



# Recognition

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## Icons



Trainer Input



Individual Exercise



Paired Exercise



Group Exercise



Timings



Flip Chart



PowerPoint Slide



Handout



Discuss & Do



Music



## Key Messages

- Recognition is one of the most powerful ways of rewarding people's efforts
- Recognition is an acknowledgement publicly or privately of the contribution that someone makes
- Recognition helps us to understand the impact we have on the people around us
- Feedback and recognition help us become more self-aware
- Self-awareness helps development
- Development helps us feel more confident and able
- That feels good

This module can be useful for teams who have become demotivated or who are being asked to do something which will stretch them.

It's also a great way to introduce appraisal processes as people can feel the power of positive feedback.

## Suitable for:

All skill levels and experience of delivering training including:

**Managers / Team leaders** to run in team meetings to focus team members on customer service skills and behaviours.

**Induction Training** – these modules are designed to work flexibly. You can include them in your induction or orientation training to focus new starters on the importance of customer service.

**Internal Training Sessions** – short sharp sessions which can be run as required to develop key customer facing skills within your business.

# Trainer's Guide

What's included in the Trainer's Guide?

1. High level session plan in table format which helps you understand:
  - the course timings
  - what you are aiming to achieve in the session and
  - how to go about it
2. Detailed trainer's guide which explains how to run the training session.
3. Advanced options for more experienced facilitators.

You will also find in your In Tune Pack:

- **PowerPoint Slide Pack;** great as it is, but you can also customise to your organisation. Sessions can be delivered without using PowerPoint if you don't have the facilities, or prefer not to use them
- **Workbook;** all the PowerPoint slides in this handy workbook. Ample space for participants to make notes as a useful reminder of their session
- **Handouts;** additional supporting handouts of key messages and exercises

## Running your In Tune session

The **In Tune** programme is a series of modules which aim to help participants **tune in to** the needs of each other, their customers and the business as a whole. They are designed to inspire, motivate and educate individuals, team members and employees to think about their behaviour and the impact they have on those around them.

**In Tune** has been designed to reduce the cost of training, cut development time and add value to your organisation. You can run each session alone or link sessions together to make a programme of activity.

**In Tune** Modules are designed so that line managers or trainers can run short but effective training sessions keeping costs and disruption to the working day to a minimum.

Designed to be delivered in **one hour**, there is also the flexibility to extend the sessions and look at each of the content areas in more depth. The comprehensive pack means that managers can use them in their team meetings to keep key customer service messages alive.



There's a focus on putting things into practice and you will see the "Discuss and Do" icon as a reminder to everyone that they need to commit to action as a result of the session.

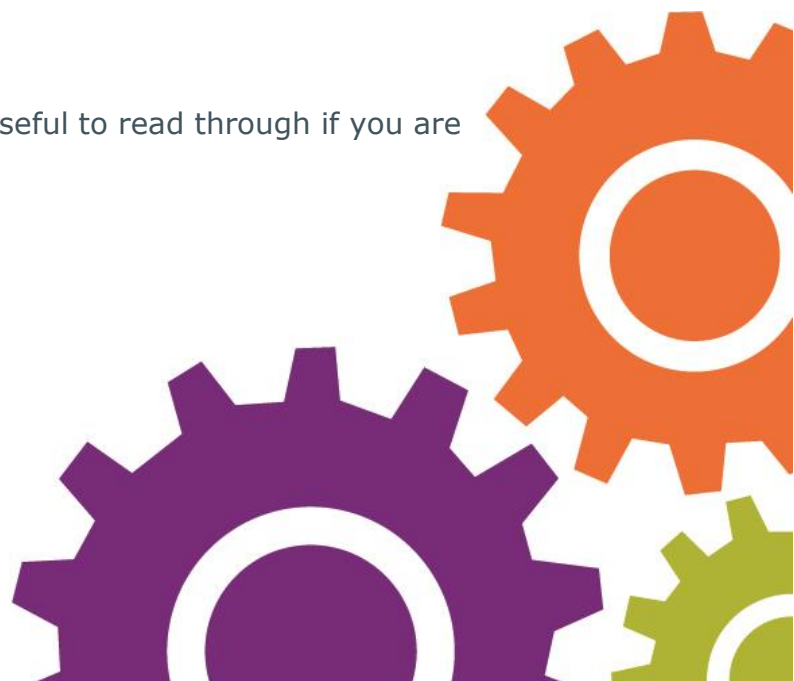
### How to get the most from this guide

#### Experienced Trainers

You'll find a session plan which summarises each stage of the session at high level – it's designed to be a "see at a glance" guide to running the session for more experienced trainers, or bigger picture thinkers.

#### New to Training?

You'll find a step by step guide which is useful to read through if you are new to this type of training.



