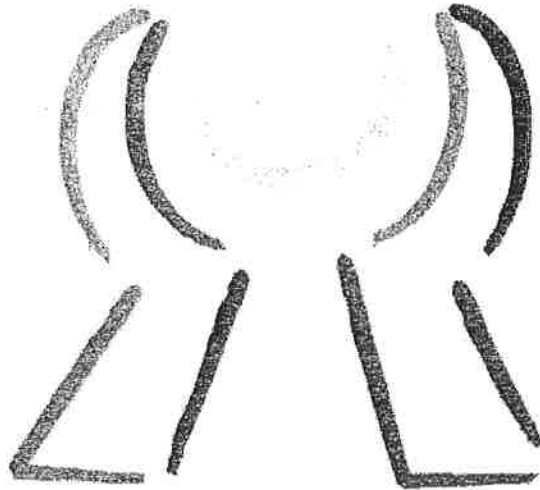


Great People. Great Service.



DCS

DEPARTMENT OF CHILDREN'S SERVICES
STATE OF TENNESSEE

Customer Service Participant Guide

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Customer Service Training

Becoming a Customer Focused Culture

Moving Tennessee Forward - G.R.E.A.T. Customer Service

Agenda

Unit One: Welcome & Introduction to Becoming a Customer Focused Culture

Activity 1.1 Welcome, Introductions, and Logistics

Activity 1.2 Objectives and Expectations

Activity 1.3 Looks – Feels – Sounds

Unit Two: Behaviors Associated with G.R.E.A.T. Customer Service

Activity 2.1 Dialogue about Service

Activity 2.2 Attitude Makes the Difference

Activity 2.3 5 Keys to G.R.E.A.T. Customer Service

Unit Three: Developing Agency-Specific Behaviors

Activity 3.1 Creating Behaviors that will Change the Culture

Activity 3.2 You are the F.A.C.E. of Tennessee

Customer Service Training

Becoming a Customer Focused Culture

Moving Tennessee Forward - G.R.E.A.T. Customer Service

Unit One

Becoming a Customer Focused Culture

Activity 1.1

Welcome, Introductions, and Logistics

Program Overview

Discover the 5 keys to G.R.E.A.T. customer service. Learn how to foster superior performance, greater accountability, and exceptional efficiency with this unique workshop. You will learn how to create a customer focused culture that is specific to the **Department of Children's Services**. Behaviors identified will be tailored to meet the specific needs of the **Department of Children's Services** culture and customers.

Activity 1.2

Objectives and Expectations

Learning Objectives

- Learn how providing G.R.E.A.T. Customer Service impacts the agency's bottom line and moves Tennessee Forward to a customer focused culture
- Learn the 5 keys to G.R.E.A.T. customer service
- Identify the mission critical customer service behaviors for the **Department of Children's Services**

Activity 1.3

Looks – Feels – Sounds

Group 1

Looks – Identify how **G.R.E.A.T.** customer service looks. Please explain your rationale.

Group 2

Feels– Identify how **G.R.E.A.T.** customer service feels. Please explain your rationale.

Group 3

Sounds – Identify how **G.R.E.A.T.** customer service sounds. Please explain your rationale.

Unit Two

Behaviors Associated with G.R.E.A.T. Customer Service

Activity 2.1

Dialogue about Service

1. What has been your worst customer service experience?

Why?

2. What would you do to improve that experience?

3. What has been your best customer service experience?

Why?

4. What is your perception of customer service in state government?

Why?

List 5 companies that demonstrate **G.R.E.A.T.** customer service.

- 1.
- 2.
- 3.
- 4.
- 5.

5. How can some of the same qualities these companies demonstrate be applied to the **Department of Children's Services**?

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Activity 2.2

Attitude Makes the Difference

Definition of Attitude:

The importance of the right attitude when interacting with customers:

External Customers:

Internal Customers:



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Activity 2.3

5 Keys to G.R.E.A.T. Customer Service

Greet _____

Relate _____

- Connect _____
- Build Relationships _____
- Personalize Service _____

Exceed _____

Affirm _____

- Validate _____
- Invest _____
- Recover _____

Thank _____

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G.R.E.A.T. Service

Use each word of the acronym **G.R.E.A.T.** to create a list of *behaviors* that demonstrate **G.R.E.A.T.** customer service.

Greet



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G.R.E.A.T. Service

Relate





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G.R.E.A.T. Service

Exceed



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G.R.E.A.T. Service

Affirm



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G.R.E.A.T. Service

Thank



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Unit Three

Department of Children's Services - Specific Behaviors

Activity 3.1

Creating Behaviors that will Change the Culture

Customer Service Scenarios

Record behaviors for the **Department of Children's Services** based on the **G.R.E.A.T. acronym**

Scenario 1: Upset Parent Call

- You receive a phone call from a parent who stated that a case manager charged into their home without notice, yelled at the parent and frightened the children. The parent is angry and threatening to call an attorney. How would you respond using **G.R.E.A.T.** customer service?

