



**Greater Kansas City**  
DENTAL SOCIETY

**Teambuilding, Communication,  
Customer Service and more...**

PRESENTED BY

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## Program Objectives

Teamwork and communication skills are the foundation of all successful teams. Once we realize that everyone we encounter is our “customer” and we treat them as such, morale improves as does productivity and job satisfaction. This workshop will help participants learn teamwork, communication, and customer service skills in a fun and interactive setting.

This workshop includes the following topics, among others:

- Teamwork – why it’s so important for the individual and the team
- Communication – understanding our style and the style of others and learn why it matters
- Customer Service/ Patient Experience – reviewing positive behaviors scripts
- Dealing with the Irate Patient – discussing why complaints are not always bad
- Dealing with OUR Anger – reviewing strategies to being in control emotionally
- Leaving with an action plan for future success

# TEAMBUILDING

## EXERCISE: Two Truths and a Lie

**Step 1:** Write two true and one false statement about yourself – in no particular order. (It's important to keep the order a secret!)

For example, "I have three dogs, I was born in New York, and I'm the shortest person in my family."

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Step 2.** When everyone is done writing, go around the group one by one and have each person read out loud their three statements. As each person reads their statements, the others write down which one they think is **false**.

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_

**Step 3.** Read the statements one more time slowly. As the statements are being read, the others raise their hand for the statement they think is false. The reader reveals the result.

- 1. Tally up your scores. Total correct: \_\_\_\_\_
- 2. The person with the most correct "wins".

**How do you create a culture (environment) where EVERYONE is delivering an exceptional experience, every time to every *person*?**

It all starts \_\_\_\_\_!

- Mission
- Vision
- Values

Notes:

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**What are the characteristics of a Great Team Member?**

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**1. Which behaviors are the MOST important?**

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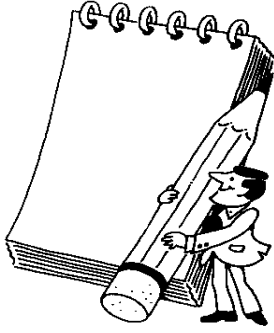
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**2. Which are your strengths?**

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**3. Which behaviors do you need to improve?**

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## EXERCISE: "OUNCES IN A POUND"

**INSTRUCTIONS:** Each item below contains the initials of words that make it correct. Find the missing words.

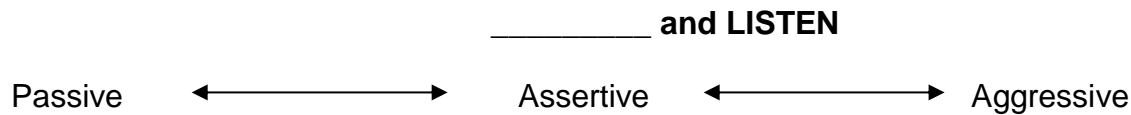
**EXAMPLE:** 16 = O. in a P.      **Ounces in a pound**

1. 26 = L. in the A. \_\_\_\_\_
2. 12 = S. of the Z. \_\_\_\_\_
3. 54 = C. in a D. (with the J.) \_\_\_\_\_
4. 88 = P.K. \_\_\_\_\_
5. 32 = D. F. at which W. F. \_\_\_\_\_
6. 18 = H. on a G. C. \_\_\_\_\_
7. 90 = D. in a R. A. \_\_\_\_\_
8. 200 = D. for P.G. in M. \_\_\_\_\_
9. 3 = B. M. (S. H. T. R.) \_\_\_\_\_
10. 4 = Q. in a G. \_\_\_\_\_
11. 24 = H. in a D. \_\_\_\_\_
12. 1000 = W. that a P. is W. \_\_\_\_\_
13. 40 = D. and N. of the G.F. \_\_\_\_\_
14. 15 = M. on a D. M.C.  
(Y. H. H. A. a B. O. R.) \_\_\_\_\_
15. 50 = W. to L.Y.L. \_\_\_\_\_

# COMMUNICATION

**Rule #1 of Communication:** The key to successful communication is that people want you to communicate with them in \_\_\_\_\_ style, not \_\_\_\_\_ style.

