Call Center Training

Corporate Training Materials

All of our training products are fully customizable and are perfect for one day and half day workshops. You can easily update or insert your own content to make the training more relevant to participants. Our material is completely customizable and is backed up by a 90 day 100% no questions ask money back guarantee!

With our training courseware you are able to:

- Add your name and logo (and remove ours)
- Add your own content to make the training more relevant to your clients (i.e. using examples and case studies from within your organization or city)
- Train unlimited users within your organization
- No Annual Renewal Fees
- Download training material on your time, from our secure servers

What is Courseware?

Welcome to Corporate Training Materials, a completely new training experience!

Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide your materials, materials for the student, PowerPoint slides, and a take- home reference sheet for the student. You simply need to prepare and train!

Best of all, our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint. (Most other word processing and presentation programs support these formats, too.) This means that you can customize the content, add your logo, change the color scheme, and easily print and e-mail training materials.

How Do I Customize My Course?

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for

your participants' industry, or additional information. You can, of course, also use all of your word

processor's other features, including text formatting and editing tools (such as cutting and pasting).

To remove modules, simply select the text and press Delete on your keyboard. Then, navigate to the Table of Contents, right-click, and click Update Field. You may see a dialog box; if so, click "Update entire table" and press OK.

(You will also want to perform this step if you add modules or move them around.)

If you want to change the way text looks, you can format any piece of text any way you want. However, to make it easy, we have used styles so that you can update all the text at once.

If you are using Word 97 to 2003, start by clicking the Format menu followed by Styles and Formatting. In Word 2007 and 2010 under the Home tab, right-click on your chosen style and click Modify. That will then produce the Modify Style options window where you can set your preferred style options.

For example, if we wanted to change our Heading 1 style, used for Module Titles, this is what we would do:

Now, we can change our formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to Word 2007 or 2010 Essentials by

Corporate Training Materials.

Materials Required

All of our courses use flip chart paper and markers extensively. (If you prefer, you can use a whiteboard or chalkboard instead.)

We recommend that each participant have a copy of the Training Manual, and that you review each module before training to ensure you have any special materials required. Worksheets and handouts are included within a separate activities folder and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead

of having individual worksheets.

We recommend these additional materials for all workshops:

- Laptop with projector, for PowerPoint slides
- Quick Reference Sheets for students to take home
- Timer or watch (separate from your laptop)
- Masking tape
- Blank paper

Maximizing Your Training Power

We have just one more thing for you before you get started. Our company is built for trainers, by trainers, so we thought we would share some of our tips with you, to help you create an engaging, unforgettable experience for your participants.

• Make it customized. By tailoring each course to your participants, you will find that your results will increase a thousand-fold.

o Use examples, case studies, and stories that are relevant to the group.

o Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.

o Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn by talking about it, while still others need a hands-on approach. For more information, we suggest Experiential Learning by David Kolb.)

• Make it fun and interactive. Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of the tips in this book and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.

• Make it relevant. Participants are much more receptive to learning if they understand why they are learning it and how they can apply it in their daily lives. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to real life.

• Keep an open mind. Many trainers find that they learn something each time they teach a workshop. If you go into a training session with that attitude, you will find that there can be an amazing two-way flow of information between the trainer and trainees. Enjoy it, learn from it, and make the most of it in your workshops.

And now, time for the training!

Icebreakers

Each course is provided with a wide range of interactive Icebreakers. The trainer can utilize an Icebreaker to help facilitate the beginning of the course, as it helps “break the ice” with the participants. If the participants are new to each other, an icebreaker is a great way to introduce everyone to each other. If the participants all know each other it can still help loosen up the room and begin the training session on positive note. Below you will see one of the icebreakers that can be utilized from the Icebreakers folder.

Icebreaker: Friends Indeed

Purpose

Have the participants moving around and help to make introductions to each other.

Materials Required

- Name card for each person
- Markers

Preparation

Have participants fill out their name card. Then, ask participants to stand in a circle, shoulder to shoulder. They should place their name card at their feet. Then they can take a step back. You as the facilitator should take the place in the center of the circle.

