

**MISSOURI DEPARTMENT OF CORRECTIONS
LESSON PLAN**

COURSE TITLE: In-Service

LESSON TITLE: Service in Corrections

PREPARED BY: Edward Yahnig

DATE: October 1997

TIME FRAME

Hours: 6

PARAMETERS

Audience: All DOC Staff

Number: 30

Space: Large Classroom

PERFORMANCE OBJECTIVES

At the conclusion of this course participants will:

1. Determine who their customers are and how their job can be more effective through improved service;
2. Develop a personal customer service chart;
3. Using a case study, critique customer service situations and develop positive alternatives where warranted;
4. Compare personal paradigms regarding customers with the quality concept of customers
5. Describe how focusing on customer needs and expectations is essential to quality improvement;

EVALUATION TECHNIQUE

1. Observation of group exercises;
2. Processing questions;
3. Class feedback

INSTRUCTOR MATERIALS

Overheads

Slides

Posters

Other:

Videotapes:

"Quality Service in the Public Sector" by
American Media Incorporated

"The Business of Paradigms" by Joel Barker

EQUIPMENT/SUPPLIES NEEDED

Flipchart & stands

Flipchart Markers

Masking tape

Slide projector
(Carousel)

Overhead projector

Videotape player

Video camera

Televisions

Other

Projector screen

STUDENT HANDOUTS

Title

METHODS/TECHNIQUES

Lecture, Case Studies, Guided Group exercises

REFERENCES

The following books and other materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

Title

Title

1. "Fourteen Points" by Dr. W. Edward Demming

2. "Customer Service" By Peg Ritchie-Matsumoto

3. "Quality, Innovation and Change for the Commonwealth of Massachusetts DOC" by Dianne Nerboso

4. "An Orientation to Quality Improvement for S. Carolina Probation and Parole" by Renee Bergeron

Approved by:

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

ANTICIPATORY SET

Think about the last time you were provided with poor service.

Ask Participants: *How did you feel?*

Possible Response: I felt that I wouldn't return; I felt that I would tell my friends not to come there; was insulted.

Now think about the last time you were provided with good service.

Ask Participants: *How did you feel?*

Possible Responses: Felt special; felt that I would come back; was impressed.

Service. What makes it so important? Think back to the last time you were in a restaurant and it took 20 minutes before you were waited on and then you get your food only to find that it's not what you ordered; or when you called the cable company to have cable T.V. installed in your home and your told that it will be six months before they can show up and you have to take time off to meet the cable guy but he doesn't show up; or the last time you needed information from a co-worker, so you can get that big report out on time; but when you call (for the third time) to find out about it you hear, "Oh, yea, I forgot."

All organizations have a need for service. They need to receive services and they need to provide services. It doesn't matter if they are a Private organization, such as a fast food chain, or an organization in the Public sector, like the Department of Corrections, service is always a factor.

Ask Participants: *Who in our organization provides service?*

Correct Response: Everyone. Sure we all do.

Unfortunately, however, many people who provide services fail to provide a quality service because they feel that the

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

service or product they provide is essential and the consumers have no choice but to use them. They also may feel that because they don't deal with the public directly that service issues don't affect them or they aren't held accountable for the quality of their services.

As we proceed through this program we will see that we all have customers and are directly (or indirectly) affected by the service or lack of service that we provide. We will also realize that unless we provide quality on a continued basis our competitors will pass us by.

But wait a minute, what do we have to worry about, we work for the State, in a Agency that doesn't have any competitors, right?

Ask Participants: *Does the Department of Corrections have any competitors?*

Correct Response: Yes, Private prisons are flourishing in certain areas of the country and certain areas of our department can be and has been out-sourced to private companies (medical for example).

But even if the Department doesn't have to worry about being downsized or out-sourced we still need to remember where our funding comes from and how we provide our service can have a direct bearing on the amount of funding we receive. Customers are the final judges of the quality of our service and if we don't provide that quality, out-sourcing could be the result. Our organization must anticipate and meet the needed service now and in the future. We must pursue regular cycles of planning, execution and evaluation of every process and system. Ongoing improvement of these process and systems leads to ever higher quality and customer satisfaction.

So how do we meet this goal? We're going to examine this and other areas of providing quality service as we progress through this program. At the conclusion of this module you as participants will:

1. Determine who your customers are and how your job

O/H Performance
Objectives

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

can become more effective through improved service;

2. Develop a personal customer service chart;
3. Using a case study, critique customer service situations and develop positive alternatives where warranted;
4. Compare personal paradigms regarding customers with the quality concept of customers.
5. Describe how focusing on customer needs and expectations is essential to quality improvement.

Using our objectives we will map the importance of Customer Service and see how we can identify and correct current service problems and how we can affect the future of our organization through quality improvements. Before we can address Customer Service problems we need to have a working knowledge of Customer Service. So lets see what a customer is.

INSTRUCTIONAL INPUT

Ask Participants: *What is a Customer?*

Appropriate Response: A person or organization who receives a product, a service or information.

Keeping this in mind lets take a look at your customers.

GUIDED PRACTICE

What I would like for you to do is to think about the people you come into contact with at work. Think about who they are and if and how they are your customers. Take the next 10 minutes and write at the top of a piece of paper who you are, what your classification is and who your customers are.

(Note to Trainer: *Start second phase after 10 minutes. Remind participants to keep their list after this exercise is complete they will be used later.)*

Allow 10 minutes for first phase.

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

Now that you have completed your customer list I'm going to break you into groups and I want you to complete the following project: First, select someone with in your group who will report out your project. Second, of the positions represented in your group, select two and review the customers who are noted for this position. Third, identify how they are customers (do they receive a product, service or information) and note what kind.

Since we've covered quite a few things can someone tell me what I want you to do to this point? (Wait for response and if incorrect review instructions to this point.) Good. Now for number four. I want you , as a group, to decide how you can improve the customer service that is being provided. You need to look at things such as time, courtesy, professionalism, and follow through.

List the position, the customers, the service being provided, and the improvement in customer service on the flipchart paper you are being provided. Be prepared to summarize your project in 30 minutes. (An example of the completed Guided Practice is to follow.)

