Sample assignment 3 for MGMT 0202 without proper format:

a. The group to be trained in my organization from assignment 2 is composed of agents in FedEx Customer Service. These agents take calls from FedEx customers and potential customers regarding a variety of issues, such as package pickup, tracking, confirmation of delivery, and complaints. Although there are new agents continually being added to the group, on average they are proficient with the processes required to deal with these calls.

b. *My training objective was SMART: On average, the combined average handle time of all the agents in FDXCS Winnipeg for all types of calls combined will go down to between 75 and 90 seconds within the next two months. All agents individually will have a maximum monthly AHT of no more than 150 seconds within the next two months. Phrased in the format required by this assignment,* The agents in FDXCS (**who**) will be able to lower their combined average handle time (AHT) to between 75 and 90 seconds (**what**) and their individual AHT to no more than 150 seconds (**what**) when handling FDXCS calls in the Winnipeg Centre (**where**) on a monthly basis (**when**) within the next two months. AHT will be measured using the Call Monitoring System (CMS) reporting system (along with the goal of 75-90 overall, <150 individually, this creates the **criterion**).

c. Key content items will include the following:

   i. the importance of AHT to our client – the reason why this is being taught
   ii. a review of the most frequent types of calls received.
   iii. specific instructions on how to move through the computer screens most efficiently
   iv. a series of suggestions on appropriate verbiage to handle customer complaints effectively:
     • acknowledge the complaint, apologize, and promise to fix the problem
     • confirm understanding of the problem
     • begin searching for information while the customer is talking
     • use the hold button judiciously – if the customer is talking non-stop and complaining, ask to put that person on hold so that the agent can focus on getting information

d. Three training methods that I would use for delivering this training would be discussion, role-play, and on-the-job coaching. I would choose discussion as a moderately active practice so that the agents receiving training could compare their ideas and what the problems are, and during this stage I would inform learners of the need to be faster and its importance to our project. I would choose role-play as a more active practice because it

provides learners with the opportunity to practice their skills with what's called a "sandbox", which is a simulation of the computer application that works identically to the real one but does not change actual customer records. This makes it possible for learners to make mistakes without any serious consequences, and learn both how to avoid them and how to recover from them. I would choose on-the-job coaching as the most active practice: an expert would sit with each agent for a short period, helping as required and appropriate, and providing immediate feedback after each call.

e. The training schedule:

    i. pre-training intervention: I would have every team leader communicate the need to be faster to their agents before starting any training. It's possible that if agents knew that it was important, they would speed up and solve the problem without any need for further training.

    ii. and iii.

BOPPPS lesson plan
Course: FDXCS agent AHT training
Lesson Topic: Speed and service
Date:

Bridge in: 5 min 0:00 – 0:05	1. Start with this video ("Call centre working to respond faster" https://www.youtube.com/watch?v=Ybd7A1M82Wo, 2 min 39 seconds) 2. Point out that while most of their calls are not as critical as 911 calls, some of them are. 3. Tell the story of the doctor who called to ask where the organ for transplant that was being shipped FedEx, because his patient was on the table at that moment.
Learning objectives: 3 min 0:08-0:11	Explain the importance of reaching the 75-90 target, including this Dilbert comic on a projection screen to support why we have a minimum goal: agents must be more efficient, but they must still be effective and make sure that customers' needs are cared for.

Pre-assessment 10 min discussion 0:11-0:21	Play the recording of the very angry customer who screamed at an agent for 90 seconds. While the call doesn't meet target, the agent handled the customer very effectively. Have learners discuss with the entire group how the call could have been more efficient.		
Participatory learning: 5 min 0:21-0:26	**Instructor activities** Provide all learners with individualized information of their call times, including time spent with the customer on hold and time spent in aftercall while presumably doing administration work relating to the call.	**Learner activities** Familiarize themselves with that information, looking at their own performance.	**Materials needed** Individualized CMS reports.
20 min 0:26-0:46	Facilitate the discussion of how to be faster: break the group up into smaller groups of 3-5 people.	In small groups, look at specific scenarios simulating call types and talk about how to be as efficient as possible.	1. scenarios must be prepared beforehand. 2. have big sheets of paper and markers provided so that learners can write down suggestions 3. ensure that learners have some way to time the talking part of the call – they can use their own cell phones, and have some small timers or an easy-to-read clock with a minute hand available
14 minutes 0:46 – 1:00	Instructor has learners return to the big group	Learners present their ideas by subgroup, and get **feedback** from the entire group the benefits and drawbacks of their suggestions	Masking tape or some other wall-safe adhesive to put up posters.
Break 10 minutes 01:00 – 01:10		Use the washroom, check phone messages, other personal administration	

1 hour: 01:10-02:10	Provide subgroups with 3 computer simulations and scenarios to run through the sandbox. Move from group to group ensuring learning by watching, listening, and providing **feedback.**	In small groups, figure out how to handle the customer and the computer most efficiently. The order of scenarios is controlled by the learner.	Check that computer simulations and the sandbox are set up properly; each subgroup must have space for all the members to see the monitor.
Post-assessme nt 15 min 2:10 – 2:25	Provide subgroups with one specific scenario and have them race through the simulation. Check the fastest group for accuracy, and have the fastest and most accurate group show the others how they did it. **Feedback is provided to all groups by their speed and accuracy measures built into the simulation test.**		
Summary 5 min 2:25 – 2:30	Tell students that they have now rehearsed how to talk to customers for maximum efficiency and effectiveness, and how to use their computers more efficiently. They will now have the opportunity to apply the knowledge in practice, with their team leaders and other subject matter experts sitting by to listen to the calls and provide coaching in real time.		
Evaluatio n:	What was good?		What was bad?
Why?			
Action plan:	What should be done the same?		What should be done differently?