CCMA Community Chat - Coaching Teams in a WFH Environment - Cormac Murphy (Ennovate Consulting)

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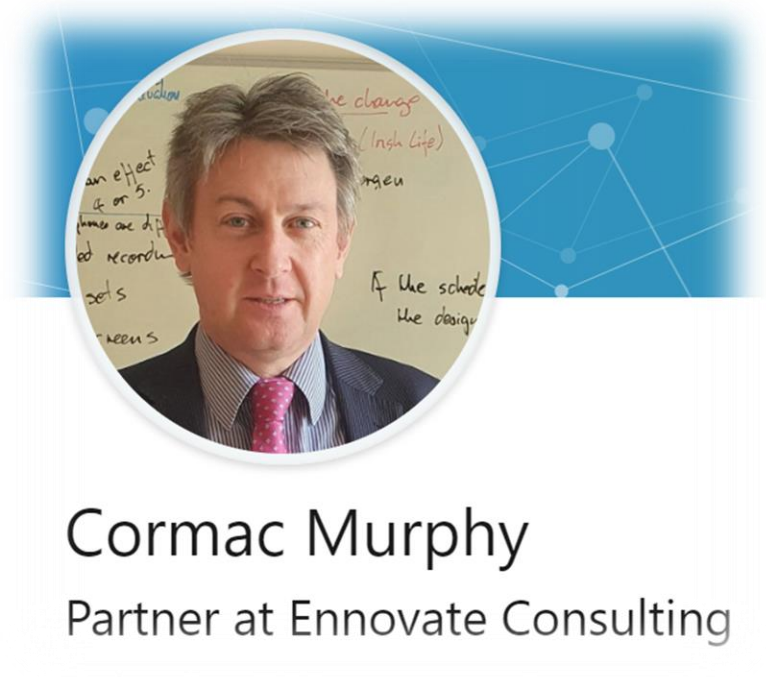
WHAT CAN YOU SEE IN THE OFFICE?

CUSTOMER DELIVERABLES
WORK RATE
NPS SCORES
NPS VERBATIMS

RECORDED CALLS
TEAM MEETINGS
EMOTIONAL STATE
PEOPLE BEING ISOLATED

WHAT CAN YOU SEE WITH YOUR STAFF WORKING FROM HOME?