Check for understanding

Allow 30 minutes for second phase

Check for understanding

Example of completed Guided Practice

Position	Customer	What they receive	Improved Service
Training Officer	Participant	Information (New training to improve their job performance)	Better presentation style to aid in information retention
Training Officer	Curriculum Design Specialist	Information/Service (Assist on lesson plan task force)	Complete requested assignment quickly to cut production time.
Training Officer	Regional Training Staff	Service (Take care of Regional Vehicle)	Insure vehicle are filled w/ gas upon trip return
Training Officer	Telephone caller	Service/Information	Wrong number however you provide correct number to caller.

(Note to Trainer: After 30 minutes have elapsed have each group report out and ask the following questions:)

Guided Practice Processing Questions:

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

Ask Participants: *How did you identify this position's customers?*

Possible Response: They are provided with information, a service or a product.

Ask Participants: *Were there any ways service could be improved across the board, regardless of the position or the customer and if there were what were they?*

Possible Response: Response time could be shortened so that the service, product or information could be utilized by the customer sooner; more courtesy was utilized so that even if the service, information or product could not be provided, there was a more positive encounter with the customer; a better follow-up was made so that the next customer making contact would be responded to in a quicker, more efficient manner.

Ask Participants: *How could this position become easier if customer service were increased?*

Possible Response: If information were more readily available, due to better follow-up, it would take less time and effort to respond to the next customer; as response time was shortened it would allow for a better utilization of resources on other projects; customers would be more courteous the more they worked with you and this would improve efficiency

INSTRUCTIONAL INPUT

Ask Participants: *Can someone tell who they listed as their customers?*

(Responses will vary depending on those attending the workshop.)

Possible Responses: Correctional staff, visitors, the public, law enforcement, the courts, etc.

Well, in fact all of you have customers you just need to determine what kind of customers you have and how you effect them. Basically there are two types of customers.

External and Internal.

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

External Customers are the type of customers who you would normally think of. It is a person or an organization who receives a product, a service or information, but is not part of the organization supplying it. (Also may be referred to as the client or the constituent within the public and education sectors.)

An example of this would be a District Court calling a Parole Officer to inquire about an offender's status; a Sheriff who is delivering or picking up an inmate; or a simple telephone call made by an offenders family.

Internal Customers, while they are still receiving products, services, or information, are not from outside of the organization. They are a person or a unit who receives output (products, service or information) from another person or unit within the same section or from another unit within the larger organization of which it is part.

An example would be a fellow Correctional Officer who calls to find out if an inmate is in his Housing Unit; when the Caseworker comes to the unit to inquire about your Housing Unit log; when you are contacted to provide a memorandum to the Grievance Officer; or you have to provide information to the Parole Board.

Now you're starting to see how customer service effects different positions and, depending on the way the customer interprets this service, your job can be made easier or more difficult. Knowing how to deal with service situations is a critical part of your job. So lets take a look at some case studies and determine what problems can occur.

GUIDED PRACTICE

In your groups I want you to review the case studies I'm passing out and then be prepared to answer the following questions:

1. Who were the customers?
2. Were they Internal or External?
3. How could the customer service have been improved?

Example of external customer

Example of internal customer

Use same groups as in prior exercise

Case Studies

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

4. What impact could this service incident have on future relations with this customer or other customers?

You will have 20 minutes to complete your assignment.

Processing Questions:

(Ask these questions to the entire workshop after each group has had an opportunity to complete their exercise.)

Ask Participants: *Why do you think it's important to identify how service situations can affect future customer contacts?*

Possible Response: To determine if a corrective action from this situation could prevent a future problem.

Ask Participants: *How can internal customer service affect external customer service?*

Possible Response: If poor service is delivered internally it may cause a poor service or product to be delivered to the external customer; misinformation from an internal source could directly affect the external customer; if an internal customer fails to receive information, service or a product from another internal customer it could result in the end user receiving their product late or not at all.

Now you've seen how customer service is effecting you and how some of the things you can take for granted can make a difference. Lets examine some of the everyday things that impact customer service, *communication and courtesy*.

INSTRUCTIONAL INPUT

One of the questions I asked you earlier was "Were there any ways service could be improved across the board, regardless of the position or the customer?" I want to take some time and take a closer look at this factors to see just how important they are.

Communication

20 minutes to complete assignment

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

There is a great difference between hearing and listening and to be customer sensitive you have a responsibility to know and show the difference. Hearing is just processing the sounds while listening is trying to find the real meaning of the words and the unspoken message behind them (evaluating the tone and emotion as well as the facts).

You need to be an active listener. Always welcome the customer and be ready to listen. Let the customer know you are listening. Use attentive words such as "I see," "Okay," "Uh-huh," "Yes," "That's interesting." Ask probing questions to find out what they really want. Rephrase the customer's concern in your own words to ensure that you understand. Use partial restatements of the main points. Restating invites corrections from the customer. Communication is a big factor when it comes to customer service and when you use it along with courtesy you are considering the customer. Let's look at communication's most popular means of transportation.

The Telephone and Courtesy

Ask Participants: In the past 30 years, and still the most popular, mode of communication use today?

Appropriate Response: The Telephone.

The telephone is a business tool that we use on a daily basis but how do we use it to promote customer service? You should think "Customer Service" every time you hear the phone ring. Use a proper greeting when answering the telephone such as, "Good morning, Department of Corrections Training Academy, this is Jane Smith." When you use the telephone, regardless of whether you are making or receiving the call always consider these courtesies:

- ◆ Speak clearly
- ◆ Avoid carry-over conversations
- ◆ Avoid the use of Departmental jargon
- ◆ Acknowledge the Customer's request and call them by their name
- ◆ Take the necessary time

O/H

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

- ◆ Tell the customer what you can and will do, not what you can't do

Remember that when you have to transfer the call use a warm transfer as some of the following examples reflect.

