

# **THE 5 VALUES OF GREAT CUSTOMER SERVICE**



## ***Study & Facilitator's Guide***

**Includes Program Handouts  
& Employee Self-Assessment Tool**

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Executive Diversity Services

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## Foreword

I was visiting the local office of a large, national stock brokerage. It was a busy trading day and the woman behind the counter was a bit flustered. Serving a man who didn't speak English very well, she was very clearly impatient in her interaction with him. She rolled her eyes when he asked her to clarify something she had said, and shouted at him in her effort to communicate. In that moment, **The 5 Values of GREAT Customer Service** was born.

We all see and experience incidents like this. Customer service interactions can be complex under the best of conditions. Add issues of language, race, gender, religion, age or disability into the mix, and we often find otherwise competent employees acting in ways ranging from mildly inappropriate to inexcusably rude.

The customer demographics for most organizations are changing in such a way as to increase the diversity of the populations we serve. This makes it imperative that we improve our customer service training so as to prepare employees to meet the challenges this diversity can present. Simple platitudes about the customer being “number one” or providing “first class service” are not enough. We need to work on the communication skills employees need to meet or exceed the expectations of ALL their customers.

**The 5 Values of GREAT Customer Service** presents a values-based approach to meeting this challenge. The video component, when taken together with the exercises and activities in this guide, offers a comprehensive approach to developing customer service relationships built on a foundation of respect.

We at QMR have dedicated our company to creating products that support the development of respectful workplace relationships. This new program extends that focus to our interactions with our customers. We hope **The 5 Values of GREAT Customer Service** will prove to be an important and positive component of your customer service training curriculum.

Sincerely,

*Robert Rosell*

Producer



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## How To Use This Guide



### *Program Format*

**The 5 Values of GREAT Customer Service** is a video-based training resource that will introduce employees to a values driven approach to serving diverse populations. The video component is at the core of the training, but the more interactive the process is, the more impact it will have on participants.

The video is made up of 5 dramatizations told from the point-of-view of a customer service provider. Each story emphasizes the importance of one of the five values we will address. Following each dramatization, a diverse group of customers answer questions intended to reinforce the importance of the value being presented.

Once the 5 values have been explored through the dramatizations and customer comments, we introduce the **G-R-E-A-T** acronym and demonstrate how it can help us to apply the 5 values in our daily interactions with customers.

### *Training Options*

1. *Facilitated training.*

This guide presents a modular approach to working with the **5 Values** material. We offer several exercises and handouts as well as an employee self-assessment tool. These resources are designed to offer you flexibility in determining how best to present the program to the viewers. We outline 2 suggested approaches – one that should take approximately 1.5 hours, the other that should take 3-4 hours. These are only suggestions and we encourage you to mix and match the elements in this guide to best meet your organization's needs.

2. *Self-Directed Study.*

Individual employees can view the videotape and review the handout materials as a self-study session or as part of a new employee's orientation.

## ***Handouts and Copying Rights***

Handout pages that are part of the training are located at the end of the ***Study & Facilitator's Guide***

When you license training rights for **The 5 Values of GREAT Customer Service**, Quality Media Resources, Inc. (QMR) grants you a license to make as many copies of this guide or the handout pages as needed for the internal training needs of your organization. **Copying or broadcasting the video in any way, in whole or in part, is illegal.** If you have questions about the use of these materials and/or would like to license additional copies of the videos, please call your QMR distributor or you can contact QMR directly.

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## THE 5 VALUES OF GREAT CUSTOMER SERVICE

### Option One – 1 ½ Hours

*Option One* is designed to be approximately 1½ hours in length. The Facilitator will introduce the program, show the videotape, and then lead a group discussion of the issues presented in the video using the Handouts “Interpretations – Do You Mean What I Think You Do” (page 17), “The GREAT Acronym” (page 18), and “The 5 Values” (page 19).

#### I. Introduction (15 minutes)

##### A. Introduce Yourself.

*Welcome the participants to the program and explain who you are and what your role is as program Facilitator.*

##### B. Review the Objectives of the Program.

*Use the Handout “Objectives of **The 5 Values of GREAT Customer Service**” (page 16) to introduce the program.*

The organization takes the issue of serving diverse populations seriously and believes that all customers need to be treated with dignity and respect.