Activity

Explain that there is one less place than people in the group, as you are in the middle and will be participating. You will call out a statement that applies to you, and anyone to whom that statement applies must find another place in the circle.

Examples:

- Friends who have cats at home
- Friends who are wearing blue
- Friends who don't like ice cream

The odd person out must stand in the center and make a statement. The rules:

- You cannot move immediately to your left or right, or back to your place.
- Let’s be adults: no kicking, punching, body-checking, etc.

Play a few rounds until everyone has had a chance to move around.

Training Manual Sample

On the following pages is a sample module from our Training Manual. Each of our courses contains twelve modules with three to five lessons per module. It is in the same format and contains the same material as the Instructor Guide, which is then shown after the Training Manual sample, but does not contain the Lesson Plans box which assists the trainer during facilitation.

The Training Manual can be easily updated, edited, or customized to add your business name and company logo or that of your clients. It provides each participant with a copy of the material where they can follow along with the instructor.

Quality in service or products is not what you put into it. It is what the

client or customer gets out of it.

Peter Drucker

Sample Module: The Basics

Every telephone sales associate wants to increase productivity. Constant changes and innovations in the marketplace are sometimes hard to keep up with. The reason people elect to buy is often not a result of logic and planning but rather emotion or felt need. Effective sales associates try to identify the Dominant Buying Motive (DBM) of the buyer on the other end of the phone. Discovering this takes careful listening skills and the suspension of the idea that people always do things for logical reasons.

Defining Buying Motives

Dominant Buying Motive (DBM) is the main reason the customer or buyer will select your product over the competition. It is driven by the felt need that your product provides to the customer. This motive is not always something the buyer is fully aware of. With some questioning and dialogue skilled sales associates can unearth the DBM and help the buyer do what will ultimately make them happy; buy your product.

Four Motives for Buying:

1. Logical Reason A) Save Time: The buyer may believe that buying your product will save them time in the long run in contrast with the competition's product offering. This may be a faster computer, a car, or a service from your company.

2. Logical Reason B) Save Money: The buyer may believe that buying your product will save them money either in the short or long term. The financial savings they seek does not come at the cost of any features or practical application the products provide.

3. Emotional Reason A): The buyer has a strong brand loyalty and trust in the product.

This may cause them to be willing to pay more for the security of the known brand loyalty.

4. Emotional Reason B): The buyer trusts the sales person and their judgment in recommending a product. The sales associate has demonstrated expertise and credibility that has won the confidence of the customer so that they are willing to take the suggestion of the sales associate and buy the product.

Establishing a Call Strategy

The advice "stop talking" may seem counter intuitive to making a sale. Many people talk excessively and fail to listen to the customer. The problem with constantly talking is that you are unable to truly understand the underlying needs of the customer. We feel a need to control the conversation or we will lose the sale. For example, an army recruiter can spend all his time trying to convince the recruit to sign up for military service but fail to listen to the young man explain how his grandfather was killed in a military conflict and this gives him both motivation and hesitation in following in his grandfather's footsteps. The recruiter needs to empathize with the young man's loss and filter the pain into a motivation for heroism.

Prospecting

Prospecting is a method of evaluating the potential of a buyer or customer. Prospecting takes into consideration the likelihood that the buyer has the means and the motivation to buy your product. Ranking potential buyers in a systematic way allows phone sales associates to close more deals and spend their time with customers who are more prepared to make the decision to buy the product. Those who are further down the motivational scale and do not appear to have the means to make a deal, can be given less time and attention or kept on file for future contact when they are able to make a deal.

Qualifying

When qualifying a prospect you are evaluating that they are in a position to decide to buy your product. If you are talking to someone in an organization, it is important to speak only to the person who has the authority to finalize a purchase. If the person is not authorized to make a deal with you then find out when the person who is able to close the deal is available and call back. Once you have the person on the line with the authority to buy your product then inquire if they have the means to close the deal. This may involve finding out information about available funds on credit cards, lines of credit, and monthly budget. It is important to know how much an individual makes per month and their current economic commitments.