CUSTOMER DELIVERABLES
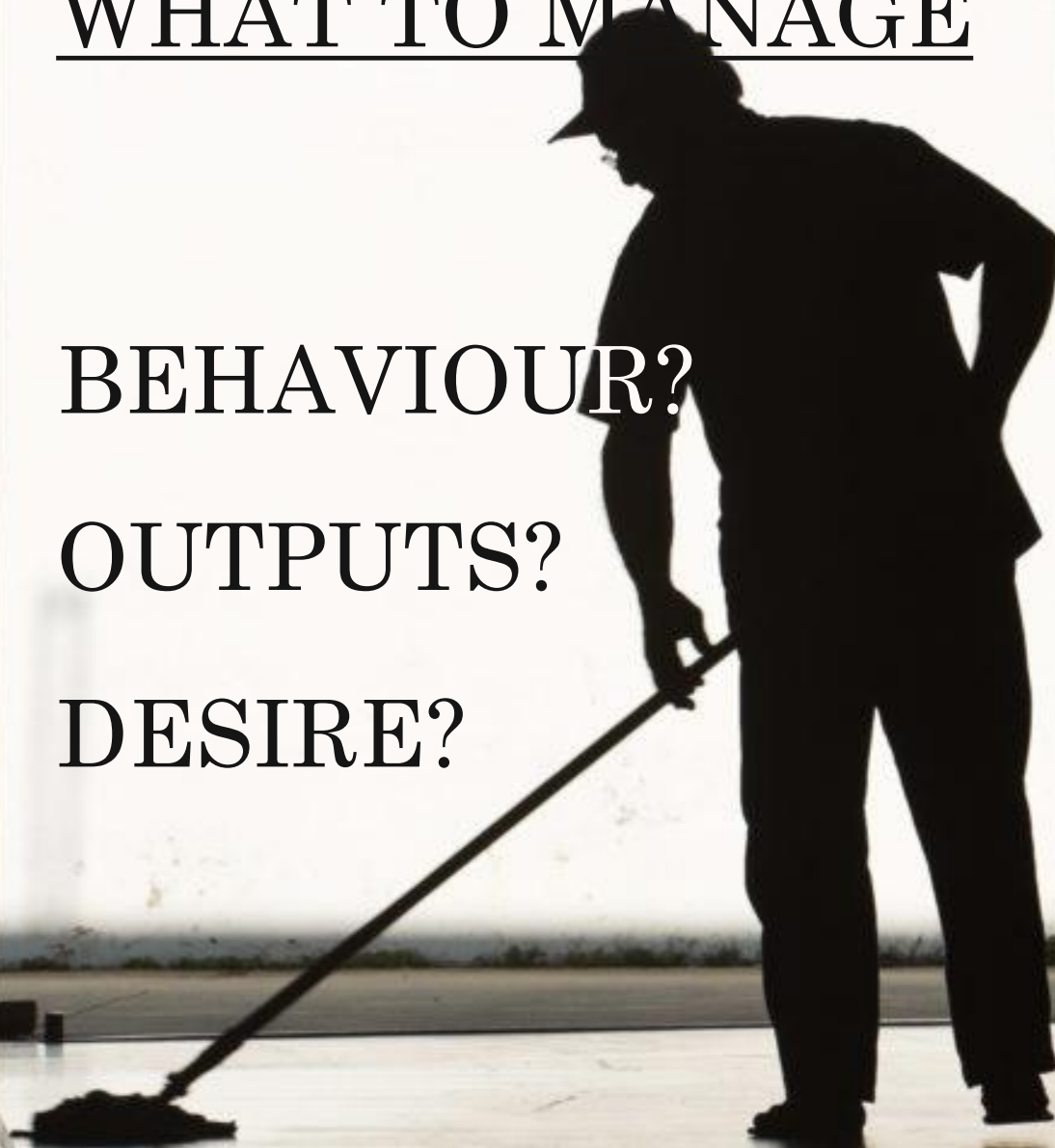
WORK RATE

NPS SCORES

NPS VERBATIMS

RECORDED CALLS

TEAM MEETINGS

EMOTIONAL STATE

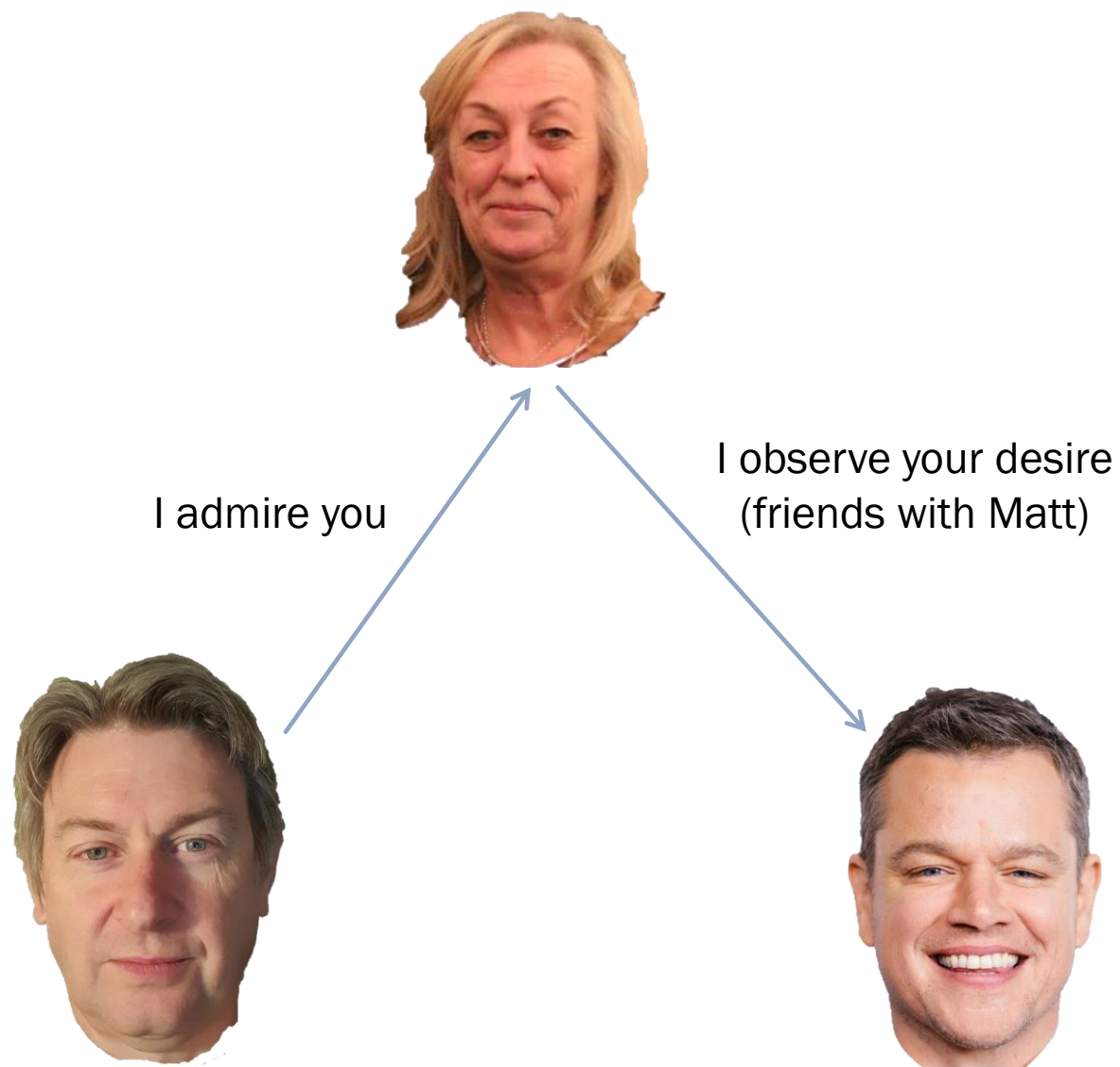PEOPLE BEING ISOLATED

WHAT TO MANAGE