## Delivering Good Training

We believe good training is:

- **Participative** - so we're encouraging you to ask questions, and get people involved in the session ( it's more useful for them, and it takes the pressure off you )
- **Real** – the more you are able to relate the content to the participants the more interest you'll generate. Don't worry about remembering the content word for word; focus on promoting a discussion which is relevant to your people and your organisation. Keep it Real
- **Action focused** – people have to do something with their learning to benefit from the training, so there is a focus on "Discuss and Do" within the sessions. You can reinforce this with phrases such as "say it and do it" or "make a promise, keep a promise"

As the trainer running the session it's important that you flex the material to make it relevant to the people you are working with, so this is put together as guide not a script.

## Types of exercises you'll find in In Tune



### Individual exercise

Helps involve each participant, and gets them to think something through for themselves. Working alone provides time for thinking and reflection which we don't always have time for in our everyday activity.



### Paired exercise

A low risk way of getting people to participate, and share their ideas – some people hate speaking in front of a group and this is a good way to get their involvement especially early on in a training session. Choose the pairs carefully to help ensure everyone's involvement, stretch participants or manage louder or more disruptive members of the group.



### Group exercise

The larger the group of people taking part in an exercise the greater the risk that someone will feel excluded or may hide in the group. Check to make sure that everyone is involved, and encourage quieter members to give their input.



### Flipchart

Get the group to make suggestions and capture them on a flipchart. This is a great way of encouraging participation. If you have a capable, confident team encourage one of them to do the writing, that way you can concentrate on what is being said and by whom.

The flipcharts can then become posters that you can take back into the workplace (if it's not on public view) as a reminder of the training session.

While a PowerPoint slidepack is included, you can run the whole session by just using a flipchart if you choose to.





### Tips for timing



The timings for each component of the session are shown in the left hand column of the Session Plan.

The timings have been thoroughly tested by new and experienced trainers. Part of your role is to ensure that you achieve all your **outcomes** within the session.

Sessions are participative and interactive. They have been designed for 6 – 8 people, but can be run with smaller or larger numbers. Please bear in mind that larger groups may have more discussion, or take more time to feedback from exercises so the 60 minute session may need to be extended.

It's useful to run through the session plan and check the timings for each part of the session. That way you can flex the session to meet the needs of the group you are working with.

You may for example choose to run the timings as is, or you may choose to run over two sessions, splitting out some of the exercises for pairs to work on between meetings.

Here are some tips for keeping to time:

### Give very clear instructions

If you aren't clear in your instructions, or people start an activity without listening properly you will either have to repeat your instructions, or intervene in an exercise; which takes time.

Remember that if people are confused then energy levels drop, so clear instructions keeps people interested and energised throughout the session.

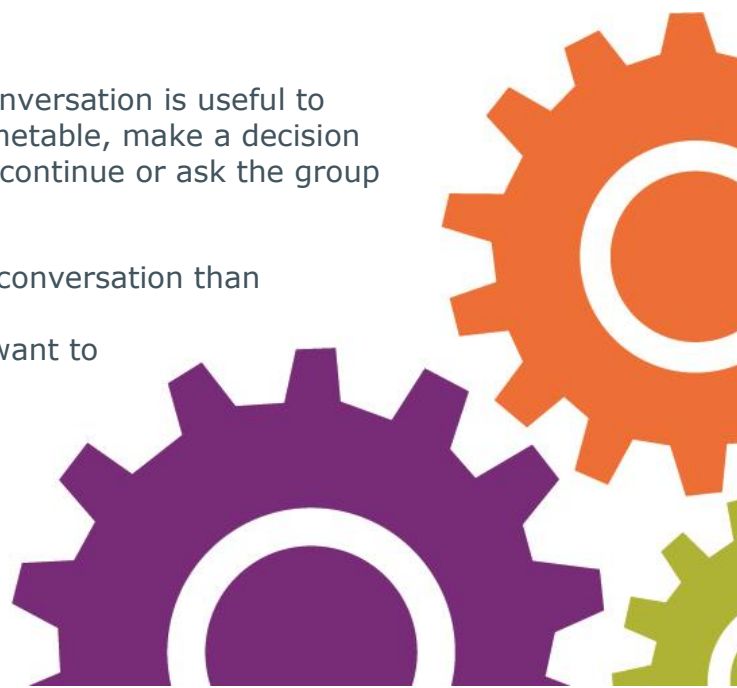
### Include the time allotted

If you are allocating 10 minutes for a discussion, state clearly that the discussion will last 10 minutes. Keep your eye on the time and let them know when they have 2 minutes left.

### Managing a useful conversation

If you are working with a group and the conversation is useful to them, but is taking you away from your timetable, make a decision as to whether to allow the conversation to continue or ask the group what they would like to do.

It can be more important to have a useful conversation than stick to your timetable, this is one of the judgements you have to make. What you want to avoid is your session being hi-jacked by unproductive conversations.



