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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Practicum in Human Services |
| **Lesson/Unit Title** | How to Effectively Communicate with Clients |
| **TEKS Student Expectations** | **130.280. (c) Knowledge and Skills.**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) apply interpersonal communication skills in business and industry settings.  (3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:  (A) practice effective verbal, nonverbal, written, and electronic communication skills; and  (B) use effective communication skills such as ability to empathize, motivate, listen attentively, and speak courteously and respectfully when working with clients. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Demonstrate effective verbal, nonverbal, written, and electronic communication skills * Define the purpose of high-quality communication * Distinguish techniques for defusing negative situations with clients |
| **Rationale** | Good communication skills are essential. Nearly all careers in the Human Services Career Cluster® require interaction with other individuals, whether they are co-workers, supervisors, or clients. When you work in an industry that focuses on serving others, begin by building relationships through open communication and two-way conversations in order to respond to client questions/problems appropriately. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Client:** A person who pays a professional person or organization for services  **Communication:** The process by which ideas, feelings and information are shared; involves the skills of listening, speaking, and writing  **Customer experience:** Assistance and advice provided by a company to people who purchase or use its products or services  **Customer loyalty:** People choose to use a particular shop or buy one particular product  **Customer service:** The total customer experience with that business  **Defuse:** Reduce the danger or tension in (a difficult situation)  **Empathy:** The ability to understand and share the feelings of another  **Grammar:** The syntactic (the way in which words are put together to form sentences) and inflectional rules of a language  **Nonverbal communication:** Body language, eye contact, appearance, and facial expressions  **Quality service:** Service that meets or exceeds customer satisfaction  **Skepticism:** A skeptical attitude; doubt as to the truth of something  **Verbal communication:** Voice and tone |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   Note: If individual equipment is not available, teacher can teach the assignments as a class from a projected copy as long as students can see the screen.  **Materials:**  Items individuals may use in the field of Human Services:   * Bank brochure * Child care brochure * Consumer items such as:   + Clothing   + Electronic device   + Purse   + Shoes * Financial institution information * Name tag * Play money * Uniform from a fast-food restaurant or other Human Services occupation   **Supplies:**   * Cardstock * Container * Dice (one die per group) * Dry eraser markers and erasers * Scissors   **Other appropriate lessons**   * The Importance of Customer Service Skills   Principles of Hospitality and Tourism   * The Importance of Effective Communication Introduction to Cosmetology * Say What? The Communication Process Interpersonal Studies * Copies of handouts   **PowerPoint:**   * How to Effectively Communicate with Clients   **Technology:**   * Free iPad app:   + Tact for Salesforce<https://itunes.apple.com/us/app/tact-for-salesforce/id544062479?mt=8> * Infographic:   + A Guide to Working With ‘Difficult’ Clients We love our clients! This indeed is a true statement for without clients, there can be no success or even a business in the first place. However, once in a while a client comes along that is not so easy to work with.<http://www.searchenginejournal.com/a-guide-to-working-with-difficult-clients/54036/> * TEDxTalk:   + Shawn Achor: The happy secret to better work We believe that we should work to be happy, but could that be backwards? In this fast-moving and entertaining talk, psychologist Shawn Achor argues that actually happiness inspires productivity. (Filmed at TEDxBloomington.)<https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work>   **YouTube:**   * Dealing with Difficult Customers Keeping customers is as important as getting them. This training video demonstrates a simple method for dealing effectively with angry customers. First, deal with the person; then, deal with the problem. <http://youtu.be/a1nrWFCys6A> * Job Interview Questions How do you deal with difficult customers? How to answer interview questions.<http://youtu.be/-KOn9KMl0NI>   Top Six Ways to Get an Angry Customer to Back Down Six quick tips to help you diffuse anger and create calm with unhappy customers. This video is part of the “Golden Method” e-learning course for handling difficult customers.<https://youtu.be/ACKbkmO9rLg>  **Graphic Organizers:**   * Note-taking How to Effectively Communicate with Clients   **Handouts:**   * Anticipation Guide – How to Effectively Communicate with Clients * (Key) Anticipation Guide – How to Effectively Communicate with Clients * Communication skills every employee needs * Roll and review with dice * Rubric for role-play or skit * Communicating with client’s cards |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) that you have available on a table in the room.  Script:  Look at the items on the table. Have you ever purchased or used one or more of the items? Did the employee at the store where you purchased the item(s) provide good or poor service? What examples can you share to describe a good customer service experience? A poor customer service experience? Allow time for class discussion.  Distribute the Anticipation Guide – How to Effectively Communicate with Clients handout prior to viewing the PowerPoint. Prior to the start of this lesson, the students will read each statement and place a check mark by each statement they THINK is true. After they have answered each statement, students are to put the handout away for later use during Lesson Closure.  Possible questions for discussion:   * Have you ever witnessed a client/customer angry at an employee? How did the employee handle the situation? * If you were the employee in that situation, how would you have handled the angry customer? * Why is it important to resolve conflicts with clients? * What is customer service and why is it important? * Why is it important to always use a client’s name when addressing them? |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, please review, preview, and select the appropriate multimedia for your classes.  Introduce lesson objectives, terms, and definitions.  