The needs of different customers may vary depending on who they are, where they come from, etc. We need to be aware of those differences and that what constitutes great service to one person may be inappropriate or even rude to another.

The participants will watch a video program that introduces a values-based approach to customer service. The videotape will introduce skills to use to help us better serve our diverse customers.

##### C. Ask participants to introduce themselves if time and class-size permit.

#### II. Show the videotape, **The 5 Values of Great Customer Service** (24 minutes)

### III. Group Discussion (30 minutes)

*After viewing the videotape, ask the participants to work in small groups of three to five and answer the questions contained in the Handout “Interpretations – Do you Mean What I Think You Do?” (page 17). Ask each group to select a “reporter” (someone who will report back to the full group what the smaller groups’ conclusions were).*

*Allow 10 minutes for the groups to work.*

*Focusing on one question at a time, ask each group’s reporter to summarize how his/her group responded to the questions. Facilitators may wish to record bullet points or key words of the responses on a white board or flip chart. Encourage discussion by the entire group of the ideas expressed as time allows.*

*The following points should be emphasized in the discussion of the questions:*

#### **1. List some cultural or other personal differences that might lead to misunderstandings with a customer.**

Items mentioned could include:

- Language or accent issues leading to communication problems
- Attitudes that appear demanding or arrogant
- Use of “please” and “thank you”
- Calling someone by their first name
- Smiling (or not smiling)
- An insistence on negotiating price
- Spacing between you and the customer (how close is comfortable)
- Eye contact
- Touching or physical contact between you and the customer
- Use of certain gestures
- Appropriate or inappropriate topics for conversation
- Gender issues – what is acceptable contact between men and women
- Wanting to “chat” versus wanting to “get down to business”
- Confrontational versus accommodating styles of interaction
- Feelings of status, equity

#### **2. Describe a situation where you were a customer and you felt the customer service person taking care of you was rude or behaving in an inappropriate way. Do you believe the customer service person *intended* to be rude? Why or why not?**

Have specific situations presented. Ask participants to focus on those examples where the behavior was unintentional. Explore the reasons for the “rude” behavior, emphasizing situations where cultural or other personal issues may have led to a misunderstanding of intentions. Make clear that rude or inappropriate behavior is never acceptable, however it’s important to know when it might be unintentional.

**3. Describe a situation where you were serving a customer and you felt he/she was rude to you or behaving in an inappropriate way. Do you believe the customer *intended* to be rude? Why or why not?**

Address this question in the same way you did Question 2 above.

**4. Can any of the situations you described above be attributed to cultural or other personal differences? How?**

Explore the cultural or other difference that may have caused the “rude” or inappropriate situations described above. Ask employees to consider how they might know the difference between intentionally rude behavior and reflections of cultural differences.

**5. How should you handle a situation where a customer might perceive your behavior as rude or inappropriate though that is not your intention? How might you know your customer feels this way?**

Have participants discuss the clues they can watch for that might indicate their behavior is being perceived as rude or inappropriate. These might include:

- the customer stepping back or away
- the customer appearing uncomfortable
- the customer looking upset or angry
- the customer trying to avoid looking at you
- the customer switching into another language or whispering to a companion
- the customer abruptly leaving

Next, have participants discuss how they should react in such a situation. The key here is effective communication. They might say something like: “I feel I may be making you uncomfortable. If that’s true, I’m sorry. Would you prefer if I ....” It is best to use “I” statements, where you state what you are observing, apologize if that is appropriate, and ask for guidance as to how the customer would prefer you to act.

IV. The GREAT Acronym & the 5 Values Review (20 minutes)

*Distribute the Handouts: “The GREAT Acronym” (page 18) and “The 5 Values” (page 19). Review the meaning of the acronym and discuss how to implement it in your organization. Ask participants to give examples of how they might use the GREAT approach in specific situations involving your organization’s customers.*

*Review the 5 Values and discuss how their application in your organization will improve the delivery of customer service for all customers. Ask participants which of the 5 values represent strengths they currently have in their customer interactions. Which values do they need to work on?*

