# Student Guide

# Unit 5

# To Lead or Not…

*(Adapted from* Learning to Lead*, Pat Helm)*

Directions: Not everyone desires to lead. Many capable, valuable individuals prefer to be excellent managers. These individuals would rather "follow" as a manager. Businesses need both leaders and followers to be successful and competitive in the marketplace. Read through the statement at both ends of the scale and then circle the number that best indicates where you belong. Remember, there are no right or wrong answers! This is all about YOU!

| | HIGH | | | | | | | | | LOW | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I can be both a great manager and still have time to lead | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I am satisfied with being a good manager. |
| I love to plan for long-term goals. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I take one day at a time. |
| I enjoy taking risks in everything I do. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I avoid risks whenever possible. |
| While it's challenging to discipline others, I don't mind doing it. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I do not enjoy having to discipline others. |
| I am a very good communicator. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I feel that my communication skills are ok. |
| I aspire to be a leader. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I am comfortable being a follower. |
| I enjoy making tough decisions. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Decisions can be both frustrating and scary. |
| I always seek more responsibility. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | I do not look for added responsibilities. |
| I work best under pressure. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Pressure is not for me. |
| I pride myself on my positive attitude. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | My attitude depends on the day of the week. |

**Total** ☐

# What Type of Leader are You?

Directions: Answer the following questions; keeping in mind what you have done, or think you would do in the situation described. Place a check mark in the column that best reflects you.

| | Yes | No |
|---|---|---|
| 1. Do you enjoy the authority leadership brings? | | |
| 2. Generally, do you think it is worth the time and effort for a supervisor to explain the reasons for a decision or policy before putting the policy into effect? | | |
| 3. Do you tend to prefer the planning functions of leadership, as opposed to working directly with your employees? | | |
| 4. A stranger comes into your work area, and you know the person is a new employee. Would you first ask, "What is your name?" before you introduce yourself? | | |
| 5. Do you keep your employees totally up-to-date on developments affecting the work group? | | |
| 6. Do you find that in giving out assignments, you tend to state the goals, and leave the methods up to your employees? | | |
| 7. Do you think leaders should keep aloof from employees, because in the long run familiarity breeds lessened respect? | | |
| 8. It comes time to decide about a company event. You have heard that the majority prefer to have it on Wednesday, but you are pretty sure Thursday would be better for all concerned. Would you put the question to a vote rather than make the decision yourself? | | |
| 9. If you had your way, would you make communications an employee-initiated affair, with personal consultations held only at their request? | | |
| 10. Do you find it fairly easy to give low ratings on employee evaluation forms? | | |
| 11. Do you feel that you should be friendly with your employees? | | |
| 12. After considerable time, you determine the answer to a tough problem. You pass along the solution to your employees who provide you with evidence that the answer is not a valid solution. Would you be annoyed that the problem is still unsolved, rather than become upset with the employees? | | |
| 13. Do you agree that one of the best ways to avoid problems of discipline is to provide adequate punishment for violation of rules? | | |
| 14. Your way of handling a situation is being criticized by your employees. Would you try to sell your viewpoint, rather than make it clear that, as the supervisor, your decisions are final? | | |
| 15. Do you generally leave it up to your employees to contact you, as far as informal day-to-day communications are concerned? | | |
| 16. Do you feel that everyone in your work group should have a certain amount of personal loyalty to you? | | |
| 17. Do you favor the practice of using task force teams and committees, rather than making decisions alone? | | |
| 18. Some experts say differences of opinion within work groups are healthy; others feel they indicate basic flaws in the management process. Do you agree with the first view? | | |

# What Type of Leader are You?
# Scoring

Directions: On the scoring matrix below, place a check mark next to each question you answered "Yes." Add up the checks for each column and write the total in the appropriate space.

