Integrating Immigrants & Refugees Into the Workplace

University of Northern Iowa – New Iowans Program
United States Department of Labor
Integrating Immigrants & Refugees Into the Workplace

El Programa del Empleado Estimado
Valued Employee Program

University of Northern Iowa – New Iowans Program
US Department of Labor - Employment & Training Administration
December 2003

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Overview

The University of Northern Iowa’s New Iowans Program (NIP) developed *El Programa del Empleado Estimado* (Valued Employee Program) as part of a US Department of Labor project, Integrating Immigrant and Refugees into the Workforce. *El Programa del Empleado Estimado* is designed to provide immigrant and refugee newcomers training on how to be a valued employee and team member and how to increase their own value with current and future employers. The program combines practical workplace training with on-site business/industrial tours and discussions with human resource managers and business representatives.

NIP examined several curricula and course formats for the providing workplace training for newcomers before deciding upon the tour module format outlined in this Program Guide. The format challenges newcomers to reflect on their own work and personal experience, develop and enhance skills necessary for succeeding and advancing in the workplace, and to aspire to advance with current employers and/or obtain new employments possibly in a field that had not been previously considered. The New Iowans Program piloted the program in Marshalltown, IA in collaboration with Iowa Valley Continuing Education (IVCC) and Marshalltown Community College in 2003. The tour modules have been recognized by immigrant/refugee participants, community college representatives, local economic development officials and business/human resource representatives as an innovative and highly effective method of reaching newcomers and building relationships within the community.

This Program Guide has been designed by the NIP to assist interested individuals or organizations, with little or no experience in immigrant/refugee workplace training, coordinate and facilitate an effective program. Community agencies such as economic development organizations, chambers of commerce, community colleges, workforce development agencies and industry councils are ideally suited to coordinate a valued employee program in their community. Facilitators need not be fluent in the foreign language of students.

The Guide is written with the assumption that the facilitator will be using an interpreter throughout the course. The course has been geared toward Latino worker and includes Spanish translations of all handout materials and overheads. However, the materials are also offered in English, which can be prepared for any immigrant population.

*El Programa del Empleado Estimado* consists of five individual training modules addressing workplace skills and the issues of community and economic development, customer service, teamwork, communications and career development. Each module involves an on-site tour of a local business to provide the participants real world examples of why the workplace skills are essential and how businesses address workplace issues. The training guide developed for the program provides facilitators with step-by-step instruction for organizing their own course.
Module 1: Course Overview – Community & Industry
Employees, businesses and the community form a team that determines the overall health and economic vitality of the community. Employees need to understand the vital role they play within the community and the economic impact of their decision to live and work in the community.

Module 2: Customer Service & Quality Assurance
Valued employees understand how important great quality and great customer service are to success of a business. The employees identify, provide and expect great quality and customer service at all times. They also understand how the customer service and quality employees provide impact the bottom line of the companies they work for and the security and rewards of their own positions.

Module 3: Teamwork
Newcomer workers should not be just an employee/worker but part of a team dedicated to the mission and success of the organization. The best employees understand what it means to be a member of a team, the role of the team within the business, and what their responsibilities are to other team members. Teamwork helps to develop strong and effective workplace relationships.

Module 4: Communication
Valued employees recognize that workplace communication is very important for any employee. The best employees know how to communicate with everyone in their team and in the company. Communicating involves understanding workplace responsibilities, managing situations, following instructions, overcoming problems, helping others, and always trying to improve the many ways we communicate.

Module 5: Career Development/Graduation
It is important for newcomers to examine their own experiences to identify overlooked, but marketable skills and abilities when considering other positions or employers. It is also important for them to know and recognize the long-term benefits of investing in education and taking advanced training courses.

Each of the five modules requires 2-2.5 hours to complete. The guide provides a step-by-step overview of how the classroom discussion and tours should be conducted. Facilitators and interpreters should spend time reviewing and prepping for each module. After reviewing the material, the facilitator should invite and meet with tour hosts.

The facilitator should recruit tour hosts from prospective businesses that they feel may provide interesting tours and have staff capable of presenting information related to the module topics and who can field questions from the students. The facilitator should schedule a meeting with each tour guide to discuss the course and the expectations for the tours. Each tour host should be given a list of Tour Talking Points found in the last section of this program.
Tours should be scheduled for 45 minutes to 1 hr. The following are suggestions for the types of businesses that may be recruited:

**Module 1: Course Overview & Importance of Business and Industry**  
*Established Manufacturers*  
*Main Street Businesses*

**Module 2: Customer Service & Quality Assurance**  
*Restaurants*  
*Grocery Stores*  
*Retail*

**Module 3: Team Building**  
*Hospital/Medical Centers*  
*Small Manufacturers*

**Module 4: Communicating at Work**  
*Sales Related Businesses/ Warehousing*  
*Service Businesses*  
*Restaurants*

**Module 5: Career Development/Graduation**  
*Maintenance/ Grounds keeping*  
*Trade Businesses (electrical, plumbing etc.)*

For each module, the Program Guide provides the facilitator with a detailed outline of what should/may be covered. The outlines include:
- ✓ Background Information for the Facilitator
- ✓ Supplies Needed
- ✓ Introduction to the Classroom Discussion
- ✓ Module Topic Discussion
- ✓ Guide for Module Tour
- ✓ Sample Questions for the Tour Host
- ✓ Overheads/Course Packet Materials in English & Spanish

Each outline also includes a *Diversity Challenge* created to help the facilitator address unique cultural challenges often faced by immigrants and refugees in the workplace.

It will be very difficult for the facilitator and interpreter to address every point and suggestion offered in the module outlines due to the time constraints of the course. Facilitators may “pick and choose” topics and questions that they feel are important and of interest to their respective classes.
Scheduling:

Individuals interested in offering the valued employee program to their community’s immigrant and refugee workforce should consult closely with local service providers (churches, refugee relief agencies, community centers, etc.) that are closely connected to the newcomers. A great deal of thought and effort should be put into identifying convenient times/schedules, familiar and trusted classroom locations and conflicting dates that may impact attendance.

(Note: The pilot programs found consecutive days and mid-day classes to be the most successful. Unfortunately, mid-day classes often exclude many shift workers, however, normal business hours are usually the best for tour hosts. This may vary from community to community.)

Facilitators should also work closely with service providers to promote the course and recruit students, as well as identify a competent and trusted interpreter. English as a Second Language (ESL) classes are often the most productive resources for recruiting students.

The facilitator should meet with a prospective interpreter to review the course material and get input and feedback on coordinating the course. It is recommended that the same interpreter be used for all modules, as each day’s material draws from the others and students are more likely to be open with an interpreter with whom they are familiar.

Course Fees:

It is recommended that El Programa del Empleado Estimado be offered to the community’s immigrant and refugee workforce at no cost. The course has been designed to minimize costs, with the largest potential costs being interpreter and transportation fees. Facilitators may be successful in partnering with workforce investment boards (WIB), local community colleges or chambers of commerce as part of their continuing education programming or workforce development initiatives.

Pre & Post Course Evaluations:

The El Programa del Empleado Estimado program includes several assessment tools that may be used to develop measurable outcomes of offering the course. The Pre & Post Course Evaluation should be given on the first and last day of the course to assist the facilitator in understanding the background, education level and employment status of the course participants, as well as to better understand how participating in the course impacts participants’ future plans.

The modules also contain questionnaires on the course content and tours. The questionnaires should be completed by participants at the beginning of the next class.
These questionnaires will assist the facilitator in measuring the participants’ retention and understanding of course material as well as their reactions to the on-site tours.
Draft Pre/Post Course Assessments

Timeframe: To be completed at the beginning and conclusion of the course

New Iowans Program University of Northern Iowa
Pre/Post-Course Assessment

Name: ________________________________ Date: __________________

Please answer the following questions:

Age: __________ Sex: Male Female

Address:

How long have you been living in the United States?
How long have you been living in this community?
What country did you live in before coming to the United States?

Do You Speak English (circle one) Yes No

What is your education level?
___ 8th grade or less
___ 9th to 12th grade but no H.S. Diploma
___ High School Diploma or equivalent (GED)
___ Beyond High School, but no college degree
___ AA or Technical School Degree
___ Four Year College or more

What types of jobs have you held in the past (In your home country and in the United States)?

Are you currently employed? (circle one) Yes No

If YES, Who do you work for? ________________________________

How long have you been employed with this company? __________

Please describe what you do at your job?

