



Customer service workshop session plan – Delivery

This is a tool for trainers to use to support their delivery of any training session.

It is a detailed programme for a training session:

- listing and timing what should happen in sequence
- allows the trainer to think about what the key messages are
- identifies how the training is to be delivered and
- lists the resources needed for each section

When combined with the customer service workshop session plan for setup, a trainer can check to see whether the planned activities and modes of delivery address any barriers to learning.

In the columns for Task/Topic/Quadrant a good trainer will ensure that they start with an introduction to set the scene and clarify the goals or intent of training, This is the most important section where you engage the learner and provide the incentive for what follows.

The body of any sessions should include a mix of acquisition (show/tell/instruct) followed by practice, allowing learners time to try for themselves and can be broken down into several sub-sessions, learning bit by bit.

The final quadrant is Reflect, where a trainer will guide the learners to assess what they have learnt and how they will be able to apply it on the job.

The tool in the fourth column is also useful to gauge whether you have provided enough variation and stimulation to make your session engaging.

In the following example of a customer service session plan, it uses:

- individual, paired or group activities
- discussion and feedback sessions,
- practice
- observation and
- reflection.

You can match the trainer's actions to the learners' responses and see suggested script and questions to accompany the mode of delivery.

For any session that you deliver, you can use this template to design and customise your own sessions, include any of the workshop activities or incorporate any of your own.

Using a session plan allows a trainer to prepare in detail and plan for success.

Time	Task/Topic/ Quadrant	Key Content/ Trainer's Action	Learner's Action	Resources
	<p>INTRO</p>	<p>Introductions: Introduce yourself to the group, giving your name, role and experience with the Ministry and customer service delivery. Ask the group to individually do the same.</p> <p>Icebreaker: Ask the group: Q: Where can you buy the best (fish/pork/chicken) on this/your island? Q: Why is it the best? Is it: Fresh Value for money You know the seller - they're friendly Trustworthy – good reputation/ previous experience Q: Have you had a bad experience?</p> <p>Explain: You all recognise what makes for good or bad customer service and bring that experience with you to the Ministry.</p> <p>State Performance Objective:</p>	<p>Listen</p> <p>Activity by each individual</p> <p>Individual response</p> <p>Group feedback</p> <p>Individual response</p> <p>Listen</p> <p>Listen</p>	<p>Power point Slide one</p> <p>Power point Slide 3</p>

Time	Task/Topic/ Quadrant	Key Content/ Trainer’s Action	Learner’s Action	Resources
		<p>Today, we will identify the components of quality customer service that can be applied in any Ministry interaction and what you can do for continuous self-improvement</p> <p>Outline training plan sequence:</p> <p>We will use your assignment to share and discuss ideas about:</p> <ul style="list-style-type: none"> Why customer service is important Who are our customers What makes for quality customer service What you can work to improve 	Listen	
		Housekeeping		

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	<p>ACQUISITION (must)</p> <p>Present written instruction: Present Provide a copy of</p> <p>Present group activity: Roles selected</p> <p>Check-out by questioning: Q: How did you find that? Q: What is the</p> <p>PRACTICE (must)</p> <p>Present Pairs Activity: Selection by</p> <p>Check-out by questioning: Q: What did you notice in comparison to the group exercise?</p> <p>ACQUISITION (could)</p> <p>Present with written reference material: Nāku te rourou, nou te rourou, ka ora te manuhiri</p>	<p>Present written instruction: Present Provide a copy of</p> <p>Present group activity: Roles selected</p> <p>Check-out by questioning: Q: How did you find that? Q: What is the</p> <p>Present Pairs Activity: Selection by</p> <p>Check-out by questioning: Q: What did you notice in comparison to the group exercise?</p> <p>Present with written reference material: Nāku te rourou, nou te rourou, ka ora te manuhiri</p>	<p>Listen</p> <p>Group Activity</p> <p>Reflection</p> <p>Pairs activity – practice</p> <p>Reflection</p> <p>Listen</p>	<p>Flip Chart Rule Laminated instruction sheet</p> <p>Resource material</p>

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	<p>REFLECT (must)</p>	<p>Re-state performance objective:</p> <p>Activity: Individual Evaluations Provide instruction to exchange and evaluate observation and feedback. Q: Is the? Q: What do you notice about the?</p> <p>Activity: Group Discussion Q: What helped you most to master the? Q: What would your preferred? Q: Where else are any?</p> <p>Where to from here? Outline achievements and what will happen next.</p>	<p>Observation and feedback</p>	