So, how do you determine someone's preferred style?



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## Self-Style Analysis

INSTRUCTIONS: This informal survey tries to give you a clear picture of how you see yourself, so please be as candid as possible. Circle the letter I or E, and P or A, to the left of the statement that is most true about you. Make a choice for every set of statements.

1.    E    Easy to get to know personally in business or unfamiliar social environments  
      I    More difficult to get to know personally in business or unfamiliar social environments
2.    I    Focuses conversations on issues and tasks at hand; stays on subject  
      E    Conversation reflects personal life experiences; may stray from "business at hand"
3.    P    Infrequent contributor to group conversations  
      A    Frequent contributor to group conversations
4.    P    Tends to adhere to the letter of the law  
      A    Tends to interpret the spirit of the law
5.    I    Makes most decisions based on his/her goals, facts or evidence  
      E    Makes most decisions based on his/her feelings, experience of relationships
6.    P    Infrequent use of gestures and voice intonation to emphasize points  
      A    Frequently uses gestures and voice intonations to emphasize points
7.    A    More likely to make emphatic statements like "This is so!" and "I feel..."  
      P    More likely to make qualified statements like "According to my sources..."
8.    E    Greater natural tendency toward animated facial expressions or  
          observable body responses during speaking and listening  
      I    More limited facial expressions or observable body responses during speaking  
          and listening

9. I Tends to keep important personal feelings private; tends to share only when necessary  
E Tends to be more willing to show or share personal feelings more freely
10. I Shows less enthusiasm than the average person  
E Shows more enthusiasm than the average person
11. A More likely to introduce self to others at social gatherings  
P More likely to wait for others to introduce themselves at social gatherings
12. E Flexible about how his/her time is used by others  
I Disciplined about how his/her time is used by others
13. I Goes with his/her own agenda  
E Goes with the flow
14. A More naturally assertive behavior  
P More naturally reserved behavior
15. A Tends to express his/her own views more readily  
P Tends to reserve the expression of his/her own opinions
16. A Tends to naturally decide more quickly or spontaneously  
P Tends to naturally decide more slowly or deliberately
17. I Prefers to work independently or dictate the relationship conditions  
E Prefers to work with others or be included in relationships
18. P Naturally approaches risk or change more slowly or cautiously  
A Naturally approaches risk or change more quickly or spontaneously