How familiar are you with non-meatpacking job opportunities in this community? (Please Circle One)

<table>
<thead>
<tr>
<th>Very Familiar</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>No Knowledge</th>
<th>5</th>
</tr>
</thead>
</table>

How likely are you to apply for a non-meatpacking job in Marshalltown over the next 2 years? (Please Circle One)

<table>
<thead>
<tr>
<th>Very Likely</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very Unlikely</th>
<th>5</th>
</tr>
</thead>
</table>

What kind of job would you like to have? (Please Describe)

Will you need additional training for this job? Yes No

If YES, what type of training? (Please describe)
New Iowans Program University of Northern Iowa
Pre/Post-Course Assessment

Nombre: _________________________________________     Fecha: _______________

Favor de contestar las siguientes preguntas:

Edad: __________   Sexo:  Hombre  Mujer

Dirección: ______________________________________________________________

¿Por cuánto tiempo ha vivido en los Estados Unidos? ____________________________

¿Por cuánto tiempo ha vivido en esta comunidad? ______________________________

¿En qué país vivía antes de venir a los Estados Unidos? _________________________

¿Habla inglés? (circule uno)    sí   no

¿Cuál es su nivel de educación?
   _____ Grado 8 o menos
   _____ Grado 9 a 12 pero no tiene diploma
   _____ Diploma de la Preparatoria (high school) o equivalente (GED)
   _____ Más que la Preparatoria (high school), pero no tiene diploma de
          la universidad o College
   _____ AA o Escuela Técnica
   _____ Universidad de cuatro años o más

¿Qué tipo de trabajos ha tenido en el pasado (en su país natal y en los Estados
Unidos)?________________________________________________________________

_______________________________________________________________________

¿Está empleado ahora? (circule uno)   sí   no

Si SÍ, ¿Para quién trabaja?

_______________________________________________________________________

¿Por cuánto tiempo ha trabajado para esta compañía?

_______________________________________________________________________

Favor de describir lo que hace en su trabajo.

_______________________________________________________________________

¿Qué tan familiarizado(a) está con las oportunidades de trabajar fuera de la empacadora
en esta comunidad? (Favor de circular uno)

Muy familiar  1  2  3  4  5  No conocimiento

¿Qué tipo de trabajo desea tener? (Favor de describir)

_______________________________________________________________________

¿Necesitará instrucciones adicionales para este trabajo?
   sí   no

Si SÍ, ¿Que tipo de instrucciones? (Favor de describir)
Module 1:

Course Introduction – Community & Industry
Course Introduction – Community & Industry

Background Information for Facilitator
The first module of *El Programa del Empleado Estimado* (Valued Employee Program) is essentially the most important of the course. The relationship that the facilitator and interpreter create with the class, the enthusiasm created for the course, and the extent to which the students can answer, “Why am I attending?” and “How will the course benefit me?” will set the stage for the entire five module series. The first session also provides the facilitator and interpreter an opportunity to informally assess the students’ English proficiency, work experience, education level, work schedule and childcare needs and learn their current employment status.

The second half of the module includes a brief overview of the students’ contribution, as employees and residents, to the community and local economy. The module helps to answer the question, “Why has this course been organized and offered to us?” It stresses that the community, businesses/employers and employees/residents are all part of the same team, the “Community.” The Community is healthy and successful only when each of its parts are healthy, successful and achieving their maximum potential. Immigrant and refugee workers, though often new additions to the local workforce, are a vital resource in developing and maintaining the community’s available labor force. As the demographics of many rural communities change, immigrant and refugee workers will likely play an increasing role in the labor force and local economy. *El Program del Empleado Estimado* provides a step in ensuring that newcomer workers are developing the soft skill training valued by many employers.

The purpose of this module is to expand participants’ understanding of the local economy and the role and contributions of immigrant and refugee workers within the community. The discussion, materials and tour provide newcomers to look past their own jobs to see themselves as part of a vital and productive sector of the community. In a very real sense, they are a part of the team that forms the COMMUNITY.

Supplies Needed
- Name tags
- Pencils
- Copies of course material/handouts
- Reminder card of course dates and location
- Overheads of course materials
- Flip chart
- Refreshments (if appropriate)
- Safety equipment if required by business being toured, e.g., safety glasses, ear plugs. The facilitator should be sure to check with the tour host well in advance of the tour to determine if special clothing or safety equipment is required at the facility.
- Transportation to and from tour site
Overhead & Handouts

The overheads and handouts are located at the end of module. All overheads and handouts are provided in English and Spanish. The guide cues the facilitator when to use the overheads/handouts by highlighting them in red.

Introduction (Time: 30 minutes)

The session should begin with the facilitator introducing him or herself to the class and, if necessary, the person who will be the interpreter for the course. Both facilitator and interpreter should spend time explaining who they are, where they work, and why they are involved in presenting the course. They should also offer how long they have lived in the community, a brief description of their family, and examples of how they are involved in the community, e.g., service organizations, church, sports, committees, etc. This information helps the facilitator establish rapport with the class so that all will feel comfortable sharing information and asking questions, as well as conveying their sincere interest/commitment to the community and its residents—especially newcomers. (Note: It is extremely important for the facilitator to create a sincere atmosphere of trust and confidentiality with the class during the course and preserve this trust and confidentiality outside of class and outside of the course.)

Next, the class should be asked to introduce themselves and share their home country, current employment status/place of work, how long they have lived in the community, and, if comfortable, where else they have lived in the United States and types of jobs held if applicable.

After introductions, the facilitator should explain why the course is being held and what students should expect to gain by participating. What will we be doing? What you will learn by coming to the training? and Course Schedule overheads will help to explain how the course will be organized and what the students should expect each day.

It is important to explain that transportation will be provided from the class site to the business being toured and back, and to clarify that students are to arrive at the classroom site. Students should not go directly to the business being toured. (Note: The interpreter should spend time before and during class informally assessing schedule/childcare needs that may impact attendance. When possible, adjust the course schedule or meeting place to best suit the majority of the class.)

Briefly explaining what businesses will be toured and what students can expect to see will help build enthusiasm and differentiate the course from others students may have experienced in the past. The facilitator should also explain local employers’ interest in the program and their need for employees with a good understanding of the topics that will be discussed in the course.
The facilitator should offer a disclaimer that clearly states that the purpose of the course is not to find or offer the student new jobs. The course does offer training and guidance on topics that local employers look for in the workers. It is also important to note that the course can benefit students in their current place of employment by introducing them to topics and skills that may help them if they desire to be promoted or accept additional responsibility.

There is no cost/fee for the course nor are there tests, quizzes, or grades. Students are expected to attend all sessions and participate in class discussions. A course certificate and graduation party will be provided to students on the last day of the course.

Finally, the Course Rules overhead should be provided to the class and referred to as need throughout the course.

The facilitator may transition to the Community and Industrial module by explaining that the course not only recognizes the importance and value of newcomer workers but also the relationship and interconnectedness of the community, employees, and businesses/employers. Together these three groups form and support the COMMUNITY.

**Topic Discussion** (Approximate Time: 25 minutes)

The Community and Industry discussion is relatively brief to ensure that there is enough time to make personal introductions, introduce the course, and travel to the tour site. The material can and will be referred to throughout the course, so the depth of the discussion may easily be adjusted as time permits. (Note: It may be time effective to arrange a tour of a business or manufacturer that is in close proximity to the class site, as the first module tends to run somewhat long.)

The facilitator should approach the community modules as “Economic Development 101.” The bottom line is that employers, employees, and the community need each other and rely on each other. By being good employees and productive residents of the community, newcomers can have a positive economic impact on their employer and improve their community.

- Discussion may begin with the facilitator asking the class *How is (community’s name) different/similar to your hometowns or other communities you have lived within the US?* The facilitator may ask about the size of the community, types of employers, quality of life factors, diversity of population, etc.

- The facilitator can offer changes they have noticed while they have been in the community – possibly mentioning any growth that can be associated with newcomers.

- The facilitator may research recent employer expansions and/or layoffs within the community, sharing how those jobs/lost jobs not only help/hurt the individuals
and company but also impact the community’s economy through sales and property tax revenues, available/abandoned development space, increased/depressed wage rates due to a surplus or shortage of labor.

- The *Businesses, Workers & Community Working Together as a Team* overhead should next be shown to illustrate the interdependence of the workers, businesses and community. A “three legged stool” analogy may be used to reinforce that if one of the three remain successful or fail the other two are supported or fail. For example, when a business closes residents become unemployed and the community suffers because if its employees and at least one of its businesses will suffer from reduced incomes, local spending, property tax revenues, and sales tax.

- Next, the *How Wages Strengthen the Community’s Economy and Businesses Desire a Healthy Community* overheads should be reviewed to explain the financial/economic/money factors that impact and motivate each newcomer employee, each business and the community. *How Wages Strengthen* illustrates how wages flow from employers to the employees and on to the various components that make up the community.