V. Conclusion (5 minutes)

*Thank the employees for their participation and hand out the **Customer Service Self-Assessment** forms (pages 22-26). Explain that the assessment is intended to help them explore their own strengths and weaknesses in serving diverse populations. If you are having the assessment's evaluated by Executive Diversity Services, have the participants fill in the form and turn it in before leaving. This will take an additional 10-20 minutes. Otherwise, explain that they can fill in the forms on their own and use them to further improve their approach to customer service. Encourage them to direct any questions they might have to the appropriate person.*





## THE 5 VALUES OF GREAT CUSTOMER SERVICE

### Option Two – 3-4 Hours

*Option Two* is designed to be approximately 3-4 hours in length. The Facilitator will introduce the program, show the videotape, and then lead a group discussion of the issues presented in the video using the Handout “Interpretations – Do You Mean What I Think You Do” found on page 17. This will be followed by a modular series of exercises and activities. Feel free to pick and choose those activities that best suit your group of participants. The handouts included in this guide are designed to assist the Facilitator in leading this process.

Begin the session following Steps I - IV described as **Option One** (1½ Hour Training) on Pages 6-8 above. Take a 10-15 minute break after Step IV and allow other brief breaks as needed by the group.

#### VI. Mirror Role-Play Exercise (20 minutes)

*One way to ensure that we are acting in ways that make our customers comfortable is to mirror their preferences. This also forces us to pay attention to body language and other clues as to how our customers want to be served.*

*Have participants pair up with a partner. Choose one partner to be “A” and the other will be “B”. Have the pairs stand or sit facing each other. To begin with, have all the A’s be initiators and the B’s, mirrors.*

*In this exercise, the initiator is the customer and the mirror is the customer service person. Have the initiator role-play a customer service issue that is relevant to your organization. It can be the purchase or return of a product, an inquiry about a service you offer, a complaint, or whatever else would be appropriate. The mirror plays out the scene with the initiator, acting as the customer service person. However, the mirror must reflect the physical and cultural preferences presented by the customer. If the initiator leans in, the mirror should also lean in. If the initiator looks the mirror directly in the eye, the mirror should reflect this. If the initiator sits back in his/her chair, so should the mirror.*

*Allow this to go on for 2-3 minutes, then have the participants switch with the A’s playing the mirror and the B’s the initiator. Allow another 2-3 minute session.*

*Bring the groups together and discuss what participants learned from the exercise. Ask the “customers” how they felt as the exercise progressed.*

VII. It's Okay to Ask (20 minutes)

*The purpose of this exercise is to help employees learn how to ask the questions they need to ask to determine how a customer wants to be served. How do you phrase your question to show you care and don't want to offend?*

*We'll use a common issue that is discussed in the video – what name to call the customer.*

*Have participants pair up with a partner (if you have done another pairing exercise, have people choose a different partner). Choose one partner to be "A" and the other will be "B". Have the pairs stand or sit facing each other. All the A's will be customers and the B's, customer service providers.*

*Have the teams role play a customer service interaction of their choice. It should be early in the relationship between the customer and the service provider. The service provider's task is to determine what the customer's name is and what he/she would prefer to be called. Once the task is accomplished, the team should sit down and wait for the other pairs to finish.*

*Once all pairs have completed the role plays, have a discussion asking who felt they had successfully found out what their customer wanted to be called without making the customer uncomfortable. Ask these participants to demonstrate how they asked for the customer's name. Allow the group to provide feedback and discuss the approaches used.*

*Explain how these same approaches can be used to determine other information that can be helpful to building respectful customer service relationships. Find examples that are relevant to your organization.*

VIII. Are You Paying Attention? (20 minutes)

*This exercise addresses people speaking a different language than their customer so the customer doesn't understand what they are saying, customer service people speaking among themselves as if the customer is not there, ignoring the customer, speaking about the customer in the third person, etc.*

*Divide participants into small groups of about 5 people. Have the group assign 1 person the role of customer. All the others are customer service people. Have the customer stand in the center of the group while the service providers stand in a circle around him/her.*

*The customer’s task is to get the attention of the service providers. The service provider’s task is to ignore the customer. The customer can only speak in a whisper and can’t motion with his/her hands or body. The service providers will speak with each other at regular volume. If the service providers speak a language other than English, they can use that language to speak with each other. Any polite, social topics of conversation are acceptable. People can discuss a movie they saw recently, the weather, a sports event, etc. If they prefer, the service providers can speak about the customer – but not to the customer.*

