

SUMMARY

Topic: MAGIC Facilitation that Maximizes Learning

Date: October 4, 2007

Participants:

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

Cartus
Liberty Mutual
NYLIM
Reed Elsevier

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 in diagram A 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.

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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, the task portion, via point 9, by using the phrase, “May I ask you a few questions.” MAGIC is about managing the two.

Our flip charts look like this:

Charting our brainstorm of “What Creates a Great Impression”

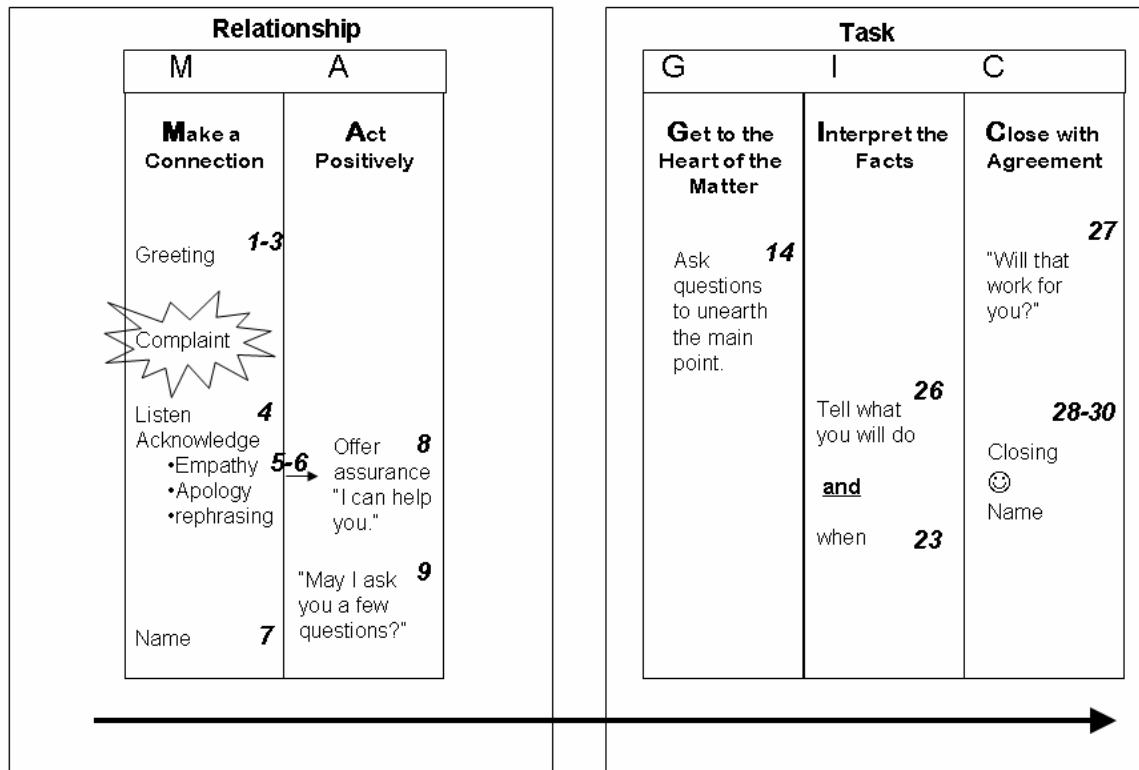


Diagram A

[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. We plot the points already covered in our flip chart example.

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.”

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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.

Comments on above:

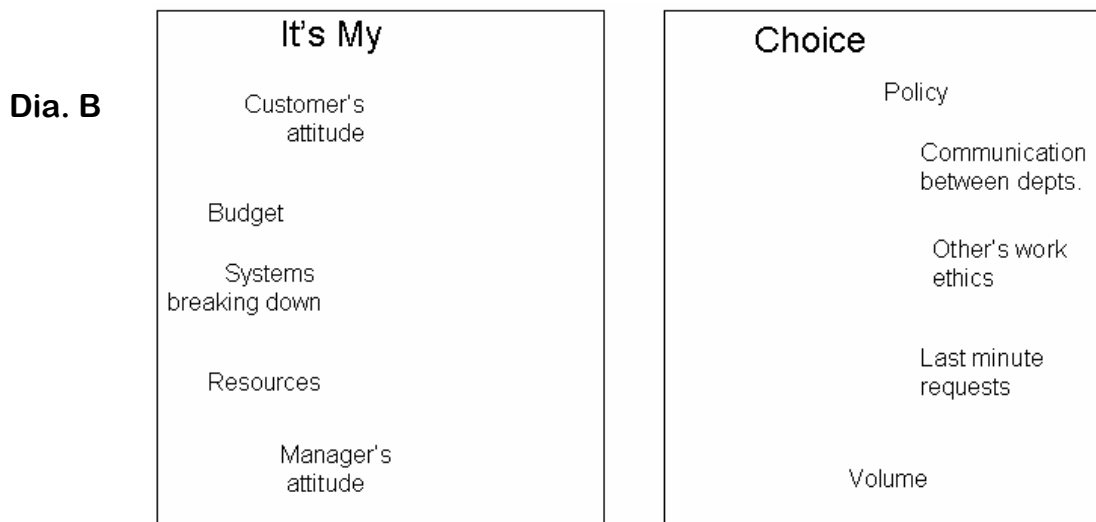
Attendees of this call felt this approach was very valuable –

- Deals with the flow of a call – easier for person hearing all this for the first time
- Fills in the process
- Starting and stopping the tape gives people the opportunity to have an “ah ha” moment
- Gives them a snapshot - making The 33 Points less overwhelming
- Will shorten the presentation – help the flow of the class

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

Locus of Control as a Stress Management Tool

This is a continuation of discussion on page 14 covering what one can and cannot control. We use two flip charts as shown in Diagram B below, asking participants to list all the things they cannot control (keeping it related to work). We draw a large circle to cover those things they cannot control and a smaller one inside. We then write the word “You” in the small circle.



