**Customer Service Program**

**Customer Service Difficult Customer Scenario’s**

**Scenario 1 – The talkative customer**

**Cast:**

* Person 1 – Clerical Officer (Ryan)
* Person 2 - Staff Member submitting forms (Christopher)

**Scenario Aims:**

The aim of this scenario is to provide examples of positive and negative communication practices when meeting with a very talkative customer.

**Scenario Brief:**

The scenario takes place in an office setting with the clerical officer sitting behind their desk working on their computer when the staff member enters to office. It will provide examples of good practice and examples of poor practice to enable observers to provide feedback in open discussion after the scenario is completed.

**Scenario learning outcomes:**

The scenario learning outcome is for participants to:

* Identify communication approaches with a very talkative customer
* Identify positive communication strategies when managing communication with a talkative customer.

**Duration: 4 minutes**

**Location:**

* Office space. Clerical Officer in office sitting at computer

**Set up/props:**

Desk with laptop on it; Extra chair to side/front of desk; 2 x Annual Leave forms

**Action points and Key Statements:**

**Staff member: *(****knocks on door, smiling)* Hello is the right place to submit forms.

**Clerical Officer:** *(gets up from behind the computer, greets, offers them a chair and sits next to them, not by the computer)*

**Staff Member:** launches into dialogue about why the form needs to be processed now, e.g. going on leave. Talks about where they are going to on leave, when they are going. (*Rapid conversation and gives Clerical officer no time to talk)*

***Clerical*  Officer:** (*gets distracted by cell phone, and crosses legs and turns body language away from them, makes hmm hmmm, uninterested noises.)*

**Clerical Officer:** *(Corrects self and behavior. Straightens body up, puts phone down.)*

**Clerical Officer:** Let me clarify what you are saying *(uses closed questions)* e.g. you need form submitted today, you need form processed by Thursday, you need to be notified by Thursday before leaving.

**Staff Member:** *(Acknowledges yes)*

**Clerical Officer:** Ok, thanks for coming; I’ll make sure this happens for you, I’ll get back to you by Thursday (*Stands and walk the Staff member to the door)*

**Scenario 2: Angry Customer Duration: 4 minutes**

**Cast:**

* Person 1 – Clerical Officer (Ryan)
* Person 2 – parent of a child with a small laceration above his eye (Christopher)

**Scenario Aims:**

The aim of this scenario is to provide examples of positive and negative communication practices when meeting with a very angry customer.

**Scenario Brief:**

The scenario takes place in an emergency department front office with the clerical officer sitting behind their desk working on their computer when the child’s father comes up to the desk. It will provide examples of good practice and examples of poor practice to enable observers to provide feedback in open discussion after the scenario is completed.

**Scenario learning outcomes:**

The scenario learning outcome is for participants to:

* Identify communication approaches with an angry customer
* Identify positive communication strategies when managing communication with an angry customer.

**Duration: 3 minutes**

**Location:**

* Front office of emergency department - Clerical Officer in office sitting at computer

**Action points and Key Statements:**

**Child’s father:** *(father comes up to desk in assertive manner. He is angry at having to wait so long)*Why am I still waiting, people have come in after me, have been seen before me, I’ve been waiting forever, I’ve been told I cannot give my child anything to eat or drink until someone sees her, she is tired and grumpy.

**Clerical Officer: (***Use name.*) I do understand that this is difficult, (*acknowledge that it is stressful.*) I have a child of my own, and I know they would have a difficult time waiting this long. Unfortunately there is nothing I can do; they are all busy in there. I don’t know when it will calm down. There are a lot more people that are worse off than your child right now.

**Child’s father:** (*Increased anger*) You don’t even know the seriousness, no one has seen her, she might be dying for all you know.

**Clerical Officer:** I am sorry, I shouldn’t have implied your child isn’t unwell. Please take a seat and we will get to you as soon as possible.

**Scenario 3: Know-it-all Customer**

**Cast:**

* Person 1 – Nurse (Christopher)
* Person 2 – Parent of a child with medical condition who needs urgent medication: (Ryan)

**Scenario Aims:**

The aim of this scenario is to provide examples of positive and negative communication practices when meeting with a customer who has a Know-it-all communication style.

**Scenario Brief:**

The scenario takes place in an emergency department with the nurse caring for a child with acute medical condition. The father of the child has a good knowledge of the condition and the care that is needed. He has been caring for the child for over 2 years and experienced this situation before. It will provide examples of good practice and examples of poor practice to enable observers to provide feedback in open discussion after the scenario is completed.

**Scenario learning outcomes:**

The scenario learning outcome is for participants to:

* Identify communication approaches with a customer with advanced knowledge of his child condition
* Identify positive communication strategies when managing communication with a parent with advanced medical knowledge.

**Duration: 3 minutes**

**Location:**

* Emergency department – Nurse sitting at computer in the nurses station

**Action points and Key Statements:**

**Child’s father:**  (*pops head out of cubicle to get attention, nurse is sitting at computer*) Is anyone going to see my child, I’ve been waiting 15 minutes.

**Nurse:**  (*approaches)* I am sorry to keep you waiting Mr Smith, I’ve informed Doctor Mohamed, he will be here shortly.