- ◆ Explain the need to transfer. Say, "Let me connect you with _____; let me put you in touch with _____; or I'll let you speak with _____."
- ◆ Stay on the line with the caller.
- ◆ Introduce the caller to the next employee and state the reason for the transfer.
- ◆ If you are uncertain where to transfer, don't guess;
 - Get the necessary information and tell them you will call them back.
 - Get the answer or the solution, then call the customer back.
- ◆ If you transfer and get voice mail, get the name and address of the caller so that the proper person can return the call.

O/H

When it is necessary to place the caller on hold always ask the caller "Are you willing to hold?" and wait for the callers response before placing them on hold. Once the party is on hold don't leave them there for more than 45 seconds without an update.

(Provide a trainer demonstration)

(Telephone rings)

"Missouri Department of Corrections Training Academy, this is John/Jane. How may I help you?"

(Hesitate as if listing to caller)

"No, I'm sorry but Mr. Smith is in a meeting but if you like I can put you in touch with Mr. Jones, who is also involved with that project, or would you like to leave a message?"

Model correct telephone call conversation

When your telephone conversation is completed close the

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

call by extending a "verbal handshake." Such as:

- ◆ "Thank you for your call, Ms. Jones."
- ◆ "Thank you for bringing this information to my attention."

(Trainer demonstration; repeat last section of the prior trainer demonstration then continue with:)

"Yes, Sir, I'll see that Mr. Smith gets you message. Thank you for your call Mr. Williams, goodbye."

The final words should always be a professional "Goodbye." Then let the customer hang up first, then disconnect the call.

If you are the caller and you leave a voice mail message you have the responsibility to use service correct information by leaving:

- ◆ *Who:* Your name and department
- ◆ *What:* Brief subject of your call
- ◆ *Why:* Brief reason for your call
- ◆ *When:* Brief description of urgency of return call
- ◆ *Where:* Your telephone number and availability

The Hostile Customer

During the course of communication you will at times encounter a hostile customer and while they may be wrong for their actions you must remember that you have a professional responsibility to be customer friendly. If the customer is internal you need to remember that you have a working relationship to maintain.

- ◆ Don't lose your temper. First and foremost, stay calm, Listen to what the complaint is and think how you can address it,
- ◆ Use probing questions to clarify,
- ◆ Empathize and Apologize with the caller whether you are directly involved with the problem or not,
- ◆ and take responsibility for solving the problem.

These steps will aid you in controlling the situation and lets you help the angry customer.

Model correct telephone closure

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

Now that we've talked about the angry telephone call lets see if we can put these guidelines into practice.

GUIDED PRACTICE

In the following role play I want you to note what were the good traits that the officer portrayed and see if you can detect how customer service was affected by his actions.

(Note to Trainer: Prior to the roleplay select a participant (volunteer) to assist you.)

Trainer: "Algoa Correctional Center, this is Officer Jones. How may I help you?"

Participant: "This is Bill Smith/Betty Smith and I want to know why I wasn't allowed in to visit my cousin?"

Trainer: "Sir/Ma'am can you please tell me what your cousins name is ."

Participant: "His name is Bill Jones and his number is 123456."

Trainer: "Sir/Ma'am, according to the computer he just arrived at our institution from FRDC yesterday."

Participant: "That's right and they told me I could visit him when he got here, so why can't I see him now? "

Trainer: "Sir/Ma'am, Until they go through the processing phase at our institution, visits are restricted to immediate family only (Mother, Father, Wife and Children only). Once this process is complete he may have additional visits. Have you sent in a visitors request form?"

Participant: "No, I didn't know you had to."

Trainer: "Yes, Sir/ Ma'am. Prior to being allowed a visit you must be approved for the inmates visiting list. What you need to do is to write Mr. Jones and request a visiting questionnaire. Mr. Jones can get one from his Caseworker and he will be able to send you one. Once you fill it out and return it will be reviewed by the classification staff and when approved they will notify Mr. Jones so that he can contact you."

Participant: "That's all I have to do?"

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

Trainer: "Yes, Sir/Ma'am. I'm sorry for your inconvenience but for the safety of our inmates and the safety of the visitors, we must screen all potential visits."

Participant: "Thanks for your help."

Trainer: "That's not a problem Sir/Ma'am. If you have any more questions please call. Goodbye"

Role Play Processing Questions:

Ask Participants: *How did the officer use customer service to address the callers problem?*

Possible Response: Remained professional, gathered information so that issue could be correctly addressed, gave caller information so that they could relate their being turned away to the safety of the offender, remained empathetic and assisted caller for future visit.

Ask Participant: *How has future contact with "Betty Smith" now been made easier?*

Possible Response: Caller could have gained respect from the assistance provided by the officer.

Ask Participant: *How has other staff benefitted from the service that was provided?*

Possible Responses: Could possibly have gained respect that will transfer to next contact; through the information provided by the officer the visitor now knows what they must do to get on a visiting list and will not have to talk to other staff, taking up their time.

INSTRUCTIONAL INPUT

Communication and courtesy are big factors in the business of customer service and as you'll see in the following video they can impact not only a business but an individual.

Video Processing Questions:

Thank Participant

Show Video: Quality Service in the Public Sector

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

Ask Participants: *What's the "secret" of customer service?*

Correct Response: Caring about your organization and your customers.

Ask Participants: *So someone tell me how you can use this knowledge to improve your customer service?*

Possible Response: Show that you have pride in your organization by being a professional. This will provide a visual customer enhancement; use courtesy when dealing with service situations; provide the customer with what they need, not what you think they need, in a efficient manner.

Ask Participants: *What techniques were talked about that will aid you in your quest for improved service?*

Possible Response: Listen to your customers and find out what they want so you can address their needs; go the "extra mile" to provide quality service; focus on what you can do not what you can't do.

Ask Participants: *Think about your internal customers and based on the information in this video tell me what you can do to improve your service to them?*

Possible Responses: Be considerate of my peers needs; be courteous and be a team player.

From the video you can see how important customer service is and how dealing with customers, whether you work for the public or private sector, affect not only your job but the organization you work for. To help you enhance your customer service abilities we are going to take sometime to create a personal customer service program.