*Allow the groups to carry on like this for 2 minutes. Then have them assign another group member to the role of customer, and repeat the exercise until each member of the group has had an opportunity to be the unheard customer.*

*Once everyone has had a turn as “customer”, bring the groups together for discussion. Ask them how it felt to be the ignored customer? What was the most difficult part of the exercise? How would they expect a customer who is ignored in this way to react? What did they learn from the exercise?*

#### IX. Dramatization Questions (60 minutes)

*The purpose of this section is to allow a more in-depth discussion of the 5 dramatizations included in the “5 Values” video.*

##### Scene 1: The Big Customer

- 1) Why do you think Jack, the customer service provider in this scene, suspected the Big Customer was going to cause trouble?
- 2) Have you ever been in a situation where you were afraid of a customer? Describe what happened. How did the situation get resolved?
- 3) Have you ever had a situation where a customer that you at first dismissed as not very significant turned out to be a VERY important customer? Describe what happened.
- 4) From your own experience, how do you help a business that provides you with great service? How do you harm a business where you received terrible service?



Scene 2: Check Please

- 1) Why was the server so surprised when her customer asked that his check be given to his mother? What can we learn from this situation?
- 2) What stereotypes do you have about Asian customers? African American customers? Hispanic customers? Affluent customers? Very old customers? Very young customers? What is the danger in these stereotypes?
- 3) Do you find you are sometimes treated differently by customer service personnel because of your age, gender, race, religion, disability, etc.? Describe how you are treated. How do you feel about this treatment?

Scene 3: Can't You Hear Me?

- 1) Why do you think the bank teller didn't notice her customer's bandaged hand? What assumption did she make that may have kept her from being more observant?
- 2) Have you ever had the experience as a customer where you didn't speak the same language as someone trying to serve you? How did you communicate?
- 3) When you have a customer who has a heavy accent or doesn't speak your language well, how can you provide him/her with great service?

Scene 4: Lost and Found

- 1) How was Javier able to communicate with Jean even though they didn't speak the same language?
- 2) What attitude do you most appreciate from service personnel when you are a customer?
- 3) How can you show your customers that you care about them, their concerns and their business? Site specific examples from your experience.

Scene 5: The Parking Ticket

- 1) How would you describe the attitude of the customer service person in the beginning of this scene? What was his attitude in the second part of the scene, after he smiled at the little girl? What made him change?
- 2) The customer began the interaction upset and became angrier. Why? Was the attitude of the customer service person helping her or making matters worse?
- 3) Once the customer service person connected with the little girl, what happened to her mother? Why did this change in the mother's attitude occur?
- 4) When faced with an angry or hostile customer, how can you defuse the situation and rebuild a positive, respectful relationship with that customer?

X. Conclusion (5 minutes)

*Thank the employees for their participation and hand out the **Customer Service Self-Assessment** forms (pages 22-26). Explain that the assessment is intended to help them explore their own strengths and weaknesses in serving diverse populations. If you are having the assessment's evaluated by Executive Diversity Services, have the participants fill in the form and turn it in before leaving. This will take an additional 10-20 minutes. Otherwise, explain that they can fill in the forms on their own and use them to further improve their approach to customer service. Encourage them to direct any questions they might have to the appropriate person.*





## **THE 5 VALUES OF GREAT CUSTOMER SERVICE SELF-STUDY APPROACH**

You can use **The 5 Values of GREAT Customer Service** as a self-study resource as well. This can be very useful for an organization with a dispersed workforce, when offering productivity enhancement resources to existing employees, or when using the program as part of a new employee orientation process. This guide offers a flexible selection of materials to enhance the learning process.

- I. View the video **The 5 Values of GREAT Customer Service**. (24 minutes)
- II. Review the “Questions for Consideration” on page 20. It is recommended that you write out your answers to these questions.
- III. Read the Handout: “The GREAT Acronym” (page 18). Think about how you would apply the elements of the acronym to your own customer service work.
- IV. Read the Handout: “The 5 Values” (page 19). Consider the values one at a time and reflect on whether each one represents one of your personal strengths or an area you need to work on. Create a personal plan that details how you will work to improve those areas you have identified as needing attention.
- V. Review the Customer Service Self-Assessment (pages 22-26). This assessment can be used as a tool to encourage further self-awareness of your personal preferences and how they may impact how you serve your customers. If your organization has provided for a professional interpretation of the self-assessment, follow the instructions provided and submit the completed form to Executive Diversity Services, Inc.