## *Scoring Matrix*

| | | |
|---|---|---|
| **1.____** | **2.____** | **3.____** |
| **4.____** | **5.____** | **6.____** |
| **7.____** | **8.____** | **9.____** |
| **10.____** | **11.____** | **12.____** |
| **13.____** | **14.____** | **15.____** |
| **16.____** | **17.____** | **18.____** |

**Directive total _____** **Participative total _____** **Free-rein total _____**

# Leadership Styles

| Directive Style | Participative Style | Free-Rein Style |
|---|---|---|
| Maximum use of Authority by the Leader | | Maximum Area of Freedom of the Employee |
| Leader decides what is to be done and how it is to be done, and presents the decision to employees, allowing no questions or opposing points of view.<br><br>Leader attempts to convince employees of the 'rightness' of decisions. | Leader announces principles and sets forth methods of decision making, yet permits ideas, questions and discussion from employees.<br><br>Leader presents a problem, asks for employees' ideas and makes final decision based upon their input. | Leader presents problems with some boundaries and lets employees make final decisions.<br><br>Leader gives employees as much freedom as s/he has to define problems and make decisions. |
| DIRECTIVE STYLE (Leader-centered decision making) | PARTICIPATIVE STYLE (Leader and employee shared decision making) | FREE-REIN STYLE (Employee-centered decision making) |

There are eight points to remember about styles of leading and following:

1. Styles of leading and following are usually the same.
2. Styles of leading and following are shaped by experience.
3. Leaders have been successful along all points of the continuum.
4. There is no universally effective style of leading and following.
5. Leaders and followers who are constantly effective are sensitive to the various needs of others and the demands of the situation.
6. Confusion and frustration usually result if someone behaves on a different point of the continuum than others expect.
7. If styles of leading and styles of following conflict, extra patience and communication are needed.
8. Different types of followers relate to different styles of leadership.

Source: *How to Choose a Leadership Pattern*, Harvard Business Review.

# It's Time to Hire!

Directions: There's a new catering business in town that is very successful and needs to hire. The entrepreneur who started the business is looking for a professional human resource consulting team to provide a detailed employee recruitment plan. Your team would really like to get this entrepreneur as a new client! To win this contract you will have to outline a 7-step plan. Go for it!

## *Recruitment Plan*

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

# Timing is Everything

Directions: Read each statement and write “A” if you agree, or “D” if you disagree with the statement. Give your first reaction without analyzing it.

___ 1. One should always be doing something.

___ 2. I have enough time to do what is important.

___ 3. Structuring time makes you rigid.

___ 4. S/he who hesitates is lost.

___ 5. People who are the most active get the most done.

___ 6. A stretch break is usually a waste of time.

___ 7. There is nothing more important in your life than your time.

___ 8. It is better to postpone doing something now to get satisfaction of a greater degree from doing it better later.

___ 9. The more efficient you are, the more effective you will be.

__ 10. By doing jobs yourself, they get done better and faster.

__ 11. It is better to put off making a big decision as long as possible.

__ 12. The harder you work, the more you get done.

__ 13. Planning for the future destroys spontaneity.

__ 14. Time management means being able to achieve more and more in less and less time.

__ 15. To master your time is to master your life.

__ 16. I have so much to do that I come to school even if I don’t feel well.

__ 17. Sitting and doing nothing is a waste of time.

__ 18. The higher up the ladder you climb, the more valuable your time is.

__ 19. People who do not concern themselves with time are more relaxed and free.

__ 20. Work before play.

# It's All About Scheduling

Directions: Think about what hours of the day, days of the week, and months of the year you will be operating your in-school business. Think about the number of staff you will need to efficiently run your business during those times. Now, create a daily and weekly schedule. Write the time of day in the Time column. Under the specific day, put the number of workers needed for each hour of operation on the proper Time line.

*Example*

| Time | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|---|
| *8:00 a.m* | *0* | *2* | *4* | *2* | *4* | *5* | *0* |

| Time | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
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# How Time Flies…

Directions: Where does time go? One of the best ways to answer that question is by keeping a Personal Time Log. Pick four consecutive days and record your activities at least every hour. Be specific. Be honest (this is for your use only!). Write a quick comment about each activity (e.g., Did it take longer than expected? Were you interrupted?). At the end of the day determine if this was a typical day, busier than usual or not as busy.