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Arrows are drawn from all the items out of their control into the center and we ask the participants, “How does this make you feel?” (See Diagram C.) We hear responses such as tired, overwhelmed, exhausted, stressed. We comment that we haven’t even touched on items outside of work. We then ask them – “how do you deal with this?” And we then let them share their strategies. We use light green arrows to depict those items they cannot control.

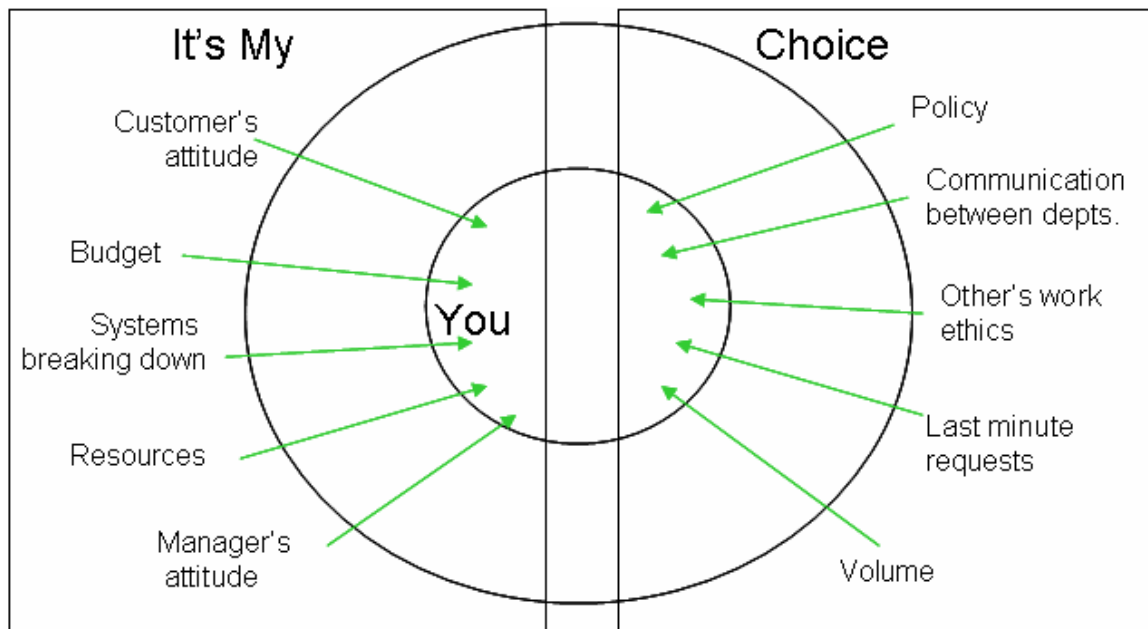


Diagram C

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We then direct them back to those things that they can control, add an “R” to the “You” and the word “Choices.” We now write in those items they can control drawing bold arrows going back to the cannot control items. (See Diagram D.)

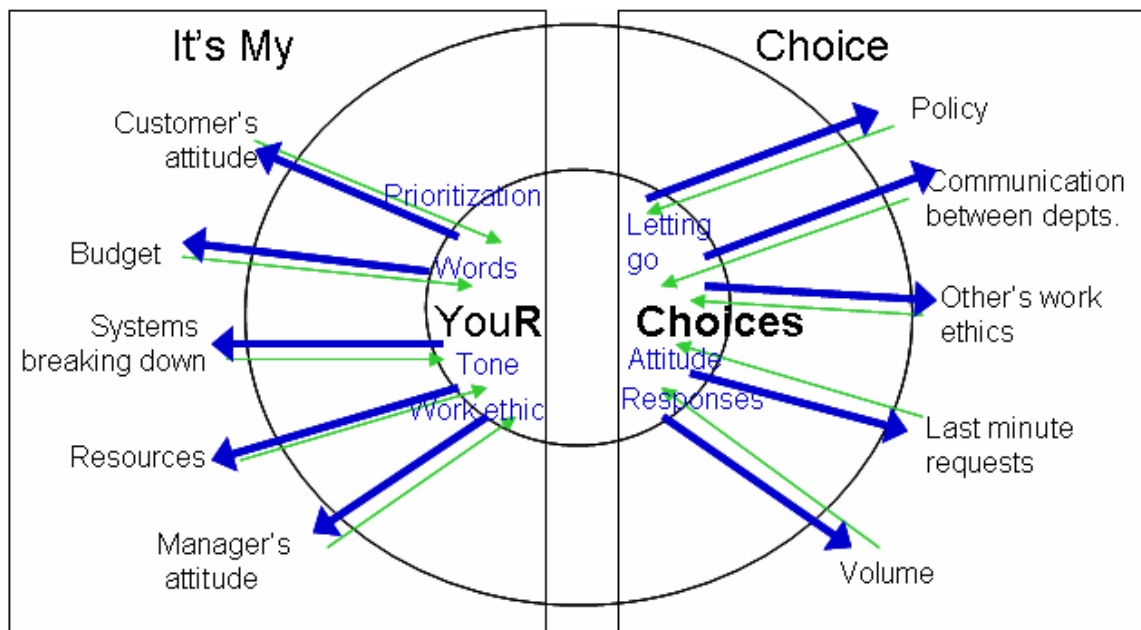


Diagram D

We then ask, “What does this flip chart now tell you?” We hear answers such as: staying with what they can control lessens their stress, they tend to let go of those things out of their control, they don’t want to give up their ability to respond.

The visual sends the message that “I have a lot of power and influence when I focus on what I can control” and thus reduces the stress level.