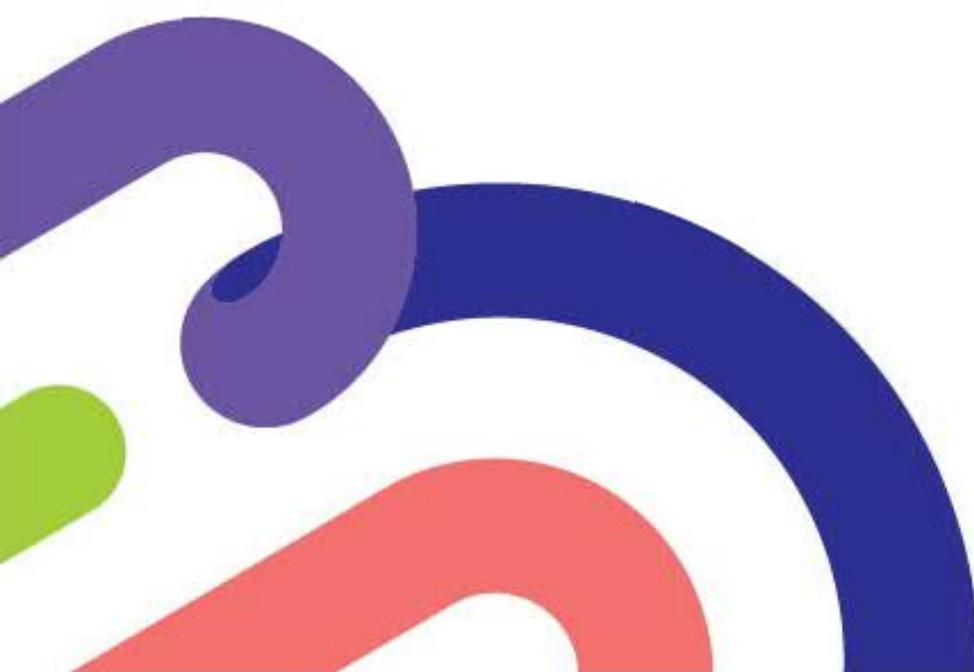




Idaho WIC Training

Customer Service/Communication

Trainer



WIC is an equal opportunity provider.

What Will They Learn?

- How to establish rapport with others
- Understand methods that facilitate communication
- Identify positive messages that foster good communication
- Identify different aspects of culture
- Explain how a person's culture affects beliefs and attitudes
- Guidelines for communicating with individuals from other cultures
- Identify methods for providing good customer service
- Ways to resolve conflict when someone is upset

Instruction Level

Prerequisite for taking the Customer Service & Communication course: WIC Overview

Items Needed for This Course

The Idaho WIC website wic.dhw.idaho.gov houses all the online materials for staff under the Staff page.

- Definitions and acronyms (located under the policy manual area)
- The links to the videos are within the guidebook. To access them please use "Ctrl + Click" on the links.

Note: Arizona WIC developed this course. Any issues with the Video will need to be communicated to the Idaho WIC State Office so we can provide a better video.

Recommended Time

- Approximate time it takes to complete the Customer Service Guidebook and Videos: 2-4 hours
- Approximate time it takes to complete the face-to-face activities and discussion: 1-2 hours

NOTE: The following questions within each module are meant to facilitate discussion with the learner, sample responses may not always be provided.

Module 1: Rapport Building & Communication Skills



Activity 1

Learners are given these instructions for Activity 1:

- [Principles of Influence – Module 1 – Introduction](#)
- [Principles of Influence – Module 2 – Liking](#)
- [Principles of Influence – Module 3 – Consensus](#)
- [Principles of Influence – Module 4 – Reciprocity](#)
- [Principles of Influence – Module 5 – Commitment and Consistency](#)
- [Principles of Influence – Module 6 – Authority](#)
- [Principles of Influence – Module 7 – Scarcity](#)
- [Principles of Influence – Module 8 – Conclusion](#)

1. After watching these videos, the learner will ask to observe one or more of the following situations to assess how co-workers communicate with participants. The learner may watch co-workers:

- Greet participants as they arrive at the site
- Determine eligibility
- Complete an assessment
- Counsel or teach class

2. Make sure the co-worker explains to the participant that the learner is observing the session for training purposes.

3. The learner can use the following page to document their observations. Note anything that seems to help communication.

4. The learner will discuss their observations with you.

Situation:

Observations:

(Note attitude, actions, talking, listening, appearance, and setting)

Greeting participants

Determining Eligibility

Completing an assessment

Counseling

Teaching a class



Activity 2

1. Mark the following as "TRUE" or "FALSE":

- TRUE Communication is the giving and receiving of information.
- TRUE Good communication can help WIC staff work as a team.
- FALSE Good communication is not necessary for good customer service.
- FALSE Our attitude and our appearance are not part of how we communicate.
- TRUE Avoiding judgmental responses are important to good communication.
- FALSE Maintaining privacy is not important to good communication.