## My Personal Time Log

| **Day of Week : S M T W TH F S (Circle one) Date:** | |
|---|---|
| **Time Activity** | **Comments** |
| **7:00** | |
| **8:00** | |
| **9:00** | |
| **10:00** | |
| **11:00** | |
| **12:00** | |
| **1:00** | |
| **2:00** | |
| **3:00** | |
| **4:00** | |
| **5:00** | |
| **6:00** | |
| **7:00** | |
| **8:00** | |
| **9:00** | |
| **10:00** | |

**Today was:**

- ❑ **Typical**
- ❑ **Busier**
- ❑ **Less Busy**

**Most of my time was spent** _____

_____

_____

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| **11:00** | |
| **12:00** | |
| **1:00** | |
| **2:00** | |
| **3:00** | |
| **4:00** | |
| **5:00** | |
| **6:00** | |
| **7:00** | |
| **8:00** | |
| **9:00** | |
| **10:00** | |

**Today was:**

- ❑ **Typical**
- ❑ **Busier**
- ❑ **Less Busy**

**Most of my time was spent** _____

_____

_____

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| **2:00** | |
| **3:00** | |
| **4:00** | |
| **5:00** | |
| **6:00** | |
| **7:00** | |
| **8:00** | |
| **9:00** | |
| **10:00** | |

**Today was:**

- ❑ **Typical**
- ❑ **Busier**
- ❑ **Less Busy**

**Most of my time was spent** _____

_____

_____

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| **6:00** | |
| **7:00** | |
| **8:00** | |
| **9:00** | |
| **10:00** | |

**Today was:**

- ❑ **Typical**
- ❑ **Busier**
- ❑ **Less Busy**

**Most of my time was spent** _____

_____

_____

# Benefits = Solutions = Sales

Directions: Keep in mind that benefits are the positive results of your product from the customer's viewpoint. Product benefits are typically things such as "works faster, costs less or lasts longer." To really speak from the customer's vantage point, you need to *stretch* the benefits. Stretch benefits are usually benefits stretched to the end result for your customer such as "save time, save money or feel better."

For each product, list the features, benefits and stretch benefits.

Product: **iTunes card**

Features: _____

_____

Benefits: _____

_____

Stretch Benefits: _____

_____

Product: **Cell phone with camera**

Features: _____

_____

Benefits: _____

_____

Stretch Benefits: _____

_____

Product: **Student bus pass**

Features: _____

_____

Benefits: _____

_____

Stretch Benefits: _____

_____

# How Customers Make Decisions

The buying process is a series of mental steps that a customer goes through when making a purchase. In some cases, it's possible that the customer is not fully conscious of each step.

**Step 1:** Do I have a need or an unresolved problem?

**Step 2:** Whom can I trust?

**Step 3:** What is my current situation and what are my options?

**Step 4:** What is the best solution and does it solve my problem?

**Step 5:** What is my next step?

**Step 6:** Is this relationship worth it?

Think back to the process you used to make your most recent purchase, do you recall mentally going through these six steps?

Did you use a different process? Describe your buying process:

# Not Just Anyone Can Sell

Directions: Take a few moments to brainstorm the qualities you think are necessary to be successful in sales. Jot down all the ideas that come to mind—suspend judgment for the time being. Then go back through your list and discuss the merits of each idea. Your group must reach consensus on six qualities.

List the six qualities at the bottom of the page in the space provided.

**Brainstorm qualities that you think salespeople need to possess:**

**Reach consensus and list the six qualities you all agree are important for someone to possess in order to be successful in sales:**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

# Selling Process

While there are many variations on the theme of selling, effective sales people agree that every sale involves a series of steps. Some salespeople use a 6-step process; some use an 8-step process and so on. Some salespeople use a different number of steps depending upon whether they are making a sales call to the customer versus having the customer walk into their business. Listed below are ten steps in the selling process. As you read through them, you'll be able to determine which steps you might not use based on the circumstances. However, you'll have a solid process to follow in any situation.

