Competence in service strategy

Programme Description

A customer service thought process that enables everyone participating in it to contribute to development of strategies regarding:

- Understanding Customer Equity:
- o Customer value proposition
- o Customer bonding
- o Customer mind-share
- What is changing in the business.
- Where opportunities and options exist for the competence enhancement.
- Agreement on service targets and specific actions.

Course Contents

DAY ONE

- The Customer Perspective in the Balanced Scorecard
- The Preliminary Questions:
- o Who are the customers?
- o Who's bothered about service penalties?
- Personal Attitudes and Customer Service Experience
- Understanding the Eight Customer Types
- Giving Random Experience
- Giving Predictable Experience.

DAY TWO

- · Agreement on critical behaviours and customer service issues
- · Clarification of how sure employees are of what is expected of them
- \cdot Clarification of the benefits accruing to all when the service behaviours is right
- · Clarification of the consequences to all of discrepancies in service behaviour
- · Verification of what obstacles there can be to quality service performance
- Finding out if by structure undesired service behaviours turn out to be rewarding directly or inadvertently
- Checking for skill deficiencies in service delivery
- \cdot Checking to see if particular service processes need to or can be redesigned
- Checking on possible conflicting demands
- Looking out to see that some company policies don't turn out actually to be restrictive in service delivery.

DAY THREE

- Long term relationship management
- Communication skills for customer service:

- o Positive listening habits
- o Eye-contact
- o Body-positioning
- o Life-in-your-voice
- o Telephone manners
- o Equal-treatment
- o Thanking
- o Customer name recall
- o Customer-Feedback.

DAY FOUR

- Service recovery skills
- How service complaints arise
- Auditing service quality
- "incident review" as a learning experience
- Customer follow-up.