## Managing a conversation that is going off topic

If the conversation is going off topic and is not useful e.g. participants are complaining about something which is not related to the session or the conversation is becoming counterproductive, then intervene by gently nudging them in the right direction.

Take a time out, point out that you are not sure that this is a good use of their collective time ( a 10 minute moan between 6 people is a 60 minute moan!). Make an observation that they are going off course but route them back to where you want them to go:

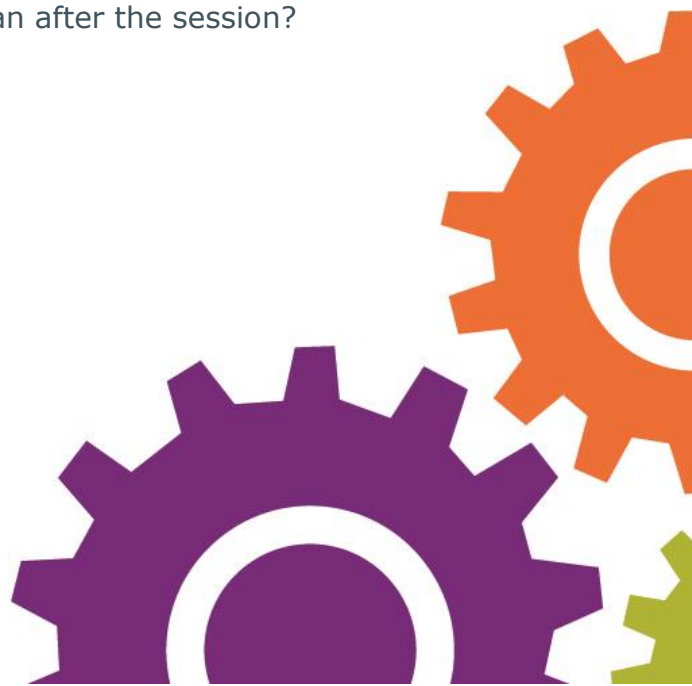
- Steer them back on topic  
"We need to focus on....."
- Point out that they have gone off topic  
"I think we've strayed from the point of this exercise"  
"I'm not sure that we have time for this"  
"I'm not sure that this is a good use of our time"
- Ask the group as a whole whether the conversation is useful

## Go through the timings in your head

Do they make sense? Do they feel right to you given the group you will be working with? Do they have the right balance for the issues that you would like to address in the training?

Run through a session plan before hand and make sure there is enough time allocated to each exercise, discussion or activity for the people you will be working with.

What are the critical pieces of the session you cannot leave out? For example, action planning; the call to action at the end of a session or a course. Or could you ask everyone to email you their action plan after the session?









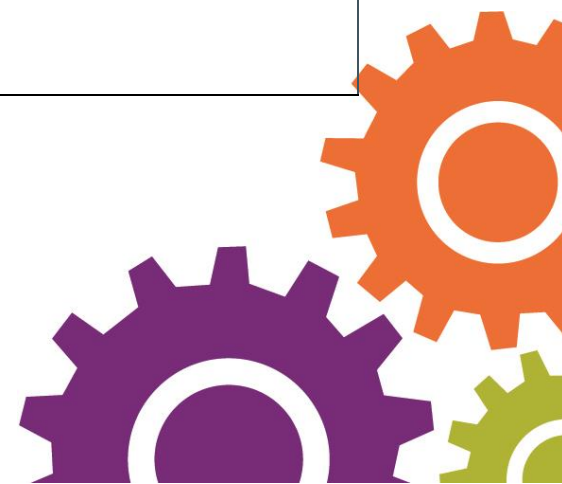
## Session Plan





This shows in table form:

- The likely timings of each part of the session
- The PowerPoint slide you will need to refer to
- The key messages or learning points for each part of the session
- What you will need to do at a high level i.e. a flipchart exercise, an input, a facilitation, paired exercises, group exercise, individual exercise




Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
	 In Tune with Recognition PowerPoint Presentation	 <b>Music</b> <b>It's a kind of Magic, Queen</b> Subject to the appropriate Licenses   <b>Handouts – Page 31</b>   <b>Flipcharts &amp; pens that work</b> Blu tak for posters / flipcharts  Projector and computer for the PowerPoint Presentation  Speakers if playing music	
Set Up	 In Tune with Recognition PowerPoint Presentation	Test PowerPoint Presentation and equipment  Play the music as the participants enter the room	