HANDOUT



**Objectives of *The 5 Values of GREAT Customer Service***

- To explore how to provide ALL customers with GREAT service
- To understand that how customers perceive the service we offer may vary depending on their own personal and cultural perspectives
- To learn that how we perceive the needs of our customers may depend on our own personal and cultural perspectives
- To develop a values-based approach to customer service
- To apply the G R E A T acronym to our relations with our customers

HANDOUT



**Interpretations – Do You Mean What I Think You Do?**

1. List some cultural or other personal differences that might lead to misunderstandings with a customer. (For example, language differences, use of “please” or “thank you”...)
2. Describe a situation where you were a customer and you felt the customer service person taking care of you was rude or behaving in an inappropriate way. Do you believe the customer service person *intended* to be rude? Why or why not?
3. Describe a situation where you were serving a customer and you felt he/she was rude to you or behaving in an inappropriate way. Do you believe the customer *intended* to be rude? Why or why not?
4. Can any of the situations you described above be attributed to cultural or other personal differences? How?
5. How should you handle a situation where a customer might perceive your behavior as rude or inappropriate though that is not your intention? How might you know your customer feels this way?

HANDOUT



## **G R E A T Customer Service**

**G**reet all customers & make them feel comfortable

**R**espect cultural & other personal differences

**E**valuate how your customers want or need to be served

**A**adjust your approach to match your customers' needs

**T**hank your customers for their business

HANDOUT

# **The 5 Values of GREAT Customer Service**

## **1 - Show Respect**

**Every customer is your most important customer**

## **2 - Personalize**

**Avoid preconceived notions and stereotypes**

## **3 - Pay Attention**

**Assess how customers want to be served and adjust**

## **4 - Show You Care**

**Present a positive, supportive attitude**

## **5 - Advocate**

**Stay on your customer's side**



HANDOUT

## **Questions for Consideration**

### **Scene 1: *The Big Customer***

- 1) Why do you think Jack, the customer service provider in this scene, suspected the Big Customer was going to cause trouble?
- 2) Have you ever been in a situation where you were afraid of a customer? Describe what happened. How did the situation get resolved?
- 3) Have you ever had a situation where a customer that you at first dismissed as not very significant turned out to be a VERY important customer? Describe what happened.
- 4) From your own experience, how do you help a business that provides you with great service? How do you harm a business where you received terrible service?

### **Scene 2: *Check Please***

- 1) Why was the server so surprised when her customer asked that his check be given to his mother? What can we learn from this situation?
- 2) What stereotypes do you have about Asian customers? African American customers? Hispanic customers? Affluent customers? Very old customers? Very young customers? What is the danger in these stereotypes?
- 3) Do you find you are sometimes treated differently by customer service personnel because of your age, gender, race, religion, disability, etc.? Describe how you are treated. How do you feel about this treatment?



HANDOUT – Questions for Consideration (continued)

**Scene 3: *Can't You Hear Me?***

- 1) Why do you think the bank teller didn't notice her customer's bandaged hand? What assumption did she make that may have kept her from being more observant?
- 2) Have you ever had the experience as a customer where you didn't speak the same language as someone trying to serve you? How did you communicate?
- 3) When you have a customer who has a heavy accent or doesn't speak your language well, how can you provide him/her with great service?

**Scene 4: *Lost and Found***

- 1) How was Javier able to communicate with Jean even though they didn't speak the same language?
- 2) What attitude do you most appreciate from service personnel when you are a customer?
- 3) How can you show your customers that you care about them, their concerns and their business? Site specific examples from your experience.

**Scene 5: *The Parking Ticket***

- 1) How would you describe the attitude of the customer service person in the beginning of this scene? What was his attitude in the second part of the scene, after he smiled at the little girl? What made him change?
- 2) The customer began the interaction upset and became angrier. Why? Was the attitude of the customer service person helping her or making matters worse?
- 3) Once the customer service person connected with the little girl, what happened to her mother? Why did this change in the mother's attitude occur?
- 4) When faced with an angry or hostile customer, how can you defuse the situation and rebuild a positive, respectful relationship with that customer?

