

## Facilitator Guide

Group # 3

Business to Business Interviewer Training: Making it to the Finish Line

<p>Audience for this Module:</p>	<p>Experienced telephone interviewers who will be doing Business to Business (“B2B”) interviewing.</p> <p>This is the concluding module to the “B2B” Interviewer Training unit. It is suggested that the interviewers complete the prior three modules from this unit as a prerequisite.</p>
<p>Goal of this Module:</p>	<p>To train B2B interviewers to:</p> <ul style="list-style-type: none"> <li>• take the necessary actions to avoid a terminate situation and/or the “How much longer?” situation with a B2B respondent</li> <li>• recognize when this type of situation is occurring</li> <li>• use appropriate standard responses to ensure respondent cooperation to the end of the survey</li> </ul>
<p>Logistics: Materials, Room type/setup, Time needed, etc.)</p>	<p style="text-align: center;"><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• The CD that contains the PowerPoint presentation</li> <li>• Computers/monitors and/or Laptop and/or LCD projector to display PowerPoint presentation</li> <li>• flip chart and markers</li> <li>• copy of “How Much Longer?” document for each interviewer</li> <li>▪ For the <b>PRE</b>-PowerPoint activity, you will need about 30 each of two different colored 3 x 5 cards and a broad-tipped felt marker for writing on cards. You will also need a Nerf or Koosh ball</li> <li>▪ If you choose to add scripted role-playing after training, create several scenarios between respondents and interviewers that are specific to the type of work your company does</li> </ul> <p style="text-align: center;"><b>Room Set-up</b></p> <ul style="list-style-type: none"> <li>▪ The PowerPoint portion of this training does not require special room set-up</li> </ul> <p style="text-align: center;"><b>Time Needed:</b></p> <p>For the <b>PRE</b> -PowerPoint activity, you will need about 20-30 minutes. The PowerPoint training should take about 60 minutes.</p>
<p>How to make the most of this Module</p>	<p>Be sure to do the <b>PRE</b>-PowerPoint activity as it will focus the interviewers on the types of terminate responses they are likely to encounter such as “How much longer will this take?”, “How many more questions do you have?” “Are we almost done here?” etc.</p> <p>The presentation is customizable to meet with your company’s standard procedures and protocols, as long as it does not substantively change the content or nature of the training modules. You should view the full presentation to decide if you wish to customize any slides.</p>
<p>How to assess learning</p>	<p>Along with questions/answers an activities during the PowerPoint training, it is suggested that you do role-playing after your have completed the PowerPoint. You may want to prepare a script of situations with which to cue the interviewers. An alternative is to prepare situations and write them onto 3x5 cards from which pairs of interviewers can take a card and do the role-playing exercise.</p>



**Group III:**  
**“MAKING IT TO THE FINISH LINE”**

**FACILITATOR GUIDE**

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## Overview:

This module provides the B2B Interviewer training in the following areas:

- ✦ Identification of the terminate situation
- ✦ Methods of avoiding the "How much longer?" question
- ✦ Using standard responses to reassure and gain the respondent's cooperation through the entire questionnaire

This module will take approximately 45 minutes to one hour to present.

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## Objectives:

By the end of this module, the B2B Interviewer will be able to successfully:

- ✦ Take the necessary actions to avoid the terminate situation or the "How much longer?" question.
- ✦ Recognize when the above situations are occurring.
- ✦ Utilize appropriate standard responses to assure the respondent's cooperation through the conclusion of the survey.

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## Materials:

- The CD that contains the PowerPoint presentation
- Computers/monitors and/or Laptop and/or LCD projector to display PowerPoint presentation
- flip chart and markers
- copy of "How Much Longer?" document for each interviewer.
- For the **PRE**-PowerPoint activity, you will need about 30 each of two different colored 3 x 5 cards and a broad-tipped felt marker for writing on cards. You will also need a Nerf or Koosh ball.

If you choose to add scripted role-playing after training, create several scenarios between respondents and interviewers that are specific to the type of work your company does.

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## Activities & Suggestions:

### PRE-PowerPoint Activity

- ✦ **Role play** - Divide the class into two same-sized groups: an Interview Question group and a Terminate Response group. On one color of note cards write in various interview questions. On a second color of note cards record various terminate responses a respondent might use. Make sure you have enough cards so that each member of the Interview Question group has an interview question card. Make sure you have enough terminate cards so that each member of the Terminate Response group has a terminate response card. Toss the Nerf or koosh ball to one member of the Interview Question group. He/She will read the interview question aloud and toss the ball to a member of the Terminate Response group who will read the terminate response out loud. The original Interview Question member must respond with an appropriate standard response. Reinforce or correct as needed. The ball is then thrown to another member of the Interview Question group. Continue until all members of both groups have had a turn. Have the groups switch and repeat.