INDEPENDENT PRACTICE

What I would like for you do is for the next 10 minutes is to use the "Customer Identification Charts" to map out your road to improved service. I need for you to go back to the list of customers you identified and using the "Chart" I'm passing out list all of your customers and what they need

Allow 10 minutes

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

from you. Then you need to identify how you can help them so that you'll be prepared for future assistance of your customers. Your list should be similar to the group project we completed earlier. Remember to consider speed, follow-up, courtesy and communication when addressing the needs of the customer.

When well treated, shown respect, and kept informed, customers respond more favorably, complain less, are more cooperative, become loyal customers, and their perception of quality improves. Quality should be a focal point when providing service. It should be considered not only for the moment service is being provided but also be thought of on a continuous basis. With this in mind we are going to take a look at Quality Improvement and how continued improvement can affect an organization.

INSTRUCTIONAL INPUT

Before we can see how improvement of the future is going to affect an organization we need to look at what is causing the company to stay stagnant.

(Note to Trainer: Show overhead of a multiple image picture which shows different pictures when looked at in different ways)

Ask Participants: Why did you see something different the second way?

Possible Response: They looked at it a different way.

Ask participants: Would someone care to share one or two situations where something looked different when you "looked" at it a different way?

Example: A flower in a garden - an artist sees a picture to paint; a photographer sees a picture to take; a gardener sees it as part of a landscape; a decorator sees it as an object to add beauty inside a house.

Quality principles get us get us to look at things in different ways, from different perspectives. This can help us

Show overhead

See attachment

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

communicate better with others as we work together to improve our “product” and our work environment. When we get locked into one perspective and are unable to see outside certain boundaries we are within a *paradigm*. A paradigm is a set of rules or guidelines by which we operate.

Paradigms *help* us by providing us with some structure, some order. For example, I might have a paradigm about punctuality that helps me plan my time so that I’m not late for meetings, appointments and so on. Paradigms can however, hinder us when we refuse to change them or when we think others should operate from our same set of rules. My punctuality paradigm might create problems for me if something happens, over which I have no control, that makes me late - a wreck on the interstate, for example. I might get highly anxious about being late and totally stress out by the time I reach my destination.

(Show Optional Video - ***Discovering the Future: The Business of Paradigms*** by Joel Barker. If the video is used use the following processing questions:)

Video Processing Questions:

Ask Participants: *How does the concept of the Swiss watch company apply to us in Corrections?*

Possible Responses: We shouldn't be satisfied with status quo. We should look for better ways to provide service.

Ask Participants: *What paradigms shifts from recent history have played an important role in the shaping of the Corrections and the Criminal Justice System?*

Possible Responses: Changes in technology; Criminal sentencing guidelines have changed; Social climate regarding crime and the criminal has shifted.

Ask Participants: *What kind of paradigm shift could affect Corrections as dramatically as the quartz watch affected the Swiss?*

Optional Video

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

Possible Response: New technology; new laws.

Now that we've had a chance to see what paradigms are and how they can affect an organization let's identify your personal paradigms and see how those paradigms impact your work.

GUIDED PRACTICE

(**Note to Trainer:** Divide participants into small groups of four to six people each.)

Now that you've had several examples of paradigms and how they affect our behavior and work operations, I would like you to think about paradigms and their impact on your own life. I want you to think of one personal paradigm you have and identify how this paradigm may help you and how it may limit you.

Take about 10 minutes to complete this exercise. Think of a personal paradigm and write it in the space provided. In the next column, describe how this paradigm helps you. In the third column describe how this paradigm hinders you or limits you. (See the example below)

Allow 10 minutes

<i>Paradigms</i>	<i>How it helps</i>	<i>How it limits</i>
Example: I can't read or study while the television is on. The noise interferes with my ability to concentrate.	Example: Helps me to focus by doing one thing at a time.	Example: Creates conflict between me and my children. Because it impairs my ability to concentrate. I believe that it interferes with anyone's ability to concentrate.
<i>Personal Paradigm</i>	<i>How it helps</i>	<i>How it limits</i>

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE TRAINER NOTES

--	--	--

(Note to Trainer: Once participants have completed the exercise as for volunteers to share their paradigm and how they help/limit.)

Then once you have completed your example I want you to complete the following sentence *"One thing I learned about paradigms is....."* and then answer this question:

- ◆ *Why do you think it's important for people in our organization to consider the future when planning?*

Please write your sentence completion and the answer to the question on the Flipchart paper provided.

After you've answered this question I want you to work in your group to describe one work-related paradigm, how it helps and how it hinders or limits you/your work group.

Check for understanding

Example

Paradigm	How it helps	How it limits
Example: Each person does his or her own job.	Example: Individuals become proficient at position	Example: Hinders teamwork, takes longer, slows creativity
Organizational Paradigm	How it helps	How it limits

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

At the end of 15 minutes I would like a spokesperson from you group to share your organizational paradigm and how it helps and limits, your organization. Then read your completed sentence and share your answer to the question with the rest of the class. You do not have to write your organizational paradigm information on the Flipchart.

Check for understanding

Note to Trainer:

- ◆ To process this exercise have a spokesperson from each group report out their group's organizational paradigm and how it helps/limits.
- ◆ Have the spokesperson share their group's response to the sentence completion "One thing our group learned about paradigms is....." (this will be on a Flipchart) and
- ◆ Have the spokesperson share the group's response to the question "*Why do you think it's important for the people in organizations to consider the future when planning?*" (this will also be on a Flipchart). Responses to this question might include the following: *we need to anticipate and plan for change; we need to look for better ways to do things.*

INSTRUCTIONAL INPUT

During this activity we've talked about the paradigms that affect an organization, as well as, the paradigms that affect you directly. But the purpose of our workshop today is to focus on the customer, so what we need to do is to compare your personal paradigms regarding the customer with the quality concepts of the customer. We need to focus on the customer's needs and expectations and see that they are essential to quality improvement. We are going to talk about the customer and what their concept of service is.

GUIDED PRACTICE

The easiest way to do this is to look at yourself as a customer. We've all been customers and we've all had

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

good and bad experiences as customers. What I want you to do is, in your groups, to look at the good and bad experiences you've had as a customer.

