

Facilitator Guide

Group # 6

Title: Post-Supportive Environment

Audience for this Module:	This module is for “training the Trainers.” After reviewing this module, you may decide to include members of Floor Management if that is appropriate within the context of your company’s structure.
Goal of this Module:	<p>After completion of this module, Trainers will:</p> <ul style="list-style-type: none"> • understand their expectations, as well as those of floor managers when transitioning interviewers from the classroom to live interviewing • recognize and be able to apply specific techniques for new interviewers conducting live calls • form a partnership with floor managers to maximize the benefits of the training program • partner in the goal of retaining the highest level of interviewers as they transition from learning to doing
Logistics: Materials, Room type/setup, Time needed, etc.)	<p style="text-align: center;">You will need:</p> <ul style="list-style-type: none"> • PC/Laptop and LCD projector • Flip chart and markers • Several copies for each interviewer of “Debriefing Questions” <p style="text-align: center;">Room Set-Up</p> <p>No special room set-up is needed for this module.</p> <p style="text-align: center;">Time Needed:</p> <p>You will need about 1 hour for the PowerPoint presentation. You will need about 1 hour to do the closing exercise, an implementation plan.</p>
How to make the most of this Module	<p>Consider inviting floor managers to attend this learning session. The focus is transitioning interviewers from learning to doing, and both the Trainer and the floor manager play a critical role.</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>
How to assess learning	The suggested closing implementation plan activity will help you to assess the degree to which this class has mastered the material.



Marketing Research Association

**Group VI:
“Post Supportive Environment”**

Facilitator Guide

Table of Contents

Supportive Environment

Overview	4
Objectives	4
Activities & Suggestions	5
Exam (addendum)	-

OVERVIEW

The Trainer's job does not always end with the last day of class. Very often, the Trainer is the person the Interviewer turns to when he or she has gone on to live dialing and needs support or has questions. The interviewing center live environment can be a pressured and confusing place for a new Interviewer during the first few days. The Trainee very often needs help with the transition from the sheltered, nurturing atmosphere of the training class to the fast-paced and demanding interviewing center.

On the other hand, the Supervisors on the interviewing floor often have expectations and requirements of the new Interviewer that may not have been covered in the classroom. As the Interviewer makes the transition from learning to application, the Supervisor may feel the new Interviewer is lacking required skills and feel the Trainer and class curriculum have not done an acceptable job in preparing the Interviewer. This view can lead to more pressure on the Interviewer that spills over to the Trainer.

This module offers the Trainer some helpful suggestions in establishing a partnership with the floor management team for the purpose of working together to make the Interviewer's transition from classroom to live dialing situations more successful.

OBJECTIVES

At the completion of this module, the Trainer will:

- understand their expectations, as well as those of floor managers, when transitioning interviewers from the classroom to live interviewing
- recognize and be able to apply specific techniques for new interviewers conducting live calls
- form a partnership with floor managers to maximize the benefits of the training program
- partner in the goal of retaining the highest level of interviewers as they transition from transition from learning to doing

MATERIALS

- PC/Laptop and LCD projector
- Flip chart and markers
- Several copies for each interviewer of "Debriefing Questions"

ACTIVITIES AND SUGGESTIONS

Slides 2-3: These introductory slides explain the purpose of this module to Trainers who are being exposed for the first time to the problem of transitioning trainees to the floor. While still on slide 2, the Trainer of this session should ask his/her fellow Trainers to engage in a discussion of the frustrations, issues and problems both trainees and Trainers have encountered when sending newly graduated Interviewers to the interviewing floor.

Some of the issues that should be raised include Trainees being neglected and alone, unrealistic expectations from floor Supervisors, loss or floundering of new Interviewers who feel confused and flustered and a lack of covering basics with the trainees by Supervisors (where do I get supplies, how do I ask questions, when is my break?).

After listing some of the problems Trainees, Trainers and Supervisors encounter in the transition, the Trainer should cover that the relationship between Trainers and floor Supervisors is not meant to be an adversarial one, and that the key to successful transition for Trainees is formation of a partnership between Trainers and floor management.

In conclusion, the Trainer can stress that both Trainers' and Supervisors' success will be measured by the high rate of successful transition and by a decrease in turnover during the transition; so, it is in the best interest of the Trainer to be proactive and take the lead in forming this partnership.

Slides 4-13: Before covering this series of slides, the Trainer can separate the class into small groups and ask each team to brainstorm ideas on forming a partnership with floor management. Each team will then present their ideas to the class. After compiling this list of ideas, the Trainer then takes the class through slides 4 to 13 to see how many new ideas the class suggested.

Slides 14-15: These two slides introduce a new idea for the partnership: The Trainer must also be proactive in changing his/her approach to the floor staff, not only require the floor Supervisors to change their behavior. The Trainer of this session will ask the class for their suggestions on fostering the partnership more. After listing the ideas on new approaches from Trainers, the Trainer is ready to go through the module's suggestions.

Slides 16-19: The Trainer then compares the ideas on the slides to the class list and expands on new concepts not previously mentioned.

Slides 20-22: These slides ask the class to consider ways to structure the classroom content itself so that the content is conducive to the transition. The Trainer should ask the class what other steps they could take for content to

strengthen the transition. These ideas should be noted, as well, and become part of the follow-up action plan the Trainers develop with floor management.

Slides 23-25: It is now time to discuss a practical and reasonable plan for forming that partnership with floor Supervisors. The Trainer takes the class through the steps of working with floor Supervisors to develop transition materials that will assist Trainees and Supervisors in their jobs.

Slides 26-29: These slides continue the theme of what the Trainer can do to ensure a successful transition. As the Trainer covers each point, he or she will ask the class to take each idea a step further by suggesting even more ideas that can be applied at their particular company. The Trainer should also, as he/she presents slides 14-29, continuously ask the class if these tips are practical and workable within that company's environment. After every few slides, the Trainer should ask the class to discuss what obstacles, perceptions and habits might be encountered by both Trainers and floor Supervisors while implementing some of the suggested methods.

Slides 30-32: This part of the course is designed to address a common fear and concern that will most likely come up in class: With all the course development and classroom teaching that Trainers do, when will they find time to participate in the transition partnership? This module suggests that a commitment of time, effort and change of mindset from both sides will be needed. The Trainer can ask the class to discuss the question raised in slide 30 before moving on to slide 31 for practical hints of how to find the time. The Trainer must allow time for the class to develop a plan for applying the triage method to the transition plan. The Trainer can allow time for the group to brainstorm and develop specific plans for the triage approach (who will do what, when will they do it, allowing plenty of time for development). During this discussion, the Trainer should draw out other concerns, so that they can be addressed by the group at the same time (slide 32).

Once all concerns have been 'put on the table' and addressed, the Trainer will take the group to the next step: Create an implementation plan and schedule for partnering with floor management staff. Notes should be taken on a flip chart and turned into a written record that is given to all participants.

The discussion should include plans to have meetings with the floor staff to assess their perceptions about the training program and the Trainee transition. Since it is a partnership, the training group must make sure that floor Supervisors recognize there is a problem, that they define the problem in the same way, and that they have surfaced all their concerns on the floor side as part of the planning process in order to create a strong and efficient transition plan for new Interviewers. With the concerns, issues, great ideas and specific plans worked out in advance for both sides, the Training Department will guarantee success in assisting Trainees in the transition from learning to doing telephone interviews.

Give all in attendance a copy or copies of “Debriefing Questions” as a take-away.

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