

SUMMARY

Topic: MAGIC Facilitation that Maximizes Learning

Date: October 2, 2007

Participants:

There were representatives from the following three companies on this call:

DST Systems
K. Hovnanian
Kimberly-Clark

Introduction:

Communico shared an approach we developed to present The Five MAGIC Steps and The 33 Points. This approach is a simple shift in the facilitation of MAGIC that has made a big difference in:

- highlighting the key skills and behaviors of The 33 points
- utilizing these in a way that makes The 33 Points easier to remember and practice

Current Content/New Flipcharts

We focused first on page 21 in the MAGIC participant guide where the MAGIC acronym is written down the page.

Typically this page is only used to introduce the heading of each step before going on to the pages following (pages 22-38) that cover each of the points in detail. Often facilitators will describe, in general terms, what happens in each of these steps.

The shift we introduced is to write The Five Steps horizontally to illustrate a time line in which the five stages of an interaction take place. In columns under each of The Five Steps some of The 33 Points are written to show the core elements or the “backbone” of an interaction.

A worksheet provided prior to the call was referred to and is depicted below with items added in as described during the MAGIC Learning Exchange.

During the MAGIC Program, we use two already prepared side-by-side flip charts (as shown on the Worksheet). The first two steps will be on the first flip chart, and the last three will be on the second flipchart.

The value of having the steps written as a time line is that you can follow the progression of a role play **visually** and watch what happens when empathy or assurance are not offered in the beginning of the interaction.

The time line illustrates:

- the key points of MAGIC
- the impact of listening and acknowledging the customer
- how an interaction can be more effective and efficient
- there is a pattern to our service interactions that really is common sense

Call attendees were referred to page 19. The objective of this page is to gather as many “best practice” behaviors as possible from the participants’ own positive experiences as a customer. When participants identify “Customer Service Behaviors” themselves, it is clearer that we are focusing on skills that are common sense, generally known and are not some mysterious MAGIC-al formula that they have to learn.

Once this “What Creates an Impression” flip chart is complete, it is usually full of specific positive behaviors written in a circle on the flip chart. The flip should look full and busy. I’ll ask:

- “What would be the impact if we used your list of behaviors as a standard for this organization?”
- What would be the value of using this standard while we listen to your role plays and checked off each of these behaviors as we heard them?

We let the participants know that “In a moment we will take all of these elements (and a few others) and organize them in a time line so that they will be easier to follow when we listen to the role plays.” First we explore three elements that are common to each of these behaviors: The words we use, our tone of voice and our body language.” (At this point you follow your usual facilitation of page 20.)