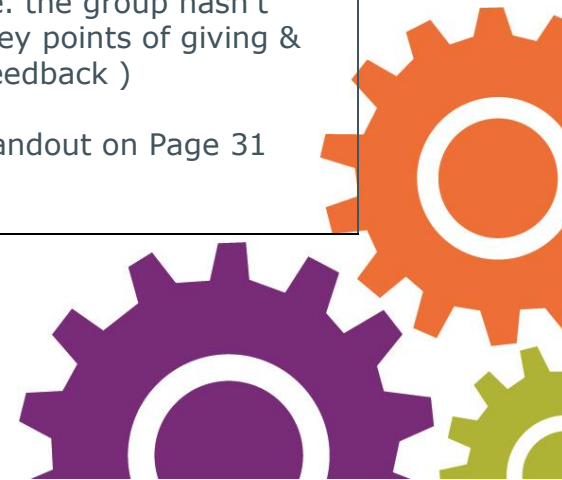
Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
0.00 – 0.03	 Why are we here?	<p><b>Welcome &amp; Get people to focus on the session</b> To be clear on the purpose of the session &amp; demonstrate to participants that it will be of benefit to them.</p> <p><b>Purpose of the session</b></p> <ul style="list-style-type: none"> <li>• To take a break from the day to day and recognise the contribution that we all make to each other, the organisation and to our customers</li> <li>• To recognise our strengths as individuals and collectively as a team</li> <li>• Participants will understand there is value in giving and receiving feedback</li> </ul>	 <b>Welcome</b> Trainer gives short positive introduction.
0.03 – 0.05	 Discuss & Do	<p><b>Discuss &amp; Do</b> This module is slightly different to other modules in the series as it contains an exercise which is individually focused rather than a discussion. In the context of this module we want people to continue to give and receive feedback and recognise the contribution that everyone makes.</p>	 Trainer emphasises the importance of action after the training.  Encourage people to think about how they might apply the theme of this session in the workplace.








Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
0.05 – 0.10	 Recognition What is the value of recognition?	<p><b>Recognition is an acknowledgement publicly or privately of the contribution that someone makes</b></p> <p><b>What is the value of recognition? Why is it important?</b></p>	 Trainer talks through the definition of recognition. Make the point that in our busy lives we probably don't take enough time to point out that we appreciate something that someone does for us.   Ask the group what they see as the benefits and value of recognition?   Discuss and capture answers on a flipchart
0.10 – 0.12	 The value of recognition	<p><b>The Value of Recognition</b></p> <ul style="list-style-type: none"> <li>• We feel valued by the recognition we receive from others</li> <li>• We also need to recognise ourselves for our strengths ( our inner voice )</li> <li>• Recognition helps us to understand the impact we have on the people around us</li> <li>• Feedback and recognition help up develop more self-awareness</li> <li>• Self-awareness helps development</li> <li>• Development helps us feel more confident and able</li> <li>• That feels good</li> </ul>	 Trainer input – refer to the two summary slides.  You may want to make the point that sometimes our inner voice can be unhelpful, and we weigh the negatives about ourselves more than the positives. ( Some people do the opposite )  We need to keep them in balance.




Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
0.12 – 0.14	 Recognition comes through feedback  Feedback	<b>Recognition comes through feedback</b> We have to let people know what we value about them <ul style="list-style-type: none"> <li>• Feedback is key to high performance</li> <li>• Positive feedback makes us taller!</li> <li>• Be kind to yourself and look for the good things that you do - Reflect on your successes</li> <li>• Acknowledge the things you have to work on</li> </ul>	 Trainer talks through these two slides
0.14 – 0.20	 What are the ground rules for giving & receiving feedback?  Giving feedback  Receiving feedback	<b>To agree ground rules for giving and receiving feedback within the team</b>  In the training exercise later in this session, participants will only give positive feedback. It is still important that the exercise is set up well and the ground rules agreed as this will give the team a framework to give feedback to each other in the workplace.  This also enables team leaders to have a framework to discuss performance with individual team members.	 Trainer asks the question to the group <b>What are the ground rules for giving and receiving feedback?</b>   Capture on flipchart ( use two sheets or divide one into two )  Refer to summary slides if you need to (i.e. the group hasn't listed the key points of giving & receiving feedback )   See also Handout on Page 31



Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
0.20 – 0.40	 Recognition Exercise	<p><b>To understand that giving and receiving feedback can be a positive experience</b></p> <p><b>To collate feedback on how we are valued by people within the team</b></p> <p><b>Trainer Tip:</b> You need to decide whether you will include yourself in this exercise as well. If you work with this team on a day to day basis you could include yourself in this exercise so that you are giving and receiving feedback as one of the team and not setting yourself apart.</p> <p><b>Trainer Tip:</b> Test the groups listening skills by asking them to summarise back the key instructions to making this exercise work</p> <p><b>Trainer Tip:</b> It is important that you tell everyone that you will be passing the paper on to the next person in a clockwise direction so that there is no confusion.</p> <p><b>Trainer Tip:</b> Do not let anyone start to read their sheet of paper until everyone has finished writing.</p>	 <b>Trainer</b> explain what is going to happen, see handout on Page 32  It is important to demonstrate the folding of paper to ensure that the next person cannot see what has been written. Make sure there is enough space for everyone in the group to write something on the sheet of paper.   Instruct the group that they will each write one piece of positive feedback about the person whose name is on the back of the sheet of paper. “I like your shoes” is not enough. Declarations of undying love are not appropriate.  <p>At the end when their paper is returned to them they should sit quietly and read to themselves. Trainer must allow them ample time to do this and not interrupt. Notice how many people start to smile. Ask how they feel. Summarise by pointing out the smiles and how good it feels.</p>





