

SMILE:
A First Impression
Can Change Everything

Leaders' Guide

Draft 2

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1. Introduction

Congratulations on being chosen as a Leader for *SMILE: A First Impression Can Change Everything*, a valuable program designed to help participants learn and practice the habits and skills of positive outlook and a positive attitude. These, in turn, can help distinguish your organization from the competition.

If you've never done this before, you might be a bit nervous. There's a good amount of material and it's natural to feel some stage fright.

Relax! Your participants know less about the topic than you, so no one will question your knowledge. Besides, the participants do much of the work themselves. The material is well organized, so when you properly prepare for your role as Group Leader, you'll find people praising how well you've performed.

SMILE offers a system that will help you and your organization deliver optimal customer service. It is structured to dramatically improve the quality of service provided by increasing personal self-confidence and communication skills.

SMILE: A First Impression Can Change Everything will have a powerful impact on employee performance and the quality of care your organization provides. Support and committed participation from you and your co-workers is essential. This Leader's Guide is designed to provide the tools you need to generate that support.

Program Goals

The goals of **SMILE: A First Impression Can Change Everything** are:

- To optimize the customer experience and help participants realize the best in customer encounters through mastery and daily practice of the **SMILE** skills and techniques;
 - and

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- To increase your organization's effectiveness by focusing attention on creating the ultimate customer experience, the key to your organization's continued success.

Successful companies set themselves apart with the service they provide to their clients and customers. Your organization believes that offering warm, genuine smiles to customers improves its success—and then success of its employees. The training and techniques outlined in this program can help improve interactions between everyone at your organization from your customers to co-workers at all levels.

To achieve these objectives, training should be conducted in a systematic, organized manner. At the same time, SMILE sessions should be relaxed and informal. The program is designed for training between eight and 15 participants and each **SMILE** training should run a total of two hours (three or four hours in developing countries).

If at all possible, an executive, manager, or supervisor should lead **SMILE** training sessions. Employees will find that their relations with the Group Leader will be improved by the frank, open approach of the **SMILE** program. They'll appreciate the interest and enthusiasm you bring to the discussions, and translate that interest and enthusiasm into very personal terms.

To be a great group leader requires three skills: peer respect, enthusiasm and the desire to be a customer service role model. In many ways, an employee with these skills can be a great leader; but a manager or supervisor without these skills will fail in leadership.

SMILE training will help all employees and we recommend that everyone within the organization be invited to participate — including new and experienced personnel. There's enough material in each group session to give you and your co-workers plenty of stimulation for constructive group discussion. The more everyone participates in the discussions, the better everyone will understand, remember, and apply SMILE principles.

Program Components

The **SMILE** program has three components:

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Video (totaling approximately **40** minutes of vignettes and instructional information)

A Leader's Guide

The **SMILE** Participant package (Participant Book, Certificate of Accomplishment)

Service Quality Institute and its partners provide instructional design that helps ensure effective learning. Employing a unique and proven educational model, learning occurs through reading, observing and participating. The main goals are to change attitudes and behaviors, to teach leading edge customer service skills and to build morale and teamwork. Our process reinforces the message through several levels of instruction to help make sure that learning lasts:

1. **Video Demonstration** that shows how the learning concepts work in practice. Over 80% of instruction is built around experiential learning.

The video, shot on location features realistic, everyday scenes of customer service situations and interactions.

The video corresponds to the program by section: For instance, Section 1 on the video corresponds to Section 1 in the Leader's Guide.

At the end of each video segment, the Group Leader is directed to turn off the video and turn to the next exercise or activity.

2. **Leader's Guide** supports the group facilitator with all of the tools to lead a live educational session, including interactive exercises and discussion questions. The leaders guide make the video vignettes and principles come alive. It is scripted so the learning time is kept on track and designed so virtually anyone can confidently facilitate the program.

The Leader's Guide is divided into 9 parts: the Leader's Introduction and 8 training sections.

The introduction provides you with the information you need to get the program up and running effectively.

The Leader's Guide includes:

- A complete transcript of each video
- All assignments, exercises, and in-class activities
- Suggested leader text or key points for the leader to cover
- Sample or likely participant responses to questions and activities

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- Implementation suggestions and training hints
 - Additional follow-up questions
 - Space to record observations, notes and sample participant responses to questions
3. **Participant Book** provides background for use during the sessions and for reading afterward to further impact the skills being taught in non-work hours. This enduring guide then becomes a resource to reflect back on learning and tips after you've completed the workshop saving over 8 hours of classroom time.

The Participant Book is the activity guide and resource for each participant who goes through the program. Like the Leader's Guide, the Participant Book is divided into sections. Each section includes introductory and resource information to supplement and expand on material presented in the live training and the video segments.

The Participant Book material is rich in examples, illustrations, and strategies that support and expand upon the video segments and exercises in each section. As a Group Leader, you can take advantage of this material when introducing new topics or when providing answers to participant questions.

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Take advantage of the Participant Book

The Participant Book is rich in examples, illustrations, and strategies that support the videos and discussions.

The Participant Book is often referred to throughout the program. Participants can read the book at home at their own pace and highlight key ideas for discussion. Make notes throughout the Leader's Guide that reference the Participant Book, then refer participants to the Participant Book when you think important ideas or communication principles can support their learning. The participants will be asked to complete all of the exercises and assignments throughout the Participant Book; the necessary page numbers for each activity are included in the Leader's Guide for easy navigation.

The Participant Book serves as an ongoing reference and resource long after the training is over. By referring participants to specific pages in the book, you create awareness of the wealth of information it contains. Participants are

urged to take advantage of the interactive benefits of the program by writing in their books and using them fully. Participants are likely to refer back to the step-by-step tips and techniques when needed.

The Participant Book is designed to explore - in much greater detail - what's covered in the videos and in the group discussions. Studying the Participant Book is an important part of the **SMILE** program. In some cases, participants will respond far better to the written word than they will to either the videos or the group sessions.

E-Book for Participant Book

The Participant Book is also available as an electronic resource for use outside of **SMILE** sessions. Each participant will be given access to an ebook version of the Participant Book that they can read and refer to on a corresponding and compatible mobile device such as a tablet or smartphone. The ebook version of the Participant Book will not allow participants to insert answers into the assignment sections of the book although the text for each assignment will remain for their reference. The ebook will not contain any of the print version's appendices, including the worksheets for live video exercises and the critique form. When the leader passes out the printed Participant Books at the beginning of Session 1, they should also relay the necessary information for locating and downloading the ebook version of the document. Participants are encouraged to utilize the ebook version on the go, but it is recommended that the print version of the book be used during the live sessions so that participants can take advantage of the included worksheets.

Using the Participant Book throughout your training:

As a Group Leader, you must emphasize the importance of the **SMILE** Participant Book to participants. There is no way to force participants to read the chapters or to complete the exercises but take every opportunity to encourage them to do so. Here's a helpful sequence of event for training with all of the **SMILE** program resources.

Instructors should read the participant book to thoroughly understand the content. Highlight key ideas and concepts to help you propel the discussions.

