

SERVICE SKILL EXERCISES

INTRODUCTION

When we talk about people who work with guests, provide service, we often assume that these are initially sociable, positive, open to communication people who simply love their job.

In reality, the developed skills, thanks to which the service becomes outstanding and first-class, are a constant work, not only theoretical, but also practical.

And here are some practical exercises for the development of service skills, we suggest you work on your own.

1. Relationship check

Estimated time: 20 minutes

Description of the exercise

This exercise focuses on strengthening, learning and maintaining skills and knowledge. It promotes camaraderie, positive behavior, and the awareness that "we're in this together" and "you're not alone."

Learning Objectives

Participants will be able to:

- Demonstrate that learning is a continuous process that does not end suddenly, when training is formally completed.
- Identify the critical role that each person plays in the learning process through coaching, reinforcement and mastery to support and inspire one another.
- Recognize the critical role that attitude plays in turning your knowledge and skills into reality.

Teaching method

Give each participant a piece of paper (different color). On the sheet, each participant should write the following:

- Name
- Contact Information
 - Phone number
 - Address
 - Email
 - or whatever is needed so someone can contact them after the training is completed.

After the participants have filled in the relevant information - and please **emphasize its importance** - invite them to crumple up a piece of paper into a ball. Ask them to stand and form a circle. Tell them that when they hear your signal (use a bell, whistle, verbal instruction, etc.) they should throw their paper into the inner circle. They must then take one of the discarded pieces of paper and throw it away. Continue this until the paper is thoroughly mixed (about 1.5 minutes).

Ask them to stop, take the paper and open it without revealing the contents. The person whose name is written on paper has now become the person that will train, mentor, test, strengthen skills and communicate with him.

Choose the duration of such training (2-3 weeks). Remind colleagues that we are all teachers and students, and ask them to accept the responsibility of contacting the person whose name is written on the paper.

Divide the group into teams of four to six, choose a group leader, and ask each group to create a list of questions to ask and share during the mentorship. Ask them how they can help each other take the knowledge and skills they have learned from their learning and bring them into the "real world" as part of their daily routine (takes 5 to 8 minutes). Have each group present their results by writing their answers on a "master list".

Notes, ideas and variations

- You could ask participants to say aloud whose name each person has. This leads to greater responsibility.
- In teams, you could ask each group to create a second list called "What do you how should my coach/mentor be expected of me?"

2. Team challenge

Estimated time: 15 minutes

Description of the activity

This activity promotes immediate involvement and immersion in the learning process. Participants will demonstrate teamwork, understanding and cooperation even before they start working. This will reflect the importance of workload sharing and delegation of tasks to all participants in the process and will allow you to create a creative mix at every place in your study session.

Learning Objectives

Participants will be able to:

1. Demonstrate the need to work together to complete a task.
2. Identify a leader and demonstrate the importance of collaboration.
3. Determine that it is easier to work together than to "go it alone" to succeed.

Teaching method

Choose a place in the study room where the participants can form a single straight line. Have them line up according to years of work in the organization, starting with the person with the most years of work. Identify this person and indicate where he should go to take a position. Ask the rest of the group to chat among themselves to complete the task. As they line up, have them say out loud the number of years of work for everyone to hear. Thank them and then ask them to remember the number you gave them. Count employees by the number of tables: for example, 5 tables mean you count up to five and then start over, assigning each number to an employee. When finished, announce that those with number 1 should sit at a certain table (which you have now defined), number 2 at this table, number 3 here, and so on. The participants must now take their places. Now ask them what they just did:

- What did we just do?
- Why did we do it?

Suggested answers:

- Years of service at each table are distributed in a good balance to promote a successful combination of ideas.
- Demonstrate good teamwork and collaboration to get the job done.

Now ask colleagues to look carefully at the team members at their table. Ask them to point to the most responsible team member on the count of 3. **Say 1, 2, 3**, go! Select a team leader by majority rule. Instruct him to delegate some responsibilities to the rest of his team. This is a great time for each team to get their own books, materials, whatever they need for your specific learning task. Each team member should be delegated a task.