- The facilitator should transition to the tour by explaining that the class will refer back to this information throughout the course and that it is important for the students to consider how each of the employers that they will tour fit into the models.

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**Diversity Challenge**

The Community & Industry Module Diversity Challenge for the facilitator is to challenge the students to consider their own role in welcoming other newcomers into the community. For example, as lifelong Iowans should be responsible for welcoming newcomers from Mexico, newcomers from Mexico should be responsible for welcoming newcomers from Sudan, Bosnia or Russia.

**The facilitator may use the following questions to encourage discussion:**

- What are examples of how you or your family has been welcomed to (community) by Iowans? or How have you been made to feel unwelcome?
- Given that you have been a new resident in (community), what have you personally done to welcome neighbors or co-workers from other countries? Why or why not?
- What could newcomers from _______, like you, do to welcome newcomers from ________?
- Why do you think that it is often difficult for people from different countries and cultures to interact in the workplace?
Module Tour (Approximate Time: 1 hour + travel time)

- The facilitator/interpreter should use the travel time between the classroom and tour site to point out development initiatives, new businesses, community projects etc. occurring within the community, all which may be related back to the Community and Industry Module. It is important to review that the community, its business and industries, and the employees/residents form an important team. All should be working together for the benefit of the entire community.

- Upon arrival, the facilitator should introduce the host to the interpreter, identify the first languages of the students present, confirm the length of the tour and make last minute accommodations as needed. The facilitator should formally introduce the host to the class and thank the host company for participating in the program and providing the tour.

- The host should then begin the tour, addressing the basic points outlined in “Tour Talking Points” (See Letter to Host in the Tour Materials).

- During the tour, the facilitator and interpreter assume different responsibilities for the class. Essentially, the interpreter is assigned to the person giving the tour, while also interpreting questions from the class as they arise. However, due to the size and noise level of many of the facilities being visited it may be difficult for the interpreter to maintain good communication between the guide and the students.

The facilitator is responsibility for keeping the group together during the tour, determining if students can hear the interpreter and notifying the interpreter when students seem to have questions. Bilingual facilitators choosing to not use an interpreter should take extra care to address these points. (When classes have a mix of English and Non-English speaking students it is important for the facilitator to remind the guide to speak to that class and not the interpreter.)

The facilitator may also work with the host to determine if there are safe and relevant opportunities for hands-on demonstration/participation involving students, e.g., making ice cream cones, running a floor polisher, assembling products, etc.

- The facilitator should pose questions to the guide that relate to the information covered in the discussion modules and which provide information on what the company is looking for in its most valued employees. Commonly, the tour guides have experience providing tours in which the company or product is the primary focus and may require prompting to refer to topics related to the modules.

It is important that students learn about these processes but the purpose is for them to understand what employees do, what skills they have, why workers are hired, why workers are fired, the education and training requirement, advancement opportunities within the organization, benefits, the role of the employee within the company and in the industry and what individual employees can do to address customer service needs.
It is also educational for the guide to point out incidents in which employees and/or company fell short of desired outcomes or were challenged by a crisis to illustrate the importance of the module topics.

**Sample Community/Industry Discussion Questions for Host:**

- Why did you choose to come to this community?
- What do you like or dislike about the community?
- Why would an employer like (xyz) choose to come to or leave the community?
- How can a manufacturing company like (xyz) located on the edge of town impact a small store (abc) located downtown?
- How important is the community’s quality of life in your company’s decision to locate/remain here?
- Are any of your suppliers located in this community? How many people do they employ?
- Please describe why the availability of skilled labor is important to your business.
- How does your company “give back” to the community, e.g., philanthropy?

The tour should conclude with the facilitator formally thanking the host for the tour and on behalf of the class, as well as thanking the interpreter and the class for their participation. The class should be reminded that they will be asked to share what they have learned about the relationship of community, business and employee at the beginning of the next class.

During the return trip, the facilitator may choose to distribute and discuss the Production/Industry Model handout and ask the class to identify the industry of the business just toured. The model simply outlines basic components of an industry using the meatpacking industry. The facilitator can briefly walk students through the definitions of supplier, resources, production, product, distribution, retail, and demand as they apply to the toured business. The purpose of the model is to help employees develop a more complete understanding of their employers and how employees contribute to the industry. The class should review the model after each tour and discuss the similarities and differences of each of the businesses.
El Programa del Empleado Estimado

Valued Employee Program

Created by
University of Northern Iowa’s
– New Iowans Program
Sponsored by:
US Department of Labor
El Programa del Empleado Estimado

- Ask questions, all questions are OK & good
- Remain open to new ideas
- Participate in class discussions and activities
- Let everyone participate
- Listen to others and respect their comments and opinions
- Turn off all cell phones and beepers
- Class begins at 10:00am and ends at 12:00pm – please let us know if you have questions or concerns about the course.
- Be respectful and appreciative of local employers supporting in the course
- You must attend all sessions to receive the Graduation Certificate
- Graduation party on the last day of the course
- Tell others about the course! English & Spanish
What is El Programa del Empleado Estimado?

The purpose of the course is to provide immigrant and refugee newcomers training on how to be a valued employee and team member, and how to increase their own value as an employee with their current and future employers.
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<thead>
<tr>
<th>Date</th>
<th>Course Topic</th>
</tr>
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<tr>
<td>September 2</td>
<td>Community &amp; Industry</td>
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<tr>
<td>September 3</td>
<td>Customer Service</td>
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<tr>
<td>September 4</td>
<td>Teamwork -</td>
</tr>
<tr>
<td>September 8</td>
<td>Communication</td>
</tr>
<tr>
<td>September 11</td>
<td>Career Development/Graduation!</td>
</tr>
</tbody>
</table>
Production/Industry Model

What is the Industry:

Who are the suppliers?

What resources are being used?

What type of business/production?

What type of product or service is being sold?

How does the product get to the customer?

Where is the product or service sold?

Where is the demand? Who is the customer?
All are necessary for the team to work
Each supports and is benefited by the others
The other two are hurt when one area is weakened or fails
Businesses Desire A Healthy Community

Taxes Paid For:
- Property Tax
- Sales Tax
- State Income Tax

Tax Money Spent on Improving:
- Schools
- Streets & Roads
- Government Services
- Library

A HEALTHY COMMUNITY
How Wages Strengthen The Community’s Economy

Local Employers -

Wages Paid -

Employees in the Community -

Wages to Bank or Sent Home -

Wages to be spent in the Community

Where Wages are Spent in the Community

COMMUNITY
El Programa del Empleado Estimado

Valued Employee Program

Created by
University of Northern Iowa’s
– New Iowans Program
Sponsored by:
US Department of Labor
El Programa del Empleado Estimado

Haga preguntas, todas las preguntas son buenas.

Manténgase abierto a toda idea nueva.

Participe en las discusiones y actividades de la clase.

Deje que todos participen.

Escuche a los otros y respete sus comentarios y opiniones.

Apagen todos los teléfonos celulares y beepers.

La clase comienza a las 10:00am y termina a las 12:00pm.

Favor de avisarnos si tiene preguntas o preocupaciones sobre el curso.

Sea respetuoso y valore a los patrones locales que apoyan el curso.

Necesita asistir a todas las sesiones para recibir el Certificado de Graduación.

Hay una fiesta de Graduación el último día del curso.

¡Avise a otros del curso! (Los que hablan Español y/o Inglés)
¿Qué es el Programa del Empleado Estimado?

El propósito de este curso es el proveer a inmigrantes y refugiados recién llegados, capacitación en cómo llegar a ser un empleado estimado y un miembro del equipo, así como el aumentar su propio valor como empleado con su actual y / o futuros patrones.
Las Fechas del Curso
10:00am to 12:00pm

2 de septiembre de 2003   Comunidad e Industria
3 de septiembre de 2003   Servicio al Cliente
4 de septiembre de 2003   Trabajo en Equipo
8 de septiembre de 2003   Comunicación
11 de septiembre de 2003  Consiguiendo un Mejor Empleo /Cultura del Trabajo ¡Graduación!
Production/Industry Model
Modelo de Producción/Industria

Carnecería
Meatpacking

¿Cuál es la industria?
¿Quiénes son los proveedores?
¿Qué recursos se están usando?
¿Qué tipo de negocio/producción?
¿Qué tipo de producto o servicio se venden?
¿Cómo llega el producto al cliente?
¿Dónde se venden el producto o servicio?
¿Dónde está la demanda? ¿Quién es el cliente?
Todos son necesarios para hacer funcionar el equipo
Cada uno apoya y se beneficia de los otros
Los otros dos están dañados cuando un área está débil o fracasa
Los Negocios Desean Una Comunidad Sana

Los Impuestos pagados son:
- Impuesto de Propiedad
- Impuesto de Venta
- Impuesto de ingresos del Estado

El Dinero de Impuestos se invierte para Mejorar
- Escuelas
- Calles y Carreteras
- Servicios Gubernamentales
- Biblioteca

UNA COMUNIDAD SANA
Como los Salarios Fortalecen la Economía de la Comunidad

Patrones locales -

Salarios Pagados -

Empleados en la Comunidad

Salarios en el Banco o Mandados a Casa

Salarios Gastados en la Comunidad

Donde se gastan los salarios en la comunidad

COMUNIDAD
Questions
To be completed at the beginning of Module #2

Nombre:
¿Por qué son importantes los negocios en esta comunidad (IN THIS COMMUNITY)? (Favor de describir)

¿Qué aprendió de este tour?

