

Facilitator Guide
 Group # 5
 “Building Interviewer Teams”

Audience for this Module:	Telephone Call Center Survey Supervisory Staff
Goal of this Module:	<p style="text-align: center;">To teach supervisors to:</p> <ul style="list-style-type: none"> • Understand the techniques used to lift a work group to a team level for increased performance results. • Apply practical supervisory actions in daily interaction with interviewers to encourage team spirit. • Find it easier to manage a group of interviewers day-to-day on a telephone survey project.
Logistics: Materials, Room type/setup, Time needed, etc.	<p style="text-align: center;"><u>You Will Need</u></p> <p>The Trainer will need a PC and LCD Projector in order to display this Powerpoint module.</p> <p>He/she will also need a flip chart, easel, and markers.</p> <p>It is recommended that the leader of the session designate someone to take notes or write down on the flip chart the recognition ideas the group comes up with during the course.</p> <p>The powerpoints should take about 2 hours and 30 minutes to present.</p>
How to make the most of this Module:	<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.</p>



Marketing Research Association

Group V

“Building Interviewer Teams”

Facilitator Guide

Table of Contents

Introduction	4
Overview	5
Presentation Goals	5
Content	6
Exam (addendum)	-

INTRODUCTION

The “Interviewer Motivation” group is designed for supervisors to assist in facilitating a positive, collaborative, work environment for telephone interviewers.

Areas explored are: Basic Motivation, Building Interviewer Teams, & Motivating While Monitoring. All presentations can be used individually or in combination to train new interviewers or to enhance the skills in experienced interviewers.

OVERVIEW

No one position interacts more with telephone interviewers than the first-line supervisory position, called by such titles as supervisors, team leads, monitors and coaches in different organizations.

In today's increasingly difficult call center environment, supervisors find themselves squeezed between the challenging demands of the project and client (maintain quality and response rates in the face of declining cooperation) and the changing needs of the current type of employees in a section of interviewers (overseeing Boomers, Gen X and Gen Y interviewers at the same time). The supervisory group often finds it is spending much of their time on satisfying interviewers and keeping them focused on the job.

This module provides one suggested method for getting that individualistic group of high maintenance employees to all work together towards common goals that benefit the company, the client and the employee.

Presentation Goals

To teach supervisors to:

- Understand the techniques used to lift a work group to a team level for increased performance results.
- Apply practical supervisory actions in daily interaction with interviewers to encourage team spirit.
- Find it easier to manage a group of interviewers day to day on a telephone survey project.

The focus of this training module will be first-line supervisors, monitors, team leads and coaches who interact daily with telephone interviewers, and who are responsible for interviewer morale, motivation, quality and performance.

Content Review

Slides 1-5:

Introduces the class to the different types of groups they face in supervising interviewers in a section or project. The Trainer can ask the group on Slide 5 to describe the problems and issues they have faced in their own experience when dealing with each type of the groups mentioned: new supervisor coming into an existing group, an experienced supervisor starting a new group, and new interviewers coming in-and-out of an existing project.

Slides 6-10:

Slides 6 through 10 remind/inform the class of the daily challenges that result when a group of interviewers are thrown together. The Trainer is setting up the problem to be solved for supervisors when they go through this training class, and reminding the attendees of why they need to build teams.

Slides 11-13:

This section proposes that the answer to conflict and inefficiency can be solved by building a team.

Slides 14-16:

Slides 14 through 16 invite attendee participation. First, the Trainer asks the group to list the difficulties they have experienced in getting interviewers to work on the goals of a project together. These issues should be listed on a flip chart for later discussion.

The Trainer then invites the group to discuss the differences between the group of interviewers they supervise now and an ideal team. In other words, the Trainer can ask them about what they think a team does or how a team behaves. What makes a team different?

Slides 17-20:

Slides 17 through 20 lay out the elements of teams and the differences between work groups & teams. The Trainer can compare the elements of teams with what the attendees have identified and written on flip charts.

Slides 21-22:

Slides 21 through 22 summarize the steps that a supervisor needs to take in order to turn his/her work group into a team. These steps form the backbone of the training module and are a good handout for trainees (or a good list for them to write down and use later).