BEHAVIOUR?

OUTPUTS?

DESIRE?

WHAT MAKES US WANT SOMETHING?

I admire you

I observe your desire
(friends with Matt)

I admire you

I observe your desire (friends with Matt)
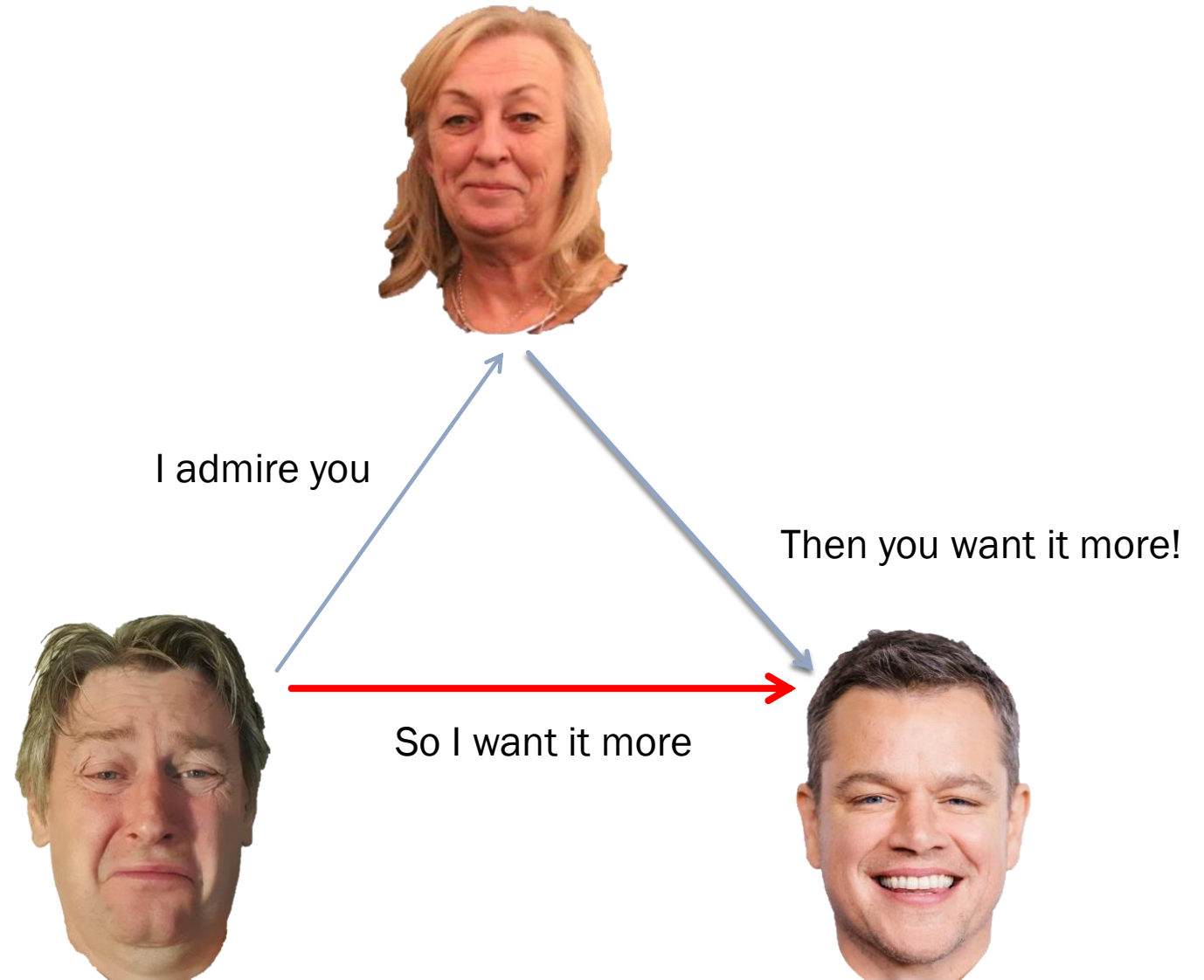
Then you want it more!