## **The Customer Service Self-Assessment: Interpretation Options**

The Customer Service Self-Assessment can be used as a tool to help stimulate employees to think about their preferences in how they interact with their customers. If you would like the assessment evaluated and to receive an interpretive report, the assessment can be used to identify preferences in twelve (12) areas that affect customer service:

- preference for working with others
- preference for an active working environment
- preference for doing things for others
- preference for doing multiple tasks simultaneously
- preference for flexible rules
- preference for working with people different from oneself
- preference for completing tasks
- comfort level with conflict
- self-awareness
- comfort with ambiguity and/or change
- preference for feedback
- preference for status and formality.

The interpretation offers feedback to the individual completing the survey regarding which of the twelve areas might provide her/him with challenges in serving his/her customers and identifies areas of potential improvement in customer service delivery.

Please note that this survey is for self-assessment only. It is not scientifically validated. As a consequence, it may not be used for personnel decisions whatsoever.

COST: \$6.95 per survey interpretation

### **HOW TO GET YOUR INTERPRETATIONS:**

**For Individuals:** If there is no purchase code in the lower right hand corner of your request for interpretation, send us your completed survey and Interpretation Request Form with payment of \$6.95. Acceptable payments include credit card or check. We will return your survey and the interpretation results within ten working days.

**Organization who want to provide interpretations to employees or participants who have taken *The 5 Values of GREAT Customer Service training class:*** Contact EDS to arrange for a Purchase Code. Acceptable payments include credit card, purchase order, or check. It will be your responsibility to place this number on all surveys for which you are paying for results. Any surveys received without a purchase code will not be processed.

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Please staple this page to the three-page Customer Service Self-Assessment survey. If pages get separated we will not be able to process your request. This survey will not be returned with your results so you may wish to make a copy before mailing.

## CUSTOMER SERVICE SELF-ASSESSMENT INTERPRETATION REQUEST FORM

Please note that this survey is for self-assessment only. It is not scientifically validated. As a consequence, it may not be used for personnel decisions whatsoever.

This cover sheet **must be completed in order for us to return the results to you.**

Your name: \_\_\_\_\_

Your Address: \_\_\_\_\_

Street Address

City: \_\_\_\_\_, State: \_\_\_\_\_, Zip: \_\_\_\_\_

Telephone (Include Area Code): Home: \_\_\_\_\_ Work: \_\_\_\_\_

e-mail address: \_\_\_\_\_

Your organization: \_\_\_\_\_

I want to pay by:

Check enclosed for \$6.95

Credit Card. Number \_\_\_\_\_

Expiration Date \_\_\_\_\_

Name on Card \_\_\_\_\_

Signature \_\_\_\_\_

Group Purchase Code (entered on the bottom of this page)

Please help us with the following optional information. Executive Diversity Services will use this information for our internal analysis of this survey. It will remain confidential.

Your Gender:  Male;  Female

Your ethnic identity:  African-American;  Hispanic/Latino;  Bi-Racial/ Multi-Racial;  Asian/Pacific Islander;  American Indian/Alaska Native;

White/European-American;  Other, Please specify \_\_\_\_\_

Your age:  Under 25;  25-35;  35-45;  45-55;  Over 55

I provide customer service primarily:  via telephone;  face-to-face;

via computer;  other, please specify \_\_\_\_\_

**Purchase Code:** \_\_\_\_\_ **Source Code: QMR** \_\_\_\_\_

Return forms to:  
Executive Diversity Services, Inc. 675 S. Lane St., Suite 305, Seattle, WA 98104  
TEL: (206) 224-9293

## CUSTOMER SERVICE SELF ASSESSMENT

Our personal values and work preferences can effect responses to customers. This assessment is an opportunity for you to identify where some of those challenges might occur for you. Please circle your answer to the following questions based on your *most frequent* feelings or behaviors. Please note that “N” is neutral, not “Don’t know”. Each item requires a thoughtful response for effective interpretation. Try to respond regarding your feelings generally as well as how you act in the workplace. Please think about people you serve both outside (external customers) and inside (internal customers) your organization.