_________________________________________________

Name:
Why are businesses important to this community? (Please describe)

What did you learn from the tour?
Module 2:

Customer Service & Quality Assurance
Customer Service & Quality Assurance

Background Information for Facilitator

Valued employees understand how important great quality and great customer service are to success of a business. These employees identify, provide and expect great quality and customer service at all times. They also understand how the customer service and quality employees provide impact the bottom line of the companies they work for and the security and rewards of their own positions.

Supplies Needed

- Name tags
- Pencils
- Copies of course material/handouts
- Reminder card of course dates and location
- Overheads of course materials
- Flip chart
- Refreshments (if appropriate)
- Safety equipment if required by business being toured, e.g., safety glasses, ear plugs. The facilitator should be sure to check with the tour host well in advance of the tour to determine if special clothing or safety equipment is required at the facility.
- Transportation to and from tour site

Overhead & Handouts

The overheads and handouts for this module are located at the end of module. All overheads and handouts are provided in English and Spanish. The guide cues the facilitator when to use the overheads/handouts by highlighting them in red.

Introduction (Time: 10 minutes)

Before beginning the session ask students to complete the post-tours/session evaluation form for the proceeding day’s session. (Today’s is found at the end of Module 1.) It may be time efficient to request that the class arrive 5-10 minutes early to complete the evaluation. It is important to reaffirm that the evaluation is not a test and that students may request assistance from the interpreter and facilitator. Confirm the logistical details for the session and make necessary accommodations for childcare, etc.

Topic Discussion (Approximate Time: 40 minutes)

The customer service and quality assurance models begin with a frank discussion of facilitator and participants’ experience with good and poor customer service. Regardless of employment status or type of past work experience, most individuals can identify poor customer service when they experience it. Most often, bad service experience causes consumers to question their patronage to the business, change to a competing business, and share their unfavorable experiences with other current or prospective customers. These represent examples of what not to do. Discussing good experiences also provides students valuable tips and insight on what to and what not to do as
employees. It is the facilitator and interpreter’s responsibility to move class discussion forward with questions and examples relating to how important customer service is in the workplace.

**Discussion Questions/Examples:**

- The facilitator should introduce the class to the topic of customer service by offering a best and worst case example from their own experiences, explaining (a) how good/poor customer service made them feel, (b) how it impacted their view of the company, product and/or the employee(s), (c) their own analysis of how the situation could/should have been handled, (d) how one incident impacted their own opinion of the business, and (e) whether they informed others about their good/bad experience.

- Next, the facilitator should point out that all jobs involve customer service, including jobs that do not have direct contact with customers, i.e., manufacturing/assembly. In these types of jobs, customer service is reflected in the quality of the employee’s work. For example, a welder working on an assembly line in an automotive plant will likely never meet the person who purchases a car built at the plant. However, the quality of the welder’s work, their attention to detail and how well they work as a member of a team determines the overall quality of the final product. Manufacturers that have a reputation for selling vehicles that suffer from poor workmanship also have a reputation for poor customer service.

- The facilitator should then ask any combination of the following questions:
  - What has been the worst customer service you have experienced here in ____ or anywhere?
  - How do you respond when you experience poor customer service? Do you tell others about your experiences?
  - Where do you receive the best customer service? What is the best customer service you have experienced here in ____ or anywhere?
  - Are you willing to pay more for good customer service? Why or why not?
  - How do you provide customer service in your current or past job?
  - What are examples of when you provide good/poor customer service?
  - What are the challenges to provide consistently good customer service? Why does poor customer service occur?
  - Is customer service a competitive advantage for businesses? If so, how?

- The facilitator should next transition from the discussion questions to course material by explaining that it is essential for employers to have employees who are well trained in customer service and who consistently provide the highest quality service. The facilitator may narrate the *Where Are You Going to Spend Your Money?* exercise for additional examples of the different levels of customer service. Students should be asked to identify at which business they would choose to spend their own money and reminded that their customers are also spending their own money and also desire exceptional service.
• The facilitator should distribute the handout, *Customer Service: Why is it important to employees?* Even though some of the points may have already been addressed during the discussion, all points should be reviewed in the context of “Valued employees are very aware of each point, encourage coworkers/train new employees to provide good service and suggest new strategies for improving service.”

• Point five, “Almost all companies say customer service and quality are important,” reminds students that there is a big difference between saying you give great customers service and actually providing it. Good customer service requires more time, more patience and more effort. However, customer service often results in more profit for the company and increased income for workers. There are many strategies employees can use to help independently improve an employer’s customer service.

• The facilitator should next ask the class to refer to *Things to Remember When Working With Customers.* The interpreter/facilitator should read through the list with the class and then pose the question, “Which of these points are the most important?” If the class is hesitant, the facilitator should point out which they personally find valuable. However, the “catch” of the discussion is that all are necessary to ensure good customer service. For example, an employee who smiles and greets every customer will have little impact on the customer if their store is not clean, neat and professional. Likewise, a willingness to answer customers’ questions may be overshadowed by the fact they are having non-work related conversations with co-workers that customers perceive as being inattentive.

• Next, the facilitator should remind students that one of the key goals of providing customer service is to create loyal customers. Businesses and employees profit if they successfully create and maintain loyal customers. Creating customer loyalty is just as important to a business selling a $5.00 hamburger as it is to a business selling a $500,000 industrial part. The facilitator may ask the class to refer to *Customer Service is About Creating Customer Loyalty.* It can be noted that price is a key factor in determining where customers do business, however, service is a deciding factor between similarly priced items and often customers will pay more for products and services from businesses that take time to establish relationships with them.

• Next the facilitator should briefly refer to the handout titled *How to Handle a Customer’s Complaint,* and use it as a transition for adjourning the discussion and leaving for the site tour. They should point out that even the best employees are faced with the challenge of an unsatisfied customer. It is important for employees to prepare for and anticipate these situations so that they can help to answer the customer’s complaint, resolve the conflict and hopefully retain the customer’s business. However, it is important to note that some customers will never be satisfied but that employees and teams can learn from each situation and use that experience in dealing with the next customer. The facilitator may want to arrange with the tour guide/human resource representative providing the tour to offer the class specific tips and insight on how to handle customer complaints to create a link between the classroom discussion and the tour.
Diversity Challenge

The Customer Service & Quality Assurance Module Diversity Challenge for the facilitator is to challenge the students to consider how their own ability to provide good customer service may be limited by their own lack of exposure to people from other countries and other cultures. Just as a store clerk from Iowa may have little knowledge of Mexican culture, a Mexican clerk may have little knowledge of Korean or Jewish culture. Students should be encouraged to use extra effort to provide good customer service to individuals who are culturally different from them.

The facilitator may use the following questions to encourage discussion:

Let’s pretend that two of you (students) are working in different grocery stores in the same community back in (home country). Both of your stores are aggressively competing against each other to get new community residents to shop in your store. Unfortunately, there is only enough business for one store to remain open. The stores’ prices and the quality of their customer service will determine which store gets more customers and which store closes and whose employees lose their jobs.

✓ What could you do to make sure your customer service was better than your competition?

✓ What could you do to make sure your customer service was better than your competition IF all of your new customers were from China?

✓ What could you do if you were working at a store in Iowa and your new customers were Bosnian?

Module Tour (Approximate Time: 1 hour + travel time)

- The facilitator/interpreter can use the travel time between the classroom and tour site to point out development initiatives, new businesses, community projects, etc. occurring within the community, all which may be related back to the Community and Economic Development Module.

- Upon arrival, the facilitator should introduce the host to the interpreter, identify the first languages of the students present, confirm the length of the tour, and make last minute accommodations as needed. The facilitator should formally introduce the host to the class and thank the host company for participating in the program and providing the tour.
The host should then begin the tour, addressing the basic points outlined in “Tour Talking Points.”