In your group sessions make sure each participant has their own copy of the Participant Book and that they write their name on Page 1 and complete all the included exercises. Encourage participants to highlight key ideas and concepts as they read the book.

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All of the print and video materials in **SMILE** are copyrighted and may not be reproduced in any form. Each Participant Book represents one license for one employee to experience the **SMILE** training program.

Preparing for SMILE Training

A special note about **SMILE**:

Despite its name, **SMILE** training and the principles it teaches is not superficial. **SMILE** helps participants to build their own, deep strength, mindfulness and resilience, so that they can find the bright light within themselves and bring it to share with customers and colleagues. To be successful, participants must perform significant introspection and self-growth. Your role as Leader is especially important as you set the tone and establish a safe space for participants to think about and apply these concepts for themselves. Especially in Sections 1 and 2, your role should not be underestimated. Prepare and conduct **SMILE** training knowing that your leadership will genuinely matter to participants. with

Conduct the **SMILE** program in a comfortable, well-ventilated room or space, with plenty of light. Select a room that is large enough to allow the participants to stretch out a bit. A comfortable group will be far more receptive to the **SMILE** message. Make sure the program is free of interruptions so you and the participants won't be distracted. This is particularly true if you're a manager or a supervisor who tends to have many people trying to reach you. During **SMILE**, you will be creating a learning mood, which can be easily compromised by interruptions. Make sure all participants have pens and paper.

Locate and test the video equipment you'll be using for **SMILE**. The program is available on as a video file on a USB drive, so be aware of what equipment you will need to have on hand for your training session. Avoid equipment with inferior speakers or poor resolution. Technical flaws like these will distract the participants.

Allow plenty of room for the equipment you'll need. Even if you know all the participants on a first-name basis, make nametags or table tents so everyone can see all the participants' names. During the sessions, it's very important to address the participants by name to establish and keep a warm and friendly environment.

Make certain that each participant has his or her own personal copy of the Participant Book. You and the participants will refer to it frequently, so be sure to read the appropriate sections and complete assignments before the program.

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Make sure that everyone can hear you. Speak clearly and distinctly without straining your voice. Don't allow participants to gravitate toward the back of the meeting room.

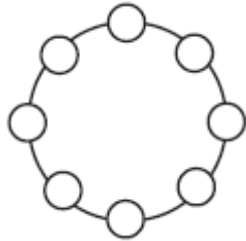
Here's a checklist to follow in planning to conduct a **SMILE** course.

- With management, discuss the implementation of the training program to determine the desired results and outline any changes to policy that should take place *prior to* bringing **SMILE** principles to the work force.
- Announce the program session in written form for a specific time and place. Be sure to start on time and end on time.
- Select a meeting room where people can be comfortable and not be interrupted.
- Check the meeting room and the video equipment prior to each session. You may wish to use a whiteboard, electronic blackboard, overhead projector, or easel and flip chart.
- Attempt to create a fun atmosphere. Decorate the meeting room with posters, if available. Provide refreshments during session breaks. Personalize the space to mirror your enthusiasm to create a positive and sharing environment.
- Read the relevant sections of the Leader's Guide and Participant Book prior to the program, including the appropriate exercises.

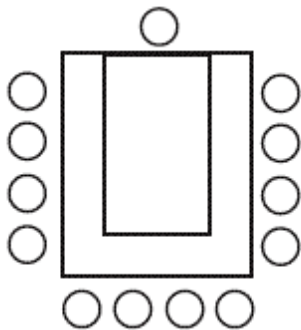
Implementation Suggestions

Audience Size

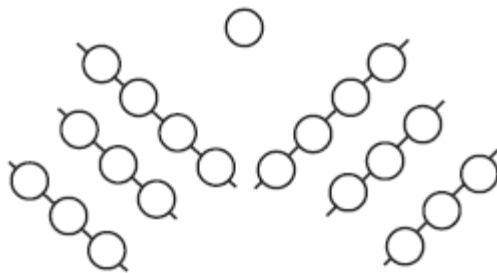
8 – 12 participants — ideal for new Group Leaders



12 – 15 participants — the optimum size



16 – 25 participants — fine, but require experienced Group Leaders



Implementation – One Session

SMILE, is a brief training program, so should only require a single session. Experience has shown that a small group of seven to fifteen participants or fewer can be trained in approximately two hours. Larger groups typically need about 20 percent longer, so allow more time.

The Art of Good Leadership

Since you will be conducting the **SMILE** program, a few words about group leadership may be in order, especially for those of you who don't do this type of thing on a regular basis.

Since **SMILE**, is a brief program, it will be especially important for you to establish a positive rapport quickly. Be genuinely enthusiastic and energetic. As Leader, this is perfect time to believe-in and show your commitment to SMILE principles. You'll quickly see a better engagement than you otherwise might. Above all, you and the participants should enjoy yourselves. Everyone will quickly be at ease during group discussions if the atmosphere is informal. The best way to achieve this atmosphere is to treat **SMILE** as a positive, happy, supportive approach to improving job performance. Encourage everyone to speak candidly and freely.

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Open the lines of communication

There are no *right* or *wrong* answers. The emphasis is on developing an awareness and mastery of the power of **SMILE**.

Everyone will have valid points to make, and as the Group Leader, it is your responsibility to make certain that they feel comfortable and free to participate. There are no *right* or *wrong* answers to the **SMILE** exercises. The emphasis is on opening the lines of communication and developing an awareness and mastery of the power of **SMILE** principles when dealing with customers and co-workers.

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As **SMILE** progresses, gaining involvement is usually not a problem. People want to participate. But, until that natural comfort level is reached, it's important for you, as the Group Leader, to go out of your way to ensure that everyone participates. This Leader's Guide contains sample questions and answers for the Group Leader. Screened boxes surround the Group Leader script to make it easy to spot. These include questions ensure that the group discussions have maximum impact. Additional instructions to you are printed outside the boxes.

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Maintain consistency

The consistent delivery of content and concepts from group to group ensures that everyone will have a similar experience.

The scripted questions also help you establish and adhere to an agenda. You should not allow the session to get off track. As a structured, programmed approach to quality participant relations, each portion of each session is important.

If you add material or encourage lengthy group discussions, be prepared to extend the course by 30 minutes or more.

Don't be tempted to take shortcuts or eliminate portions of sessions. Use the **SMILE** materials fully.

It is important to maintain consistency in the content and delivery of the concepts from group to group. This will ensure that all employees who complete the program have a similar experience.

You do not have to repeat the script provided for you word for word. The important role of the Group Leader is to guide the group's discussion through the principles of **SMILE**. The most comfortable way to do that varies with each group and with each Group Leader. As long as the principles are covered fully, feel free to make the words and ideas from the script your own.

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If you want to depart from the script, don't just ad-lib. Think about and note the questions you want to ask and points you want to make. Then speak simply and precisely. Remember, you'll be communicating feelings as well as information. Relax and let your personality come through.

When leading the discussions, don't bury your nose in the Leader's Guide. Look your participants in the eye and scan the room while talking. The same applies to listening. When the discussions take off, you'll need to follow along and guide the conversation in the right direction. You can't do that without actively listening. It also helps to keep an open mind. Everyone is entitled to an opinion. Remember, there are no *right* or *wrong* answers. The honest exchange of viewpoints is what's right.