**Child’s father:** As I explained when we arrived, my daughter has Congenital Adrenal Hyperplasia, she has been vomiting for the past 2 hours, due to her condition dehydration is a critical factor, and the only treatment is an emergency injection of Hydrocortizone which I normally administer but we have used it all and we run out. We also need get her fluids replaced, but we can’t because she is vomiting. If we don’t get this urgently she will lose consciousness.

**Nurse: A**s I have said I have advised Dr Mohamed that you are here, he has seen your observations in your daughter’s notes, and he will get to see her as soon as he is free. I will get her some ice for her to suck on.

**Child’s father:** Aren’t you hearing what I said, she is vomiting so ice will not help. CAH requires medication as soon as symptoms present.

**Nurse:** You obviously know a lot about the course of medication required for your daughter. So I know more, how old was see when she was diagnosed? (*Father answers question)* What were the triggers that led to seek treatment? *(Losing weight and vomiting)*. Let me go get Dr Mohamed immediately for you.

**Scenario 3: Indecisive Customer**

**Cast:**

* Person 1 – Clerical Officer administering gifts (Christopher)
* Person 2 –Staff Member: (Ryan)

**Scenario Aims:**

The aim of this scenario is to provide examples of positive and negative communication practices when meeting with a customer who is indecisive.

**Scenario Brief:**

The scenario takes place in an office environment where staff are handing out staff gifts for sports day. Staff have been emailed that they can come and choose one of the gift scenarios. The options to choose from are: A sports bag: a pearl necklace: sweat towel, sweatband and Sidra cap: Sidra t-shirt and water bottle

**Scenario learning outcomes:**

The scenario learning outcome is for participants to:

* Identify communication approaches with a customer who is indecisive
* Identify positive communication strategies when managing communication an indecisive customer

**Duration: 3 minute**

**Location:**

* Office space

**Set up/props:**  Sports bag; Water bottle; Sidra Cap; T Shirt; Pearl necklace; Sweat band; Sports towel

**Action points and Key Statements:**

**Clerical Officer:** Welcome, so you got your email, what we have to choose from is A sports bag: a pearl necklace: sweat towel, sweatband and Sidra cap: Sidra t-shirt and water bottle

**Staff Member:** *(Starts the ramble*)… my wife would like the pearl necklace, but it’s not really in the spirit of sport day and I won’t use it. But I really like that sports bag which would be great for the gym, but that t-shirt and water bottle would be fantastic when I go to the corniche, but the cap towel and band would be good for both, but what do you think… actually that pearl*… (different words)*

**Clerical Officer:** *( walks away and fills out a form , looks back to the staff member)* Let me know when you are ready

**Staff Member: (** *keeps on talking to the person who isn’t really listening)*

**Clerical Officer:** (*Come back.*) How are you going with the decision. Let me ask you what is your favourite thing to do?

**Staff Member:**  walk on corniche

**Clerical Officer:** so what I have heard from you so far, that narrows it down to two, the t-shirt/water bottle, and towel/cap. What would be most useful for your walks in the corniche. Especially given it’s going to get hot soon.

**Staff Member:**  I guess keep hydrated is the biggest thing then.

**Clerical Officer:** Sounds like the water bottle and t-shirt option is the way to go. What color t-shirt…

**Staff Member:** Oh well…

**Clerical Officer:** Actually we have one colour left, here you go, have a great sport days, enjoy those walks along the corniche

**Scenario 4: Suspicious Customer**

**Cast:**

* Person 1 – Nurse (Christopher)
* Person 2 –Parent (Ryan)

**Scenario Aims:**

The aim of this scenario is to provide examples of positive and negative communication practices when meeting with a customer who is suspicious of the action of staff.

**Scenario Brief:**

The scenario takes place in the clinical environment where a parent is with their child who has been written up to be given medication by the nursing staff. The Doctor has prescribed Panadol

**Scenario learning outcomes:**

The scenario learning outcome is for participants to:

* Identify communication approaches with a customer who is suspicions that staff do not know what they are doing
* Identify positive communication strategies when managing communication when a customer is suspicious of what is being done

**Duration: 3 minutes**

**Location:**

* Clinical environment

**Action points and Key Statements:**

**Parent:** The doctors just been and she has written up my son to get Panadol to get his fever down, and she wants him to have it straight away.

**Nurse:** Oh yes, I see she has written that up for you, let me go get that straight away.

**Nurse: (** *Comes back.*) I’ve got your paracetemol for your son, I just need to check his details.

**Parent:**  Hang on a minute, that’s not what the doctor said she was giving him, she said Panadol. Are you sure you know what you are doing?

**Nurse:**  Don’t you believe me. I’ve been a nurse for 30 years I know what I am talking about.

**Parent:**  Well that’s not what the doctor said she was giving him, it’s a different name.

**Nurse:**  I can understand the confusion. I have encountered this quite a lot of times before. The trade name that companies use to sell paracetemol at the pharmacy is Panadol. So Panadol and paracetemol are the same thing. Would you like me to show you the package that confirms what I am saying.

**Parent:** No, I guess if you think you know what you are doing.

**Nurse:**  I’ll administer that right away; let’s get your son well.