**Sample Customer Service Discussion Questions for Host:**

- What are the most important tips you can provide the class relating to customer service and quality assurance?
- What suggestions do you have for handling a complaining customer?
- Who do you consider to be your competitors and how does the customer service/quality assurance your employees provide impact your competitiveness?
- Have you lost customers due to poor customer service? How did you/your employees respond?
- When we consider customer service we first think of the customer-employee relationship, but how do the appearance, cleanliness, orderliness, locations, hours open, etc. impact your customer’s experience?
- Customer service involves constantly adapting, modifying and changing to fit the needs and demands of customers, how does your company change/adapt and what role do your employees play in identifying opportunities and making changes?
- Would you provide the class with example of how employees used the customer service skills they learned and applied in your business to advance their own careers?
- Please explain how losing just one customer due to poor customer service/quality impacts the success and bottom line of the business and, ultimately, the wages and benefits of your employees.
- Do you currently employ immigrant/refugee workers? If so, how have you made accommodations for dealing with the cultural difference of your new workers?
- Do you have many immigrant/refugee customers or clients? (Depending on the class and appropriateness, the facilitator may ask the class to provide the host with suggestions for how the company could reach their respective group, what products they could offer, convenient times, why the class frequents other businesses. Such discussions can be valuable both host and class.)
- Please explain what you look for in a person applying for a customer service related position.
- Describe the value of an applicant’s ability to demonstrate that past jobs, training, ESL, GED work or even *El Programa del Empleado Estimado* have prepared them to provide great customer service for your business.

The tour should conclude with the facilitator formally thanking the host for the tour and on behalf of the class, as well as thanking the interpreter and the class for their participation.
Where are You Going to Spend Your Money?

Restaurants (same food, same price)

Restaurant A
You seat yourself at a table when no one seats you and after several minutes of waiting the waitress comes over and quickly asks you, “What do you want?” She takes your order and leaves. As you are waiting you realize that the tables are very messy and the floor has not been swept. The two other customers in the restaurant keep looking at their watches and appear to be upset. You can hear the staff talking and laughing in the kitchen and wonder if they forgot your order. You did see your waitress walk from the kitchen licking her fingers but she did not stop to refill your coffee. When your food finally comes, it is cold and you are given the wrong kind of soup. The waitress explains that they ran out of the other kind of soup. When you are finished, you ask for the bill, pay and leave.

Restaurant B
You see a sign that says, “Please seat yourself, we will be right with you,” and sit at a table. Quickly, a friendly waitress comes over and tells you that it is nice to see you even though she has had a bad day so far and that the person who just left didn’t even leave a tip for her. After three or four minutes she runs back and gets you a menu and quickly tells you the “special of the day.” You order your food and look around. There are 10-20 people sitting around you who seem to be enjoying themselves. The restaurant appears to be clean and neat. The waitress quickly comes back and says that they are out of the soup you ordered but offers a choice of two other kinds of soup or a salad. Unfortunately, your waitress goes off duty while you are eating and no one else comes over to ask if you need more coffee or to give you your bill. After asking for your bill, you pay the new waitress who thanks you for coming.

Restaurant C
You are met at the door by a host who introduces himself as “Bob” and asks if you would like to sit in a table or booth. Bob then asks you what you would like to drink, brings it to you and tells you that Mary, your waitress, is with another customer and will be with you soon. Mary arrives a short time later, introduces herself, asks if the sun is in your eyes and offers to move you to better table. She then tells you the “specials of the day.” After taking your order she quickly returns and says they are now out of the soup you ordered but she has brought samples of the other two soups for you to taste. Before your food comes, Mary returns twice to refill your coffee. As you look around you notice that there is now a line of people waiting to get in the restaurant, and that even though it is very busy the restaurant is very clean and neat. While you are eating you realize that another waitress has arrived to relieve Mary but she says she will stay until her customers finish their meals. When you are finished, Mary clears your dirty dishes, offers to bring you more coffee, asks if you would like anything else and brings your bill. She thanks you for coming, invites you back and says that you may pay Bob the host on your way out. Bob thanks you for coming and invites you to return soon.
Where are You Going to Spend Your Money?

On a Friday, you contact a small sign company to have 10 signs made to promote an emergency meeting that your boss wants to hold on Monday.

**Manufacturer A**
The person you meet with questions why you need the signs by Monday and says that 10 signs is a pretty large order to fill on such short notice. He says, “We will see what we can do.” He takes your order without writing anything down and you leave. On your way out you meet a lady carrying a sign that she says is the wrong color.

**Manufacturer B**
The person you meet with says hello and thanks you for coming by. When you explain your situation he says that he doesn’t think it will be a problem for their shop to make the signs. He jots down your order and then throws the order on his desk with a large mess of other papers. He says that he thinks he has a couple of guys that can come in over the weekend to work on it and that it will be ready for you on Tuesday, “No, problem.” When you tell him that you need it by Monday he says, “Oh, yeah…no problem.”

**Manufacturer C**
The person you meet with introduces himself as Bill, thanks you for coming to their shop and asks if this is your first time at this location. He explains that they own three other sign shops in town. When you explain your situation he offers two different options and shows you samples of their work and offers to give you names of other satisfied customers that you can call for references. He says that he understands it is a rush order but reassures you that they can have the work done by, or before, Monday. He takes you on a quick tour of their shop and introduces you to Robert, who will be making your sign. Robert asks about the order, assures you that he can get it done and offers to call you at home when they are finished. Bill fills out an order form, quotes you the price, signs the form and gives you a copy. He thanks you for your business and opens the door for you. You notice that Bill greets customers coming in the door by name. Robert calls you at home on Sunday afternoon to tell you the signs are done and to ask if you would like them delivered to your home or to your office on Monday morning. Bill calls you on Tuesday to see if the signs worked for the event and thanks you again for your business.
Customer Service
Why is Important to Employees?

- No business can succeed without creating customer satisfaction.
- All jobs require great customer service even if you do not have contact with customers. Great service also includes teamwork with co-workers, attention to detail and the quality of your work.
- Getting new customers through advertising is expensive – most new customers hear about the company from satisfied customers.
- Lost customers are very expensive – they take away company profits and take away money for raises and new employees.
- Almost all companies say customer service and quality are important but few provide GREAT customer service. Valued employees can help provide GREAT service.

Things to Remember When Working With Customers

- Try to make eye contact with them to let them know that you are paying attention to them.
- Smile! Greet every customer.
- Be willing to answer questions and to get help from a co-worker or manager.
- Work as fast as you can without making mistakes to take care of their needs.
- Be interested and sincere…try to establish a relationship - between the customer and your company.
- Do not act bored!
- Treat all customers as if they are your best and only customer
- If a customer looks confused, offer to answer any questions they may have.
- Do not have non-work conversations with co-workers where customers may overhear them.
- Never argue with managers or co-workers in front of customers.
- Be willing to stay late or work extra to serve your customer.
- Keep your work area clean and neat.
- Remind your co-workers to be professional.
- Be willing to speak in your customers’ language – even if only a little!

Customer Service Is About Creating Customer Loyalty

Loyalty is based on consistently providing overall customer satisfaction!

A loyal customer prefers and uses your company over other businesses

Customer loyalty is shown through:

✓ Repeat buying/purchasing
✓ A willingness to recommend the company to others
✓ Commitment to the company – not switching to competitors

How to Handle a Customer’s Complaint

✓ Their problem becomes your problem!
✓ Listen to the customer’s concerns and take them seriously
✓ Understand the customer’s problem and the reason they are upset
✓ Take care of the problem as quickly as you can
✓ Assure them that the problem will not happen again
✓ Don’t take it personally
✓ Learn what you could do differently next time

The Result of One Unhappy Customer

Restaurant:
Meal = $6.00 x 60 (people who will not eat there) = $360
One Unhappy Customer per Day for One Year (365 days) = $131,400 Lost

Manufacturer:
Project = $1,000 x 60 (businesses told) = $60,000
One Unhappy Customer per Week (52 per year) = $3,120,000 Lost
¿En donde va a gastar su dinero?

Restaurantes (misma comida, mismo precio)

Restaurante A
Se sienta usted en la mesa cuando ve que no hay nadie que le ofrezca una mesa. Después de esperar varios minutos, la mesera llega y de manera acelerada le pregunta “¿Qué va a querer?”. Ella le toma la orden y se va. Mientras usted espera, se da cuenta que el resto de las mesas están sucias y que el piso no está barrido. Los otros dos clientes en el restaurante están constantemente viendo su reloj y parecen estar molestos. Usted puede escuchar a los empleados platicando y riéndose en la cocina y se pregunta si ya se habrán olvidado de su orden. Usted pudo ver salir a la mesera de la cocina chupándose los dedos, pero ella ni siquiera paró para darle más café.
Cuando su comida finalmente llega a su mesa, está fría y a parte le han dado la sopa equivocada. La mesera le explica que ya no hay de la sopa que usted pidió. Una vez que termina de comer, usted pide la cuenta, paga y se va.