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Video vignettes provide a foundation for discussion

Make use of the teachable moments to reference situations specific to your organization. Create an open forum to identify and refer problems for follow-up action as appropriate.

If you need reading glasses, use them as you carry the Leader's Guide as you move around the room to interact with the participants. This encourages an easy-flowing dialogue that both you and they will enjoy.

Don't worry about objections, complaints, or disagreements. It's far more important for you to maintain an open, sharing atmosphere in each session than it is to achieve 100 percent agreement. Allow the group to comment on and to answer objections. By doing so, you'll achieve the objectives of **SMILE**.

Finally, keep the program moving. Don't drag it out. By achieving a comfortable, efficient pace, you'll keep participants alert and active. Good leadership requires you to stay on your toes — and a step ahead of the participants.

How to Run the Session

First, look for ways to internalize the messages presented in **SMILE**. Use questions relating to problems and situations familiar to the people in your group. Job situations are probably easiest, but don't neglect examples away from the job.

Please keep in mind that the learning process, particularly in a meeting, is very fragile. Don't allow one person to dominate a session. This kind of domination threatens others, particularly subordinates or those less experienced.

Even the best Group Leaders will encounter problems from time to time. But any problem can be turned into an advantage and an opportunity to improve **SMILE** training.

For example, what should you do about a participant who strays from the main topic? Instead of urging him or her to "get back on the track," which produces resentment and rarely works, ask the participant a specific question on the topic under discussion:

"Sean, several minutes ago Tanya mentioned that she doesn't always know how to smile at her customers when things get really hectic. What advice can you give her for those situations?"

How about participants who start arguing? As a Group Leader you want a frank and open exchange of views. One hundred percent agreement isn't necessary. But you certainly want to avoid shouting matches. To defuse such situations, physically stand between the debaters so they can't see each other. Then, involve the entire group in the discussion by rephrasing the argument. Ask those in the group for their opinions.

At the opposite end of the spectrum, you may have participants who hold back or won't participate. Try asking questions of these people by name. Don't push too hard but get them to talk about their own experiences and feelings, which relate to the topics under discussion. Dividing into small groups for some of the discussions may help participants feel more comfortable sharing their ideas.

General Leadership Techniques

Make certain that your group sees you not as an expert, but as a coach or facilitator to help the entire group explore the topics. At the beginning of each meeting, emphasize that each member of the group is free to share personal experiences — good and bad. Suggest they use the program to look for answers to the questions that truly concern them.

You need to build a team atmosphere. Like any team, you and the participants will be more successful implementing the principles of **SMILE** by working as a group, rather than as individuals.

Leadership Options

As we've discussed, one of the most important things you as a Group Leader can do to make **SMILE** work is to establish the right atmosphere for the group sessions. Ideally, participants should have fun and feel good about participating. Here are some suggestions of things you can do to create and sustain that atmosphere:

- At the start of the program divide the group into pairs. Ask the people in pairs to interview each other and then have each briefly introduce the other person to the group or assist each other with the warm-up exercise.
- Break up into groups and have participants candidly discuss the barriers to **SMILE** that they find most troublesome.
- These are only a few suggestions. The **SMILE** program is flexible, but it does require participation from everyone. Try to think of discussion topics or activities to motivate your participants. Don't worry about doing something a little silly; **SMILE** should be fun, and a good laugh can be a real icebreaker.

The Art of Seminar Questioning

In conducting these group sessions, try to use open-ended questions that relate to experiences your group may have encountered. **SMILE** is not effectively presented by lecture or directive. Ask questions and let the participants do the "lecturing" through their answers. In this approach, the Group Leader really acts as an interviewer asking probing questions. The participants learn better when you involve their feelings. There are three steps to achieving that goal:

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1. Ask open-ended questions that can't be answered with yes or no. The questions in this Leader's Guide are examples of such questions.
2. Ask open-ended questions to the group in general, any specific person in the group, or to a team of people within the group.
3. Use certain key words, particularly in questions delivered to the group. For example, ask those in the group to:
 - Explain why something is important
 - Analyze a situation
 - Provide his or her own story to illustrate a point
 - Solve a problem
 - Explain how they feel

When in doubt, or if you are receiving limited or inappropriate responses, keep asking open-ended questions.

How a Leader Handles Questions

The best way to handle questions from the group is to ask another question! Remember, the objective is to get participants to discuss, interact, and debate so that they learn by emotionally connecting with the issues. As a leader, your role is to keep the discussion going and drive the concepts. The best leader never answers questions. When you answer questions, you avoid huge opportunities for interactive discussion. Moderate the discussions and try to get all participants involved. Keep control of the discussion, but don't be afraid of heated exchanges or excitement. If you're ever stuck, here are a few ways to promote group interaction:

Return the question to the questioner by rewording it, asking for specifics. For example:

"Aaron, you asked why speaking robotically seemed to have such a negative effect on a customer. Can you share an example of when someone said something robotic to you over the past several weeks that really turned you off?"

Or:

"Beatrice, you asked why smiling with your colleagues is so important. How you feel when people you deal with smile at you?"

Pass the question to another participant. For example:

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“Diego has asked how to deal with customer complaints while still offering a genuine smile. Gabriel, do you have any experience with that type of situation?”

When a participant gives a response that is out of line or runs counter to the **SMILE** principles, don't argue or disagree. Ask another participant, whom you know would probably have a different approach, for their ideas. For example:

“Lucas, do you agree with Marco's approach?”

Or:

“Paula, could you give us your opinion on what we should do when we face situations like the ones Ruben mentioned?”

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Handling questions

Rephrase the question.

Pass the question to another participant.

Don't disagree when a response is out of line. Ask another participant who would probably have a different approach.

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Sample Invitation for **SMILE**

Note: We encourage you to create a version of this notice on your organization's letterhead. Personalize it as much as possible. You may choose to hand deliver this notice to potential participants, and while giving them the notice say:

"I want you to seriously consider participating in **SMILE**. You're a valuable member of our team. I think the concept is great! I'll look forward to seeing you there!"

MEMORANDUM

TO: (Potential Participant's Name Goes Here)

FROM: (Your Name Goes Here)

DATE: (Use Today's Date)

SUBJECT: **SMILE**

This is my personal invitation for you to join us for **SMILE – A First Impression Can Change Everything**. It's a program designed to help you and our entire organization embrace the concept of using genuine, appropriate connection to provide quality care to our customers and co-workers. This program can benefit everyone, and we should have some fun with it, too.

All of us, in one way or another, drive the success of our organization. What we say, how we say it, and our attitude directly impact our relationships with customers and co-workers.

During this session, we'll be discussing the basic concepts of **SMILE**. They will help us dramatically improve our daily interactions with customers and our fellow employees. There has never been a time when effective and empowered, communication is more important. The art of **SMILE** is of vital importance to the success of our organization! Join us to explore your role in that success.