1. **Prospecting**. Prospecting is actually looking for new customers. Current customers can provide referrals through a survey or word of mouth. Prospects can be found by "cold calling" on individuals or groups you have had not contact with or who do not know anything about your business.
2. **Pre-approach**. Before you make a sales call on a prospect, you'll want to research that individual—gather information about his/her needs and wants, what products he/she is currently using and so on.
3. **Approach**. This is your first contact with the customer. You should keep three things in mind: 1) first impressions count and you must be friendly and professional, 2) your approach should invite open communication and 3) you must establish yourself as the person who knows the product and the customer.
4. **Listening**. If you are going to determine the customer's wants and needs, you will need to be a great listener. This is your opportunity to gather important information that will help you close the sale, so be quiet and listen up.
5. **Presentation**. Here's a chance to share your passion for the product and to stretch the benefits! Depending upon the product, this is a great time to demonstrate the product.
6. **Overcoming Objections**. If you have been listening, you may have already heard the customer voice objections. If you have not heard any objections, you should anticipate objections and be ready to provide additional information about the product. Be honest if your product doesn't meet the customer's stated need—honesty breeds trust.
7. **Call to Action**. It's time to ask for a commitment. Sometimes, you need to attempt several trial calls to action, such as, "Will this be cash or charge?" or "Would you like us to deliver this or do you want to pick it up?" Do not force the sale.
8. **Suggestion Selling**. Once the customer makes a commitment, suggest additional items to go with the product. You've probably heard this example of suggestion selling, "Would you like fries and a drink with that burger?"
9. **Follow–up**. Guess what? The selling process is not over until you are sure that the customer is satisfied with the purchase. Follow-up might consist of calling the customer to make sure the product was delivered. You might make a point of contacting the customer a few weeks after the purchase to see if the customer is satisfied with the product.
10. **Referral**. Word of mouth is a power-advertising tool. Make it worthwhile for customers to refer potential customers. You could offer discounts, gift certificates or a referral bonus.

# Sale or No Sale

Directions: Think about the principles of successful selling that you have reviewed in class. Refer back to the ten steps listed on the ***Selling Process*** information page. Now, prepare a 2-minute sales pitch for one of the products you will be selling in your in-school business.

Product: _____

Features: _____
_____
_____
_____
_____
_____
_____
_____

Benefits: _____
_____
_____
_____
_____
_____
_____

Sales Pitch:

# Dirty Word List

Directions: First, read through the dirty words—how do you feel when you hear these words? Now, think of how you can turn these dirty words into words that help move a sale to a positive conclusion. The first fast and friendly substitute has been provided to get you started. Hint: It's possible that some of your fast and friendly substitutes can be used more than once.

| ***DIRTY WORDS*** | ***FAST AND FRIENDLY SUBSTITUTES*** |
|---|---|
| "You have to…" | ***"Will you please…"*** |
| "You should have…" | |
| "I'll try…" | |
| "You made a mistake…" | |
| "Your complaint…" | |
| "Your problem…" | |
| "You can't…" | |
| "We can't…" | |
| "As soon as possible…" | |
| "I'm just…" | |
| "There's nothing I can do" | |
| "Why didn't you…" | |

In addition to the dirty words listed above, consider the following inflammatory words and suggest alternative words that might diffuse a situation:

| **Avoid saying:** | **Instead say:** |
|---|---|
| if | |
| but | |
| help | |
| deal | |

# Would You Buy From This Person?

Directions: Read each salesperson's approach. Look at each salesperson's approach from the customer's perspective. Decide which salesperson you would be most likely to buy from and explain your reasoning. In addition, explain any differences in the three approaches.

The Hunting Jacket

*Fred's Approach*:
Ralph walks into the store and asks to be directed to the hunting jackets. Fred immediately walks Ralph over to the rack with jackets and says, "Here's one that's water-repellent, bright orange and fleece-lined for $169.95. Just the ticket!"