Total number of circled: \_\_\_\_\_ I \_\_\_\_\_ E / \_\_\_\_\_ P \_\_\_\_\_ A

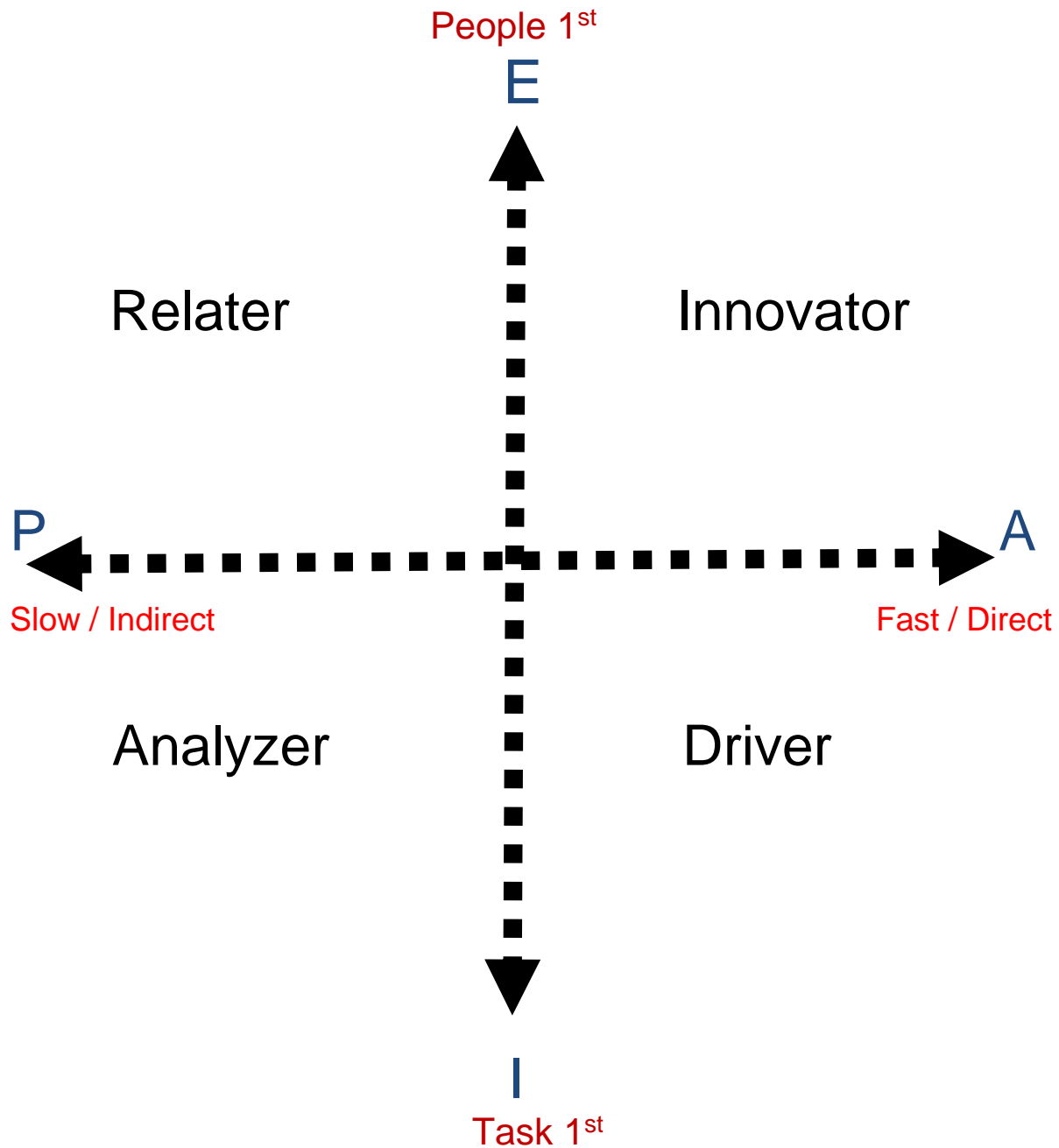
E-I = \_\_\_\_\_ A-P = \_\_\_\_\_





## Self-Style Analysis, continued

1. Plot your first number (E minus I) on the vertical line. Place a dot on the line that represents your number. This number will be between -9 and +9.
2. Plot the second number (A minus P) on the horizontal line. Place a dot on the scale indicating your number, which will again be between -9 and +9.
3. Connect the two points by drawing a line from one dot to the other.



# Self-Style Analysis debrief

	Notes/Thoughts
<p><b>Relater</b></p> <ul style="list-style-type: none"> <li>• Focuses on group harmony and steadiness</li> <li>• Creates group climate of trust, dependability and security</li> <li>• Listens sincerely to group member feedback and ideas</li> <li>• Tends to be more careful and contemplative with the goals and actions of the group</li> <li>• Tends to be indecisive under stress</li> <li>• Open and considerate</li> </ul> <p><i>Needs:</i> Personal assurance, comfort, direction, sincerity and a slower, methodical pace</p> <p><i>Fears:</i> Conflict</p>	
<p><b>Innovator</b></p> <ul style="list-style-type: none"> <li>• Focuses on people and group member relationships</li> <li>• Enjoys group work and people involvement</li> <li>• Encourages group innovation</li> <li>• Considers group member facts, opinions and ideas</li> <li>• Gets group members to do things by using persuasion more than power</li> <li>• Tends to be impulsive under stress</li> <li>• Optimistic</li> </ul> <p><i>Needs:</i> Recognition, approval, a fast pace, involvement and fun</p> <p><i>Fears:</i> Being disliked</p>	