2. Put a check mark before any of the items that would help to improve communication:

- leaning forward in chair, nodding, and smiling
- listening carefully
- identifying the speaker's feelings
- sitting with folded arms
- chewing gum while talking
- starting the session on time

3. Mark the following behaviors as "P" for having a positive effect on communication or "N" for having a negative effect on communication:

- N correcting others
- N interrupting
- P being flexible
- P showing respect
- P being polite
- P listening carefully

4. Match the statement that you should avoid with its alternative, more positive statement.

- D. "You didn't do this right!"
- A. "You aren't making any sense!"
- B. "You should exercise more."
- C. "Sit here!"

Module 2: Cultural Competency



Activity 3

Learners are given these instructions for Activity 3:

Cultural Competency

It is important that you become familiar with the variety of cultures served by your WIC agency. Being aware of the diverse needs of participants will help you to provide more effective services.

Instructions:

1. Choose 2 cultures your WIC agency serves. Keep in mind that culture is not just ethnicity. For example, you may choose teenagers or new immigrants if your agency serves these cultures.
2. Complete a chart for each cultural group. Make sure to talk to someone from each of these cultures. You may also want to talk with coworkers, friends, or family members for information.
3. Remember the information you gather will be true for some but not all participants of the cultural group. The information will help guide you, but you should always treat each participant as an individual (avoid stereotypes or assumptions).

Name of culture:

Cultural beliefs and viewpoints:

1. Foods/nutrition/diet –

2. Pregnancy –

3. Breastfeeding or bottle feeding –

4. Parenting, discipline –

5. Family planning –

6. Health care –

7. Value order of career, time with family, time with friends, personal time –

8. Other important information about this culture -



Activity 4

Learners are given these instructions for Activity 4:

Communicating with People Whose Language Is Different than Yours

Learning Objectives

After completing this activity, you will be able to communicate, with the help of an interpreter or language line (interpreter available via phone), with a participant whose language is different.

Background

Some of the participants in WIC either do not speak English or have limited English speaking skills. For non-English speaking participants, your agency will most likely use someone who speaks their language or a language line. Sometimes a WIC agency uses an interpreter. This person translates what the participant says into the language of the staff person and then translates what the staff person says back into the language of the participant. If you are working as an interpreter, make sure you:

- translate as closely as possible to the meaning of what is said
- check to make sure the participant understands what is being said

Instructions

This activity will help you understand how your agency handles non-English or limited English speaking participants.

1. Interview your trainer. Ask her/him to explain how your agency handles non-English or limited English speakers.
2. After you have learned about your agency's procedures, observe:
 - a. co-worker counseling a non-English speaking participant
 - b. co-worker counseling a limited English speaking participant
3. Note your agency's procedures and any tips for communicating with non-English speaking or limited English speaking participants on the form on the next page.

Procedure for Communicating with:	
Non-English Speaking Participants	Limited English Speaking Participants
Tips for Communicating with:	
Non-English Speaking Participant	Limited English Speaking Participant



Activity 5

The learner will be instructed to complete this activity.

1. Mark the following as "TRUE" or "FALSE":

TRUE Culture is the shared values, beliefs, views, traditions, norms, customs, arts, folklore, history, and institutions of a group of people.

FALSE Culture does not include our ethnicity.

TRUE A participant may relate more with her religious background than her ethnic background.

TRUE Pregnant teens are a culture served by WIC.

TRUE A person may identify with many cultures.

FALSE Humor is the same in all cultures

TRUE Culture helps people understand their world.

FALSE Showing emotions such as crying is an acceptable behavior in all cultures.

FALSE You can assume that all generations of a culture have the same beliefs and values.

TRUE When communicating with someone who speaks a different language than you, try to speak slowly, clearly, and focus on the main points.



Activity 6

Learners are given these instructions for Activity 6:

Learning Activity: Customer Service

Below are situations involving challenging participants. For each situation identify the approach you would take to communicate and provide good customer service to the participant.

Practice your approaches by role playing with your trainer (your trainer will pretend be the participant and you will be the WIC staff person).

1. A participant comes into the WIC clinic angry. You are the first person she sees. She starts to yell and curse at you. You are unclear as to why she is upset. What do you say to her?
2. A participant has missed her 3:00 PM appointment. She phones at 4:55 PM and seems very upset. She tells you she needs to be seen today. The site closes at 5:00 PM. What do you say to her?
3. You are counseling a participant about breastfeeding. She does not trust anything you say. She constantly questions you and rolls her eyes at you. You are not sure she is getting anything out of the session. What do you say to her?



Activity 7

Learners are given these instructions for Activity 7.

Learning Activity: Customer Service

1. Put a check mark before any of the items that would help (and not hurt) your communication with someone who is upset:

Constantly interrupting her/him

Sighing in disgust

✓ Referring to the person by name

Acting annoyed

✓ Listening carefully to what they say

✓ Staying calm

✓ Dealing with the person's feelings first and then the problem

✓ Being polite

Telling the participant you don't care how they feel

Hanging up the phone (or closing the door) so you don't have to talk with the person who is upset

✓ Asking open-ended questions to find out more information

✓ Offering possible solutions or alternative options