Distribute the Note-taking How to Effectively Communicate with Clients handout. Teacher will determine the notes to be recorded by students. Inform students that they will be expected to take notes and participate in discussions while viewing the slide presentation.  Introduce and discuss the PowerPoint How to Effectively Communicate with Clients. Allow time for questions and class discussion.  Use the appropriate notes from Presentation Notes for How to Effectively Communicate with Clients for discussion.  After the slide presentation, on the back of the Note-taking handout, instruct students to write a summary of the topic which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in the future?   Video included in the slide presentation:   * Dealing with Difficult Customers Keeping customers is as important as getting them. This training video demonstrates a simple method for dealing effectively with angry customers. First, deal with the person; then, deal with the problem. <http://youtu.be/a1nrWFCys6A> * Job Interview Questions How do you deal with difficult customers? How to answer interview questions.<http://youtu.be/-KOn9KMl0NI> * Top Six Ways to Get an Angry Customer to Back Down Six quick tips to help you diffuse anger and create calm with unhappy customers. This video is part of the “Golden Method” e-learning course for handling difficult customers.<https://youtu.be/ACKbkmO9rLg>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing students with a copy of the notes or a fill-in-the-blank note sheet to follow along with instruction * pairing up students with elbow partners who can assist them with verbal and written responses to the lesson |
| **Guided Practice \*** | Distribute Communication Skills Every Employee Needs handout. Individually, students will complete the handout by listing and describing six communication skills every employee needs to resolve conflicting interests and respond to client objections or complaints to the client’s satisfaction. They will include the advantages of having good communication skills as an employer, an employee, and a client.  Check for understanding.  Allow time for questions and discussion.  Completion of this handout can be assessed as a daily grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing extra time for assignments * providing positive feedback * providing copies of the slide presentation |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Prior to activity:**  Print the Communicating with Clients Cards on cardstock and cut apart so that the students can draw one for the project. Blank cards are available to add more scenarios. Place cards in a container for use at the appropriate time in lesson.  Teacher note: Inform the students that their selected card will focus on one of the following Human Services career pathways:   * Consumer Services * Early Childhood Development and Services * Counseling and Mental Health Services * Family and Community Services * Personal Care Services   Sub-divide students into groups of three.  Read the following scenario:  Scenario: Your director of Human Resources is presenting a mandatory training session on communicating with clients to a group of new employees. The first exercise consists of each group developing a role-play/skit how to defuse a potentially negative work-related experience.  Instruct one student from each group to draw a card from the container.  Inform the students that the content of their selected card will be used to develop their role-play/skit. Instruct the students to develop a situation and role-play/skit to focus on defusing client’s anger or skepticism. Students will determine ways to resolve conflicting interests and respond to client objections or complaints to the client’s satisfaction. For example:   * Write the Human Services career pathways:   + Cosmetologists are in the area of Personal Care Services * Situation:   + You are working at a salon. Prices for services must be explained and understood by customers prior to any services being rendered. It has been a very busy afternoon and you forget to inform your customer of the prices. As the client is paying for her haircut and style, she is upset about the cost of your services.   How could you resolve and respond to the client’s objections/complaints?  Inform the students their role-play or skit will be presented during Summative/End of Lesson Assessment.  Distribute and review Rubric for Role-play or Skit so that students may understand what is expected.  Students will be provided with time to create role-play or skits.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * not grading for spelling * checking for understanding |
| **Lesson Closure** | Review terms, definitions, and lesson objectives.  Teacher note: Print the Roll and Review with Dice handout on cardstock. You may opt to laminate for future use. For the Lesson Closure activity, students will be in the same groups they were in during Independent Practice.  Distribute Roll and Review with Dice handout and dice to each group. If the handouts are laminated, distribute dry erase markers/eraser. On the handout, instruct each group will write six lesson-based questions in the section next to the dice number.  After the questions have been written, each group will then pass their handout to another group. Sharing each other’s handout will provide students with a broader range of questions. Groups will roll the dice and answer the lesson-based question that corresponds with the number rolled. Each member will take turns rolling the dice and answering a question. If a member does not know the answer to their question, group members can offer assistance.  Option: If time permits, an additional handout may be rotated among the groups.  Monitor the review session. You may opt to set a timer for the activity.  Re-distribute the graphic organizer Anticipation Guide for How to Effectively Communicate with Clients used in the Anticipatory Set and allow students to revisit each statement. Students are to respond to the statements again in the after (right hand) column by placing a check mark by the statements they now know to be true on the right-side column. (Key) Anticipation Guide – How to Effectively Communicate with Clients has been provided for your use. As class, compare the two sets of answers.  Allow for questions and class discussion. Check for understanding. |
