

Facilitator Guide
Group # 7
“Interviewer Incentives”

Audience for this Module:	Telephone Call Center Survey Supervisory Staff
Goal of this Module:	<p>At the conclusion of this module, call center managers and supervisors should be able to:</p> <ul style="list-style-type: none"> • use the ideas included in the module as the foundation to develop an internal incentive program that is cost-effective and that produces better performance results. • justify the use of incentives to senior management as a way to improve response rates, lower costs of data collection. • create a positive, fun environment for themselves and their interviewing staff, that will lead to increased retention and higher satisfaction levels, and higher quality, for all employees.
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>Please note: slides 36 – 42 can be used as a handout.</p> <p>The powerpoints portion of the training should take about 2 hours and 40 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>

*****Please note - the Trainer should note and be aware of any applicable state or federal laws regarding the implementation of an employee incentive program.**



Group VII

“Interviewer Incentives”

Facilitator Guide

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INTRODUCTION

The “Call Center Administration: Basic Management” group is designed for supervisors to assist in facilitating a positive, collaborative, work environment for telephone interviewers.

Areas explored are: interviewer incentives, career growth for interviewers, and recognizing interviewers. All presentations can be used individually or in combination to train new interviewers or to enhance the skills in experienced interviewers.

OVERVIEW

With telephone interviewing costs ever on the rise, call center managers are often reluctant to institute an incentive program for interviewer performance in conducting surveys. This reluctance can stem from two sources: either a perception that the company cannot afford incentives; or, from a concern that the use of incentives will affect the quality of data collection.

This module introduces some ideas and ways to introduce incentives without breaking the bank of a company's resources, and without encouraging shortcutting in data collection. There are many incentive ideas that cost little or no money, but that go a long way towards boosting interviewer morale and motivation. There are many incentives that can be based on measures other than completes, or that pay for completed surveys, without encouraging cheating.

There are many reasons why call center managers should consider the use of incentives in the telephone survey environment. Public resistance is at an all-time high to telephone calls, and the interviewer's job has never been harder or more discouraging on a daily basis. Even if the company cannot afford generous incentives, it must at least foster an environment in which the interviewer can feel supported through the rejection process, experience some element of fun on the job, and comprehend that the management views them as valuable resources to be protected and retained.

The interviewer pool is changing as well these days, as more and more young interviewers of the Generation Y background are entering the call center workforce. This generation is accustomed to instant gratification, constant recognition, and work that is meaningful, understandable, and fun. Incentives can be used to both combat the difficulties of the interviewing job and also focus the attention span of the multi-tasking new interviewer.

OBJECTIVES

At the conclusion of this module, call center managers and supervisors should be able to:

1. Use the ideas included in the module as the foundation to develop an internal incentive program that is cost-effective and that produces better performance results.
2. Justify the use of incentives to senior management as a way to improve response rates and lower costs of data collection.
3. Create a positive, fun environment for themselves and their interviewing staff, that will lead to increased retention and higher satisfaction levels, and higher quality, for all employees.

Content Review

Point of Focus: The target audience of this module is managers & supervisors who either need information to make a decision to implement an incentive program, or who have been charged with the implementation of such a program.

Slides 1- 3:

The Trainer begins the session with a discussion of incentives currently in place at the company and/or incentives that have been used in the past. The Trainer can encourage the group to note their concerns, doubts, and past experiences with incentives. These concerns, as well as the list of current/past incentives, should be listed on a flip chart. The Trainer can end the opening by also asking attendees for positive examples of incentive use currently in place or used previously, and these can be noted on the flip chart as well.

The Trainer ends the opening discussion with a question that asks the group to define what incentives are, then proceeds to Slide 3, which gives the explanation of incentives for this module.

Slides 4-8:

On the first slide in this series, the Trainer can ask the group to name the two types of incentives, then go on to Slides 5 and 6 to explain internal and external motivation. In Slides 7 and 8, the instructor explains that the decision to use *either* type of incentive depends on interviewer's individual needs.

This is where the leader introduces the idea that one size does not fit all, and that the challenge of a good incentive program is to customize it to the changing needs of the personnel, the project, and the deadlines.