We'll hold our **SMILE** group meeting at _____ (place) on _____ (day,) _____ (date,) at _____ (time) a.m./p.m. Please confirm

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your availability as soon as possible. If you have a conflict, perhaps we can choose a more convenient time so that you can take part in **SMILE**.

I am looking forward to exploring the dynamic customer care and personal performance concept of **SMILE** with you.

Sincerely,

(Your signature)

SMILE Program Outline

What you'll accomplish in conducting the **SMILE** session:

- Introduce the participant book and distribute copies to participants. Describe the process for accessing an electronic version of the Participant Book.
- Illustrate the **SMILE** experience and the significance of its positive impact on self-awareness, self-confidence and customer engagement.
- Develop an understanding of how **SMILE** principles can be implemented.
- Build up participants' self-image and strengthen their confidence to apply **SMILE** for themselves

The following chapters each detail what you as leader need to do to conduct the **SMILE** program.

Section 1: Introduction

SECTION OBJECTIVES:

- Introduce the participant book and distribute copies to participants.
- Provide participants with information to access electronic versions of the participant book.
- Develop participants' understanding of why a smile can be valuable to your organization.
- Explore participants' attitudes about smiling.

SECTION CONTENT OUTLINE

- A smile—one of the first elements in superior customer service
- Most employees DON'T genuinely smile
- Keys to putting a smile into your interactions with customers

WHAT YOU WILL NEED

- Computer for video playback, monitor, and **SMILE** USB drive
- Flip chart and markers
- **SMILE** Participant Books
- Pens and paper for participants
- Identifiers (name tags, seating chart with first names, or table markers) for each participant
- This Leader's Guide
- Tape or tacks to hang pieces of paper on the walls.

HOW TO PREPARE

As mentioned in the introduction, the first half of Section 1 and all of Section 2 are especially important for your Participants to get them most from **SMILE**. Be sure to prepare for this section carefully.

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1. Flip over a page on the flip chart. Draw a large circle. This is to be a drawing of yourself. Have a little fun with this. Add details of eyes, nose, mouth, glasses, wrinkles, any feature that makes you recognizably and uniquely you. Put the name you like to be called underneath the drawing. On a second blank page put your answers to these questions:

1. What is the amount length of time you've been an employee at any organization? We're looking for the total number of years you've been working.
2. How long have you been working here and in your current position?
3. Write down a situation that has made you feel warm peaceful, even happy INSIDE. Think of a situation that even now causes those feelings inside of you.

When finished, flip back in flipchart to cover these pages.

2. Prepare the room. Place name tag, pens and participant guides at each place.

As with every session, read through all Leaders' Guide and Participant Guide sections. Watch all videos. As you do, make notes for yourself here:

LEADERS' NOTES AND IDEAS

CONDUCTING THIS SESSION

Leader's Speaking Script: Welcome to the SMILE training program. For those of you who don't know me, my name is (YOUR NAME), and I'll be acting as Group Leader during this training session. As Group Leader, I'll be providing a framework for our discussions, but each of you will be helping one another as we go along.

Activity 1A: Warm-up

Now that you know a bit about me, I'm going to ask each of you to introduce yourselves, but we're going to do this a little differently. You each have a piece of paper in front of you and some markers on your table. I want you to use the page to draw a big circle.

Wait for the participants to draw their circles.

Okay, everybody finished? Now, look at that circle you just drew. That is your head. Take a couple more minutes to add a face and hair and anything else that makes that head yours, maybe a hat, or something fun about yourself. Then write what you like to be called just below. Kind of like this...

Flip over a page on the flip chart to reveal the head you created for yourself with your name below.

Allow 3:00 for participants to complete their drawings.

Let's finish up. Everyone's heads look great. Now in your participant book, I want you to answer a couple of questions, and then we'll talk about them.

Question number 1. What is the amount length of time you've been an employee at any organization? We're looking for the total number of years you've been working.

Allow :10 seconds to write

Question number 2. How long have you been working here and in your current position?

Allow :10 seconds to write

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*And question number 3. Write down a situation that has made you feel warm peaceful, even happy **INSIDE**. Think of a situation that even now causes those feelings inside of you.*

*And don't hold back. Even if you don't share details with each other, finding that reaction inside yourself is the key to understanding the **SMILE** concept.*

Allow 2:00 to write.

Consider your own answers to the three questions as participants complete theirs.

The first question is designed to get the participants thinking about their personal experience and history as a worker and employee.

The second question should familiarize the group with each participant's experience level and align everyone as a member of a common work force with the same goals.

The third and final question is the beginning of **SMILE**. Try to get participants to examine their own experiences and identify a moment joy or satisfaction or positive feeling in their own lives. The idea here is to help them trigger and recognize the release of endorphins in themselves. This release forms the basis for finding the smile within themselves.

Following each introduction, have the participants find a space on the wall to hang their self-portraits and leave them up for the remainder of the session.

*Okay, everybody finished? Now, take these two pages. **GO** and hang your self-portrait picture on the wall. And stand beside it.*

Allow 1:00 to hang pictures.

As this continues, share your answers to the three questions. Ask each participant in turn to share their first two answers, and if they are willing, their third answer.

Now let's share what we're willing to. My first answers were. [Share] A moment that still makes me happy is [share]

Allow 2:00-6:00 to share.

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As you share, allow yourself to really feel the joy in your memory. Let others see that joy on your face.

Ask others to share.

Who's willing to share next? Would you mind telling us your happy memory? If not, will you close your eyes and remember it for yourself?

As each person shares or thinks about their answers, NOTICE their facial expressions and body posture. Call out when it's clear that some happiness has been felt and shows on their faces. **Enjoy each moment with them.** Notice aloud as others in the group react. How their moods change with the person sharing. Observe how those good feelings spread.

END OF ACTIVITY

Activity 1B: Video

Leader's Speaking Script: Now let's watch a short video that introduces the SMILE concept.

VIDEO SEGMENT: Allow 5:00 to watch. This video introduces the **SMILE** concept.

[Final Video Script Here]	
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Leader's Speaking Script: What do you think?

Encourage answers and discussion. Allow 2:00

Do you think a SMILE can be valuable here in [your organization]?

Encourage answers and discussion. Allow 2:00

Can a smile help you? Can a smile help our customers?

Encourage answers and discussion. Allow 2:00

END OF ACTIVITY

Activity 1C: Reflection

Now let's turn to your Participant Guides. Much of what we cover today will be presented in the Participant Guide. To reinforce your learning, it will be important for you to read each chapter on your own. We'll also read some of it together and use it for your personal reflections as we learn about SMILE.

Open them now to the chapter called "Introduction." Scan it and then at the end, write down things we've discussed and that you may have learned in the last few minutes. Writing these down will help reinforce your learning.

Allow 5:00 to write.