Slides 23-25:

Slides 23 through 25 explain the first step in developing a team- setting a direction. The Trainer should ask the class on Slide 25 what they can think of for ways to set and emphasize a direction- whether it be meeting a specific project goal or deadline, improving an aspect of performance (like quality), or just learning new ways of behavior with each other on a consistent basis.

Slide 26:

The Trainer can lead the group in a discussion of how visible they currently make tracking performance and celebrating success (for reaching goals in the organization).

Most companies have performance goals, but often only discuss them at review time or when the person is first hired. Part of making/sustaining a team is constantly assessing how the team is doing against goals and planning strategies to reach the goals or improve results.

Slides 27-30:

A great deal of time is spent on the third step of creating a team, because this is the step the group will struggle with the most. It is also the aspect of supervision that is usually the most difficult for supervisors: managing conflict and the behavior of interviewers in their group as they interact with each other.

The Trainer should invite the attendees to open up and be honest in their discussion about the frictions and behavior in their current or past groups that have caused them concern or struggle.

Slide 31:

At this point, the Trainer can ask the group to take the concerns and issues they had raised about conflict and conduct and develop some examples of rules a team could have that would help the individuals work well together.

Slides 32-33:

The class can be asked to give examples of opportunities or examples of where communication could be enhanced or introduced beyond what the supervisor does now.

- How often does the supervisor really talk meaningfully with his/her group?
- If he/she doesn't, what are the obstacles that get in the supervisor's way?

Slides 34-36:

Slides 34 through 36 teach the class how to become more 'human' and connect with the team members- one of the essential steps in leading the group to the team level.

The Trainer can ask the class what else they can do to interact meaningfully with interviewers on a daily basis. Or, the Trainer can ask the class to ponder why they currently have difficulty in adding the human touch on a regular basis. What holds them back?

Slides 37-45:

This section deals with feedback and dialogue, a key tool for supervisors.

It is in this section that the Trainer brings the group to confront their fear and avoidance of conflict during feedback, which is often why supervisors never engage in real and ongoing dialogue with interviewers. On Slide 41, the Trainer stops and asks the group to consider why bringing out conflict and dealing with it is a positive event.

Slides 42-45 then expand on why and how the supervisors can deal with conflict. Before moving from the last slide, the Trainer should allow time for supervisors to share their stories of conflict strategies that worked and didn't work, and what they can do next time.

Slides 46-47:

This section is a discussion of the flip-side of conflict, communication and how to do it positively in a team. The Trainer can ask the class to compare the aspects of team communication to how supervisors communicate before learning the team concept. The Trainer can also ask the group to make a list of communication techniques they feel comfortable 'trying-out.'

Slides 48-51:

Returning to Step 6, this section ends with a review of how to handle problems within the group and how to direct the energy of competition towards collaboration. The class is reminded to not spend too much energy on one member of the group causing problems, but rather to focus energy and time on the rest of the group. The Trainer can ask the trainees to compare situations they've gone through in the past with one particular troublesome member of the group, and how they handled that person in contrast to what the module is suggesting.

Slides 52-60:

Slides 52 through 60 are a discussion of the fun part of making a team: rewarding and recognizing good team behavior.

The Trainer can review these rules of rewards with the group, and ask them to personalize the rules to how they can reward and recognize in their own organization. The class can be broken into small groups and asked to come up with specific ideas of rewards and praise they can do at their level, in their sections, or on their own project.

Slides 61-71:

The Trainer now brings the class to a consideration of their own role in creating and leading a team. This is a critical element in the final transition to being a team. The team will survive only if the supervisor remembers his/her role as leader.

The Trainer can ask the group to discuss the difficulties in their daily life in relation to achieving this leadership role. How practical is fulfilling this role in the real world? The group should be asked to come up with practical steps as to how they could be team leaders in their environment.

Slides 72-76:

The 'conclusion' slides now move the trainees to bring all the concerns and issues they've raised throughout the class into an actionable plan, that each member will take back with them after the training.

First, the group can brainstorm to remember past interviewers they've managed that have been a problem *and* list what they would do to make that person more of a team player. They can also discuss what they will do when they return to start building their own individual teams and how they will solve the specific issues they anticipate facing.

**** Please note that an exam is also provided with the Facilitator Guide to assess learning from the course. ****