Again ask:

- What did we just do? • Why did we do it?

Then say,

“There is so much to do in the world of customer service. We can’t do it alone. We cannot do everything alone. We desperately need each other to get the job done and meet the needs of our customers. In addition, depending on our talents, knowledge and skills, sometimes we will have to play the role of a leader. In this capacity, we need to engage the rest of the team. As followers, we must cooperate and support the leader, realizing that we can take on this role at any time and at that moment we will request support from the team.”

Notes, Ideas, and Variations

When reporting the number of years of work, you can write down and add up the total to share with the group. No one can take away those years of work, dedication and experience, and this represents a huge amount of wisdom that we want to embody in training. Please allow yourself to share this wisdom. It’s a great way to get everyone involved interactive, collaborative, and fun right from the start, while highlighting some important points. This creates the basis for ongoing participation and collaboration throughout the training. Everyone understands that their participation helps the whole group to succeed. This can be a good way to start a discussion about how excellent customer service should be everyone’s business. Ask: What happens when a person doesn’t do their part?

Answer options:

- Increased stress, anxiety, frustration, burden on the whole group.

Ask: What happens when everyone does their part of the job?

Possible answers:

- Anxiety, stress, frustration are reduced.
- Improved working environment

3. You got the power

Estimated time: 15 minutes

Description of the exercise

A great way to promote discussion and interactivity is for the participants to choose the person who will lead the discussion, answer the next question, be the group leader, etc.

Learning Objectives

The objective of this exercise is for the participants to choose from among their peers who will be responsible for any of a variety of tasks. This helps to distribute the workload, distribute the responsibility of managers and involve everyone in the process.

Teaching Method

This is a very simple yet powerful exercise. You will need a Nerf ball, soft toy, or other soft, creative item. It should be soft because the participants will throw it around the room to each other, and you don't want to get hurt. Pick up the object of your choice (we will refer to it as a ball in this explanation). Say it represents strength. The one who holds it has not only the ability, but also the duty to lead. You select the first person to hand over "power" by stating that when they are done with the task at hand, they can then choose the next person to hand over "power".

It's their choice and no one else's, because they have the power. After saying this, throw the ball to the person of your choice.

Notes, Ideas, and Variations

This is a fun activity that easily complements many activities. Can be used to work on material already covered by looking through a list of questions for which each person is "able to" take one of the questions, etc. Be creative, have fun!

4. Learn / Teach / Implement

Estimated time: 30 minutes

Description of the exercise

This exercise awakens the realization that in order for the training to take root, it must be disseminated and applied.

Learning Objectives

Participants will be able to:

1. Demonstrate the concepts of learn/teach/implement.
2. Determine the steps needed to apply the knowledge and skills learned in the classroom and make them part of your normal daily behavior.

Teaching Method

This activity requires one potato for every four participants and one straw per person. To start this activity, take a potato and a straw. Ask the group, *"Does anyone think you can put this straw through these potatoes?"* Most people doubt that this can happen. Call a volunteer and explain the following to him.

"I'll teach you how to poke a straw through a potato. You are holding a potato in your left hand. Hold it horizontally at about waist level. Take the straw in your right hand, clenching it like a knife, as if you were stabbing something. It is important to note that you must place your thumb on top of the straw. Holding the potato in your left hand, do two practice movements, swinging your arm while holding the straw. On the third swing, hit the potato. "Now it is very important to move forward without stopping as soon as the tube comes into contact with the potato." Demonstrate each step as it is explained. Then say, "Now I want you to show me that you have learned this by doing it yourself." Coach and help them when they attempt with a straw. **By the way, the straw will actually go through the potatoes if you follow these steps.** After they demonstrate the exercise, ask them to choose someone from the class to teach them how to pierce potatoes with a straw. Each time someone learns, they move on to another person until everyone in the class has gone through the process. **Learn - teach - implement.** Then ask, "What did we just do?" This is a simple fun exercise with a powerful message. **Use it or lose it!** If you want learning to take hold, you must learn it first; then teach it to someone; and then embed it! ***"It's easy to go through a training program, and when it's over, put your material away and go back to what you were doing before. The real challenge, and an important tool for success here, is to give yourself permission to use the knowledge and skills you have learned and make them part of your normal daily behavior, teaching what you have learned to others and applying it to your real world. in the working environment. That's when learning really matters and really becomes a tool for success."***