Timings	PowerPoint Slide / Flip Chart	Session Objective & Key learning Points	Training Activity
0.40 - 0.50	 <p>What are our strengths as a team?</p>	<p><b>To acknowledge publicly the strengths within the team</b></p>	 <p>Trainer asks <b>What are our strengths as a team?</b></p>  <p>Write up answers on a flipchart so that they can see their collective strengths</p>
0.50 - 0.59	 <p>Discuss &amp; Do</p>	<p><b>Action Plan – Commitment to Action</b></p> <p>What can we do to continue to recognise and build on our strengths?</p> <p><b>What action will you take from this session?</b></p> <p><b>How do you think this will help you, your team, your customers or your organisation?</b></p>	 <p>Individual activity where each individual commits to an action plan to continue to recognise the value that they and the people around them bring.</p>   <p>Participants turn to a partner to discuss. If you have time, get each person to present (informally) their action plan to the group</p>
0.59 - 0.60		<p><b>Play music as they are leaving</b></p>	



## Detailed notes

### You will need

**Music** (optional) – It’s a Kind of Magic, Queen

**You must have the necessary licences and permissions to play music in public according to the country you are based in.**

### Handouts

**Computer, projector** and **PowerPoint slides** if you choose to run them

**Blu Tack** for posters / flipcharts

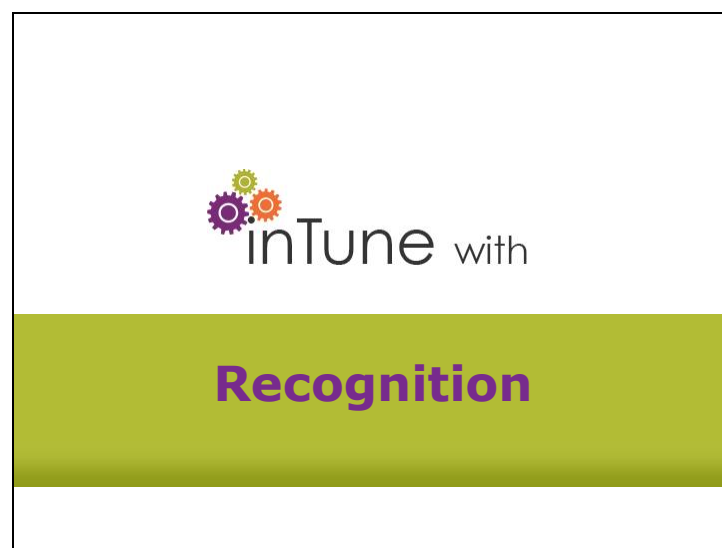
**Flipchart paper** and **flipchart pens**

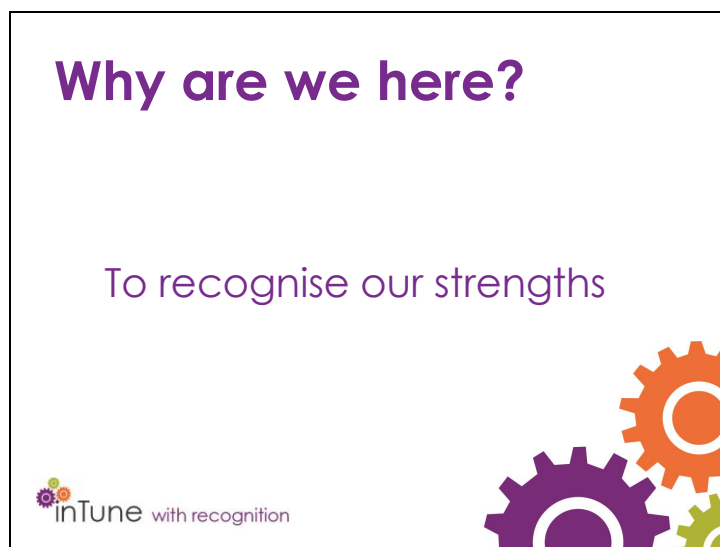
### Set Up

Set up the projector and check that the PowerPoint is clear and in focus, if you are using the PowerPoint slidepack.

Check you have everything you will need.

Play the music as the participants enter the room.





**Session**



**Why are we here?**

3 minutes

**Objective**

Welcome & focus on the reasons for the session.

To convince people that this session will be of benefit to them.

**Key Learning Points**

To take a break from the day to day and recognise the contribution that we all make to each other, the organisation and to our customers.

