CICS Front-Desk Training

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- 1. Introduction
- 2. Overview of the SSLD Model
- 3. Composite skills: Building blocks for effective front-desk work
- 4. Specific skills: Setting the agenda for systematic learning
- 5. Warming up

Why Are We Here?

- Self introduction
- What will make your work more enjoyable? Aspects about front-desk work that you would like to improve
- What do you expect to get out of this program?

SSLD (Strategies and Skills Learning and Development) **Model**

- Helps us to achieve our personal and professional goals more effectively
- Most situations involving human interaction can be improved by applying specific strategies and skills
- These strategies and skills can be learned and developed systematically

SSLD Procedure

- The learning is focused on direct practice, similar to that of learning skills such as cooking or playing mahjong
- We learn the basic principles and rule, and then through observation and practice
- Instruction and feedback from trainer and peers

Observation Learning

- Trial through simulation: Safe and controlled environment for testing out skills
- Careful observation and feedback to identify learning needs
- Revised or new strategies and skills to help improve performance
- Practice in real life situation
- Report back for review and support

Building Blocks for Effective Interpersonal Functioning

- Self presentation
- Listening
- Engagement
- Empathic communication
- Achieving your own goal while addressing the need of the other party(ies)

Managing Challenging Situations

- Disappointment, anger, conflict
- Emotional or mental health problems
- Client complaints
- Threat to personal and/or public safety
- Our own emotional responses
- Self interest, corporate agenda, and public good

Simulation

- 1. We want to simulate situations as close to real life as possible
- 2. Simulation allows us to learn through mistakes, and make focused and incremental improvement
- 3. Careful observation and feedback by our colleagues are critical to successful learning through simulation

Observation

- 1. Understand the purpose of the member's performance: What are the goals to be achieved?
- 2. Observe the member's behavior carefully: What is she or he doing?
- 3. Assess the effectiveness of the performance: How effective it is with regard to the member's goal?

Giving Feedback

- 1. When we observe a good performance, we give specific positive feedback.
- 2. When we observe something that needs to be improved, we frame the feedback in positive terms. It should focus on how the performance can be improved, such as "I think it will be better if," or offer an alternative strategy, such as "You can choose to ..."

Receiving Feedback

- It's natural to feel discouraged, judged, misunderstood, or even resentful when we receive critical feedback. Accept and manage the feeling.
- Don't take it personal. Ask: What information is contained in the feedback that can be utilized to improve my performance?
- Ask for specific feedback that can be applied directly: What do you suggest that I do instead?

Learning Points

- Contingency thinking versus fixed procedure
- Client needs
 - Needs are not always fully/accurately reflected in requests
 - Unrealistic demands
 - Expectation management/moderation
 - transparency
 - Manage unmet client needs
- Use of written note
- Websites, online or print resources

- Tracking the client's responses: Checking in with the client, seeking confirmative feedback
- Professional activity as purposeful
- The role of small talk and chatting up
- Closing statement/ exit ritual
- Positive expectancy

Role Play October 19, 2007

- Self introduction, especially when you're asking for client's name and personal info
- Setting up expectation for counsellor
- Cover the client's agenda
- Explain your role, including scope
- Recognize client's needs, goals, tasks, frustration, as well as barriers, etc.
- When stuck or in doubt, summarize!
- Partialization, affirmation and reassurance
- Immediate response, gratification

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- Names, address and self-introduction
- Clarify and re-present your understanding of client's needs/ goals
- Offering alternatives (accessibility, e.g., affordability)
- Cover your back, risk
- Recognize client's feelings, empathy
- Clarification of role, focusing on client's need
- Quality assurance, accountability
- Boundary setting, we are not responsible for the client's delay or inaction, appropriation of responsibility
- Estimation of time cost

- Question for information: born in Canada? But did not ask age, interests, needs, circumstances
- When booking an appointment, specify what that is supposed to do
- Don't give unnecessary help, maximize client efficacy
- Up-selling not always necessary
- Eye-contact, checking in with client
- Important to inform: Who needs to be here, what documents are needed,

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- What can the client see, privacy issues
- Family violence case: emotional content, privacy, legal aspects
- Lines of response, rules of engagement
- Response to motive, not the action
- Deal with the need, not just the request
- Role of FD staff: recognize need, and attempt to link to CICS service
- Information giving and risk of misinformation, refer to authoritative source
- Honour system, membership privilege, discretion
- Warning clients of consequences