**For each question please circle one of the following: SA = strongly agree; A = agree; N = neutral; D = disagree; SD = strongly disagree.**

1. I enjoy serving people.	SA	A	N	D	SD
2. I prefer customers who are polite, quiet, wait their turn, and thank me.	SA	A	N	D	SD
3. I show my feelings easily and like working with others who do too.	SA	A	N	D	SD
4. I don't like working alone and avoid it as much as possible.	SA	A	N	D	SD
5. I am interested in the ideas of people who don't think like I do.	SA	A	N	D	SD
6. I consciously try to control my assumptions about people.	SA	A	N	D	SD
7. I particularly enjoy working with and talking to customers, even when I have other work to do.	SA	A	N	D	SD
8. I recognize that my way of doing things is not the only way.	SA	A	N	D	SD
9. I prefer customers who are informal and address me by my first name.	SA	A	N	D	SD
10. I get annoyed when children behave inappropriately in public places.	SA	A	N	D	SD
11. Receiving approval or praise is an important factor in my job satisfaction.	SA	A	N	D	SD
12. I appreciate rules that are flexible and allow me to make decisions based on the situation.	SA	A	N	D	SD
13. I regularly try to improve my customer service skills.	SA	A	N	D	SD

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14. I dislike conflict so when I disagree with someone I usually keep it to myself.	SA	A	N	D	SD
15. I work best when I can complete a task before being asked to do something else.	SA	A	N	D	SD
16. If I don't want to do something I will procrastinate instead of denying the request.	SA	A	N	D	SD
17. I feel energized when I am busy and I am involved in multiple tasks much of the day.	SA	A	N	D	SD
18. How others assess my performance is more important to me than how I feel I have done.	SA	A	N	D	SD
19. I enjoy working with customers who are unclear about what they want and I help them clarify their needs.	SA	A	N	D	SD
20. I get very uncomfortable when I cannot understand someone's speech.	SA	A	N	D	SD
21. I am not uncomfortable listening to and helping a customer who is frustrated or angry because I don't take it personally.	SA	A	N	D	SD
22. I prefer working alone.	SA	A	N	D	SD
23. I prefer to be more formal with customers by addressing them with their title (for example, Mr. Smith, Dr. Ramos, Ms. Li).	SA	A	N	D	SD
24. If I don't want to do something, I say 'no' and try to persuade the other person I'm right, if necessary.	SA	A	N	D	SD
25. I prefer a work environment that is predictable.	SA	A	N	D	SD
26. I have high, sometimes unreasonable, expectations of others.	SA	A	N	D	SD
27. I worry that others might take advantage of me unless I am careful.	SA	A	N	D	SD
28. I am most comfortable when the rules are clear so I don't have to interpret them but can simply apply them.	SA	A	N	D	SD
29. It's not easy for me to put myself in someone else's shoes.	SA	A	N	D	SD

30. I am comfortable using policies to deny a customer request, regardless of their response.	SA	A	N	D	SD
31. I am most comfortable when my working environment is quiet and orderly.	SA	A	N	D	SD
32. The customer who demands help without acknowledging me or thanking me just because it is my job bothers me. It feels as if I am being treated like a servant.	SA	A	N	D	SD
33. I prefer working with customers who know exactly what they want and simply need me to direct them to it.	SA	A	N	D	SD
34. I enjoy working with people who are culturally different from me.	SA	A	N	D	SD
35. Customers who talk a lot interfere with my getting my work done.	SA	A	N	D	SD
36. I am not uncomfortable working with customers who are demanding.	SA	A	N	D	SD
37. I feel uncomfortable telling a customer we cannot meet her/his need.	SA	A	N	D	SD
38. I am a fairly private person and generally keep things to myself.	SA	A	N	D	SD
39. I appreciate receiving feedback even if it is negative.	SA	A	N	D	SD
40. I prefer customers who politely ask for help and thank me for my services. Even if it is my job, this makes me feel appreciated.	SA	A	N	D	SD
41. My own assessment of my performance is more important to me than what others think about me.	SA	A	N	D	SD
42. I am comfortable with frequent changes in my work environment.	SA	A	N	D	SD
43. I am comfortable with changing technologies.	SA	A	N	D	SD
44. I thrive in an environment where there is a lot of activity, noise, and visual stimuli.	SA	A	N	D	SD