*Tom's Approach:*
Ralph walks into the store and asks to be directed to the hunting jackets. Tom grabs Ralph's arm and steers him to the rack of jackets and says, "This hunting jacket is top of the line and it's water-repellent so it'll keep you dry. It's also bright orange so you won't be mistaken for a deer and be shot at. And, to top it off, it's fleece-lined so it'll keep you warm!"

*Eric's Approach:*
Ralph walks into the store and asks to be directed to the hunting jackets. Eric greets Ralph and says, "I'm glad you came in. What do you hunt?" Ralph explains that he hunts big game in Canada. Eric escorts Ralph over to a rack of jackets and says, "That's great. I have the perfect jacket for you. This one will keep you dry in a downpour because it's coated with a water-repellent chemical. And, you have a good chance of getting home to your wife and kids because it's bright orange and you won't be mistaken for a moose. What's more, it will keep you nice and warm in below-zero weather because it has two inches of fleece lining. It's a great investment at $169.95. May I help you try it on for size?"

If you were Ralph, which person would you be most likely to buy from?
Why?

Explain any differences between the three salesmen's approach:

Do you have any advice for any of the salespeople?

# Would You Buy From This Person?

Directions: Read each salesperson's approach. Look at each salesperson's approach from the customer's perspective. Decide which salesperson you would be most likely to buy from and explain your reasoning. In addition, explain any differences in the three approaches.

The Digital Camera

*Sylvia's Approach:*
Andrea walks in the store and looks confused. Sylvia decides to wait and let Andrea wander around for a while. Andrea approaches Sylvia and asks for help with selecting a digital camera. Sylvia says, "You'll love this one. I have one just like it and it's great. My pictures come out so good. And if you're an idiot like me, you don't have to worry about the focus thing."

*Jeanine's Approach:*
Andrea walks in the store and looks confused. Jeanine approaches Andrea and asks if there is something she could help Andrea with. Andrea announces that she needs help selecting a digital camera. Jeanine asks, "Is this for you or is it a gift?" Andrea says that the camera is for her. Jeanine says, "Oh, I've got a great camera that's impossible to screw up. It has all of the features that an expensive camera has, but it's really inexpensive. I sell a lot of these. In fact, I'm the top salesperson in the store!"

*Felicity's Approach:*
Andrea walks in the store and looks confused. Felicity approaches Andrea and asks if there is something she could help Andrea with. Andrea announces that she needs help selecting a digital camera. Felicity asks, "Is the camera a gift or is it for you?" Andrea says that the camera is for her. Felicity asks, "Is this your first digital camera?" Andrea laughs, and says, "It's not only my first digital camera, it's my first ever camera!" Felicity says, "Great! I bought my first camera before digital and I had so many pictures that were out of focus and I spent a lot of money getting my film processed. I bought a digital camera last year and have used it more than I ever thought I would. Digital cameras are so convenient and you can decide right then and there if you want to keep the picture or if you need to retake the shot. Do you have a price range in mind?"

If you were Andrea, which person would you be most likely to buy from?
Why?

Explain any differences between the three saleswomen's approach:

Do you have any advice for any of the salespeople?

# Stretching the Benefit

Directions: You can develop your stretch benefit selling by picking up a common object you see every day, such as a roll of paper towels or CD, and describing each of its features. Move on to the benefits and then stretch the benefits to the point of being silly to etch that thinking process into your mind.

Once you have the feel of stretch benefit selling, complete the ***Stretch Benefit Selling Chart*** below to plan out an actual presentation of a specific product you want to sell.

## *Stretch Benefit Selling Chart*

***Product: _____***

***Target Customer: _____***

***I want my customer to: _____***

| ***Features*** | ***Benefits*** | ***Stretch Benefits*** | ***Stretch Benefits Specific to my Customer*** |
|---|---|---|---|
| | | | |
| | | | |
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# How Do They Rate?

Directions: Select three salespeople for observation. Refer to the six qualities that you agreed were essential for salespeople to possess (Not Just Anyone Can Sell activity). Rate each individual salesperson against the six qualities. Add comments about the individual salesperson that you feel are important. Put a "star" next to the salesperson you considered to be the best of the three.

