal (use a bell, whistle, verbal instruction, etc.), they should throw their paper into the inner circle. They should then retrieve one of the pieces of tossed paper and throw it. Continue with this until papers are thoroughly mixed up (about 1½ minutes). Have them stop, pick up a paper, and open it without sharing the contents. That individual whose name is written on the paper has now become their person to coach, mentor, check up on, reinforce skills with, and communicate with. Depending on the date of your program, select a contact date 2 to 3 weeks away. Remind them that we are all teachers and students, and to please accept the responsibility to contact that individual whose name has come into their possession on that date.

Divide the group into teams of four to six, select a team leader, and have each group create a list of questions to ask and things to share when the contact is made. Ask them how they can help each other to take the knowledge and skills learned in the class and transfer them to the “real world,” making them part of their normal everyday behavior (takes 5 to 8 minutes). Have each group present their results, writing the responses on a “master list.”

Notes, Insights, and Variations

- You may wish to have participants identify whose name each person has. This tends to create more accountability.
- When in teams, you may have each group also create a second list entitled, “As your coach/mentor, what should you expect from me?”

Personal Information

See Author/Editor Biographies for information about Darryl S. Doane and Rose D. Sloat.