Notes, ideas and variations

This exercise is easy and fun to apply. It fits seamlessly into your teaching when you want to demonstrate what it takes to bring what was learned in the classroom to the work environment.

5. Best customer service practices.

Estimated time: 40 minutes

Description of the exercise

This exercise will allow participants to develop their own working definition of "best practices".

Learning Objectives

Participants will be able to:

1. Identify the methods and behaviors required to fulfill their role in customer service.
2. List best practices.
3. Demonstrate superior service and best practices through your work and behavior on workplace.

Teaching method

Divide the participants into teams of five and choose a team leader. The task of each group is to develop a list of best practices for providing excellent customer service within their organization and position. They will have 15 minutes to do this. Have a member of each team be responsible for posting their “best practices” on the flipchart, with the person in charge representing their group. Note. A sample of good practice is provided to assist the facilitator. Have each group present their findings. Acknowledge when each team has completed their presentation. As a group, come up with agreed best practices on the customer service list. Remind participants that this is their list for their company. There is a saying: “People tend to support live what they create.” This is a list they can really feel they belong to. ***The challenge is to take this list and implement it in the workplace, making it part of your daily routine.***

Notes, Ideas, and Variations

Such lists of best practices can become critical components in new hire orientation, role analysis, performance appraisals, and so on. This list can be implemented as a valuable tool within a company. It is especially powerful because it was created by people who perform this task.

6. Working out conflict situations

Estimated time: 30 minutes

Description of the exercise

Often in the course of our daily lives there are conflicts between those with whom we deal externally and those with whom we deal internally. As professionals, we must first realize that someone must try to resolve the conflict, no matter who is at fault, if we are to move forward. The following exercise can be used to educate people in any area of business where conflicts sometimes arise because they do not understand the real needs of each party.

Learning Objectives

The purpose of this exercise is to encourage out-of-the-box thinking in order to understand and meet the needs of those in conflict and strengthen relationships rather than allowing them to deteriorate.

Teaching Method

These are the basic steps to follow and the trainer can use the language of the business to match it with the audience.

1. The first step is to ask the class to resolve a few issues that often cause conflicts. Be sure to think both internally and externally because often internal situations come up more often and can lead to poor treatment of guests and customers.

2. Ask the class to choose one of the problems that causes conflict (you can describe the internal conflict once, the conflict with the guest another time). Ask them to describe superficial problems. Write them down on a flip chart.
3. Now ask them to name the real needs of each side of the conflict. What do they really want from this?
4. Now ask them to think in terms of needs. What alternative ways can these needs be met?
5. It is often found that there are several ways to satisfy needs when it becomes clear real need or driving force of the conflict.

This is an example of out-of-the-box thinking, and this exercise can be supplemented with puzzles that require out-of-the-box thinking. There are many available. Here's one example: *A burglar broke into a house and stole everything of value except for two \$100 bills lying in plain sight on the kitchen table. Why didn't he take them? Most likely, you will receive many answers, and maybe someone will guess. Answer: Those were gas and electricity bills.*

Notes, Ideas, and Variations

This exercise has been used many times when discussing internal conflicts in the workplace, where there is often conflict between production and sales; engineering versus marketing; production versus quality department; security versus production, etc. ***This is a revelation that often shows that the parties to the conflict really want the same thing.***

And to develop service skills and achieve first-class service in your company through various sessions and exercises, write to us!



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