## Self-Style Analysis debrief, continued

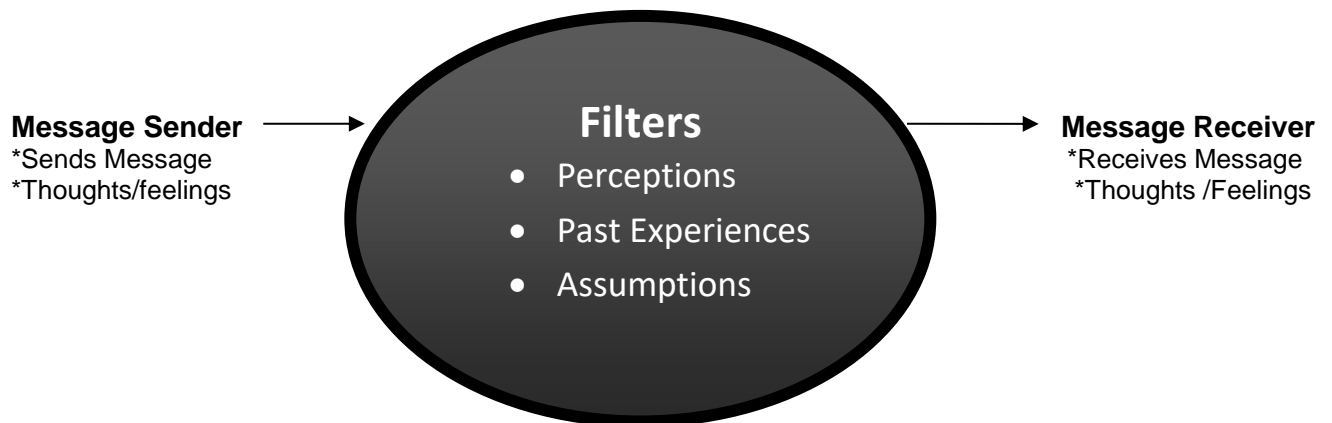
	Notes/Thoughts
<p><b>Analyzer</b></p> <ul style="list-style-type: none"> <li>• Focuses on group analysis, facts and details</li> <li>• Encourages the group to plan strategically and focus on tasks</li> <li>• Creates a climate where group rules are encouraged and followed</li> <li>• Encourages the group to solve problems through effective analysis</li> <li>• Doesn't encourage group spirit as much as group process</li> <li>• Tends to withdraw under stress</li> <li>• Contemplative and reserved</li> </ul> <p><i>Needs:</i> To be right, a slow pace for processing information, accuracy and time to be alone</p> <p><i>Fears:</i> Being wrong and confronting a quick change without substantiation</p>	
<p><b>Driver</b></p> <ul style="list-style-type: none"> <li>• Focuses on group goals and results</li> <li>• Expects group to take action and be decisive</li> <li>• Encourages risk taking</li> <li>• Expresses own opinions and feelings freely to the group</li> <li>• Doesn't encourage a lot of interpersonal group member involvement</li> <li>• Tends to be controlling when under stress</li> <li>• Competitive</li> </ul> <p><i>Needs:</i> Control, a fast pace, independence and accomplishment</p> <p><i>Fears:</i> Being taken advantage of</p>	

## EXERCISE for Self-Style Analysis:

3. Write name or initials of 3 of your most "difficult" patients / people -----  
-----  
-----
4. Write what you think THEIR style is -----  
-----
5. Write ideas on how you can deal with them differently-----  
-----  
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## The Transmission Model of Communication




**Rule #2 of Communication:** It is ALWAYS the sender's responsibly to make a particular communication as clear as possible for the receiver.