(Note to Trainer: Divide the assignments as follows (note this on Flipchart)

Groups 1 and 2.....good or quality customer service
Groups 3 and 4.....poor customer service

I want half of you (groups 1 and 2) to discuss the experiences you've had with quality customer service and groups 3 and 4 I want you to discuss the experiences you've had with poor customer service.

(Note to Trainer: You may need to "visit" the groups as the discussion gets underway to make sure they are focusing on their task....the groups discussing "examples of quality customer service" may have more trouble staying focused, since people often prefer to dwell on negative examples.)

At the end of 10 minutes all groups will write the response to the following questions on a Flipchart and be prepared to share your responses with the groups.

- ◆ *How does the quality of customer service affect your attitude or behavior (toward the business or the person)?*

Possible Response (Positive): It made me want to come back; recommended product or service to others; made me feel good.

Possible Responses (Negative): Did not want to come back; told others to stay away; felt angry or insulted; asked for money back.

- ◆ *As a customer what do you expect?*

Possible Responses: Courteous treatment; respect; preferential treatment; expect to be listened to.

- ◆ *Who are your customers?*

Allow 10 minutes

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

Possible Responses: Offenders; others I work with; judiciary.

- ◆ *What kinds of services do you provide?*

(Responses will vary)

- ◆ *How does using Quality Improvement affect customer service?*

Possible Responses: Workers seek customer needs and wants rather than assuming what they are; workers see their job as a customer service job and not just eight hours and a paycheck.

- ◆ *Customer Satisfaction*

Possible Response: When workers seek and act upon customer needs and wants, customers feel value.

Well we've covered a lot of areas today and before we close let's look at some of the high points.

EVALUATION/CLOSURE

Ask Participants: *What are some of the things that you can do to be more Customer Service focused?*

Possible Responses: Be more courteous; think more about what the customer wants and needs; utilize better listening skills.

Ask Participants: *How can paradigms impact your work?*

Possible Response: They can make you reluctant to change; limit solutions; limit clear communication; provide parameters; help focus; make you feel comfortable.

Ask Participants: *Describe why focusing on customer needs and expectations are essential to Quality Improvement in the work place.*

Review Objectives
Show O/H

LESSON PLAN

TITLE: Customer Service in Corrections

PRESENTATION GUIDE

TRAINER NOTES

Possible Response: Treat others with respect to have quality; listen to hear customer needs to know what you need to do to improve.

We started with several objectives at the beginning of this program and I want to take this opportunity to take another look at them.

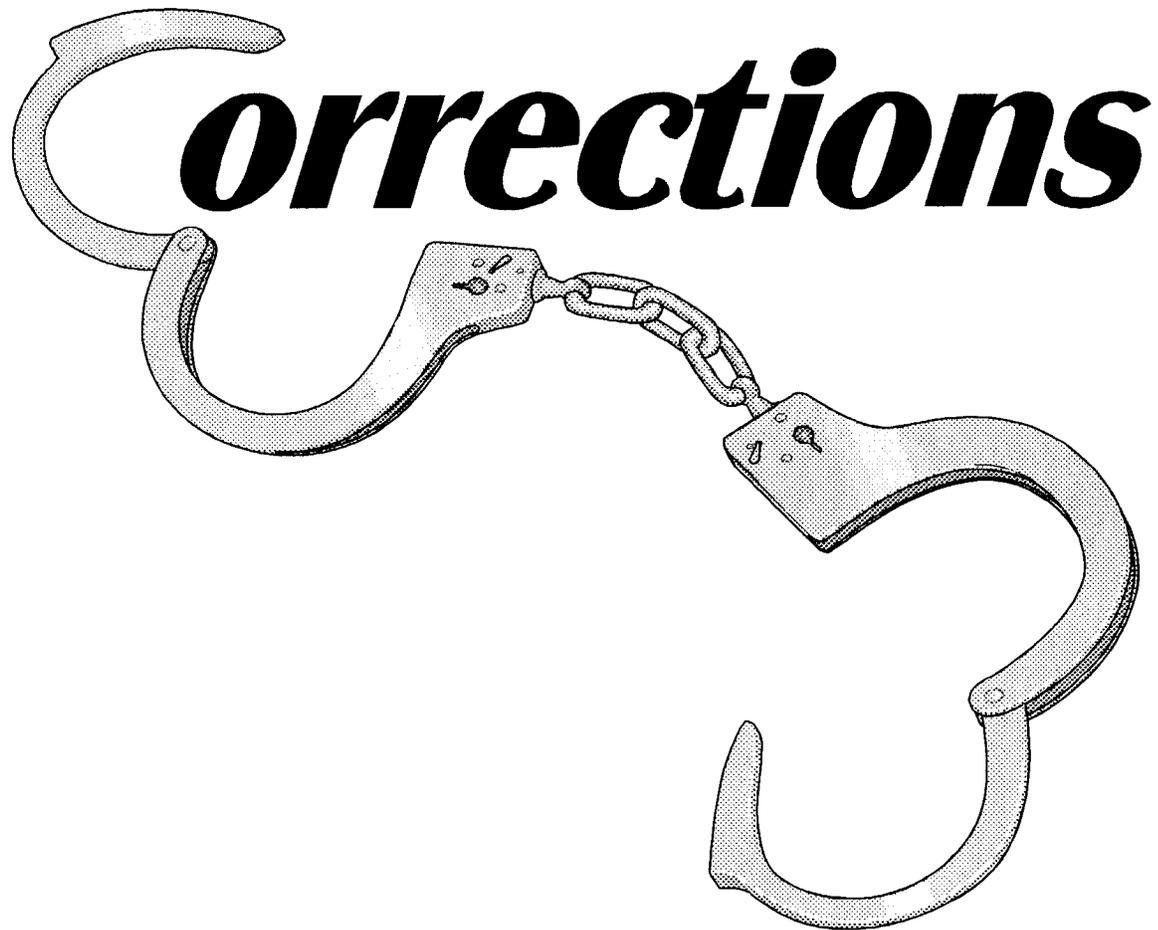
The ultimate goal in a Quality environment is to exceed the customer's expectations. We can do this by actively listening to our customers to determine the needs and by treating others with dignity and respect, the same way you've said you expected to be treated as a customer.