Case Study

The ABC Company had a good Q4 2010 in terms of profits. It does, however see the need to increase the profits in Q1 2011 in order to keep up with its financial liabilities. After thorough research, the CEO decided the first area of the company that requires revision is the call center and its strategies, from prospecting clients to closing the deal. Previously, the department made warm calls to clients in the company's database. These calls were made without studying the profile of the customer in order to get a better idea of what products the customer already has and other products that could complement them.

The new, implemented strategy requires the call center representatives to take two minutes before the call to peruse the customer's profile and determine the products they currently have, and as much as the financial situation of the client as they have access to (i.e. how much they make annually as well as the credit lines they have open with the company).

Once the representative gets the customer on the phone, they must carefully listen to what the customer says they need as well as ask probing questions to uncover unspoken truths. This allows them to identify why the customer does or does not want to make an additional purchase.

The CEO noticed a 10% increase in profits since the implementation of the new system.

Sample Module: Review Questions

1. What does DBM stand for?

a) Dominant Buying Motive b) Definitely Buy More

c) Drastic Buying Motive

d) Dominant Buyer Metrics

2. The customer decides to buy the lawn mower from you rather than the competition because your product is less expensive. What type of reason does the customer give for why he is buying from you?

a) Emotional b) Logical

c) Pride of ownership d) Fear of loss

3. What is the gist of the strategy in "Establishing a Call Strategy"?

a) The sales person should continually talk over the customer.

b) The sales person should let the customer do all of the talking.

c) The sales person should talk enough to explain what he is selling, but not so much that he misses opportunities to learn about the customer by simply listening to her.

d) The sales person and customer should come to a mutual agreement about who should do the most talking.

4. In the example about the army recruiter, the recruiter missed an opportunity to do what?

a) Empathize with the young man.

b) Encourage the young man to join the Army. c) Speak to the young man.

d) Control the conversation.

5. What does prospecting mean?

a) To make a sale to a customer. b) To lose a sale.

c) To evaluate whether or not the individual has the motivation and or means to make a

purchase.

d) To evaluate whether or not the individual has the authority to make the purchase.

6. What is the best way to respond to a prospective client when you discover he does not have the motivation to close a deal?

a) Tell him that he is wasting your time.

b) Verbally pressure him into closing the deal.

c) Discreetly move on to prospects that are more likely to close the deal. d) Send a letter pressuring him to close the deal.

7. What does qualifying mean?

a) To lose a sale.

b) To evaluate whether or not the individual has the motivation and / or means to make a purchase.

c) To make a sale to a customer.

d) To evaluate whether or not the individual has the authority to make the purchase.

8. Who should you speak to if you are trying to make a sale to an organization?

a) The first person who answers your call. b) The CEO.

c) The company’s customer service department.

d) The person that can make the decision of whether or not to buy.

9. What was said of the ABC Company's profits in Q4 2010?

a) They were good. b) They were poor.

c) They were excellent. d) They had no profit.

10. By how much did the company's profit increase since implementing the new system?

a) 5% b) 10% c) 25% d) 50%

Instructor Guide Sample

On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box. Each Instructor Guide and Training Manual mirrors each other in terms of the content. They differ in that the Instructor Guide is customized towards the trainer, and Training Manual is customized for the participant.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor train that particular lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.

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client or customer gets out of it.

Peter Drucker

Sample Module: The Basics

Every telephone sales associate wants to increase productivity. Constant changes and innovations in the marketplace are sometimes hard to keep up with. The reason people elect to buy is often not a result of logic and planning but rather emotion or felt need. Effective sales associates try to identify the Dominant Buying Motive (DBM) of the buyer on the other end of the

phone. Discovering this takes careful listening skills and the suspension of the idea that people always do things for logical reasons.

Defining Buying Motives

Estimated Time 20 minutes

Topic Objective Introduce motivations of the buyer

Topic Summary

What Is Dominant Buying Motivation?

This exercise allows participants to understand logical vs. emotional reasons why a customer buys particular products.

Materials Required Paper, Pens or pencils

Planning Checklist None

Recommended Activity

Review the module and the logical and emotional reasons why customers make certain purchases. Create your own list of three other logical and emotional reasons why these purchases are made. Allow participants to

work independently. Review as a group.

Stories to Share

Ask the participants to share some of the motivations they have in buying

products. You may want to begin by sharing some personal anecdotes.