How?

- Asking the right questions.
  - Yes/No questions
  - Open ended questions

**EXERCISE:** Work with two or three people to come up with questions or phrases to determine if someone else understood YOUR message.

1. \_\_\_\_\_
2. \_\_\_\_\_

<b>1</b>  	<b>2</b>  _ _ _ _ _
<b>3</b>  PB  MB      BB	<b>4</b>  Sex                  Dog  Drum                Child

3 Components of Communication

- \_\_\_\_\_ VERBAL (words)
- \_\_\_\_\_ VOCAL (sounds and tone)
- \_\_\_\_\_ VISUAL (body language)

**EXERCISE:** With a partner, read the following statements and think of gestures that would convey the meaning without using words.

1. "What you're saying is important." \_\_\_\_\_
2. "Everything is going to be all right." \_\_\_\_\_
3. "I know you're there, I'll be right with you." \_\_\_\_\_
4. "I'm a professional and I know what I'm doing." \_\_\_\_\_
5. "We're happy you chose to come to (our dental practice)" \_\_\_\_\_

## **CUSTOMER SERVICE / PATIENT EXPERIENCE**

**Why is creating an extraordinary patient experience so important?**

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**Who are your customers?**

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### **EXERCISE: What do YOU think?!**

Before addressing the challenges of today's dental marketplace, let's take a look at our current level of understanding of what's happening in our profession. Try this TRUE-FALSE quiz and let's talk about your answers.

Circle your answer:

1.    T    F    People associate the name of an organization with their service *reputation*.
  
2.    T    F    Quality of dental care is what sets our dental practice apart from other practices in the region.
  
3.    T    F    We can't please all of our patients all of the time.
  
- 4    T    F    Everyone is entitled to have a "bad day" once in a while.

## Customer Service Statistics

- Only \_\_\_ percent of companies have a well-developed customer experience strategy, according to *Ecoconsultancy*.
- \_\_\_ of companies think they provide great service but only \_\_\_ of customers agree.
- Of customers who switched to a competitor, up to 80% say they were \_\_\_\_\_ before making the switch.
- \_\_\_ of consumers quit doing business with a company because of \_\_\_ bad experience
- \_\_\_ of buying experiences are based on how the customer \_\_\_\_\_ they are being treated.
- \_\_\_ of unhappy customers don't complain; however, \_\_\_ of those will simply \_\_\_\_\_.
- \_\_\_ of customers would pay extra to guarantee better service. —*Defaqto Research*

## What creates an Extraordinary Patient Experience?



# Extraordinary Service is a **GIFT**

Why are service protocols important?

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<b>Greeting</b>	Acknowledge Immediately
	Use eye contact and smile
	Introduce yourself / Wear name badge
	Use the patient's name
	Keep your voice warm and friendly

- Whose job is it to create a positive first impression?
- 

- What can YOU do in your practice to make sure a customer has a memorable first impression?

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- Share personal story and/or example:

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<b>Inform / Inquire</b>	Listen
	Maintain eye contact
	Let the patient finish talking – do not interrupt
	Use simple language
	Explain ‘WHY’
	Use Empathy

**EXERCISE:** Practice using Empathy

- Find a partner
- One of you is the employee, the other is the patient
  
- Write useful Empathy phrases

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<b>Follow through / follow up</b>	Repeat information for accuracy
	Let patients know if delays are expected
	Guide patient to a solution
	Ask “What are your questions?”
	Look for the unexpected “extra step” and take it

- Discuss other ways of communicating delays
  - (Be careful of “shortly”, “later”, “in a few minutes”, etc.)

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- Discuss what an “extra step” looks like. Give examples and have them come up with more:  
 (The group with the most creative, yet realistic, idea wins a prize!)