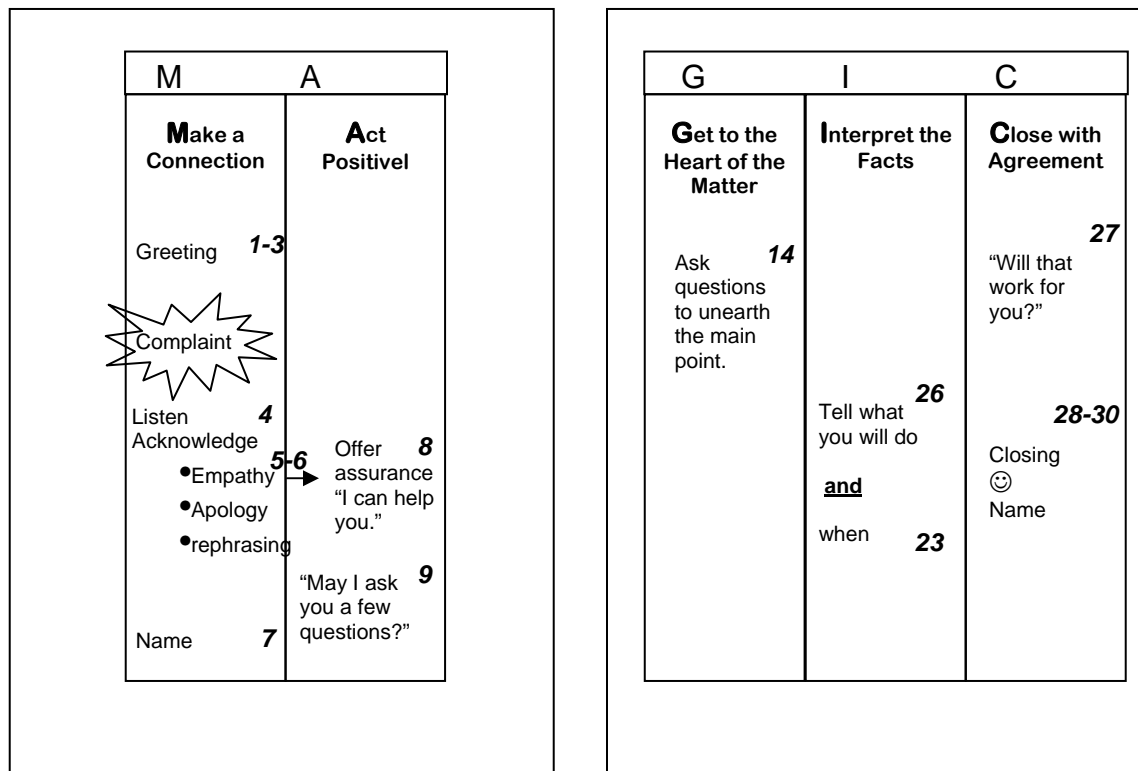
We then refer participants to page 21 while having the two blank flip charts ready. We return to our flip chart of “What Creates an Impression” and remind participants that we are going to take this “messy” list of behaviors and organize some of them as they typically show up in an interaction.

We introduce this by saying: “Most interactions have a beginning, middle and an end. Let’s go through a logical flow and take all these behaviors and structure them into a beginning, middle and end.” Keep information to a minimum so that there is not too much up front. We give sample phrases and when all five steps are covered, we stress that the M and A are the Relationship portion bridged to the G, I and C by point 9, by using the phrase, “May I ask you a few questions.”

MAGIC[®] LEARNING EXCHANGE

Our flip charts look like this:

Charting our brainstorm of “What Makes a Great Impression”



[Numbers indicate MAGIC points.]

Participants in a MAGIC program are often overwhelmed when they arrive at pages 38 and 39 and see the complete list of The 33 Points. We point out that we have already covered half of The 33 Points on The Five Step flip chart and the other half we already covered through the pages 22-36. This makes the first look at The 33 Points a review versus an overwhelming list to memorize.

The flip charts become the centerpiece throughout the program. We then listen to a role play to see how these elements show up in an interaction.

We play a recording so that we can point to each element as it takes place on the time line of The Five Steps, saying “Watch what happens when the representative jumps to asking questions first versus acknowledging the customer. And notice what happens when a representative is ready to conclude the interaction and the complaint has still not been acknowledged.”

MAGIC[®] LEARNING EXCHANGE

The time line shows that when a customer is not listened to and acknowledged, they will often repeat the complaint requiring the representative to go back to the beginning of the time line to acknowledge the customer's concern.

When the customer thinks that he has been listened to and acknowledged, he is usually calmer and is willing to follow the representative's lead through the rest of the interaction.

You can also start a role play and stop the tape when it comes to the complaint. Let the participants discuss in pairs how they would respond. Then play the rest of the tape so that they can listen for what is done well and what is not.

Closing

Attendees of this call felt this approach was very valuable –

- Getting through The Five MAGIC Steps and The 33 Points in a casual way and then drawing it all together.
- Making The 33 Points less overwhelming
- Using the participants words and ideas makes it more interactive and stresses to participants that common sense was the core

Estimated time spent facilitating the above: 15 minutes-20 minutes.