Delivery Tips Skip the large group conversation if you need more time.

Review Questions What are the two types of reasons that a customer makes a purchase?

Dominant Buying Motive (DBM) is the main reason the customer or buyer will select your product over the competition. It is driven by the felt need that your product provides to the customer. This motive is not always something the buyer is fully aware of. With some questioning and dialogue skilled sales associates can unearth the DBM and help the buyer do what will ultimately make them happy; buy your product.

Four Motives for Buying:

1. Logical Reason A) Save Time: The buyer may believe that buying your product will save them time in the long run in contrast with the competition's product offering. This may be a faster computer, a car, or a service from your company.

2. Logical Reason B) Save Money: The buyer may believe that buying your product will save them money either in the short or long term. The financial savings they seek does not come at the cost of any features or practical application the products provide.

3. Emotional Reason A): The buyer has a strong brand loyalty and trust in the product.

This may cause them to be willing to pay more for the security of the known brand loyalty.

4. Emotional Reason B): The buyer trusts the sales person and their judgment in recommending a product. The sales associate has demonstrated expertise and credibility that has won the confidence of the customer so that they are willing to take the suggestion of the sales associate and buy the product.

Establishing a Call Strategy

Estimated Time 20 minutes

Topic Objective

Relate how talking may not be the most effective strategy compared to listening.

Topic Summary

Establishing a Call Strategy

Talking continually can cause the seller to miss important clues the buyer sends.

Required Handout One: Listening

Planning Checklist None

Recommended Activity

Meet with a partner and take turns role playing the scenario on the handout.

Discuss your reactions with the rest of the group.

Stories to Share

Share that scientists believe that listening can be improved. There is a link to an article below.

http://www.http://www.businesslistening.com/customer-listening.php

Delivery Tips If you feel that you are short on time skip the group discussion.

Review Questions How does talking hinder listening?

The advice “stop talking” may seem counter intuitive to making a sale. Many people talk excessively and fail to listen to the customer. The problem with constantly talking is that you are unable to truly understand the underlying needs of the customer. We feel a need to control the conversation or we will lose the sale. For example, an army recruiter can spend all his time trying to convince the recruit to sign up for military service but fail to listen to the young man explain

how his grandfather was killed in a military conflict and this gives him both motivation and hesitation in following in his grandfather's footsteps. The recruiter needs to empathize with the young man's loss and filter the pain into a motivation for heroism.

Prospecting

Estimated Time 20 minutes

Topic Objective Outline Prospecting

Topic Summary

What is Prospecting?

Discuss the ways that prospecting helps with creating sales?

Materials Required Flip chart/ Marker

Planning Checklist None

Recommended Activity

Have participants consider situations when prospecting helped them close a deal. Write their responses on the flip chart.

Stories to Share

Explain that prospecting is widely used in many industries to increase sales. The article at the link below describes how Dow Jones uses prospecting.

http://www.dowjones.com/info/sales-prospecting.asp

Delivery Tips None.

Review Questions What is prospecting?

Prospecting is a method of evaluating the potential of a buyer or customer. Prospecting takes into consideration the likelihood that the buyer has the means and the motivation to buy your product. Ranking potential buyers in a systematic way allows phone sales associates to close more deals and spend their time with customers who are more prepared to make the decision to buy the product. Those who are further down the motivational

scale and do not appear to have the means to make a deal, can be given less time and attention or kept on file for future contact when they are able to make a deal.

Qualifying

Estimated Time 20 minutes

Topic Objective Outline qualifying

Topic Summary

What is Qualifying?

Discuss the ways that Qualifying helps with creating sales?

Materials Required Flip chart/ Marker

Planning Checklist None

Recommended Activity

Have the students consider situations when qualifying helped them close a deal. Write their responses on the flip chart.

Stories to Share None

Delivery Tips None.

Review Questions What is qualifying?

When qualifying a prospect you are evaluating that they are in a position to decide to buy your product. If you are talking to someone in an organization, it is important to speak only to the person who has the authority to finalize a purchase. If the person is not authorized to make a deal with you then find out when the person who is able to close the deal is available and call back. Once you have the person on the line with the authority to buy your product then inquire if they have the means to close the

deal. This may involve finding out information about available funds on credit cards, lines of credit, and monthly budget. It is important to know how much an individual makes per month and their current economic commitments.