So I want it too
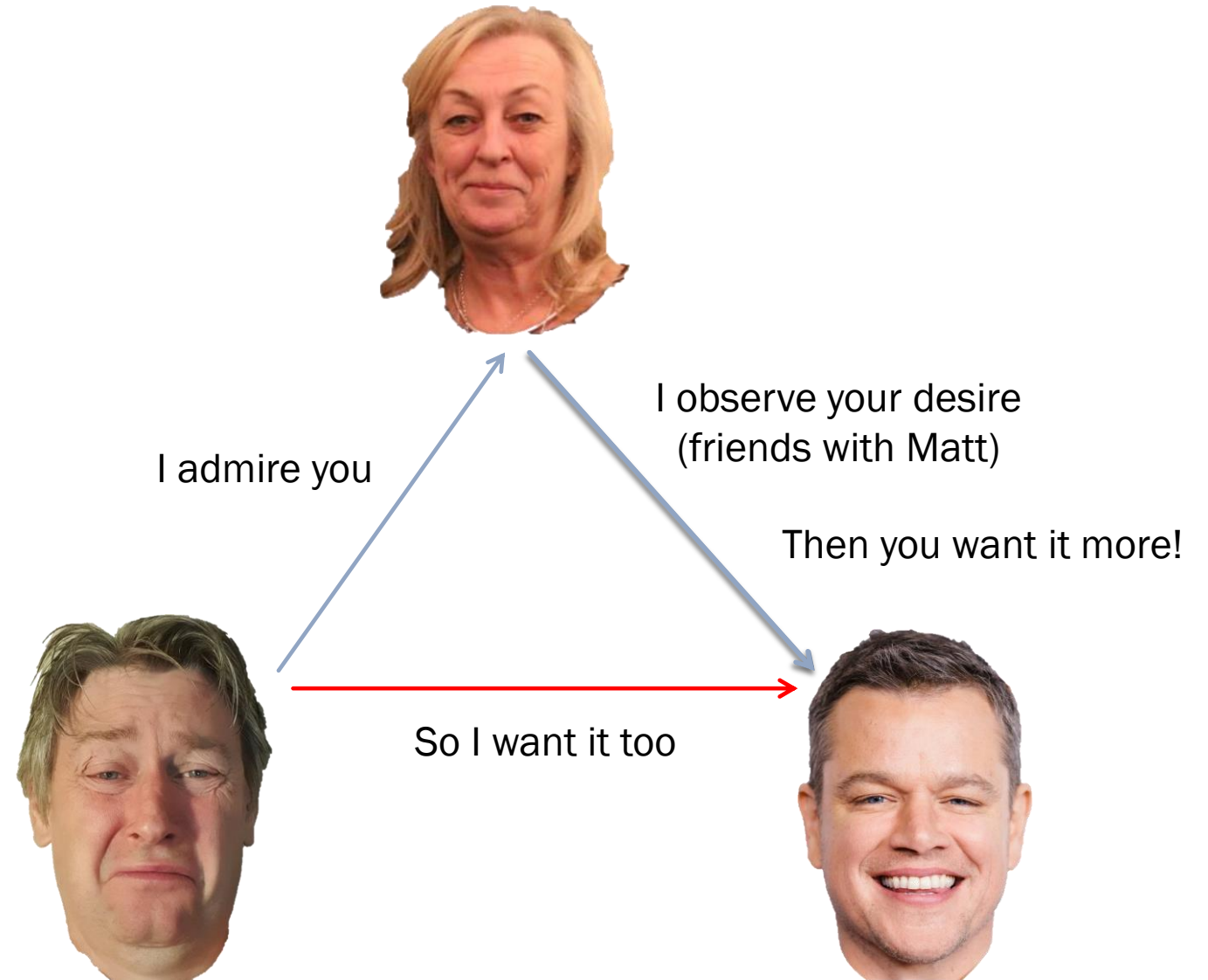
Girard Says:

Mostly we do not create our own desires

We observe desire in others and copy them

Then they observe us and increase their desire

Desires emerge from the community

I admire you

Then you want it more!

So I want it more

My friends

I love this companies products, I know why they are great

copy

Why do some customers just not get why I see our products are so great?

I'm being measured on NPS! But I can't control all the inputs.

New job

1 month later

another month later

6 months later

The **anti**-role

I'm so happy to get a job here. I want to be the *best* advisor

Good customers get it, bad customers don't

copy

copy

The company works as it works. Upsetting your colleagues is bad
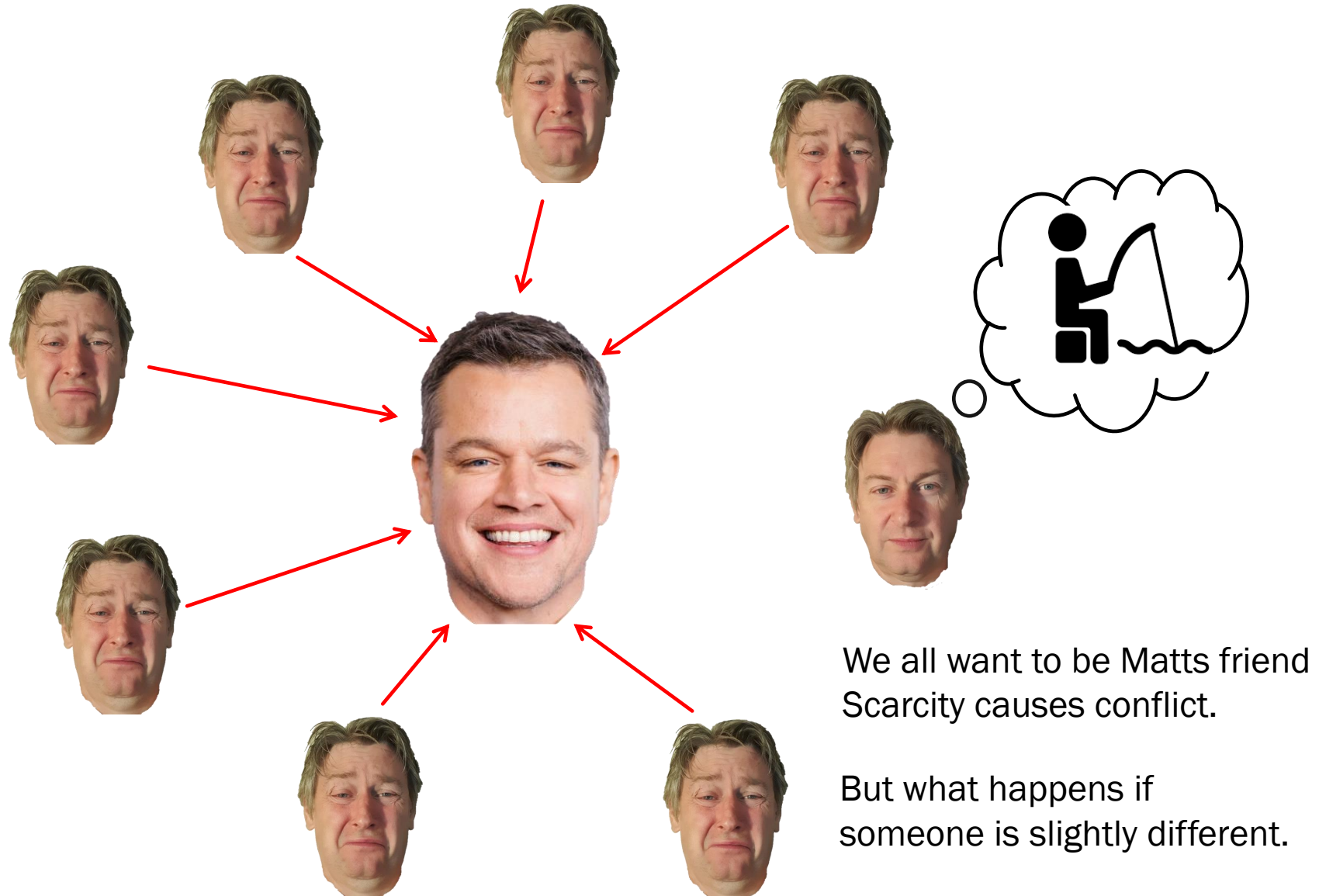
I am a success! My colleagues see it