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<b>Take Responsibility</b>	When the patient thanks you say “You’re welcome” or “It’s my pleasure
	Deal with complaints quickly and efficiently
	Ask “Is there anything else I can help you
	End with a positive good-bye
	Follow-up to resolve unmet needs

- Discuss benefits of complaints

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- Discuss ways to ensure patient follows treatment plan or follows up appropriately

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# Extraordinary TELEPHONE Etiquette

**EXERCISE:** Fill in the blank

- Answer phones saying, “ \_\_\_\_\_ ”
- During the call, use the person's \_\_\_\_\_ where appropriate.
- Respond to a caller’s request by saying “ \_\_\_\_\_ ”
- Before putting the caller on hold ask, “ \_\_\_\_\_ ”
- (AND WAIT FOR \_\_\_\_\_!)
- If the caller cannot wait, offer to \_\_\_\_\_.
- When returning to the holding caller say, “ \_\_\_\_\_ ”
- When transferring the call, \_\_\_\_\_.
- After taking a message, \_\_\_\_\_.
- Do NOT hang up on \_\_\_\_\_.
- Before ending the call ask, “ \_\_\_\_\_ ”
- End the call by saying, “ \_\_\_\_\_ ”

**EXERCISE:** Convert the Don't say phrases into Do Say phrases

*Don't say*

*Do say*

- |   |  |
|---|--|
| 1. “Hang on.”                                 |  |
| 2. “You misunderstood.”                       |  |
| 3. “We’re short staffed.”                     |  |
| 4. “Calm down.”                               |  |
| 5. “I don’t know.”                            |  |
| 6. “It’s not the policy”                      |  |
| 7. “Thanks for calling, sweetie.”             |  |
| 8. “No, we don’t have any more appointments.” |  |
| 9. “Have a great day.”                        |  |

# How to deal with “difficult” patients

## *Service Recovery with H.E.A.R.T.*

It's not always easy to "keep your cool" when others lose theirs! But it helps to focus on what causes people to be upset and to use proven techniques for responding effectively when people complain.

### **H**EAR THEM OUT

- Let the upset person get the whole story out

### **E**MPATHIZE

- Look at the situation through the other person's eyes; acknowledge the person's right to be upset

### **A**CKNOWLEDGE/**A**POLOGIZE

- Say you're sorry for the inconvenience

### **R**EVIEW

- Ask for the details about the problem
- Ask “What can I do to help?”
- Make a correction if possible

### **T**ELL WHAT YOU CAN DO

- Follow through
- Refer the problem to your supervisor as appropriate

## **EXERCISE: Practice**

1. Work in teams of 2 or 3
2. Practice the HEART model
3. Rotate roles
4. Report when called upon

## Handling YOUR Anger

E + R = O

(Jack Canfield)

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

What are YOUR Hot Buttons, Triggers, Personal Rules? Write them here. (Or, what makes you mad at the office?)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

With your table mates, figure out the solution.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Ways to Relieve Stress:

- Admit it
- Write it out
- Exercise
- Role play
- Take a deep breath before you speak
- Count to 10 silently before you interrupt
- Imagine this person is a beloved relative who is having a bad day
- Hear the person out rather than arguing
- When all else fails, respectfully call a manager to assist

## ***ACTION ITEMS***

1. \_\_\_\_\_

\_\_\_\_\_

Deadline: \_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Deadline: \_\_\_\_\_

## APPENDIX A:

## LISTENING Self-Assessment

### Instructions:

- Take a look at your own listening skills.
- Read each statement and circle your initial reaction, using “N” for never, “S” for sometimes and “A” for always.
- Think about how these behaviors affect your communication skills

N	S	A	1. I am careful not to jump to conclusions when someone is speaking.
N	S	A	2. I listen for intent rather than just to the words a person says.
N	S	A	3. I am well prepared before communicating with others.
N	S	A	4. I paraphrase what I think I've heard someone say.
N	S	A	5. I pay attention to the speaker's tone of voice and body language.
N	S	A	6. I ask listeners to paraphrase what they have heard from me.
N	S	A	7. I don't resist new ideas for change before hearing the speaker's proposal or position.
N	S	A	8. I don't make prejudgments about the speaker.
N	S	A	9. I am cautious about not planning a response in my mind before the person is finished talking.
N	S	A	10. I frequently use open-ended questions to stimulate conversation.
N	S	A	11. I mentally commit to listening to the other person.