Case Study

Estimated Time 10 minutes

Topic Objective

Identify how modifying the strategy used to interact with customers can help

increase sales.

Topic Summary

Case Study: The ABC Company

Discuss the changes that The ABC Company made with regard to interacting with current customers

Materials Required Flip chart/ Marker

Planning Checklist

Create a list of objections a customer may give as to why he doesn't want to

make a purchase

Recommended Activity

Representatives uncovered why a customer did or did not want to make additional purchases by asking probing questions. Write down examples of probing questions you can ask to challenge the list of objections provided by the instructor (e.g. Customer: I cannot buy your product because it is too expensive. Representative: Is your concern that you would have to completely pay for the product up front? We have a no-interest program

that will allow you to make small monthly payments until it is paid off).

Stories to Share

The article at the following link discusses how a successful company like Dell found the need to modify its sales strategy to increase profit.

http://insight.kellogg.northwestern.edu/index.php/Kellogg/article/a_new_c
hannel_strategy_for_dell

Delivery Tips None

Review Questions How could changing a sales strategy help improve a company?

The ABC Company had a good Q4 2010 in terms of profits. It does, however see the need to increase the profits in Q1 2011 in order to keep up with its financial liabilities. After thorough research, the CEO decided the first area of the company that requires revision is the call center and its strategies, from prospecting clients

to closing the deal. Previously, the department made warm calls to clients in the company's database. These calls were made without studying the profile of the

customer in order to get a better idea of what products the customer already has and other products that could complement them.

The new, implemented strategy requires the call center representatives to take two minutes before the call to peruse the customer's profile and determine the products they currently have, and as much as the financial situation of the client as they have access to (i.e. how much they make annually as well as the credit lines they have open with the company).

Once the representative gets the customer on the phone, they must carefully listen to what the customer says they need as well as ask probing questions to uncover unspoken truths. This allows them to identify why the customer does or does not want to make an additional purchase.

The CEO noticed a 10% increase in profits since the implementation of the new system.

Sample Module: Review Questions

1. What does DBM stand for?

a) Dominant Buying Motive b) Definitely Buy More

c) Drastic Buying Motive

d) Dominant Buyer Metrics

It is important to uncover the true reason why a customer wants to buy a particular product. Having this understanding could be the difference between the customer buying from you or the competition.

2. The customer decides to buy the lawn mower from you rather than the competition because your product is less expensive. What type of reason does the customer give for why he is buying from you?

a) Emotional b) Logical

c) Pride of ownership

d) Fear of loss

When a customer decides to make a purchase based on logic, he is making a purchase based on a concrete fact rather than the way he feels about it.

3. What is the gist of the strategy in “Establishing a Call Strategy”?

a) The sales person should continually talk over the customer.

b) The sales person should let the customer do all of the talking.

c) The sales person should talk enough to explain what he is selling, but not so much that he misses opportunities to learn about the customer by simply listening to her.

d) The sales person and customer should come to a mutual agreement about who should do the most talking.

The purpose of the sales call is to close the deal. A wise salesperson would want to do this as efficiently as possible. With this in mind, it is important for the salesperson to have a strategy before speaking with the customer so the conversation runs smoothly. Part of the strategy should be to allow the customer to do a lot of the talking so the salesperson can better cater his pitch to her.

4. In the example about the army recruiter, the recruiter missed an opportunity to do what?

a) Empathize with the young man.

b) Encourage the young man to join the Army. c) Speak to the young man.

d) Control the conversation.

The recruiter was so eager to encourage the young man to join the Army that he missed the opportunity to acknowledge the young man's apprehension and possibly convert that to an opportunity to convince the young man to join.

5. What does prospecting mean?

a) To make a sale to a customer. b) To lose a sale.

c) To evaluate whether or not the individual has the motivation and or means to make a purchase.

d) To evaluate whether or not the individual has the authority to make the purchase.

This module focuses on qualifying and prospecting. Choice C defines prospecting. Qualifying is evaluating whether or not the individual has the authority to agree to a deal.