Restaurante B
Usted lee el letrero que dice, “Por favor tome asiento, en un momento le atendemos,” y toma asiento en una de las mesas. Rápidamente una mesera muy amigable llega a su mesa y le dice que le da gusto verlo a pesar de que hoy no ha sido del todo su día, a parte de que le molesta el hecho que el cliente que se acababa de ir no le dejó propina. Pasados 3 ó 4 minutos, la mesera va atrás y regresa para darle el menú seguido por el “Especial del día”. Usted le da su orden y comienza a ver a su alrededor. Hay por lo menos 10-20 personas sentadas alrededor quienes parecen estar pasando un rato agradable. El restaurante parece estar limpio y ordenado. La mesera regresa casi inmediatamente y le dice que desgraciadamente la sopa que usted pidió se terminó, pero le sugiere otras dos opciones de sopa o ensalada a escoger las cuales si hay.
Desafortunadamente, la mesera que le estaba atendiendo termina su turno de trabajo mientras usted está comiendo y nadie más se acerca a su mesa para ofrecerle más café o al menos para darle su cuenta. Después de pedir su cuenta, usted le paga a la nueva mesera quien le agradece que haya venido.

Restaurante C
Al abrir la puerta del restaurante se encuentra usted con el anfitrión quien se presenta ante usted como “Bob” y quien a su vez le pregunta si gusta sentarse en una mesa o banca (booth). Bob le pregunta después si gusta algo de tomar, se lo trae y le comenta que “Mary”, su mesera, está atendiendo a otro cliente, pero que pronto estará con usted.
Mary llega poco tiempo después, se presenta y le pregunta que si usted desea cambiar de mesa ya que el sol le esta dando en los ojos. Después ella le menciona cual es el “Especial del día”. Le toma la orden y de inmediato regresa para decirle que la sopa que usted pidió se ha terminado, pero le trae dos muestras de sopas para que usted las pruebe y decida cual quiere.
Antes de que su comida este lista, Mary regresa dos veces más a su mesa para servirle más café. Al mirar usted a su alrededor, se da cuenta que ahora hay una larga fila esperando para entrar al restaurante, pero a pesar de que los empleados del lugar se ven muy ocupados, el restaurante se ve muy limpio y ordenado. Mientras usted come se da cuenta de que otra mesera ha llegado a ayudarle a Mary con sus mesas, pero ella le dice que se quedará hasta que sus clientes hayan terminado. Mary le retira los platos sucios de la mesa y le ofrece más café, le pregunta si gusta algo más y le da su cuenta. Le da las gracias por haber venido y le dice que puede pagarle la cuenta a Bob una vez que usted vaya de salida. Bob le agradece su presencia en el restaurante y lo invita a regresar pronto.
¿En dónde va usted a gastar su dinero?

Un Viernes, usted contacta a una pequeña compañía de carteles para que le impriman 10 carteles sobre una junta de emergencia que su jefe quiere tener el Lunes.

**Compañía A**

La persona de la compañía que se reúne con usted le hace varias preguntas sobre por qué los carteles son necesarios para el Lunes y le comenta que 10 carteles es una orden grande como para tenerla lista en tan poco tiempo. Al final él le dice “Veremos que podemos hacer.” Esta persona le toma su orden pero sin escribir nada y usted se va. Al salir del lugar, usted se encuentra con una mujer cargando un cartel quejándose de que el color en el que se lo imprimieron no es el correcto.

**Compañía B**

La persona que le atiende le saluda y le da las gracias por venir. Cuando usted le explica cual es la situación, él empleado le comenta que no cree que sea un “gran problema” para su compañía el hacerle esos carteles. El toma nota de su orden y la coloca sobre su escritorio junto a un gran desorden de papeles. El después le comenta que piensa que hay la posibilidad de que por lo menos dos otros empleados puedan venir durante el fin de semana para sacarle el trabajo, el cual estará listo para...El Martes...”No hay Problema.” Cuando usted le corrige y le repite que es para el LUNES, él le dice...”Ah, sí...No hay problema.”

**Compañía C**

La persona que le atiende se presenta como “Bill”. Le agradece el haber venido a su compañía y le pregunta si es la primera vez que ha venido a esta locación. Le explica que ellos también tiene otros tres oficinas en la ciudad. Cuando usted le explica su situación, él le ofrece dos diferentes opciones y le enseña muestrarios de su trabajo y le ofrece darle nombres de otros clientes satisfechos a quienes usted puede llamar para pedir más referencias. Bill le comenta que él entiende que es una orden muy importante que tiene que hacerse en poco tiempo, pero le asegura que se la tendrán lista si se puede antes del Lunes.

Después de esta platica Bill le da un pequeño tour dentro de sus instalaciones y le presenta a “Robert” quien será la persona que se encargará de realizar sus carteles. Robert le hace más preguntas sobre su orden, le asegura que podrá tenerlo listo para cuando usted lo necesite y le ofrece llamarlo a su casa una vez que lo haya terminado. Mientras tanto Bill llena una orden, le da un estimado del precio, firma la orden y le da una copia. Le agradece haber seleccionado su compañía para hacer negocios y le abre la puerta al salir. Al mismo tiempo, usted se da cuenta de que Bill sale a otros clientes que van entrando y los llama por su nombre. Robert le habla a su casa el Domingo por la tarde para avisarle que sus carteles están listos y le pregunta si usted prefiere que se los lleven en ese momento a su casa o que se los lleven a la oficina el Lunes por la mañana. Bill le habla el Martes para asegurarse que los carteles hayan funcionado para su evento y le agradece de nuevo el haber hecho negocios con su compañía.
Servicio al Cliente
¿Por qué es importante para los empleados?

- Ningún negocio puede tener éxito sin crear satisfacción en sus clientes
- Todos los trabajos requieren buen servicio al clientes aún y cuando usted no tenga contacto con los clientes. El buen servicio también incluye hacer equipo con sus compañeros del trabajo, atención a los detalles y la calidad de su trabajo.
- El conseguir clientes nuevos por medio de publicidad es caro – La mayoría de los clientes nuevos se enteran sobre la compañía a través de otros clientes ya satisfechos.
- Los clientes que se pierden cuestan caros – quitan las ganancias de la compañía y quitan dinero para los aumentos y /o para contratar empleados nuevos.
- Casi todas las compañías dicen que el servicio al cliente y la calidad son importantes, pero son pocas las que realmente dan un GRAN SERVICIO al cliente. Los empleados estimados pueden ayudar proveer un GRAN SERVICIO al cliente.

Cosas que hay que Recordar Al Trabajar con los Clientes

· Trate de mantener contacto visual con los clientes para dejarles saber que les está prestando atención.
· ¡Sonría! Salude a todos los clientes.
· Tenga Buena disposición para responder a preguntas y al pedir ayuda de a un compañero de trabajo o a su manager.
· Trabaje lo más rápido que pueda tratando de no cometer errores y hacerse cargo de las necesidades del cliente.
· Muestre interés y sinceridad…trate de establecer una relación entre el cliente y la compañía.
· ¡No actúe aburrido!
· Trate a cada cliente como si fuera su mejor y único cliente.
· Si un cliente parece estar confundido, ofrezca su ayuda para contestar cualquier pregunta que tenga.
· No hable de asuntos personales con sus compañeros de trabajo enfrente de los clientes. Pueden oírlos.
· Nunca discuta con los managers u otros compañeros de trabajo delante de los clientes.
· Mantenga disposición para quedarse tarde o trabajar extra para servirle al cliente.
· Mantenga su área de trabajo limpio y ordenado.
· Recuerde a sus compañeros de trabajo el ser profesionales.
· ¡Mantenga disposición para hablar el idioma de su cliente – aunque sea un poco!

El Servicio al Cliente es lograr la Lealtad de los Clientes

¡La Lealtad se basa en proveer bajo cualquier circunstancia satisfacción al cliente!

Un cliente leal prefiere y utiliza su compañía sobre los otros negocios.

La lealtad de los clientes se muestra a través de:
· La compra /adquisición repetitiva.
· Disposición para recomendar la compañía a otros.
· Crear un compromiso con la compañía – no irse con la competencia.