To recognise our strengths as individuals and collectively as a team.

At the end of this session, participants will know that there is value in giving and receiving feedback.

**Training Activity**



A short, positive introduction to help participants understand why the session is being run.





**Session**

**Discuss & Do**



2 minutes ( 3 minutes to 5 minutes )

**Objective**

This module is slightly different to other modules in the series as it contains an exercise which is individually focused rather than a discussion. However, we still want people to commit to action.

In the context of this module we want people to continue to give and receive feedback so that they recognise the contribution that they and others make.

**Training Activity**

Trainer to give a short input on the importance of action after the training session – discuss and do.


Encourage people to think about how they might apply the theme of this session in the workplace. How might the workplace be different if we acknowledged people’s contributions, and fed back when their behaviour affects us?



**Recognition** is an **acknowledgement** publicly or privately of the **contribution** that someone makes



**What is the value of recognition?**



**Session Recognition**



5 minutes ( 5 minutes to 10 minutes )  
2 minutes ( 10 – 12 minutes for summary of slides )

**Objective** To understand what we mean by Recognition and to appreciate the value of recognition.

Trainer / Manager – recognition is a very powerful way of rewarding peoples’ efforts, and so there is value in this module to help a team develop. Be careful about saying that to the group, as they may see this as a way of not rewarding their efforts financially.



## Training Activity



Trainer talks through definition

**Recognition is an acknowledgement publicly or privately of the contribution that someone makes**

Make the point that in our busy lives we probably don't take enough time to point out that we appreciate something that someone does for us.



Ask the group **what they see as the benefits and value of recognition?**



Discuss and capture on a flipchart.



Summarise the key points or refer to the next powerpoint slides. You may want to point out that sometimes our inner voice can be unhelpful, and we weigh the negatives about ourselves more than our positives ( some people do the opposite ) We need to keep them in balance.



### The Value of Recognition

- Recognition helps us become more self aware
- Self awareness helps us develop
- Development helps us feel more confident & able



**Session**      **Recognition comes through feedback**




2 minutes ( 12 - 14 minutes )

**Objective**      To help participants understand the importance of feedback.

**Key Learning Points**

- Feedback is key to high performance.
- Positive feedback makes us taller!
- Be kind to yourself and look for the good things that you do -
- Reflect on your successes.
- Acknowledge the things you have to work on.

**Training Activity**       Trainer input around the importance of feedback.





**Session**      **Ground Rules for giving and receiving feedback**



6 minutes ( 14 – 20 minutes )

**Objective**      To agree the ground rules for giving and receiving feedback within the team.

**Key Learning Points**      In the training exercise later in this session, participants will only give positive feedback. It is still important that the exercise is set up well and the groundrules agreed as this will give the team a framework to give feedback to each other in the workplace.

This also enables team leaders to have a framework to discuss performance with individual team members.

**Training Activity**

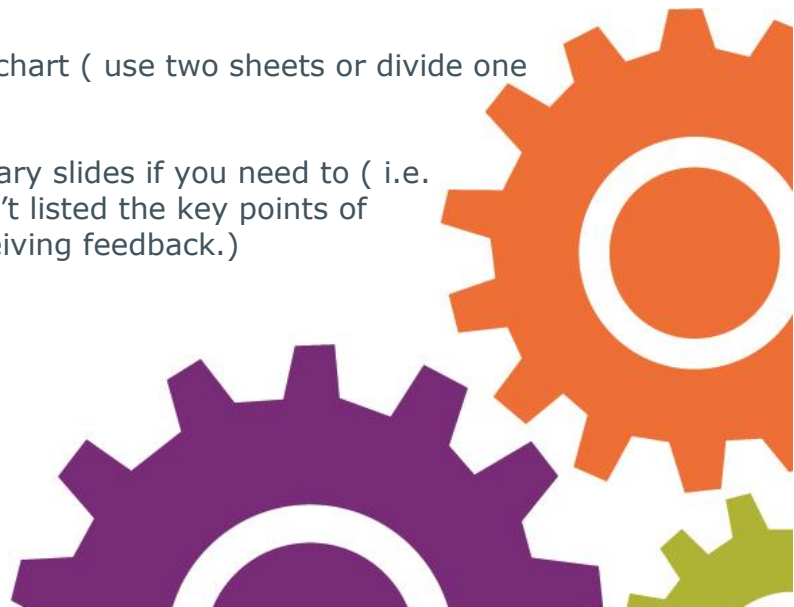


Trainer asks the question to the group  
**What are the ground rules for giving and receiving feedback?**



Capture on flipchart ( use two sheets or divide one into two )

Refer to summary slides if you need to ( i.e. the group hasn't listed the key points of giving and receiving feedback.)