| **Summative/End of Lesson Assessment \*** | Students will present client scenarios to the class as a role-play/skit.  Teachers and students will provide feedback and other possible scenario solutions.  Role-play/skit will be assessed with Rubric for Role-play or Skit.  **Optional:** Students are to write a one-page paper on the importance of practicing effective verbal, nonverbal, written, and electronic communication skills. Their paper must include a personal reflection on what they learned from this lesson and how they plan to use the information now and in the future.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time for assignments * providing copies of the slide presentation for study |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Photos obtained through a license with Shutterstock.com.   **Textbooks:**   * Newberry, Betsy. *Life skills for the 21st century: building a foundation for success*. Boston: Prentice Hall, 2010. Print.   **Websites:**   * Babson College Customer Service Guidelines<http://www.babson.edu/offices-services/human-resources/employment/students/policies/Pages/student-employee-policies.aspx> * 75 Customer Service Facts, Quotes, and Statistics Learn how your business can deliver with the best of the best.<http://www.helpscout.net/75-customer-service-facts-quotes-statistics/>   **YouTube:**   * Dealing with Difficult Customers Keeping customers is as important as getting them. This training video demonstrates a simple method for dealing effectively with angry customers. First, deal with the person; then, deal with the problem. <http://youtu.be/a1nrWFCys6A> * Job Interview Questions How do you deal with difficult customers? How to answer interview questions.<http://youtu.be/-KOn9KMl0NI> * Top Six Ways to Get an Angry Customer to Back Down Six quick tips to help you diffuse anger and create calm with unhappy customers. This video is part of the “Golden Method” e-learning course for handling difficult customers.<https://youtu.be/ACKbkmO9rLg> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Practice newly acquired vocabulary, using it verbally and in writing during the exercises of this lesson plan. * Use various partners in pair-share opportunities so that ELL’s learn to speak and listen to various dialects within the classroom. * Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events Assign students to read about the importance of effective verbal, nonverbal, written, and electronic communication skills with clients. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * 15 Common Grammar Mistakes We All Need to Stop Making<http://blog.hubspot.com/marketing/common-grammar-mistakes-list> * How to Handle Conflict in the Workplace<http://blink.ucsd.edu/HR/supervising/conflict/handle.html> * Job Interview Question How do you deal with difficult customers?<http://careerconfidential.com/how-to-answer-interview-questions-q16/> * Types of Nonverbal Communication<http://leehopkins.com/types-of-nonverbal-communication-listening-skills.html> * What are the Benefits of Effective Communication in the Workplace?<http://smallbusiness.chron.com/benefits-effective-communication-workplace-20198.html> |
| **Quotes** | The single biggest problem in communication is the illusion that it has taken place. **-George Bernard Shaw**  Wise men speak because they have something to say; fools because they have to say something. **-Plato**  Words are singularly the most powerful force available to humanity. We can choose to use this force constructively with words of encouragement, or destructively using words of despair. Words have energy and power with the ability to help, to heal, to hinder, to hurt, to harm, to humiliate and to humble. **-Yehuda Berg**  Take advantage of every opportunity to practice your communication skills so that when important occasions arise, you will have the gift, the style, the sharpness, the clarity, and the emotions to affect other people. **-Jim Rohn** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal entries:**   * I can defuse client’s anger or skepticism by … * Responding to client objections or complaints to the client’s satisfaction is important because … * It is important to listen attentively and speak courteously to clients because … * Examples of verbal, nonverbal, written, and electronic communication skills at the workplace include …   **Writing strategy:**   * Raft writing strategy   + Role – a client   + Audience – employee   + Format – note   + Topic – what you should know about effective communication skills with clients |
| **Communication**  **90 Second Speech Topics** | * Advantages of having good electronic communication skills at the workplace. * Two types of communication used at the workplace include … * Good relationship skills can help you succeed on the job by … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Understanding individual values and personal qualities will help students communicate in a professional environment. Explain the differences between what a person values and qualities of an individual. Then have students write a statement of their own values and qualities. * Students can participate in these activities throughout the lesson. These 50 communications activities are designed to help participants become more aware and prepared to deal effectively with the many types of communications challenges they face every day.<https://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf>   **TED Talk:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.  Shawn Achor: The happy secret to better work We believe that we should work to be happy, but could that be backwards? In this fast-moving and entertaining talk, psychologist Shawn Achor argues that actually happiness inspires productivity. (Filmed at TEDxBloomington.)<https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work> |
| **Family/Community Connection** | * Invite professional business individuals from the community in the areas of consumer services, early childhood development and services, counseling and mental health services, family and community services, or personal care services to talk about the importance of effective communication skills with clients. |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA) http://texasfccla.org/  **Star events:**   * Advocacy an individual or team event, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify a local, state, national or global concern, research the topic, identify a target audience and potential partnerships, form an action plan and advocate for the issue in an effort to positively affect a policy or law. Participants must prepare a portfolio, an oral presentation and complete a case study. * Illustrated talk – an individual or team event – recognizes participants who make an oral presentation about issues concerning family and consumer sciences and/or related occupations. Participants use visuals to illustrate content of the presentation. * Interpersonal communications an individual or team event – recognizes participants who use family and consumer sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see<http://www.ysa.org>   * Example: Plan a Career Fair and invite local businesses to participate. Highlight communication skills, customer service, and promoting a positive business atmosphere. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)