My colleagues

The advisers desires are **not** aligned to the companies goals

So we have learned to want the same things...

What happens then?

We all want to be Matts friend
Scarcity causes conflict.

But what happens if someone is slightly different.
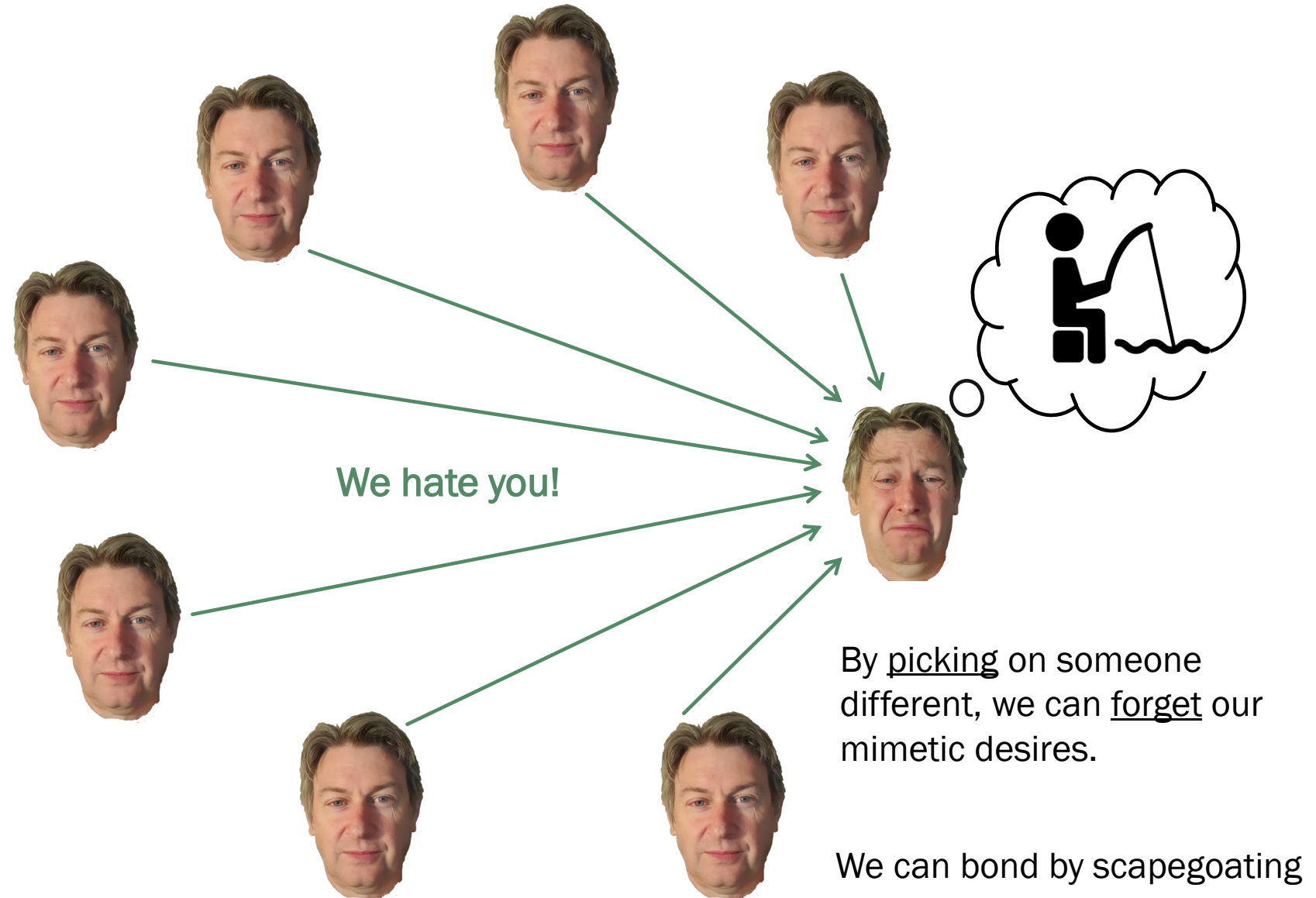
Girard Says:

Copying each others desires inevitably leads to conflict

We can re-connect as a community by scapegoating an individual – And we do!

We hate you!

By <u>picking</u> on someone different, we can <u>forget</u> our mimetic desires.

We can bond by scapegoating

In an office environment you can manage behaviour and outputs and work less with desire.

Recorded calls → QA processes

Team meetings → Behaviour standards

Emotional state → Observe and react

But it is still not maximizing performance…

With less time together, we must also work on the role that advisers <u>want</u> to do (desire).

- Each participant picks a new ideal-role behaviour
- People check-out on the session

- Use calls recorded when staff are working in the office.

- Can be done with just 4 people in 55 minutes
- One session per group every 2 weeks is ok
- Only recent calls from current participants used
- No good or bad calls
- Promise "loop" used to analyse all calls
- Call out good call behaviour, ignore bad

- Find 2 calls which show behaviours we would like to see copied
- Anticipate anti-role objections
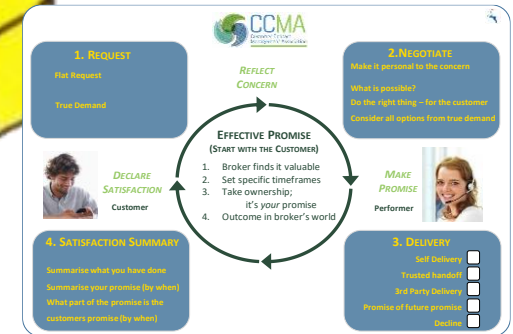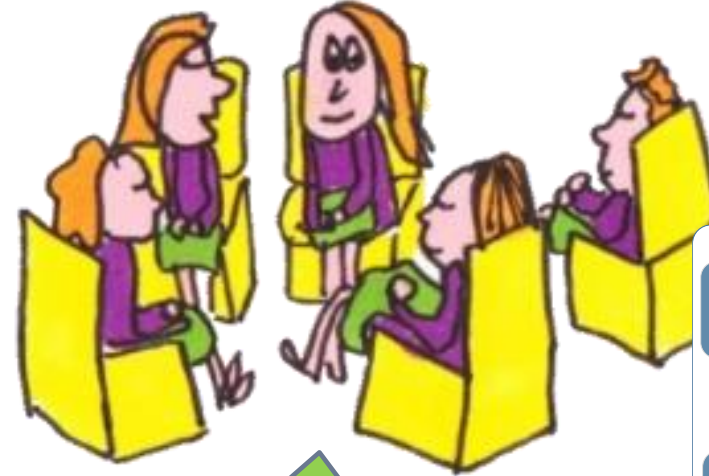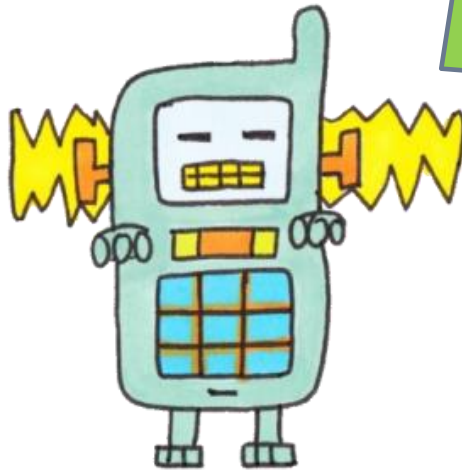
SOME RULES TO PROTECT THE TEAM

Content of the sessions not to be discussed outside sessions

Calls or emails prepared for a session are never used elsewhere

Offer advice from experience, not from opinion

The group own the session;
visitors only permitted to attend sessions with the agreement of the group

We promise during the sessions to try new things, sometimes things don't work

On reflection, after listening to a call, if we recognise we could have done something differently, the Learning Team allows us to make this adjustment without blame.