## Giving feedback

- Facts - give examples; be specific
- Think about how the feedback will affect the person
- Think about the use of “I” and “you”
- Recognise the things that the person does well

 inTune with recognition

## Receiving feedback

- Listen
- Give yourself time to process what is being said
- Enjoy the positive - that's how people see you
- Take on board the things you need to work on

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### Trainers Note

Think about the use of “I” and “You” refers to the fact that “you are.....” can feel judgemental.

But combining the two can demonstrate to the person receiving feedback the impact they have on the person giving feedback. Here are some examples:

“when you said you would sort out the problem with the ordering system I was so relieved”

“when you say “I’ll have to look that up” I feel that you are saying that I am creating work and bothering you”

## Recognition Exercise

- Write one piece of **positive** feedback about the person whose name is on the back of the sheet of paper.
- If you are not sure whether your feedback is positive – ask yourself would I want to hear that?

 inTune with recognition

### Session Recognition Exercise



20 minutes (20 -40 minutes )

**Objective** To understand that giving and receiving feedback can be a positive experience.

To collate feedback on how we are valued by people within the team.

### Training Activity



**Trainer** explain what is going to happen, see handout on Page 32.



It is important to demonstrate the folding of paper to ensure that the next person cannot see what has been written and that there is enough space for everyone in the group to write something on the paper.

Instruct the group that they will each write one piece of positive feedback about the person whose name is on the back of the sheet of paper. "I like your shoes" is not enough.

Likewise declarations of undying love are not appropriate.

Make the point that everyone will read their feedback at the same time. When they get their paper back participants should sit quietly and read their feedback to themselves.

Do not let them start discussing their feedback, as this could hi-jack the session. People can start to get competitive with their feedback. You want them to process their feedback quietly, it is personal.

Trainer must allow them ample time to do this and not interrupt. Notice how many people start to smile.

Ask how they feel.

Summarise by pointing out the smiles and how good it feels.

**Trainer Tip:** You need to decide whether you will include yourself in this exercise as well. If you work with this team in any way you could include yourself in this exercise so that you are giving and receiving feedback as one of the team and not setting yourself apart.

**Trainer Tip:** Test the groups listening skills by asking them to summarise back the key instructions to making this exercise work

**Trainer Tip:** It is important that you tell everyone that you will be passing the paper on to the next person in a clockwise direction so that there is no confusion.

**Trainer Tip:** Do not let anyone start to read their sheet of paper until everyone has finished writing.





**Session**      **What are our strengths as a team?**



10 minutes ( 40 – 50 minutes )

**Objective**      To acknowledge publicly the strengths within the team

This can be very powerful especially if people feel demotivated or are being asked to do something which stretches them.

**Training Activity**



Trainer asks **What are our strengths as a team?**

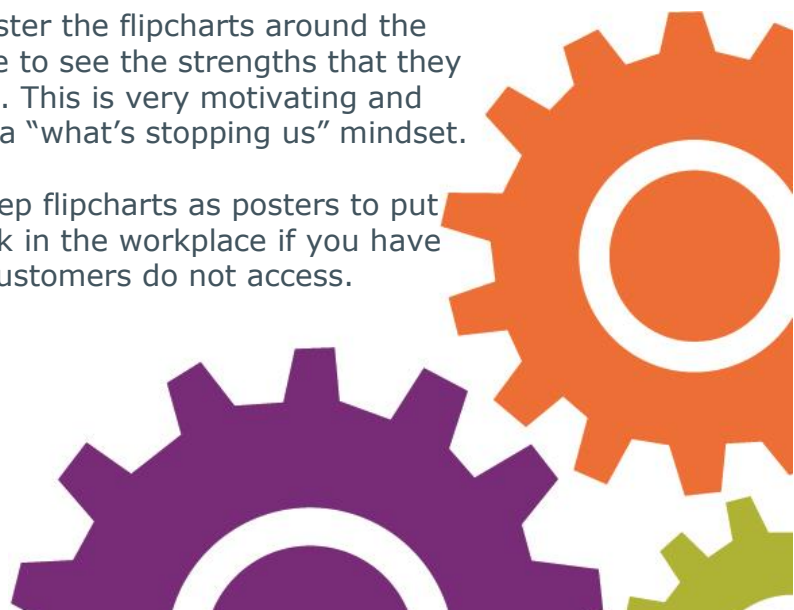


Write up answers on a flipchart.

**Trainer Tip:** You may want to test some strengths by asking people to give examples. This adds depth to the training session as they have to evaluate what they are saying.


**Trainer Tip:** Poster the flipcharts around the wall. Help people to see the strengths that they have collectively. This is very motivating and can bring about a “what’s stopping us” mindset.

**Trainer Tip:** Keep flipcharts as posters to put on the walls back in the workplace if you have an area where customers do not access.



**Action**

- What action will you take from this session?
- How do you think this will help you, your team, your customers and your organisation?



**Session**

**How can we carry on recognising each other's strengths?**



10 minutes (50 – 60 minutes)

**Objective**

To get everyone to commit to action that they will put into practice when they get back to work.