While still on slide 8, the Trainer can ask the class to guess which type of employee prefers internal versus external motivation, then move on to the next slide after listening to the answers.

Slides 9-12:

These slides expand on the ideas introduced above: the management will have to constantly work on shifting incentives from employee-to-employee, from project-to-project, and from time period-to-time period. The Trainer can ask the group to discuss examples of some needs of employees are at this point.

If the Trainer is familiar with Maslow's Hierarchy of Needs, for instance (see CMOR's Training Module on Motivation), he/she can suggest such needs as emotional safety and security, praise and recognition, social interaction, protection of image and ego, and the need to achieve/conquer difficult goals for their own sake.

Attendees may have other ways they express basic human needs, based on their experience on the interviewing floor. These needs can be noted on flip charts, and matched later with specific incentives when a program is developed.

Slide 13-16:

This next series of slides address the cost of incentives. The Trainer can use these slides to assure the group that the outcome of this module will be to develop a reasonable set of incentives that their company can afford.

On Slide 15, the Trainer can encourage the class to develop some short proposals of how costs can be lowered and quality increased, through the improved recruitment, retention, and efficiency of satisfied interviewers. These ideas can be written down and used later when developing the new incentive program.

Slides 17-22:

The Trainer now begins to build the model for the class on the rules they will use to construct an effective incentive program. The Trainer should tell the group that they need to keep these guidelines in mind when creating new incentives.

Slides 23-26:

This section matches some specific incentive ideas to generations/age groups, and introduces the next important theme in developing incentives: they must be fun, yet easy to administer.

The Trainer can ask the class to suggest other characteristics of different generation groups (they have learned from experience) to keep in mind when matching incentives. These ideas can be noted for future reference in incentive program development.

Slide 27-32:

The Trainer now presents the next set of rules in creating incentives: making them achievable, understandable, adjustable and flexible. These slides address another concern managers often have: the incentives may be difficult to administer, confusing, and may be financially burdensome. The Trainer can match all of these rules back to the earlier concerns raised at the beginning of class, and show that the programs can always be changed as issues and loopholes surface, or confusion is created.

The Trainer can encourage discussion of past unsuccessful incentives, and then lead the group to a discussion of how that poor incentive could have been changed or managed differently the next time the program is created. These new (suggested) solutions can be documented on the flip chart for later use.

Slide 33:

This slide is the summary instruction of how the attendees will proceed when they begin to build their own program. They should be reminded that all the previous slides were steps or guidelines to consider when development begins.

Slides 34-35:

The Trainer asks the class to propose all of the opportunities on the interviewing floor that present the chance to use an incentive. Those opportunities given can be noted for comparison to those used in the slides that will follow. In most cases, the class will not think of all the possibilities for incentive use, and the Trainer can reveal those additional spots in the next slides.

Slides 36-42:

The class and the Trainer proceed through this series to note all of the places incentives can be used. This section may also be used as a handout or place to take notes, so that the class can use each point to develop a specific incentive later on.

Slides 43-48:

This section brings up another concern with incentives: affecting data quality. The Trainer can stop on Slide 44 and ask attendees for ideas on ways to monitor performance when incentives are in play. You may also want to jot down notes at this point. Slides 45-47 introduce some ways to ensure data quality while offering incentives.

Slides 49-51:

These slides bring up some final opportunities for introducing incentives in the event the group has not already thought of these areas for encouraging good performance.

Slides 52-58:

Now the module is at the point where actual incentive types are discussed. The first type of incentive is monetary incentives. These slides show the rules or guidelines for the use of monetary incentives. The Trainer can also ask the class at Slide 58 to suggest other monetary incentives they can think of or have used before, and add these ideas to the flip chart notes.

Slides 59-77:

Before leaving Slide 58, the leader can ask trainees to suggest their own ideas of non-monetary incentives, have them recorded, and then compare how many they guessed as each slide is revealed in this section.

As each slide is revealed, the Trainer can also ask the class to discuss how they would adopt and shape each of these ideas to their own organization and jot those specific plans down.

Slides 78-80:

In these slides, additional reference books and materials are suggested for further incentive ideas.

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