We celebrate honorable failures from sincere attempts

We are committed to support one another and to help one another become better Customer Service Professionals

Group coaching (learning teams)

Lets the TL select what is admirable

  By choosing calls to admire

Allows desires to be suggested & steered

Remember: We are <u>built</u> to scapegoat

So scapegoat <u>behaviours</u> not people

Let staff identify the bad behaviours and
strongly resist scapegoating experimentation

Then support the group learning with targeted 1:1 coaching from Team Leaders

A01	Focus on understanding the customer
A02	Make coaching more interesting
A03	Improve empathy skills
A04	Handling capable customers
A05	Handling angry customers
A06	Closing call with unhappy customer
A07	Focus on making promises
A08	Making promises that others deliver
A09	Accepting our weaknesses as a strength
A10	Getting to underlying concerns
A11	Handling low points in the day
A12	Coaching very strong agents
A13	Improve presentation of your value to the customer
A14	Concluding the call well
A15	When the customer attacks the company
A16	Taking sufficient time on a call
A17	How to be more succinct
A18	Building rapport with people you dislike
A19	Variable performance across month
A20	Handling mandatory statements on call
A21	Using the last 10s well
A22	When the coach is much younger than the agent

A03 Improve empathy skills

Diagnosis

Agent is demonstrating a lack of empathy with the customer, missing key cues about customers underlying motivation for the call

Behavior Observations

Agent seems happy to progress the conversation when it is very likely they have not understood the customer

The agents questions are more about getting to some solution rather than trying to understand the issue.

Agent expends effort telling the customer how much work they have done on their behalf.

Session Objective

Often a lack of empathy stems from a fear in the agent of being found out as not understanding enough about the institution to be able to help the customer.

The main objective in the session is to let the agent realise they have this fear and then to realise that it is ok not to know everything and they have more time and options than they think in the moment.

Session Tactics

Step 1: Get the agent in touch with the physical feelings they are experiencing when they are not being empathetic. They may not get this immediately, but stay with it -- they do feel something but may be blanking it out as being not "professional".

Step 2: Play a part of the call where the customer is being expressive of their needs and stop just before the agent displays a lack of empathy. Discuss what the options are next in the call? Discuss about the amount of time the agent feels they have at this moment?

Step 3: Play a part of a call where the customer explains a complex problem/situation. Your goal as coach is to find something where some clarification questions are required. After playing the call to the end of the customer speech to the agent discuss what options are possible? Discuss 3 types of clarification questions; 1) Request for repetition 2) Sequencing -- the order of events 3) Perspective -- ask questions to clarifiy the customers perspective (avoid org perspective)

Setting a good GROW experiment

Especially for GROW experiments where the behaviour change required emerges in the middle of the conversation, it is important to talk about the CUE for the experiment. Ask; "So how will you notice that you are about to act in a way the customer might perceive as not empathetic" -- choose your language to align with the session conversation you have just had.

Then discuss a particular form of words, something new, that the agent can do to signal to themselves that they are about to try a new behaviour and that creates some space in the conversation with the customer; Could be something like -- "I think I've understood most of that, but could I ask just a couple of questions?"

Then pick one question type only and get the agent to ask questions of that type at this stage in the conversation.

Make the choice of cue part of the experiment. It can be useful to design a particular phrase that the agent can use when they recognise the cue.

Choose a structured coaching plan based on advisers needs
Consider the needs they express and the needs you perceive

Have a defined structure for the coaching session
But let the staff member capture their actions themselves
Keep a record of the session and track the commitment gets done
You can do this remotely; technology will help.

Group coaching (learning teams)

Lets the TL select what is admirable

By choosing calls to admire

Allows a structure around desires

Remember: We are <u>built</u> to scapegoat

So scapegoat behaviours not people

Let staff identify the bad behaviours and strongly resist scapegoating experimentation

Individual coaching (GROW model)

Builds targeted skills

Lets you build a development programme

Can be done through Zoom/Calls

Develops desires (but cannot initiate)

Fits within a learning programme

1. We need to accept that it is unlikely that many staff will work full-time in an office for quite a while

2. In this environment managing *behaviour* is not enough, we need to shape staffs **desire** to perform correctly

3. We need to use time staff are physically together much more effectively to build common desires by highlighting behaviours that we want copied in **learning teams**

4. We can connect this group learning to targeted individual coaching programmes (which CAN be remote)

5. **Deliberate coaching** is a much more important team leader skill in this style of work