END OF ACTIVITY

Section 2: A Smile Can Change Everything

SECTION OBJECTIVES

- Explain how genuine smiles benefit the individual
- Explain why a smile is a good thing
- Explore cultural attitudes about smiling
- Help participants see how smiles, even in their own cultural context, can be valuable and appropriate
- Help participants learn to find their own reasons to smile *within themselves*
- Examine how different kinds of smiles are appropriate in different situations
- Build up participants' self-image and strengthen confidence to find smiles within themselves

SECTION CONTENT OUTLINE

- Real smiles come from within
- Give yourself reasons to smile
- Why you should smile
- When not to smile

WHAT YOU WILL NEED

- Computer for video playback, monitor, and **SMILE** USB drive
- Flip chart and markers
- **SMILE** Participant Books
- Pens and paper for participants
- Identifiers (name tags, seating chart with first names, or table markers) for each participant
- This Leader's Guide

HOW TO PREPARE

As mentioned in the introduction, the first half of Section 1 and all of Section 2 are especially important for your Participants to get them most from **SMILE**. Be sure to prepare for this section carefully.

As with every session, read through all Leaders' Guide and Participant Guide sections. Watch all videos. As you do, make notes for yourself below.

Find all discussion questions and write each on its own flip chart page.

Write section objectives on a flip chart page.

Be aware that this section builds the foundation of the entire **SMILE** training. It contains the most content and is the longest section to conduct.

LEADERS' NOTES AND IDEAS

CONDUCTING THIS SESSION

Leader's Speaking Script: Have you ever been told you had to smile? Or maybe you interacted with someone whose smile seemed forced? How did that feel to you?

Who here has been in a situation where someone smiled, but you still didn't feel you could trust them?

Forced, artificial smiles can be used to manipulate others.

We are not interested in that kind of smile. Our organization wants to help you be stronger, more confident, more aware. Learning about SMILE principles can help you do that.

Activity 2A: Discussion

Can anyone tell me about a situation where they another person smiled genuinely? How is this helpful to you? How did this improve the situation?

Encourage answers and discussion. Allow 4:00

We can choose when and how to smile. I'd like to suggest that teaching ourselves to choose to smile more often can benefit us, maybe even more than it might benefit someone else.

END OF ACTIVITY

Activity 2B: VIDEO SEGMENT.

Allow 6:00 to watch. Illustrates situations that can improve with a smile.

[Final Video Script Here]	
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What do you think?

Encourage answers and discussion. Allow 4:00

Is this something we can apply here?

Encourage answers and discussion. Allow 4:00

END OF ACTIVITY

Activity 2C: Lecture, Discussion and Reflection

Did you know that when you truly smile, even a little, you make yourself happier?

Researchers have shown that a smile can signal to your brain to release endorphins—chemicals in the body that help you relax and lift your mood.

Remember earlier when I asked you each to find something that made you happy? When you did, your body pretty good released feel-good hormones. And within seconds you did feel good!

And often the people around you felt good with you.

And a smile works both ways. You can smile after you think of something pleasant. Or here's the amazing secret: if you can get yourself to smile, even a little, you'll feel better.

It can work when you are anxious or in a bad mood too.

You can choose to smile and make yourself feel better.

This works! Even while you are under stress a smile helps your brain produce those hormones and that heal your mind and body.

It doesn't take much of a smile to trigger your brain to release feel-good hormones.

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Try this. Remember the thing that made you smile Earlier? Let's call that your happy place. Think of it now and notice just how quickly you can feel your body react. Notice something right now that makes you smile—even a little. Maybe it's your happy place. Maybe it's a bright color someone is wearing. Maybe you're looking forward to lunch. Maybe you remember the warmth of the sun as you came into the building today.

What feels different inside of you? Write these down in your participant books.

WRITING. Allow 3:00.

Anyone care to share what you wrote?

DISCUSSION. Allow 3:00. Encourage and appreciate what is shared.

A smile, from within yourself, is a gift you can give yourself any time.

In any stressful or boring situation, a small smile can be helpful. First thing in the morning, a half-smile can help you face the day. Whenever you do, your brain will release those feel-good hormones.

And when you are calmer, you can think more clearly. You can be more effective at whatever you need to do.

[TOPIC CHANGES]

Maybe you weren't brought up to smile. Social norms can be very different from one community to the next. When you were a child, what were you taught about smiling or people who smile?

DISCUSSION. Allow 3:00. Listen for subtle differences in people's beliefs. Show respect for all.

According to how you were raised, when is a smile appropriate?

DISCUSSION Allow 3:00.

Listen for subtle differences in people's beliefs. Show respect for all. Tease out and note on flipchart what makes a smile valuable for each.

So, people in some cultures rarely smile. For some, smiling might not be seen as showing warmth or respect. For some, smiling is seen as suspicious.

On the other hand, smiles, when genuine and when delivered in the right circumstances can communicate a great deal.

Our organization believes that a genuine smile at the right times, can help improve our relationship with customers. That's why we're doing this workshop. But we want to help you to smile from within—to build your confidence and competency so you'll want to smile for our customers.

[TOPIC CHANGES]

Now, you may still want to argue that a big, forced smile doesn't work. You're right. We don't want forced smiles.

Researchers found that when people feel that they HAD to smile all day, they wore themselves out. They used up all their self-control on the job, leaving them deflated and miserable.

Smiling because you HAVE to is not the same as smiling because you WANT to. So, learn to smile for yourself! Real smiles come from inside of you.

Let's work on that.

One of the best tools to use to strengthen yourself inside, especially to get started is called mindfulness or being present.

Whenever something pleasing happens, try to slow down, focus on it and let it “soak in.” Start with small things—your first sip of a favorite drink, a breath of cool, fresh air, the sight of someone you love.

Activity 2D. Exercise on Mindfulness.

Close your eyes and notice where and how your clothing touches your body.

What sounds do you hear? Can you hear your own breathing? Maybe the sound of your blood flowing inside of you? What else can you hear?

Have participants speak answers aloud. Allow 2:00

[TOPIC CHANGE]

Another good practice that can help you is noticing and naming what you are thankful for—what you appreciate. Some people even keep a list for themselves called a gratitude journal.

In your participant books, write down three things you are thankful for.

WRITING. Allow 3:00.

Train your body and mind to give extra attention to what you enjoy.

You can also train your mind to really focus on what is happening RIGHT NOW and RIGHT HERE. Mindfulness can help you find things that bring you happiness in any situation. It lets you to “reframe” events as they happen and find the positive bits.

You can teach yourself to have a positive attitude. You can find and remember your sense of purpose. You can learn to focus on what you can control and let go of the rest.

If you choose, you can cultivate that kind of positive attitude in yourself. If you do, you’ll do yourself a favor by making your personal life and your work life better. There’s growing medical evidence that a positive attitude can not only help you to live happier, but to live longer too!

You can give yourself reasons to smile, even when the going gets tough. Smiles come from a positive outlook and a positive attitude. Growing a positive attitude in yourself makes you stronger and grows your ability to smile!

Activity 2E: Reinforcement

So, lets recap. Why should you smile?

Genuinely smiling is good for you. It triggers endorphins which lower your blood pressure and raise your mood. You can build your skills to do it more easily and quickly.

With these skills you'll be happier, more confident and more effective in whatever you do.

[TOPIC CHANGES]

Now, what does all this have to do with work?

When you can share a smile, it costs you nothing and conveys warmth and welcoming. A smile can invite customers to engage with you.