Salesperson #1
Business name: _____

Use the scale of 1 to 5, where 1 =absolutely possesses and 5 = no evidence of quality

| Quality | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |

Additional comments:

Salesperson #2
Business name; _____

Use the scale of 1 to 5, where 1 =absolutely possesses and 5 = no evidence of quality

| Quality | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |

Additional comments:

Salesperson #3
Business name; _____

Use the scale of 1 to 5, where 1 =absolutely possesses and 5 = no evidence of quality

| Quality | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |

Additional comments:

# You, the Customer

Directions: Take a moment to reflect on your experiences as a customer. In the top half of the box, answer the questions about one of your most frustrating customer experiences. In the bottom half of the box, answer the questions about one of your most rewarding customer experiences.

Describe your most frustrating experience as a customer:

What could the service provider have done to improve your experience?

When did you reach the "point of no return"?

Describe your most rewarding experience as a customer:

What made this experience so pleasant?

# What We Know About Service Quality

Directions: Here are some startling facts about quality service and customer retention. Fill in the blanks to discover what customer service experts already know!

1. ____% of customers stop doing business with an organization because they are unhappy with the organization or are seeking a better product or service from a competitor.

2. Only ____% of customers ever complain. That means we may never hear from ____% of our customers. (Complainers are more likely to do business with us than non-complainers.)

3. For every complaint we receive, there are ____ others with unresolved complaints or problems – 6 of which, on average, are serious problems. Yet somewhere between ___ and ___ percent of complaining customers will do business with us again if their complaint is quickly and adequately resolved.

4. A dissatisfied customer will tell up to ___ people about it. One in 8 will tell up to ____ people.

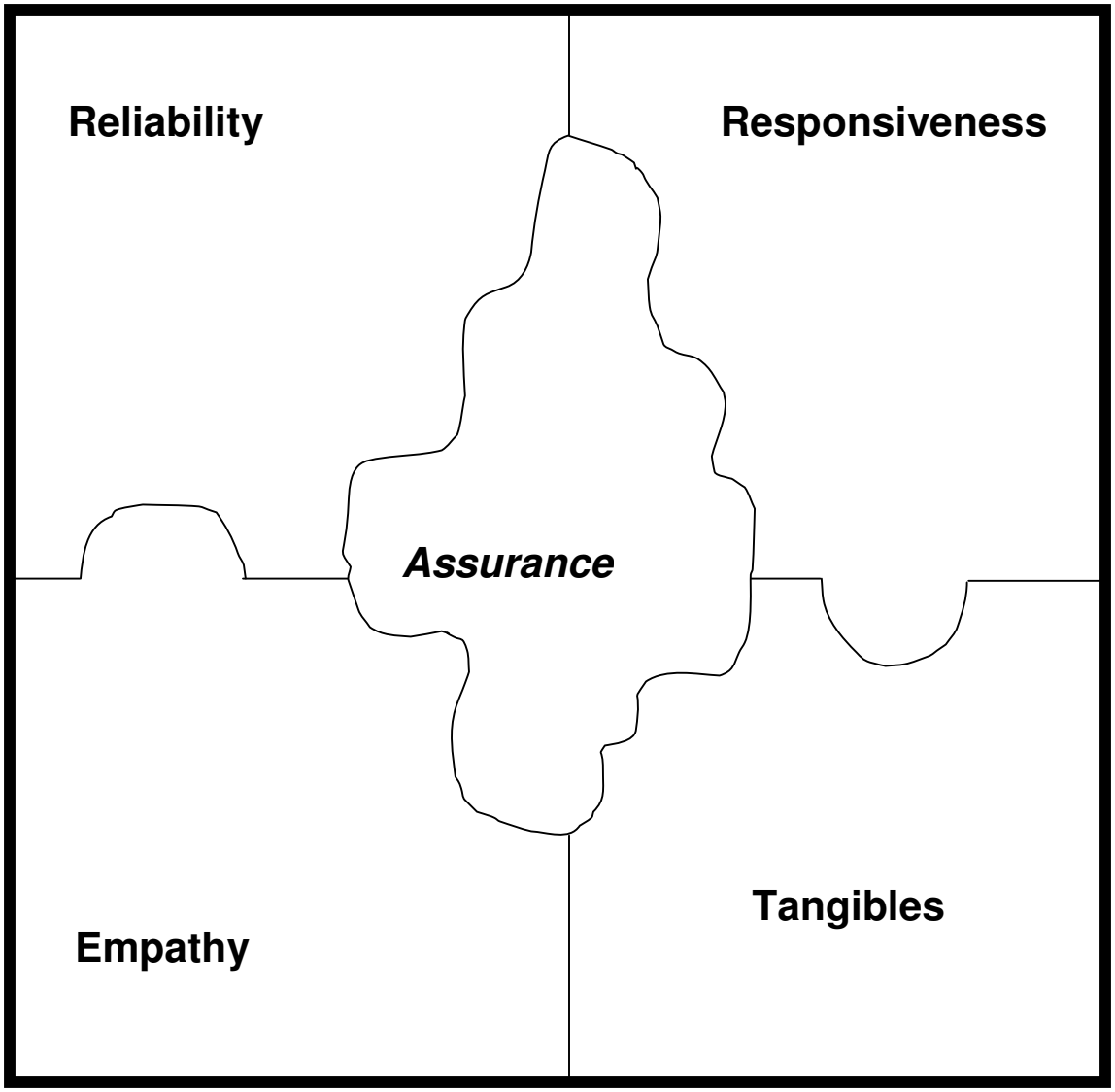
5. It takes ____ positive incidents to make up for one negative incident.