*The single most important principle in the field of interpersonal relations is this: Seek first to understand, then to be understood. Most people listen, not with the intent to understand, but with the intent to reply.*

Stephen R. Covey, *The 7 Habits of Highly Effective People*®



# Listening

*The single most important principle in the field of interpersonal relations is this: Seek first to understand, then to be understood. Most people listen, not with the intent to understand, but with the intent to reply.*

Stephen R. Covey, *The 7 Habits of Highly Effective People*®

## Your Listening Style

🧠 🦻 People speak at 100 to 175 words per minute (WPM) but can listen intelligently at up to 300 WPM. *Only a part of the mind is listening!* That's why you said it and the listener didn't "hear" it.

🦻 Competitive/Combative

🦻 Passive/Attentive

🦻 Active/Reflective

## Active Listening

When you listen empathically, you don't just hear words. You hear thoughts, beliefs and feelings. Empathic listening is highly active and requires hard work. Following the steps below will help you to improve your listening skills.

1. Decide to listen and concentrate on the speaker.

### Roadblocks to Effective Listening

Roadblocks to effective listening can be external or internal. External roadblocks can include distracters such as: noise, an uncomfortable temperature or seating, or an inappropriate location. Try to be aware of external roadblocks and offset them if possible. Internal roadblocks include a variety of conditions or reactions within the speaker or audience, such as:

- 🦻 Emotional interference.
- 🦻 Defensiveness.
- 🦻 Hearing only facts and not feelings.
- 🦻 Not seeking clarification.
- 🦻 Hearing what is expected instead of what is said.
- 🦻 Stereotyping.
- 🦻 Automatic dismissal (e.g., "We've never done it that way before.")

## Listening, continued

2. Use your imagination and enter the speaker's situation. Concentrate and try to imagine his or her frame of reference and point of view.
  - ★ Intentionally focus on who you are listening to. You should be able to repeat back in your own words what they have said to their satisfaction. Does this mean you agree with the speaker? "No," but rather that you understand what they are saying.
3. Observe the speaker's vocal inflection, enthusiasm or lack of it, and style of delivery. These are essential components of the message. If you are speaking face-to-face, pay attention to the speaker's facial expressions and other nonverbal cues for more insight into the message.
4. Listen without interruption. Note key phrases or use word associations to remember the speaker's content.

### Active Listening Tips

- ✓ **Make eye contact.** Eye contact increases the chances of "getting" the message and demonstrates interest and attention.
  - When listening to someone on the phone, try not to look at things that will take attention away from the speaker.
- ✓ **Adjust your body posture.** Facing the speaker and slightly leaning in suggests that you are paying attention and helps you to stay tuned in.
  - When on the phone, position yourself so that you're comfortable but not so relaxed that you lose the ability to attend to the speaker.
- ✓ **Give verbal or nonverbal acknowledgment.** Acknowledging the speaker helps involve you in the communication process and shows you are paying attention.
- ✓ **Clear your mind.** Clear your mind of your own thoughts to avoid wandering mentally.
- ✓ **Avoid distracting behaviors.** Playing with a pencil, drumming your fingers, grimacing, jingling change in your pocket, etc. may take away from your ability to listen and distract the speaker.



5. Use paraphrasing or clarifying questions to confirm that you received the intended message. Check your perceptions of how the speaker is feeling to put the text of the message in emotional context.
6. Provide feedback to the speaker.