Some of your customers or participants, might openly balk at the idea of calling people they deal with "customers," especially offenders. If they do, help them focus on the idea that they do need to treat *all* their customers, including offenders, with dignity and respect, provide courteous treatment, listen to them, and ask - not assume - their wants and needs.

Use your personal plan to identify your internal and external customers, so you can improve your service through the identification of their needs. Every time you answer a telephone think of customer service and continue this to ensure that service and Corrections go hand in hand.

Service

In





Today's Performance Objectives:

1. Determine who your customers are and how your job can be more effective through improved service.
2. Develop a personal customer service chart
3. Using a case study, critique customer service situations and develop positive alternatives, when warranted.
4. Compare personal paradigms regarding customers with the quality concept of customers.

5. Describe how focusing on customer needs and expectations is essential to quality improvement.

Independent Exercise #1

Think about who you come into contact with while your at work. Think about who they are and if and how they are your customers. Take 10 minutes and write who they are and what service, product or information they receive.

Customer

Service Provided

<i>Customer</i>	<i>Service Provided</i>

--	--

Group Exercise #1

- 1) Select someone from your group who will report - out your project;
- 2) Of the positions represented in your group, select two and review the customers who are noted for that position;
- 3) Identify how they are customers (do they receive a product, service or information) and note what kind it is;
- 4) As a group, determine how you can improve the customer service that is being provided. *(You need to look for such things as time, courtesy, and follow through.)*

Position Service	Customer	What They Receive	Improved
-----------------------------	-----------------	--------------------------	-----------------

Example of completed exercise #1

Position service Customer What they receive Improved

Training Officer	Participant	Information (New training to improve their job performance.)	Better presentation style to aid in information retention.
Training Officer	Curriculum Design Specialist	Information/Service (Assist on lesson plan task force.)	Complete requested assignment quickly to cut production time.
Training Officer	Regional Training Staff	Service (Take care of Regional Vehicle)	Insure vehicles are filled with gas upon trip return.
Training Officer	Telephone Caller	Service/Information	Wrong number, however, you provide the correct number to the caller.

Type 2.

_____, while still receiving a product, service or information, are not from outside the organization. They are a person or a unit who receives output (products, service or information) from another person or unit within the same section or from another unit within the larger organization.

Example:

- ▶ *Fellow Correctional Officer who calls to find out if an inmate is in the Housing Unit;*
- ▶ *A Caseworker who comes to your unit to inquire about your Housing Unit log;*
- ▶ *The Grievance Officer who calls and requests a memorandum;*
- ▶ *Or it may be information you provide to the Parole Board.*

Communication

*When speaking to a customer be Sure to Use **Good Communication Skills** to Improve you Customer Service!*

Notes:

The Telephone and Courtesy

Remember these courtesies:

Notes:

What about when I transfer a Call?

Notes:

The Hostile Caller:

Always Remember!

- ▶ ***Don't Lose Your Temper! First and foremost, stay calm. Listen to what the complaint is and think about how you can address it.***
- ▶ ***Use probing questions to clarify.***
- ▶ ***Empathize and apologize whether your directly involved or not.***
- ▶ ***Take responsibility for the problem.***

Notes:

Quality Service in the Public Sector

Notes:

Care about your Organization and your Customers !

Independent Exercise #2

Personal Customer Identification Chart

Go back to your list of customers you identified and see how you can help them by addressing ways to improve the quality of the service you provide.

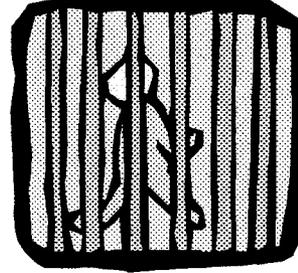
<i>Customer</i>	<i>Service Provided</i>	<i>Improvement</i>

“Quality Products and Quality Service begin with Quality Thinking!”

Quality Service into the Future

When your locked into one perspective and are unable to see outside certain boundaries we are trapped within a paradigm.

Paradigms are a set of guidelines by which we operate. Paradigms can be a trap but you can learn to escape from yours.



(Remember that not all paradigms are bad)

Now that you know what a paradigm is let's look at how they affect our behavior and work. Think about your paradigms and how they impact your life.

Independent Exercise #3

Take 10 minutes and think of a personal paradigm and write it in the space provided. In the next column, describe how this paradigm helps you. In the third column, describe how this paradigm can hinder you.

<i>Paradigms</i>	<i>How it Helps</i>	<i>How it Limits</i>
Example: I can't read or study while the T.V. is on. The noise interferes with my ability to concentrate.	Example: Helps me focus by doing one thing at a time.	Example: Creates conflict between me and my children.
<i>Personal Paradigms</i>	<i>How it Helps</i>	<i>How it Limits</i>

Now that you have completed you list answer the following question:

- ▶ **Why do you think it's important for people in our organization to consider the future when planning?**

Notes:

Now, as a group, describe one work related paradigm, how it helps and hinders/limits you or your work group.

Group Exercise #3

Organizational Paradigm	How it Helps	How it Limits
Example: Each person does his or her own job.	Example: Individuals become proficient at that position.	Example: Hinders teamwork, takes longer, slows creativity.
Organizational Paradigm	How it Helps	How it Limits

While paradigms affect us all you need compare your personal paradigms with the

- ▶ *How does the quality of customer service affect your attitude or behavior (toward the business or the person)?*

- ▶ *As a customer what do you expect?*

- ▶ *What kind of service do you provide?*

- ▶ *How does using Quality Improvement affect customer service?*

- ▶ *How does it affect customer satisfaction?*

Place these responses on flipcharts and have a spokesperson prepared to report-out your responses. You have 15 minutes.

“The ultimate goal in a Quality environment is to exceed the customer’s expectations. We can do this by actively listening to our customers to determine their needs and by treating others with dignity and respect, the same way you expect to be treated as a customer.”

Service in Corrections Case Study #1

Instructions: As a group, read the following case study. Please select a spokesperson and be prepared to answer the questions when the class reconvenes. You have 20 minutes.