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## Points of Focus:

- Slide 1 & 2:** For Slide #1 ask the group what they think the finish line is – A completed questionnaire.
- For Slide #2 ask the group what skills they must implement to assure they and the respondent reach the finish line.  
Reiterate many of the points made in the previous modules, focusing mainly on listening and responding.  
Emphasize how these two skills are key to the success of the first two bullet points on this slide.
- Slides 5-7** Discuss when a terminate may occur, and provide additional labels for the situation.  
Before proceeding to slide 7, ask the group to identify some situations that would cause a terminate.
- ✦ Unexpected interruption
  - ✦ Scheduled event
  - ✦ Bored with questionnaire
  - ✦ Irritated with survey
- Slide 7:** Ask the group, "What questions do you think the respondent would have?" If necessary, give an example to get the discussion started. Avoid using the exact verbiage "How much longer?" in your example.  
Examples might be – "Is this going to take much longer?" "How many more questions do you have?"
- Slide 8:** Refer to the questions that the group suggested at slide 7. How many of them

relate to the "How much longer?" question.

- Slides 10&11** Relate the "communication skills" referred to here to the "communication skills" covered in each of the preceding modules:
- Assertiveness
  - Managing Objections & Refusals
- Each of these modules identifies "communication skills" that are key to the interviewer's success.
- Slide 12:** Relate this to talking to a friend on the telephone. You lose track of time (how long you have been on the phone) because you are having a conversation.
- Slide 13:** Part of having a conversation is answering the other party's questions. The same applies here. However, you must be assertive and steer the respondent back to the questions without being rude or aggressive.
- Slide 14:** The important point to stress is that we are attentive to the respondent and adjust our pace accordingly. If we are speaking too quickly and the respondent is requesting that the question be repeated, slow down to eliminate the respondent's confusion. If we are speaking so slowly that the respondent is becoming frustrated and answering questions before we finish, speed up a bit.
- Slides 15&16: Pronunciation and Flow** Practice, practice, practice.....not only unfamiliar terminology but the entire questionnaire. Familiarity with the questionnaire and terminology increases the importance of what you are doing.
- Slide 17:** As you familiarize yourself with the script, note the words that should be stressed or emphasized. Pay special attention to hypothetical questions (those questions that begin with 'IF'). Stress the hypothetical portion of the question so that the respondent is more at ease in answering the question.
- Slide 18:** This is the transition slide from vocal skills to listening skills. A point to stress is that listening to the respondent provides an essential part of the interviewer's success. Listening well allows the interviewer to respond appropriately, thus increasing the rapport established between the interviewer and respondent.
- Slide 19:** The standard response to use when the respondent has already answered the question appears in the bubble. The sound file is activated by double clicking the mouse.
- Slide 20:** Stress the importance of re-asking a previously answered question, softening it with the standard response on slide 19.
- Slide 21:** Stress the danger point here of saying 'thank you' after every response or question. Said too often, it loses its effectiveness and can become annoying to the respondent.
- Slide 22:** Important points to stress to the group:
- Know the questionnaire well enough so that you may quickly and

accurately provide a time stamp when asked how much longer the questionnaire will be.

- Slide 23:** The standard response will appear by double clicking the mouse; the sound file will play at the same time.  
Before clicking the mouse, ask the group to devise an appropriate response to the respondent's question. If the class suggests only a time estimate, "It will be about \_\_\_ more minutes," ask if there is anything else we should add. Should we add a reassurance statement? If so, what would it be?  
Record the suggested standard responses on the board for comparison purposes.  
Before proceeding to the next slide, ask the group to hypothesize the reason for the caution arrow. What would we need to be careful of when using this standard response?  
The group may indicate that they need to be careful of the time estimate, either giving too long or too short a time frame. This is a valid concern.  
Record the 'cautions' on the white for comparison to slide 24.
- Slide 24:** Ask the group why not increasing the pace would lose the respondent. The lack of 'follow through' indicates that we don't care about the respondent's needs. We should increase the pace without sacrificing voice quality. Avoid increasing the pace so much that the respondent has a difficult time understanding the questions.
- Slide 25:** Stress the importance of completing the questionnaire on the initial call.  
- Calling back to complete can lead to multiple attempts to reach the respondent. When we call back the respondent's quota group may now be closed and we will no longer need his/her interview.
- Slide 26:** This slide shows the standard responses to use to gain continued cooperation from the respondent. A sound file will play when you double click the mouse.
- Slide 27:** This slide stresses the importance of completing the questionnaire on the initial call, but leaves it up to the best judgment of the interviewer whether to continue to press on or arrange the callback.
- Slide 28:** If the respondent cannot complete during the initial call, this slide outlines how to request a callback and what to ask.  
This information can be altered to match your company's procedures.

**Avoiding "How Much Longer?" take away** – review this document with the group.

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**\*\* PLEASE NOTE THAT AN EXAM IS ALSO PROVIDED WITH THE FACILITATOR GUIDE TO ASSESS LEARNING FROM THE COURSE. \*\***



# Avoiding “How Much Longer?”

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- ✓ MAKE THE QUESTIONNAIRE SOUND CONVERSATIONAL
  - ✓ BE CONGENIAL YET ASSERTIVE
  - ✓ SET A STEADY PACE
  - ✓ PRACTICE CORRECT PRONUNCIATION
  - ✓ UTILIZE AN APPROPRIATE FLOW
  - ✓ USE APPROPRIATE INFLECTION & MODULATION