6. What is the best way to respond to a prospective client when you discover he does not have the motivation to close a deal?

a) Tell him that he is wasting your time.

b) Verbally pressure him into closing the deal.

c) Discreetly move on to prospects that are more likely to close the deal. d) Send a letter pressuring him to close the deal.

It is never acceptable to pressure a prospect into doing what you want them to do. Informing the individual that he is wasting your time is unprofessional and impolite.

7. What does qualifying mean?

a) To lose a sale.

b) To evaluate whether or not the individual has the motivation and / or means to make a purchase.

c) To make a sale to a customer.

d) To evaluate whether or not the individual has the authority to make the purchase.

This module focuses on qualifying and prospecting. Choice D defines qualifying. Prospecting is evaluating whether or not the individual has the motivation and/or means to make a purchase.

8. Who should you speak to if you are trying to make a sale to an organization?

a) The first person who answers your call. b) The CEO.

c) The company's customer service department.

d) The person that can make the decision of whether or not to buy.

Usually when you call a company, the person who answers your call is generally not the one who can make a decision about purchasing from your company. Although the CEO is a crucial part of a company and ultimately the one who makes buying decisions, it is best to follow the proper protocol and speak to the authorized individual as quickly as possible.

9. What was said of the ABC Company's profits in Q4 2010?

a) They were good. b) They were poor.

c) They were excellent. d) They had no profit.

The company's profits were good in Q4 2010 but because they wanted to avoid falling short, it needed to increase its profit in Q1 2011.

10. By how much did the company's profit increase since implementing the new system?

a) 5% b) 10% c) 25% d) 50%

Implementing the system that required representatives to qualify their customers before calling, allowed the company to see a 10% increase in profit.

Activities

During the facilitation of a lesson Worksheet or Handout may be utilized to help present the material. If a lesson calls for a Worksheet or Handout it will be listed in the Lesson Plan box under Materials Required. The trainer can then utilize the Activities folder for the corresponding material and then provide it to the participants. They are all on separate Word documents, and are easily edited and customized.

Below you will see the Worksheets or Handouts that are utilized during the training of the above lesson. They are located in the Activities folder and can be easily printed and edited for the participants.

Sample Worksheet: Listening

One partner will read the following scenario. The other partner will listen to the partner read the entire scenario then respond by empathizing with the reader and offering solutions to the dilemma.

Scenario

I really want your company to install a swimming pool in my backyard, but I have a one-year-old and after hearing all of the horrific stories of babies drowning, I just don't think I can do it. I know they have baby gates and other measures to prevent that from happening, but sometimes those things malfunction and accidents happen.

Quick Reference Sheets

Below is an example of our Quick reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date.

They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.

Call Center Training

Speaking Clearly- Tone of

Voice

Use a clear, crisp, professional sounding voice

that communicates warmly with the caller.

- Enunciate your words: Do not mumble or slur your speech.

- Control your volume: Speak loudly enough to be heard without shouting or sounding hostile.

- Change your intonation: Express your ideas with a change of emphasis on key words and avoid using a monotone. Sound excited about what you are saying.

Effective Listening

Businesses often fail to leave customers satisfied due to poor listening when a complaint arises. The root problem must be identified. There might be several sources of discontent being

voiced at once. The customer service representative or other person handling the complaint should list the issues being presented. After confirming they have heard all the concerns effectively, they can propose an adequate solution to one, two or possibly all the areas mentioned. With a sincere apology for the areas where no action can remedy the situation, most

customers are content and their confidence in the relationship is restored.

Examples of Effective Listening

- Taking mental or physical notes.

- Allowing the speaker to express themselves without interruptions.

- Using signs of agreement in the conversation without interrupting the flow.

- Avoiding multi-tasking while the conversation is in progress.

- Restating the issues to assure you comprehend what was said.

Self-Assessments

Call center workers can have at their disposal a rubric or check list of goals and procedures. They can check off if they have achieved these goals after each call or periodically throughout the day.

The fact that the representative is using this monitoring tool himself, to evaluate progress, may relieve some of the stress of being assessed and may also cause him to take a more honest

look at himself and make adjustments as necessary.