6. Happy customers, or customers who have their complaints resolved, will tell between ___ and ____ people about their positive experience.

7. Customer service is governed by the rule of 10's: If it costs $10,000 to get a new customer, it takes only ____ seconds to lose one, and ___ years to get over it or for the problem to be resolved. We must work to keep our customers.

Source: Technical Assistance Research Programs Inc.

## Customer's Definition of Quality Service




Source: Texas A & M University

# Your Customer's Definition of Quality Service

Directions: Think about your in-school business. How can you meet your customer's expectations and deliver quality customer service? For each one of the factors listed, give an example of an activity that matches the factor and then think carefully about what you personally can do. This is not a quick and dirty exercise!

☆ **RELIABILITY**
Customers want us to perform the services dependably and accurately.
*Examples:*

*What I can do:*

☆ **RESPONSIVENESS**
Customers want us to meet their needs with speed and initiative.
*Examples:*

*What I can do:*

☆ **ASSURANCE**
Customers want staff to be knowledgeable and courteous.
*Examples:*

*What I can do:*

☆ **EMPATHY**
Customers want to feel that we care and will give them individualized attention.
*Examples:*

*What I can do:*

☆ **TANGIBLES**
Customers care about the tangible product, or the service quality, information, and physical appearance of the business and the staff.
*Examples:*

*What I can do:*

## Nine Critical Beliefs…

These nine critical beliefs are the basis for creating a customer-centered workforce at MBNA America. The remarks were made by Charles Crawly, president and CEO at a National Quality Forum in 1989:

**First**, set an unswerving goal of putting Customer Service above all other objectives.

**Second**, tell everyone about it.

**Third**, measure Customer Satisfaction daily—post the results and reward everyone when it is achieved.

**Fourth**, hire people who like people.

**Fifth**, let them know what to expect and what's expected of them.

**Sixth**, educate people from the time they are hired.

**Seventh**, create an environment that makes people feel good and supports their enthusiastic pursuit of Customer Satisfaction.

**Eighth**, treat people (employees) like customers.

**Finally**, think of yourself as a customer.

# If I Were a Customer

Directions: Think about your in-school business. What if you were a customer? What would you want? What are your service expectations? Write a paragraph that begins, *If I were a customer of the in-school business, I would want…*

# Negotiation Skills Inventory

Directions: Circle the response that most closely describes how you behave with people with whom you work at the in-school business. If you have not encountered the situation described, circle the response that most closely describes how you think you would behave.