Discussion. Allow 3:00.

What can a smile convey to a customer?

Listen for and reinforce answers that are supportive of customers, like:

- It shows that you care and are willing to provide quality service.
- "I like you"
- "I care about you as a person"
- "I care about your needs"
- "I'm ready to help"

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A genuine smile, even a small one, conveys a positive attitude and projects respect.

While your smile can benefit you, it can also help you see customers as people—more than just another sale or problem to endure.

A smile is worth the investment. It helps you. That alone makes it worth working on.

And it can improve customer interactions. It can improve your day AND the customer's day while helps head off potential problem situations.

When not to smile

When it comes to how your smiles reach others, think about happy smiles, joyful smiles, connecting smiles, open smiles, empathetic smiles. There are times and situations when these smiles aren't appropriate. But even then, your face can support your customers. Think about understanding smiles, empathetic smiles, even sad smiles.

Who can name some situations that might arise at work, where a warm friendly smile might not work. And what kind of smile would work.

DISCUSS DIFFERENT SITUATIONS AND what expressions might be appropriate. Allow 5:00. Listen for and reinforce answers like

- An anxious customer—listen, give an genuine empathetic smile, provide a supportive focused response.
- An upset customer—listen, understand their situation and concerns, give a concerned, understanding smile, provide a supportive focused response.

Think about and try to understand and feel or empathize with their situation. When you do, a look of understanding or empathy will come to your face when that's what's needed.

END OF ACTIVITY

Activity 2E: Recap

This has been an important section. I'd like you to take a few minutes to recall all that we've learned in this section and in your Participant Books, write ways you can work on the skills for yourself. Make them action-oriented: "I will take time at the end of every day to think about things I am grateful for."

SHOW FLIP CHART PAGE WITH SECTION OBJECTIVES. Underline words **gratitude** and **mindfulness**.

WRITING. Allow 5:00.

END OF ACTIVITY

AFTER AT LEAST 5 MINUTES OF QUIET, ANNOUNCE A BREAK. Allow 10:00.

Section 3: Smiling Throughout Your Organization

SECTION OBJECTIVES

- Explore how smiles are or aren't used across your organization
- Help participants identify positive examples of smiling within your organization
- Help participants identify reasons smiles are not seen in your organization
- Discuss how your customers can be affected by genuine smiles
- Discuss how customers experience is hurt by a lack of genuine smiles
- Help participant identify ways that they can foster a positive work culture

SECTION CONTENT OUTLINE

- Smiling across the company
- Smiling and your co-workers
- Why employees don't smile
- Impact on customers
- When employees don't smile
- Fostering a positive environment

WHAT YOU WILL NEED

- Computer for video playback, monitor, and **SMILE** USB drive
- Flip chart and markers
- **SMILE** Participant Books
- Pens and paper for participants
- Identifiers (name tags, seating chart with first names, or table markers) for each participant
- This Leader's Guide

CONDUCTING THIS SESSION

Activity 3A: Discussion

CONTEXT

A culture of positive attitude and smiles in an organization provides a consistent positive experience for customers. That builds confidence in the services you provide. It also projects a dedication to customer service throughout the organization.

Allow 10:00 total, 3 questions.

Leader's Speaking Script:

We talked a few minutes ago about the individual cultures we were each raised in. Together we share the culture of our organization.

What does our company culture say about smiles?

DISCUSSION. Experiencing—or missing smiles in your organization.

Why do you think things are this way here? How can we improve things?

DISCUSSION. What norms or pressures are present that convey various attitudes that encourage or discourage smiles. Acknowledge your organization's shortcomings. Talk about ways that individuals can help to change that. Talk about the value of encouraging smiles in each other. Discussion points may include:

- Are none of the bosses are smiling? Why not?
- There are serious business targets to hit, goals to reach, and deadlines to meet.
- From the top down, what attitudes are conveyed.
- The impact of coworkers often having "a bad day."
- Fostering positivity and resilience in your organization will pay big dividends.
- Employees who feel heard and supported can become far more effective and empowered.
- Proactive productivity goes up as morale improves.

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Our organization wants to help people enjoy coming to work and feeling like a part of a solid team. We encourage employees to feel confident contributing ideas and working for our shared goals. We recognize that helping employees feel positive about what they do is good for business.

When you have a positive outlook and a confident attitude in yourself, you're happier, more productive, and that can be contagious to others. We all benefit from working more efficiently and effectively.

END OF ACTIVITY

Activity 3B: Video

Allow 6:00. Illustrates the value of a positive corporate culture that reinforces **SMILE** principles.

Let's look at some examples.

[Final Video Script Here]	
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What do you think?

DISCUSSION. Allow 3:00. Compare video with conditions in your organization.

[TOPIC CHANGE]

Sometimes, it's hard to find a smile.

There are the cultural reasons we talked about. Sometimes, personal problems can weigh us down. And we all have "bad days".

Remember I mentioned training yourself? Bing mindful? Thankful? Finding things that DO make you smile? The more we practice doing those things, the stronger and more confident we become. As we build ourselves up, we're better prepared for facing those "bad days".

When tough times do come, try to keep a sense of purpose. Remember what you are thankful for. Call up those happy memories.

END OF ACTIVITY

Activity 3C: Discussion

Allow 15:00 total, 3 parts.

There are always some things we can't control.

What are some things you haven't been able to control? And how did your own attitude, good or bad, affect the outcomes?

Allow 5:00

Encourage sharing. Listen respectfully and empathetically. Situations might include:

- Dread when facing a difficult (customer) interaction
- Unhappiness about a job status
- Feeling like there no control or interest in addressing a problem
- Rushed or haphazard organizational hiring and training

Acknowledge difficulty. Reinforce examples of self-resilience.

On chart paper, write positive experiences and ways people have found self-resilience. Emphasize where **SMILE** principles can support individuals through these situations.

That is where this seminar comes in. By learning to smile from inside yourself, by fostering your own positive attitude—building your own inner-strength, you can better deal with tough situations.

[TOPIC CHANGE]

Now how does this impact our customers?

Allow 5:00.

Identify situations where a positive attitude, self-resilience and the ability to find even a small smile inside yourself can help customers. Encourage sharing. Listen respectfully and empathetically.

Write these on chart paper.

When we can have positive attitudes, our customers feel more valued, heard, understood, and supported in whatever it is they need. This increases customer satisfaction and creates a much more solid customer engagement throughout the organization.

With each positive customer encounter, our opportunities to provide customer service and to build customer loyalty increase. When our customers feel valued, heard, and supported, our encounters are much more positive. Customers are much more likely to come back or to say good things about us.

[TOPIC CHANGE]

What happens when employees don't smile?

Allow 5:00.

Sour attitudes are bad for business. We don't want to annoy our customers.

And sour attitudes make for a sour culture. We'd all like to enjoy ourselves a little more at work.

END OF ACTIVITY

Activity 3D: Recap and Reinforcement

*Now take a moment to make some notes in your Participant Books.
Reinforce what we've learned about smiles and organizational culture.*

WRITING. Allow 3:00.