Como manejar las quejas del Cliente

✓ ¡El problema del cliente se vuelve SU problema!
✓ Escucha las preocupaciones del cliente y las toma con seriedad.
✓ Entiende el problema del cliente y la razón porque está molesto.
✓ Resuelva el problema lo más rápido que pueda.
✓ Asegurele al cliente que el problema no va a pasar otra vez.
✓ No tome esto de manera personal.
✓ Aprende lo que puede hacer diferente la próxima vez.

El Resultado de un Cliente Infeliz

**Restaurante:**
Comida = $6.00 x 60 (las personas que no van a comer allí) = $360
Un cliente infeliz por día por un año (365 días) = $131,400 Perdido

**Fabricante:**
Proyecto = $1,000 x 60 (los negocios avisados) = $60,000
Un cliente infeliz por semana (52 por año) = $3,120,000 Perdido
¿Por qué es importante el servicio al cliente en un negocio?

¿Qué aprendió de este tour?

Name:

Why is customer service so important to businesses?

What did you learn from the tour?
El Programa del Empleado Estimado

Valued Employee Program

Module 3:

Teamwork
Teamwork Module

Background Information for Facilitator

Employers seek employees who appreciate the value of teamwork in the workplace and have the skill and ability to organize their team and keep their co-workers focused on the mission of the organization. The teamwork module is designed to challenge students to reflect on their own experience with good teams and ineffective groups and what they can do to be good team members.

Supplies Needed

- Name tags
- Pencils
- Copies of course material/handouts
- Reminder card of course dates and location
- Overheads of course materials
- Flip chart
- Refreshments (If appropriate)
- Safety equipment if required by business being toured, e.g., safety glasses, ear plugs. The facilitator should be sure to check with the tour host well in advance of the tour to determine if special clothing or safety equipment is required at the facility.
- Transportation to and from tour site

Overhead & Handouts

The overheads and handouts for this module are located at the end of module. All overheads and handouts are provided in English and Spanish. The guide cues the facilitator when to use the overheads/handouts by highlighting them in red.

Introduction (Time: 10 minutes)

Before beginning the session ask students to complete the post-session evaluation form for the proceeding day’s session. It may an efficient use of time to request that the class arrive 5-10 minutes early to complete the evaluation. It is important to reaffirm that the evaluation is not a test and that students may request assistance from the interpreter and facilitator. Confirm the logistical details for the session and make necessary accommodations for childcare, etc.

Topic Discussion (Approximate Time: 40 minutes)

The facilitator begins by explaining that team sports are much like what goes on everyday in the workplace. Sports like soccer mirror how co-workers, supervisors, and management can work together. The players (employees) are not by themselves but individuals that have come together as team for a common purpose/mission – to score more goals than their opponents (or to make a profit for a business). The facilitator may ask the class to describe common characteristic of a good soccer player and team to begin identifying characteristics of a good work team.
Key points-
Great soccer players and teams:
- Focus on a key objective – winning
- Practice and train to continually improve their skills and ability to work together
- Know each of their teammates’ strengths and weaknesses
- Adapt and welcome new players into the team
- Recognize that all teams suffer defeat, loss & setbacks but learn from their mistakes
- Anticipate each other’s next move
- Can be coached and appreciate the role of leadership

Additional traits may be posted on newsprint.
(Note: when available, a brief video of a soccer match helps set the stage for the discussion.)

Employers, like professional sports teams, are looking for the best employees (players) they can find to make their business successful. Employees who have the ability to work in teams and motivate their teammates are very valuable to employers.

Discussion Questions/Examples:

- The facilitator transitions by asking, “How and why are the characteristics of a good team also important in the workplace?” and reviewing What is a Team?/What must a Team Have? This overhead illustrates the difference between an actual team and just a group of people working next to each other. The definition of a team stresses that an organized group can achieve more than the individuals. A team is built upon relationships and communication. Each worker must have the opportunity to contribute, learn from other and receive constructive feedback. A good team improves the work environment for the individual workers, improves the quality of the product or service provided by the company and improves the quality of the customer service the business is able to provide. The facilitator may conclude this section by reviewing Why should you want to be on a team?

- The facilitator may provide examples from their own work experience, e.g., “The BEST team I have ever worked with” and “The WORST team I have ever worked with.” It is important that the facilitator shares stories and personal information with the class to establish a trusting rapport with the students. The students may be asked:
  - Do you feel like you are a part of a team in your current jobs? Why or Why not?
  - Do you feel that you and your supervisors and managers are on the same team? Why or why not?
  - What are the challenges of being on a team with employees from different countries and who speak different languages?

- Within the team it is very important that all member feel as though they are included. This is especially true when people from different countries work together. For example, if two Spanish-speaking employees talk only amongst themselves and do not include a Sudanese co-worker into their conversation, they risk alienating this co-worker. A worst-case scenario is that the exclusion leads the Sudanese worker to believe that the Spanish-speaking employees are talking about them. Team members should make every effort to communicate with their colleagues, especially when language barriers are very challenging.

- It is important for the facilitator to note that many companies claim to be very team oriented but are not. Employees should be very protective of their team and bring outside issues threatening
the team to the attention of management. Employees may be better received by management if they phrase their concern as “We or The Team has a problem” rather than “I have a problem or complaint.” This strategy may help to raise the credibility of the concern by putting it in the context of working towards the company’s mission as a team rather than just another employees’ complaint.

- The facilitator may lead the class in reflecting on their own experiences as a new employee. The class should be asked to share whether or not they were immediately welcomed into the team at their last job or if they were forced to “pay your dues, put in your time, make the grade, etc.” before they were accepted as a team member. The class should then be asked how they treat new employees and if they use the same requirement or if they have tried to improve the process and be more welcoming. The facilitator should point out that while unconditional acceptance may not be realistic, good team members and valued employees realize that welcoming and assisting all new employees not only helps the individual but it strengthens the team. By establishing an initial relationship with the new employee, team members can better monitor progress, troubleshoot difficulties, provide positive reinforcement and offer time saving and stress relieving advice on informal procedures, e.g., sharing “the way things really work.”

- The facilitator should conclude the discussion by reviewing, How can you be a good team member? and stressing that being a good team member requires a considerable amount of effort. The “How can you be a good team member?” points may be expanded based on the topics and advice shared during the Teamwork Module Tour.

Diversity Challenge

The Teamwork Module Diversity Challenge for the facilitator is to challenge the students to consider how to help co-workers who are lifelong Iowans learn something about their (the students’) culture. Employees who can build relationships and cultural appreciation among their co-workers are very valuable to the work team.

The facilitator may use the following questions to encourage discussion:

- What could you do (Have you done) to educate your co-workers about _______ culture? E.g., bring food for celebrations, teach words, phrases or greetings in your language, bring photos taken in your home countries, invite co-workers to a celebration.

- If I was one of your co-workers and I didn’t speak (Spanish, Bosnian, etc.), what words/phrases would it be helpful for me to learn? (The facilitator may write these words on newsprint and attempt to pronounce phrases with help from the class. The exercise helps to illustrate that good team members share information and learn about each other.)

Module Tour (Approximate Time: 1 hour + travel time)
The facilitator/interpreter should use the travel time between the classroom and tour site to point out development initiatives, new businesses, community projects etc. occurring within the community, all which may be related back to the Community and Economic Development Module. It is important to review that the community, its business and industries and the employees/residents for an important team. All should be working together for the benefit of the entire community.

Upon arrival, the facilitator should introduce the host to the interpreter, identify the first languages of the students present, confirm the length of the tour and make last minute accommodations as needed. The facilitator should formally introduce the host to the class and thank the host company for participating in the program and providing the tour.

The host should then begin the tour, addressing the basic points outlined in “Tour Talking Points.”

**Sample Teamwork Discussion Questions for Host:**

- How is teamwork important to your business?
- What is your organization’s mission statement? What does the organization do to help keep employees/teams focused on the mission?
- What qualities and skills do you look for in employees related to teamwork?
- Are your teams formally organized or are they created informally?
- What do you think causes teams to fail? What suggestions do you have for recognizing your team needs help and/or reorganizing the team and moving forward?
- What suggestions do you have for employees welcoming new employees into the team?
- What suggestions do you have for new employees entering into a team?
- What suggestions do you have for an employee who is having difficulty working with a co-worker or supervisor/manager?
- What have been the best teams and/or most difficult work groups you have been involved with?
- How does teamwork impact the success/profitability of the business?
- What suggestions do you have for employees that observe team members and/or managers discriminating against or exploiting co-workers?
- Does your company do anything to strengthen the sense of teamwork outside of work? E.g., outings, celebrations, picnics etc.
- Do you have employees from different countries working together on the same team? Has your company conducted diversity training? What are the most frequent challenges that have been reported?
- The class has discussed the team created by the interdependence of the community, business and employees. Does your company support community related projects or organizations? If so, why?