Officer Smith was assigned to Housing Unit Six when he received a call from the Visiting Room Sargent who was inquiring about inmate Jones, Robert #123456. Inmate Jones had not shown up for his visit. Officer Smith told the Visiting Room Sargent that Inmate Jones was not in the Housing Unit but when he came in he would have him report to the Visiting Room.

Approximately 15 minutes later Inmate Jones entered the Housing Unit and was stopped by Officer Smith. Officer Smith told Inmate Jones that he need to report to the Visiting Room for a visit. Inmate Jones responded that he had just came from the Visiting Room and had requested that his visit be canceled. Officer Smith thanked Inmate Jones for the information and allowed him to return to his room.

1. Who were the customers?
Possible Response: The visiting room Sargent, the inmates visitors.
2. Were they Internal or External?
Possible Response: Sargent was Internal and the visitors were External
3. How could the Customer Service have been improved?
Possible Response: Officer Smith could have had the inmate paged; He should have returned the call to the Visiting Room Sargent
4. What impact could this service incident have on future relations with this customer or other customers?
Possible Response: Could cause a misunderstanding between the Sargent and Officer Smith; could cause the visitors to become upset; visitors could call Central office; could cause visitors to complain to others.

Service in Corrections Case Study #2

Instructions: As a group, read the following case study. Please select a spokesperson and be prepared to answer the questions when the class reconvenes. You have 20 minutes.

Parole Officer Harry Johnson received a call from the County Court regarding Jerry Smith, an offender on Mr. Johnson's case load. The call was in regards to a traffic violation that Mr. Smith received and the Prosecuting Attorney needed information concerning the Mr. Smith's current conviction. Officer Johnson received the call on his voice mail but rather than returning the call then he elected to return the call after he had seen he scheduled clients.

During the course of the day Officer Johnson forgot about the telephone call and it wasn't until the following morning that he remembered to call the Prosecuting Attorney's Office. It was during his conversation with this office that he learned that the traffic violation was related to a DWI and that Mr. Smith had been arrested during the incident.

1. Who were the customers?
Possible Response: The Prosecutors office; the County Court; Local Law Enforcement; Possibly Mr. Johnson's supervisor.
2. Were they Internal or External?
Possible Responses: External except the supervisor
3. How could the customer service have been improved?
Possible Responses: Telephone call returned
4. What impact could this service have on future relations with this customer or other customers?
Possible Responses: Cause friction between the Prosecutor's office and P.O.; Cause P.O. problems with Court and with Law Enforcement; also with the supervisor.

Service in Corrections Case Study #3

Instructions: As a group, read the following case study. Please select a spokesperson and be prepared to answer the questions when the class reconvenes. You have 20 minutes.

George Harris is a section head for the computer section of his agency. Mr. Harris is the chair of a committee who is assigned to develop a new computer program which will aid the organizations Public Relations section. The project that the Public Relation section is working on is on a tight time frame and must have the new computer program in order to complete their project.

Sue Cramer, the head of the Public Relations section, has contacted Mr. Harris twice to inquire about the program and on both occasions Mr. Harris told her that the program would be ready the following Friday but on both occasions has failed to meet the set deadline. Ms. Cramer has told Mr. Harris that unless the project is completed by the following Friday that her office will be forced to contract the computer program to an outside agency.

Mr. Harris has met with his committee several times regarding the project however the committee members have repeatedly stated that they had other projects they were working on, that they didn't have the time to complete the project or that they were scheduled for vacation time.

1. Who were the customers?
Possible Responses: Sue Cramer; all of the Public Relations section; Agency Director; Agency
2. Were they Internal or External?
Possible Responses: Internal
3. How could the customer service have been improved?
Possible Responses: Set realistic dates; set priorities with other committee members; offer work incentive with committee members
4. What impact could this service incident have on future relations with this customer or other customers?
Possible Responses: Damage internal trust between sections; in future other Sections will out-source before using internal staff; could endanger jobs

Service in Corrections Case Study #4

Instructions: As a group, read the following case study. Please select a spokesperson and be prepared to answer the questions when the class reconvenes. You have 20 minutes.

Arnold Wilson is a Grievance Officer at large Correctional Institution and has the responsibility of developing the grievance responses for the Institutional Head's signature.

A grievance has been filed by an inmate who alleges that the Associate Superintendent failed to provide him due process relating to a conduct violation because the confinement order wasn't reviewed and signed within the time frame specified by policy. Upon review of the confinement order Mr. Wilson finds that the time frame was exceeded. The Associate Superintendent's office is contacted for information relating to this incident.

Before the response is obtained from the Associate Superintendent's office, Mr. Wilson receives a telephone call from Central Office inquiring about this grievance. The family of the offender has contacted the Director's office and has alleged that there is cover-up to protect the Associate Superintendent. Central Office wants to know the current status of the grievance.

1. Who were the customers?
Possible Responses: Associate Superintendent; Institutional Head; Central Office Staff; Inmates family
2. Were they Internal or External?
Possible Responses: Internal and External
3. How could the customer service have been improved?
Possible Responses: Ask Central Office if you can call them back; Contact Asst. Superintendent prior to response.
4. What impact could this service incident have on future relations with this customer or other customers?
Possible Responses: Cause misunderstanding between Asst Supt. and Grievance Officer; cause family to continue calling; cause C.O. to continue calling;

Service in Corrections Case Study #5

Instructions: As a group, read the following case study. Please select a spokesperson and be prepared to answer the questions when the class reconvenes. You have 20 minutes.

Mary Peterson was a Sales Associate with a large mid-west hotel and was responsible for the coordinating of the Convention Center bookings. The hotel's biggest customer was a State agency who scheduled several programs a year including an ongoing program that required a three week block every month. In addition to the monthly bookings, which included lodging and meals, the agency scheduled several smaller programs every month. One of these programs, which would require 10 lodging rooms, had been tentatively scheduled and a request for a contract had been made by the agency.

Before the contract was mailed to the agency, Ms. Peterson received a request from a private organization to use the Convention Center for the purpose of a week long retreat for approximately 125 people, with each person to be lodged in a private room. Ms. Peterson realized that she was going to need the 10 lodging rooms requested by the state agency in order to accommodate the new lodging request. She elected to contact the representative of the agency who had made the request for the 10 rooms and tell them that she couldn't book them due to the new request.