1. A person says something that makes no sense to you. How do you respond?

   a. "That makes no sense to me!"
   b. "Would you repeat that, please?"
   c. Just let the person keep on talking.

2. A co-worker angrily says, "Why, of all people in the world, do I have to work with you?" How would you respond?

   a. "You owe me an apology right now!"
   b. Say nothing.
   c. "How did I offend you?"

3. You are asked to complete an important project over the weekend but you already have plans with your friends. What would you say?

   a. Do as requested and explain to your friends how important the project is.
   b. Tell everyone how unhappy you are and how your weekend is ruined.
   c. Ask if the project could be completed next week.

4. A co-worker comes to work late almost every day. You all agreed to be on time. What would you say?

   a. Nothing.
   b. "You're not keeping your word to be here at 8:00 a.m. like everyone else."
   c. "We need to sit down and talk about our agreement to open the business at 8:00 a.m. every morning."

5. You disagree with a co-worker on an important issue. What words would you use to establish your negotiating position?

   a. "I have no reason to budge on this issue."
   b. "How can we meet your goals and mine?"
   c. "I'd be willing to compromise if you would."

# Negotiation Skills Inventory, cont.

6. How do you usually search for solutions to disagreements?

   a. By finding out more about what we each want, and why.
   b. By finding out what others have done in a similar situation.
   c. By talking with my teacher/advisor.

7. After an initial discussion, a mutually acceptable solution to an important issue is not reached. What are you likely to do?

   a. Compromise.
   b. Get upset.
   c. Suggest more discussion.

8. For no apparent reason, a person becomes angry with you. What would be your initial assumption?

   a. It's the other person's problem.
   b. It must be something I did or said.
   c. The matter is best not talked about.

9. In the heat of negotiation, sometimes we unintentionally hurt the other person's feelings by our words or actions. How do you find out if the other person's feelings are hurt if he/she doesn't tell you?

   a. By observing the other person and looking for nonverbal signs of discomfort.
   b. By paying attention to my words and actions.
   c. I'm not a mind reader and if the other person doesn't say anything, it must not be a big deal.

10. You realize that you have unintentionally hurt someone's feelings. What do you do?

    a. I apologize for my words or actions.
    b. I act as if it didn't happen.
    c. I make up a white lie to cover it

Adapted from: *The Family Business Negotiation Skills Inventory*, Anne L. Matz, M.A., and Milton Matz, Ph.D.

# When is it Hard to Listen?

Directions: When is it hard for you to listen well? Put another way; in what situations are you least successful in hearing what the other person is really saying?

Describe those situations in which it is difficult for you to listen in the left hand column of the listening table below. In the right hand column of the table describe those situations in which you tend to be an excellent listener. Try to list a minimum of three conditions in each column.

## Listening Table

| *It is **difficult** for me to listen when…* | *It is **easy** for me to listen when…* |
|---|---|
| | |

# 20 Questions

Directions: Developing a clarifying questioning technique is beneficial for increasing understanding of the other person's perceptions. Questions that begin with How, How come, What, Are you saying, Why, Where, or Could you, clarify and also give meaning to the other person's concerns, situations or experiences.

# Planning Your Strategy

Directions: Think about an upcoming negotiation you might be involved in for your in-school business. It might be with a supplier, school administrator, customer or co-worker. Think about how you want to approach this negotiation and plan out a strategy using the following steps.

1. Define the situation: _____
_____
_____

2. What do I want to accomplish? _____
_____
_____

3. What am I willing to give up? _____
_____
_____

5. What common issues might exist? _____
_____
_____

6. What is the other person's usual behavior? _____
_____
_____

7. How do I want to set the stage for this situation? _____
_____
_____

8. What environment will enhance our negotiation? _____
_____
_____

9. Creative approaches? _____
_____
_____