END OF ACTIVITY

Section 4:

How You Look. How You Sound. What You Say.

SECTION OBJECTIVES

- Explore the behaviors that come when genuine smiles are present

SECTION CONTENT OUTLINE

- How you look
- How you sound
- What you say

WHAT YOU WILL NEED

- Computer for video playback, monitor, and **SMILE** USB drive
- Flip chart and markers
- **SMILE** Participant Books
- Pens and paper for participants
- Identifiers (name tags, seating chart with first names, or table markers) for each participant
- This Leader's Guide

HOW TO PREPARE

As with every session, read through all Leaders' Guide and Participant Guide sections. Watch all videos. As you do, make notes for yourself below.

Find all discussion questions and write each on its own flip chart page.

CONDUCTING THIS SESSION

Leader's Speaking Script:

You may interact with many, many customers in a day, but for each of one of those customers, their time with you is a unique encounter. Strive to make each interaction positive. YOU must take the initiative to make a good first impression.

For this segment, we'll talk about three components of how you present yourself to others: How You Look; How You Sound; What You Say. For the next few minutes, we'll talk about in person interactions. Later we'll talk about how to apply these in person AND when using text, voice or video calls.

Activity 4A: Video

Allow 2:00. This video, 4-1 illustrates How You Look

Let's look at some examples.

[Final Video Script Here]	
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Can anyone offer an anecdote about how you have looked that affected a situation? Or maybe about when you've been a customer and how someone else looked has affected you?

DISCUSSION. Allow 5:00. Write answers on flipchart.

Thank you. Now let's look at some examples of How You Sound.

VIDEO 4-2. Allow 1:00. This video illustrates How You Sound

[Final Video Script Here]	
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Same question as before: Can anyone offer an anecdote about how you or someone you have dealt with has sounded that affected a situation?

DISCUSSION. Allow 5:00. Write answers on flipchart.

Good. Now let's look at some examples of What You Say.

VIDEO SEGMENT 4-3. Allow 2:00. This video illustrates What You Say

[Final Video Script Here]	
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At its simplest, what you say are the magic words: Good morning! Welcome! How may I help you? Thank you! And when you must, even, I am sorry.

And I'm going to repeat a point: always finish with something positive, even if the interaction has been difficult. Actions speak louder than words both for how we solve someone's problem and how we feel how we convey what we feel about the situation.

END OF ACTIVITY

Activity 4B: Application

Let's think of a few situations that we might be in and how we can apply "How You Look; How You Sound; What You Say."

DISCUSSION. Allow 5:00.

Identify situations relevant to the participants where a negative attitude can affect customer experience. Encourage sharing. Listen respectfully and empathetically.

Explore with them how to use a smile, even to themselves, to convey a more supportive, empathetic, positive attitude and improve the situations.

Activity 4C: Reinforcement

Now take a moment to make a note about what you have learned about How You Look; How You Sound; What You Say in your Participant Books. Reinforce concepts so you can easily recall them later.

WRITING. Allow 3:00.

END OF ACTIVITY

Section 5: Put a Smile into Practice

SECTION OBJECTIVES

- Have participants explore and practice their own smiling behaviors
- Have participants constructively observe one another's smiling behaviors

SECTION CONTENT OUTLINE

- Step 1 – Acknowledge and Smile
- Step 2 – Engage purposefully
- Step 3 – Inquire
- Step 4 – Assist
- Step 5 – Disengage graciously

WHAT YOU WILL NEED

- Computer for video playback, monitor, and **SMILE** USB drive
- Flip chart and markers
- **SMILE** Participant Books
- Pens and paper for participants
- Identifiers (name tags, seating chart with first names, or table markers) for each participant
- This Leader's Guide

HOW TO PREPARE

As with every session, read through all Leaders' Guide and Participant Guide sections. Watch all videos. As you do, make notes for yourself below.

Find all discussion questions and write each on its own flip chart page.

LEADERS' NOTES AND IDEAS

Activity 5A: Role play

Allow 3:00.

You will pretend to be the customer in various situations or moods. The idea is to help participants see that any situation might catch them off guard.

Leader's Speaking Script: Let's start with a little role play. I'll be the customer and you greet me.

Have a participant greet you. Pretend to be the customer. The following are some ideas for the character you will play. Be sure to adapt them for the participants work situations and culture.

- Customer in a bad mood.
- Customer who is uncooperative or speaking few words.
- Clueless customer-not really sure about what they want they need.
- Customer who does not want your help—even though they might really need it.

How could you have found a smile in yourself at the beginning of the interaction with these customers?

DISCUSSION. Allow 3:00.

What difference would your smile have made?

DISCUSSION. Allow 3:00.

END OF ACTIVITY

Activity 5A: Video

Allow 5:00. This video illustrates Putting a Smile into Practice.

Now let's look at some more situations.

[Final Video Script Here]	
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What did you notice?

DISCUSSION. Allow 3:00.

Activity 5A: Recap and Reinforcement

Now take a moment to reinforce what you learned about putting a smile into practice in your Participant Books.

WRITING. Allow 3:00.

END OF ACTIVITY

Section 6: Smiling in a Digital World

SECTION OBJECTIVES

- Have participants explore their own **SMILE** behaviors as they are perceived using various media

SECTION CONTENT OUTLINE

- On the phone using voice alone
- On a virtual/video call
- Email or chat: Smiling in text

WHAT YOU WILL NEED

- Computer for video playback, monitor, and **SMILE** USB drive
- Flip chart and markers
- **SMILE** Participant Books
- Pens and paper for participants
- Identifiers (name tags, seating chart with first names, or table markers) for each participant
- This Leader's Guide

HOW TO PREPARE

As with every session, read through all Leaders' Guide and Participant Guide sections. Watch all videos. As you do, make notes for yourself below.

On a flipchart page note all media communication methods used in your organization. Connect them with the specific applications used by your people. For example, Microsoft Teams includes video, text and voice components.

Highlight those use by you particular participants.

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words may say one thing, but the sound of my voice says something different (growling “good afternoon”).)

Leader’s Speaking Script: [Pick participant by name] Fatima, please pretend to telephone me. [then YOU answer]

Hello. Hello. Hi. Good afternoon, this is [name].

Repeat the cycle with others, changing your character each time. Try to get some laughter going.

[RETURN TO YOUR NORMAL SPEAKING VOICE]

Have you ever made a phone call and with the first “hello” knew what kind of mood the other person was in?

Even when we communicate over the phone, through email or text, we transmit our mood to others. And our mood affects their mood.

END OF ACTIVITY

Activity 6B: Organizational Application.

Allow 3:00.

Here's a list of media-based tools we use for communicating with customers. Which contain text-based communication.

Show flipchart page listing your communication tools. Help participants articulate the text, voice and video aspects of each used in your organization. Remember that these may not have "App" names, they might simply be called "chat", "email", "messaging" voicemail" and so on.

These forms may also be included inside other functions as well, for example a computer-issue tracking system may include customer chat, email, voice or video.

How do we usually communicate in these?

Discuss. Allow 2:00

What does the style we use in communicating convey to our customers?