Ms. Peterson realized that, given the size requirements of the State agency, their hotel was currently the only location that could accommodate the volume of business needed by the agency.

1. Who were the customers?
Possible Response: Agency Representative; Agency; Hotel
2. Were they Internal or External?
Possible Responses: Internal and External
3. How could customer service have been approved?
Possible Response: Contact agency and offer to relocate at hotel expense; keep original agreement.
4. What impact could this service incident have on future relations with this customer or other customers?
Possible Responses: Loss of future business with agency; loss of business due to complaints made by agency to other possible clients.

Service in Corrections Case Study #1

Instructions: *As a group, read the following case study. Please select a spokesperson and be prepared to answer the questions when the class reconvenes. You have 20 minutes.*

Officer Smith was assigned to Housing Unit Six when he received a call from the Visiting Room Sargent who was inquiring about inmate Jones, Robert #123456. Inmate Jones had not shown up for his visit. Officer Smith told the Visiting Room Sargent that Inmate Jones was not in the Housing Unit but when he came in he would have him report to the Visiting Room.

Approximately 15 minutes later Inmate Jones entered the Housing Unit and was stopped by Officer Smith. Officer Smith told Inmate Jones that he need to report to the Visiting Room for a visit. Inmate Jones responded that he had just came from the Visiting Room and had requested that his visit be canceled. Officer Smith thanked Inmate Jones for the information and allowed him to return to his room.

1. Who were the customers?
2. Were they Internal or External?
3. How could the Customer Service have been improved?
4. What impact could this service incident have on future relations with this customer or other customers?

Service in Corrections Case Study #2

Instructions: *As a group, read the following case study. Please select a spokesperson and be prepared to answer the questions when the class reconvenes. You have 20 minutes.*

Parole Officer Harry Johnson received a call from the County Court regarding Jerry Smith, an offender on Mr. Johnson's case load. The call was in regards to a traffic violation that Mr. Smith received and the Prosecuting Attorney needed information concerning the Mr. Smith's current conviction. Officer Johnson received the call on his voice mail but rather than returning the call then he elected to return the call after he had seen he scheduled clients.

During the course of the day Officer Johnson forgot about the telephone call and it wasn't until the following morning that he remembered to call the Prosecuting Attorney's Office. It was during his conversation with this office that he learned that the traffic violation was related to a DWI and that Mr. Smith had been arrested during the incident.

1. Who were the customers?
2. Were they Internal or External?
3. How could the customer service have been improved?
4. What impact could this service have on future relations with this customer or other customers?

Service in Corrections Case Study #3

Instructions: As a group, read the following case study. Please select a spokesperson and be prepared to answer the questions when the class reconvenes. You have 20 minutes.

George Harris is a section head for the computer section of his agency. Mr. Harris is the chair of a committee who is assigned to develop a new computer program which will aid the organizations Public Relations section. The project that the Public Relation section is working on is on a tight time frame and must have the new computer program in order to complete their project.

Sue Cramer, the head of the Public Relations section, has contacted Mr. Harris twice to inquire about the program and on both occasions Mr. Harris told her that the program would be ready the following Friday but on both occasions has failed to meet the set deadline. Ms. Cramer has told Mr. Harris that unless the project is completed by the following Friday that her office will be forced to contract the computer program to an outside agency.

Mr. Harris has met with his committee several times regarding the project however the committee members have repeatedly stated that they had other projects they were working on, that they didn't have the time to complete the project or that they were scheduled for vacation time.

1. Who were the customers?
2. Were they Internal or External?
3. How could the customer service have been improved?
4. What impact could this service incident have on future relations with this customer or other customers?

Service in Corrections Case Study #4

Instructions: *As a group, read the following case study. Please select a spokesperson and be prepared to answer the questions when the class reconvenes. You have 20 minutes.*

Arnold Wilson is a Grievance Officer at large Correctional Institution and has the responsibility of developing the grievance responses for the Institutional Head's signature.

A grievance has been filed by an inmate who alleges that the Associate Superintendent failed to provide him due process relating to a conduct violation because the confinement order wasn't reviewed and signed within the time frame specified by policy. Upon review of the confinement order Mr. Wilson finds that the time frame was exceeded. The Associate Superintendent's office is contacted for information relating to this incident.

Before the response is obtained from the Associate Superintendent's office, Mr. Wilson receives a telephone call from Central Office inquiring about this grievance. The family of the offender has contacted the Director's office and has alleged that there is cover-up to protect the Associate Superintendent. Central Office wants to know the current status of the grievance.

1. Who were the customers?
2. Were they Internal or External?
3. How could the customer service have been improved?
4. What impact could this service incident have on future relations with this customer or other customers?

Service in Corrections Case Study #5

Instructions: *As a group, read the following case study. Please select a spokesperson and be prepared to answer the questions when the class reconvenes. You have 20 minutes.*

Mary Peterson was a Sales Associate with a large mid-west hotel and was responsible for the coordinating of the Convention Center bookings. The hotels biggest customer was a State agency who scheduled several programs a year including an ongoing program that required a three week block every month. In addition to the monthly bookings, which included lodging and meals, the agency scheduled several smaller programs every month. One of these programs, which would require 10 lodging rooms, had been tentatively scheduled and a request for a contract had been made by the agency.

Before the contract was mailed to the agency, Ms. Peterson received a request from a private organization to use the Convention Center for the purpose of a week long retreat for approximately 125 people, with each person to be lodged in a private room. Ms. Peterson realized that she was going to need the 10 lodging rooms requested by the state agency in order to accommodate the new lodging request. She elected to contact the representative of the agency who had made the request for the 10 rooms and tell them that she couldn't book them due to the new request.

Ms. Peterson realized that, given the size requirements of the State agency, their hotel was currently the only location that could accommodate the volume of business needed by the agency.

1. Who were the customers?
2. Were they Internal or External?
3. How could customer service have been approved?
4. What impact could this service incident have on future relations with this customer or other customers?