**Training Activity**

In order to introduce the Action Plan, refer back to “Discuss & Do” – this is now the “Do” part.

Participants will focus on their action plan to transfer their learning into the real world.



The Trainer will ask each participant to complete an Action Plan ( Page 33 ) which asks them to consider:

**What action will you take from this session?**

**How do you think this will help you, your customer, and your organisation?**

Participants discuss their Action Plans with a partner; OR

Participants make their commitment publicly to the group in a closing round.

**Play music as they are leaving.**



## Adapting the Course to YOU

These modules are generic and designed to be run quickly and easily. However, there are ideas to help you tailor the material so that it is more relevant to your organisation, your customers and your people.

### Advanced Options

For groups where you are confident that you can create a safe environment in which people will follow the rule of only giving positive feedback. Ask the group to give the feedback directly to each other rather than writing it down.

This is useful in team leader development as participants will have to develop verbal feedback skills.

Give people time to think about what they will say. Do not rush this, as the quality of feedback comes from the preparation time.

The best way to do this is to have a circle of chairs ( there are no barriers in the form of tables or desks ). To ensure the quality of the feedback is useful you may need to model some feedback.

Ask for a volunteer to go first to receive all their feedback. Everyone in turn and in order gives their feedback to that person. As facilitator you could ask them how they feel after hearing the feedback.

### Session Review

Review the session at a follow up meeting to:

- remind participants of the key messages – keeping them to the front of their mind
- discuss what is working for them and how they feel following the session
- revisit their collective action plan, celebrate their successes and encourage them to continue to put their learning into practice

# Feedback

Feedback is a dialogue between people that reflects back how another person sees someone else's behaviour or performance.

We get feedback from the way people react to us.

Feedback is critical for our learning and development. For us to learn how to improve our performance we have to consider what is working and what isn't.

Not many of us are equipped with the ability to have good useful objective self-talk and so we turn to others for feedback.

Collecting factual and balanced feedback, helps us to feel valued and recognised. We are often at our best when we feel valued.



## Collecting Positive Feedback

Write your name in the box on the bottom left hand side of this piece of paper. Do this in LARGE LETTERS.

Pass the paper to the person on your left.

When everyone has done this you will have a piece of paper with someone's name on it.

TURN THE PAPER OVER to the blank side.

Bear in mind that everyone will write something on this piece of paper, so start at the top, write your positive feedback for the person whose name is on the front of the paper.

Think carefully about the feedback you will give. Do not rush it.

When you have finished, fold over your piece of paper so the next person to write on this can't see what you have written. Everyone will need to write on the sheet of paper, so don't fold over too much.

When you have finished pass the paper to your left, in a clockwise direction.

Always pass papers to your left.

When your sheet of paper returns to you, wait until everyone is finished so that you can all open your feedback together.





## Action Plan



What action will you take from this session?

How do you think this will help you, your team, your customers and your organisation?



## Ten staff training modules that you can deliver

<b>Being your best</b>	Being in tune with your best is about striving for excellence in everything you do. Show your team how they can make a real difference to customers and colleagues and feel good about their own role.
<b>Understanding the bigger picture</b>	How to focus attention on the value of the work you do and the difference you and your team make to your organisation.
<b>Listening to understand</b>	Being listened to matters to the customer. Discover the art of listening and reap the benefits — getting things right first time and improving customer satisfaction.
<b>The customer's world</b>	Putting yourselves in your customers' shoes makes things run smoothly and transforms the customer relationship. Learn about key customer types, identify their needs and find out how to help them.
<b>Language and pace</b>	It's not what you say; it's the way that you say it. Find out how to build a better rapport with customers through language — especially if you deal with customers over the telephone.
<b>Being in tune with each other</b>	How effective is your team? Discover how to be in tune with each other so that your team delivers better results.
<b>Choosing your attitude</b>	Help your staff to understand the choices they make around attitude. Being positive feels good and it has real customer service benefits.
<b>Motivation</b>	When we understand what motivates us and those around us we can become more influential. This module allows team leaders to discover what motivates their team
<b>Being extraordinary</b>	This session will show your staff that they have a choice — they can be ordinary or they can go the extra mile. The difference in customer satisfaction is huge.
<b>Recognition</b>	Discover the power of feedback, positive strokes and recognition. This powerful team-building session allows participants to recognise their own strengths and the strengths of the team.

An In Tune® video is available to promote the core customer service message - **Connect, Understand, Help** – in a powerful way. You can buy the video and other In Tune modules at:

[www.intelligentdialogue.com/training-materials/](http://www.intelligentdialogue.com/training-materials/)  
For more **information**, call Intelligent Dialogue on +44 (0) 845 450 0988  
or visit  
[www.intelligentdialogue.com](http://www.intelligentdialogue.com)