DISCUSS. Allow 3:00.

Have participants identify and give examples of communications through these systems that could be considered by a customer as abrupt, uncaring, hurried, etc. Your goal here is to illustrate examples that can be improved by using **SMILE** principles. If your organization uses scripts for speaking with customers, discuss examples of good (or not-so-good) phrasing in these.

Whatever method we're using for communication, think about how to smile using just your voice, through a camera, and even with text, just as you would when meeting a customer in person.

END OF ACTIVITY

Activity 6C: Video.

Allow 6:00. This video illustrates how mood, more specifically a **SMILE** can be conveyed through various common media.

Let's watch.

[Final Video Script Here]	
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What do you think?

DISCUSS. Allow 3:00. Uncover reactions to video.

Activity 5A: Recap and Reinforcement

Now take a moment to reinforce what you learned about putting a smile into practice in your Participant Books.

WRITING. Allow 3:00.

END OF ACTIVITY

Section 7: Smiling to Diffuse a Problem Situation

SECTION OBJECTIVES

- Identify problem situations that might arise in your organization
- Explore how genuine smiles could be applied to help resolve concerns and salvage a potentially bad situation

SECTION CONTENT OUTLINE

- The Four C's
- A genuine smile can head off irate customer encounters

WHAT YOU WILL NEED

- Computer for video playback, monitor, and **SMILE** USB drive
- Flip chart and markers
- **SMILE** Participant Books
- Pens and paper for participants
- Identifiers (name tags, seating chart with first names, or table markers) for each participant
- This Leader's Guide

HOW TO PREPARE

As with every session, read through all Leaders' Guide and Participant Guide sections. Watch all videos. As you do, make notes for yourself below.

Consider what kinds of problems YOUR customers bring for participants in your organization to solve. Make sure your examples will be relevant to today's participants. Write these situations on a flipchart page.

Find all discussion questions and write each on its own flip chart page.

LEADERS' NOTES AND IDEAS

Activity 7A: Reading.

Leader's Speaking Script: For this section, I'd like you to read in your Participant Books about the four C's. These are four essential characteristics you need to master to successfully handle irate customer encounters: Compassion, Calm, Confidence and Competence. They're in chapter 7.

READING. Allow 10:00

Did these make sense?

DISCUSS. Allow 3:00.

END OF ACTIVITY

Activity 7B: Video.

Allow 6:00. This video illustrates possible steps to diffusing a problem situation.

Now let's look at some examples about diffusing a problem situation.

Play 7-1.

[Final Video Script Here]	
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How did that go? Not so well, eh?

Let's see how a bit more "SMILE" might have helped.

Play 7-2.

[Final Video Script Here]	
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A bit better? What was different?

DISCUSSION. Allow 2:00.

END OF ACTIVITY

Activity 7C: Application.

The examples in the video are only bit like our situations. What are some difficult customer situations we see specifically in our organization? And how can we use SMILE principles to deal with them?

DISCUSSION. Allow 10:00.

Show the flip chart page you prepared with problems typical to your organization. Confirm these with group. Add others if they are a better fit with your participants.

Explore with participants how SMILE principles can help in these situations. Explore how to use a smile, even to themselves, to convey a more supportive, empathetic, positive attitude and improve interactions. Answers might include:

- The Four C's:
 - Compassion
 - Calm
 - Confidence
 - Competence
- My choice of how I "smile": (PROMPT: What empathetic emotion can I find in myself that connect a to the customer's situation? How do I apply it?)
-

Encourage sharing. Listen respectfully and empathetically.

Activity 7C: Recap and Reinforcement

Now take a moment to reinforce what you learned about putting a smile into practice in your Participant Books.

WRITING. Allow 3:00.

END OF ACTIVITY

Section 8: Closing

SECTION OBJECTIVES

- Review learnings
- Reinforce participants' positive attitude toward a culture of appropriate smiles

SECTION CONTENT OUTLINE

- Recap of learning
- How do you feel about what you learned today?
- Remember that a smile can change everything

WHAT YOU WILL NEED

HOW TO PREPARE

As with every session, read through all Leaders' Guide and Participant Guide sections. Watch all videos. As you do, make notes for yourself here:

LEADERS' NOTES AND IDEAS

CONDUCTING THIS SESSION

Activity 8A: Recap and Reinforcement

Leader's Speaking Script: Let's recap the KEY objectives from each section and confirm that we've covered and understand them,

REVIEW THE FOLLOWING **KEY** OBJECTIVES. Get agreement that each was addressed. Help participants recall their learning around each:

SECTION:

- **Develop participants' understanding of why a smile can be valuable to your organization.**

SECTION 2:

- **Help participants see how smiles, even in their own cultural context, can be valuable and appropriate**
- **Help participants learn to find their own reasons to smile *within themselves***
- **Build up participants' self-image and strengthen confidence to find smiles within themselves**

SECTION 3:

- Discuss how your customers can be affected by genuine smiles
- Help participant identify ways that they can foster a positive work culture

SECTION 4:

- Explore the behaviors that come when genuine smiles are present

SECTION 5:

- Have participants explore and practice their own smiling behaviors

SECTION 6:

- Have participants explore their own *SMILE* behaviors as they are perceived using various media

SECTION 7:

- Explore how genuine smiles could be applied to help resolve concerns and salvage a potentially bad situation

Understanding and applying SMILE principles can be life changing for us as we build our own resilience, self-confidence, sense of satisfaction and even inner peace.

END OF ACTIVITY

Activity 8A: Video 8

Allow 2:00. This video recaps learning.

[Final Video Script Here]	
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Now, I'd like you to practice a last moment of reflection, awareness and maybe even thankfulness. How do you feel about what you learned today? Write in your Participant books.

WRITING: Allow 3:00

Thank you all for being such involved participants. I hope this has been a valuable program for you.

END OF ACTIVITY

END OF PROGRAM

Books by John Tschohl

RELENTLESS: Customer Service As Your Core Principle

ACHIEVING EXCELLENCE THROUGH CUSTOMER SERVICE, Thirteenth Edition.
(Best Sellers Publishing, 2019, ISBN: 978-0-9909660-4-3, \$19.95)

MOVING UP

(Best Sellers Publishing, 2019, ISBN: 978-0-9909660-4-3, \$19.95)

EMPOWERMENT: A WAY OF LIFE

(Best Sellers Publishing, 2010, ISBN: 10:0982636903, \$19.95)

LOYAL FOR LIFE

(Best Sellers Publishing, 2005, ISBN: 0-9636268-8-4, \$14.95)

CA\$HING IN

(Best Sellers Publishing, 1995, ISBN: 0-9636268-2-5, \$14.95)

THE CUSTOMER IS BOSS

(Best Sellers Publishing, 1993, ISBN: 0-9636268-0-9, \$19.95)

E-SERVICE

(Best Sellers Publishing, 2001, ISBN: 0-9636268-6-8, \$24.95)

These books and additional copies of Achieving Excellence Through Customer Service are available in local bookstores. For volume orders, contact Best Sellers Publishing at 1-952-888-7672 or e-mail to: quality@servicequality.com.