## Appendix B: Aggressors, Victims and Rescuers

Defining specific personalities, their characteristics, and how to react to them

Communication Style	Characteristics	Suggested Interactions
<b>Aggressors</b>	<ul style="list-style-type: none"> <li>• Demanding and loud</li> <li>• Poor listeners</li> <li>• Interrupters</li> <li>• <i>Must-win</i></li> <li>• Sarcastic/rude</li> <li>• Bullies</li> </ul>	<ul style="list-style-type: none"> <li>• Let them vent</li> <li>• Use active listening skills</li> <li>• Keep your emotions under control</li> <li>• Hold your ground</li> <li>• Address the key issue only</li> <li>• Do not embarrass them</li> <li>• Give them a way out/seek a win-win</li> </ul>
<b>Victims</b>	<ul style="list-style-type: none"> <li>• Appear to be timid/helpless</li> <li>• Believe that people don't understand them, their situation</li> <li>• Tend to feel sorry for themselves</li> <li>• Tend to blow things out of proportion</li> <li>• Blame others for their problems</li> </ul>	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Provide feedback on your understanding of what the Victim says and show empathy for how they feel about the situation</li> <li>• Focus on solutions and the future</li> <li>• Find ways to help them achieve short-term wins</li> <li>• Demand solutions for complaints</li> <li>• Help them prioritize their problems (or perceived problems)</li> </ul>
<b>Rescuers</b>	<ul style="list-style-type: none"> <li>• Always willing to help others</li> <li>• <i>Need</i> to be liked and appreciated</li> <li>• <i>Know-it-all</i> behavior</li> <li>• Know how to jump in to save the day</li> <li>• Avoid confrontation</li> <li>• "Yes" people</li> <li>• Take responsibility for others rather than themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Hold them accountable</li> <li>• Assign them more responsibilities</li> <li>• Clearly and concisely describe parameters and deliverables</li> <li>• Be appreciative, sincere, respectful about their contributions</li> <li>• Avoid putting the Rescuer on the defensive</li> <li>• Help them see that others need to learn on their own</li> <li>• If possible, use them as a trainer or coach to help others</li> </ul>

## Extraordinary Service uses ***P.H.O.N.E.***

<b>P</b> leasant greeting	<ul style="list-style-type: none"> <li>• Start with an appropriate greeting               <ul style="list-style-type: none"> <li>- Introduce yourself and your department</li> </ul> </li> <li>• Respond to the caller’s request with “I can help you with that.”</li> <li>• Ask the caller’s name and use it two times during the call</li> <li>• Say please and thank you</li> </ul>
<b>H</b> ear the issue	<ul style="list-style-type: none"> <li>• Let the caller finish talking</li> <li>• Make a note of what the caller is telling you</li> <li>• Make an empathy statement               <ul style="list-style-type: none"> <li>- “That must be frustrating...”</li> <li>- “Good for you...”</li> <li>- “I’m sorry to hear that...”</li> <li>- “I understand”</li> </ul> </li> </ul>
<b>O</b> ffer explanation	<ul style="list-style-type: none"> <li>• Tell callers what you’re doing to avoid long silences (filler words)</li> <li>• Use layperson’s language</li> <li>• Remind callers of important details</li> <li>• Set expectations for call backs when possible</li> <li>• When transferring a call: _____               <ul style="list-style-type: none"> <li>- let caller know s/he might get voicemail</li> </ul> </li> </ul>
<b>N</b> arrow down	<ul style="list-style-type: none"> <li>• Repeat numbers and spelling of names to confirm accuracy</li> <li>• Ask if callers can hold and tell why...and WAIT for an answer</li> <li>• When returning to the call, say “thanks for holding (name)...”</li> <li>• Ask if the caller has any other questions</li> </ul>
<b>E</b> nd on a positive note	<ul style="list-style-type: none"> <li>• Summarize the details</li> <li>• When the caller thanks you, say “You’re welcome.” or “My pleasure.”</li> <li>• End on a positive note               <ul style="list-style-type: none"> <li>- “Is there anything else I can do for you?”</li> <li>- “Thank you for calling”</li> <li>- “Glad I could help...”</li> <li>- “Take care...”</li> </ul> </li> </ul>

Course Presented by:

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