Record behaviors for the **Department of Children's Services** based on the **G.R.E.A.T. acronym**

G _____

R _____

E _____

A _____

T _____

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Scenario 2: Potential Resource Parent Experience

- A citizen has emailed you to inquire about becoming a Resource Parent. You are busy finishing a report that is on a deadline and cannot stop to check the PATH calendar to provide accurate dates in your response. How would you use the G.R.E.A.T. model to provide quality customer service?

Record behaviors for the **Department of Children's Services** based on the G.R.E.A.T. acronym

G _____

R _____

E _____

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T _____

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Scenario 3: Human Resources Assistance Needed

- A newly hired worker has come to your office for help. His insurance has not yet been activated and the insurance company says there is no record of him in their system as a new state employee. This new employee needs to get a medication script filled immediately. How would you go about providing G.R.E.A.T. customer Service to this new employee?

Record behaviors for the Department of Children's Services based on the G.R.E.A.T. acronym

G _____

R _____

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A _____

T _____

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Scenario 4: A Financial Issue

- A resource parent has called you to complain that the board rate check has not yet arrived for the second month in a row. The family explained that they are getting behind in paying their bills and are concerned about their ability to continue to provide for the children. How would you respond in a manner that embraces G.R.E.A.T. customer service?

Record behaviors for the **Department of Children's Services** based on the G.R.E.A.T. acronym

G _____

R _____

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A _____

T _____

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Scenario 5: Response to a RFP

- A potential new provider emails you and shares that they intended to respond to a Request for Proposal at the end of the business day yesterday, as that was the deadline, but their computer system was not working properly and would not send electronic information. The provider wants to know if you can still accept their proposal a day late. How would you use the G.R.E.A.T. model to employ quality customer service?

Record behaviors for the **Department of Children's Services** based on the G.R.E.A.T. acronym

G _____

R _____

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A _____

T _____

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Scenario 6: IT to the Rescue

- You receive a phone call saying that a staff member's computer will not allow him/her to open Outlook, Edison, Shared Drive or the Intranet. The staff member is unable to perform any duties without access to these services and has other parties waiting on information from this staff member to be able to fulfill required reports and documentation to the monitors. How will you respond using the **G.R.E.A.T.** model?

Record behaviors for the **Department of Children's Services** based on the **G.R.E.A.T.** acronym

G _____

R _____

E _____

A _____

T _____

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Scenario 7: Youth in Crisis

- You are the case manager for a youth placed at a Youth Development Center and receive a call from the youth stating that he is not getting to participate in movie night. The youth has been a model student and has been earning higher levels in the past few months. How would you respond to this youth using the G.R.E.A.T. model?

Record behaviors for the **Department of Children's Services** based on the G.R.E.A.T. acronym

G _____

R _____

E _____

A _____

T _____

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Scenario 8: Supervisory Support

- You are a supervisor of a staff member who approaches you at your desk and is overwhelmed, exhausted and in tears. The staff member shares with you some personal and professional challenges that are contributing to the current situation. How could you provide quality customer service using the G.R.E.A.T. model?

Record behaviors for the **Department of Children's Services** based on the G.R.E.A.T. acronym

G _____

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Scenario 9: The Court

- You are the case manager for a case involving three children in custody. The court has asked you to provide daily documentation to them regarding the children's welfare due to the parent's filing a petition claiming that the children are unsafe in their current placement. How do you respond to the court using the G.R.E.A.T. model?

Record behaviors for the **Department of Children's Services** based on the G.R.E.A.T. acronym

G _____

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Scenario 10: Witness Abuse

- You receive a call from a concerned citizen that has witnessed their neighbor “whipping” their child with a belt in the backyard for the fifth time in one weekend. The caller says he has tried to talk to the neighbor, but the neighbor does not speak English. How will you respond to the caller using the G.R.E.A.T. model?

Record behaviors for the Department of Children’s Services based on the G.R.E.A.T. acronym

G _____

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Scenario 11: Initial Contact

- You are managing the front desk and a parent comes into the office demanding to see a case manager or supervisor immediately. The case manager and supervisor are both in training and unavailable. How would you perform G.R.E.A.T. customer service to this parent?

Record behaviors for the **Department of Children's Services** based on the G.R.E.A.T. acronym

G _____

R _____

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Scenario 12: Positive Interactions

- It is the holiday season and you are approached in the office by a citizen wanting to donate toys, clothes and games to DCS children. The person who usually handles this request is out of the office for the day. How would you provide **G.R.E.A.T.** customer service to this generous donor?

Record behaviors for the **Department of Children's Services** based on the **G.R.E.A.T.** acronym

G _____

R _____

E _____

A _____

T _____

Service

Activity 3.2

You are the F.A.C.E. of Tennessee

Using the list of *behaviors* created during the previous activity; identify the G.R.E.A.T. service behaviors for each letter of F.A.C.E.

Friendly – Attitude – Connect – Excellence

F

A

C

E

G.R.E.A.T. Service

Customer Focused



GOVERNMENT

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My Pledge to G.R.E.A.T. Customer Service

I _____ pledge
to uphold these core behaviors, to demonstrate G.R.E.A.T customer
service, to both internal and external customers within the
Department of Children's Services.

Signature

Date

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