The tour should conclude with the facilitator formally thanking the host for the tour and on behalf of the class, as well as thanking the interpreter and the class for their participation. The class should be reminded that they will share what they learned about teamwork at the beginning of the next class.
What is a Team?

"A team is a group organized to work together to accomplish a set of goals that cannot be achieved effectively by individuals."

What Must a Team Have?

✓ Workers must believe they are part of a team.
✓ There must be relationships within the team. Workers must have a chance to contribute, learn from and work with others.
✓ The team members must have the ability to act together toward a goal.

Source: Institute for Transfer of Technology-National School Board
http://www.nsba.org/sbot/toolkit/LeadTeams.html
Why Should You Want to be in a Team?

- Teamwork improves the working environment.
- Teamwork can help people communicate.
- Teamwork makes communication reliable.
- Teamwork relieves stress.
- Teamwork reduces errors which cost time & $
- Teamwork helps work through cultural differences

Source: Institute for Transfer of Technology-National School Board
http://www.nsba.org/sbot/toolkit/LeadTeams.html
How Can You Be a Good Team Member?

1. Contribute your ideas and solutions
2. Recognize and respect differences in others
3. Value the ideas and contributions of others
4. Listen and share information
5. Ask questions and get clarification
6. Participate fully and keep your commitments
7. Be flexible and respect the partnership created by a team -- strive for the "win-win"
8. Welcome and train ALL new team members
9. Help your team communicate
10. Have fun and care about the team and the outcomes.
11. Protect your team members – Watch out for exploitation of all kinds

Source: Institute for Transfer of Technology-National School Board
http://www.nsba.org/sbot/toolkit/LeadTeams.html
¿Qué es un equipo?

“Un equipo es un grupo organizado que trabaja para cumplir una serie de metas que no se puede realizar eficazmente de manera individual.”

¿Qué necesita tener un equipo?

· Los trabajadores deben creer que son parte de un equipo.
· Debe de crearse una relación dentro del equipo. Cada trabajador necesita tener la oportunidad para contribuir, aprender de, y trabajar con los demás.
· Los miembros de un equipo deben tener la capacidad para actuar juntos hacia una sola meta.

Source: Institute for Transfer of Technology-National School Board
http://www.nsba.org/sbot/toolkit/LeadTeams.html
¿Por qué formar parte de un equipo?

· El trabajar en equipo mejora el ambiente de trabajo.
· El trabajar en equipo puede ayudarle a las personas a comunicarse.
· El trabajar en equipo hace la comunicación más confiable.
· El trabajar en equipo ayuda aliviar el estrés.
· El trabajar en equipo reduce los errores que cuestan tiempo y dólares.
· El trabajar en equipo ayuda con las diferencias culturales.

Source: Institute for Transfer of Technology-National School Board
http://www.nsba.org/sbot/toolkit/LeadTeams.html
¿Cómo puede ser un buen Miembro de un equipo?

1. Contribuya con sus ideas y soluciones.
2. Reconozca y respete las diferencias de otros.
3. Valore las ideas y contribuciones de otros.
4. Escuche y comparta información.
5. Haga preguntas y pida que le sean aclaradas.
6. Participe siempre y cumpla con sus cometidos.
7. Sea flexible y respete el compañerismo creado por el equipo – se esfuerzan para éxito.
8. De la bienvenida y entrene a TODOS los miembros nuevos del equipo.
9. Ayude a su equipo a comunicarse.
10. Disfrute y cuide del equipo y sus resultados.
11. Proteja a los miembros de su equipo – Este al pendiente de cualquier tipo de abuso.

Source: Institute for Transfer of Technology-National School Board
http://www.nsba.org/sbot/toolkit/LeadTeams.html
Nombre:

¿Por qué es importante el trabajo en equipo en un negocio? (Favor de explicar)

¿Qué aprendió de este tour?

Name:

Why is teamwork important to businesses? (Please describe)

What did you learn from the tour?
El Programa del Empleado Estimado

Valued Employee Program

Module 4:

Communications
Communication Module

Background Information for Facilitator

Employers value employees who recognize that workplace communication is very important for work team to function properly. The best employees know, or learn, how to communicate with co-workers, managers/supervisors, and customers. The employees understand that communicating involves understanding workplace responsibilities, managing situations, following instructions, overcoming problems, helping others, and always trying to improve the many ways we communicate. The ability to communicate well in the workplace is a skill that is developed and one that requires continual improvement.

Supplies Needed

- Name tags
- Pencils
- Copies of course material/handouts
- Reminder card of course dates and location
- Overheads of course materials
- Flip chart
- Refreshments (If appropriate)
- Safety equipment if required by business being toured, e.g., safety glasses, ear plugs. The facilitator should be sure to check with the tour host well in advance of the tour to determine if special clothing or safety equipment is required at the facility.
- Transportation to and from tour site

Overhead & Handouts

The overheads and handouts for this module are located at the end of module. All overheads and handouts are provided in English and Spanish. The guide cues the facilitator when to use the overheads/handouts by highlighting them in red.

Introduction (Time: 10 minutes)

Before beginning the session ask students to complete the post-session evaluation form for the proceeding day’s session. It may an efficient use of time to request that the class arrive 5-10 minutes early to complete the evaluation. It is important to reaffirm that the evaluation is not a test and that students may request assistance from the interpreter and facilitator. Confirm the logistical details for the session and make necessary accommodations for childcare, etc.
**Topic Discussion** (Approximate Time: 40 minutes)

The facilitator should prepare for the communication module by reflecting on his or her interactions with the class and the students’ interaction with the tour hosts from the previous sessions, noting observations of the difficulties and challenges of communicating with people who do not speak the same language.

The facilitator begins the module by explaining that today’s topic is communication and that good communication is often something that is easily taken for granted. Yet, communication is the key element that brings the course’s other module topics together. Neither customer service nor teamwork can occur without effective communication. The facilitator should point out that, unfortunately, when most people think about immigrants and refugees communicating in the workplace they immediately focus on the need to overcome language barriers and forget that there is much more to communicating than simply speaking the same language.

A person’s ability to speak English does not guarantee they are good communicators. Certainly, the ability to speak English will help the class professionally and they should be encouraged to take advantage of ESL classes, however, students need to hone all of their communication skills to succeed in the workplace. These skills include listening, nonverbal communication, writing, giving direction and guidance, anticipating other’s questions and uncertainty, being persistent in communicating with other and asking questions. (Even though this module only covers the basic elements of communication, sharing the many components of communication conveys that it is much more than just speaking English.)

At this point the facilitator should share an example of failed communication from their own experience including what happened, what they did or did not do, what others did or did not do, the consequences of failed communication and what they learned from the experience. They may also give an example of someone who had a “closed door policy,” barked instructions rather than communicated, or was a poor listener.

Next, the facilitator may ask the class:

- What problems have you experienced or observed communicating at work?
- Why did the problem occur?
- How did you or the other individual(s) respond/react?
- What was the result/outcome of the incident?
- What could you have done differently?
- What is an example of a time you successfully communicated with someone who spoke only English? What did you do? What did they do?

The facilitator may transition to the module material by offering their observations of how well the class, facilitator, interpreter and host/tour guide communicated, highlighting difficulties, frustrations, confusion, uncertainty and hesitancy, as well as examples of how communication succeeded despite language differences. These observations should
be conveyed in a very positive light, and should be offered only to compliment/reassure the students’ effort.

Discussion Questions/Examples:

- The facilitator should point out that communication occurs in one of two ways; one-way communication or two-way communication. *One-Way Communication* may be shown to illustrate that one-way communication between two people or one person and a group of people is much more like “telling” someone something than communicating effectively. One example of one-way communication may be a supervisor yelling orders across a noisy room an employee leaving a note for a co-worker regarding an equipment problem without letting them know why the problem occurred or what has been done to correct the problem or an employee failing to ask a supervisor for instruction or guidance about how to complete an assigned but unfamiliar task.

  The risks of one-way communication include misunderstanding, lost time, lost money, injury, stress, confusion, poor customer service, poor product quality, poor team relationships, and lack of trust. Difficulties occur because the sender assumes the message they are sending to the other individual(s) is clear and understandable and that others received the message in the way the sender intended. Difficulties also occur because the individual(s) receiving the message do not ask clarifying questions or listen carefully.

  Often, all parties fail to give/seek non-verbal/verbal feedback or consider the cultural or language differences that may complicate the communication process. For example, workers may interpret a supervisor’s request to complete a project “ASAP” quite differently. One worker may not know what ASAP means, another may interpret As Soon As Possible as, “No rush, just whenever you can get to it,” while another stops what they are doing and immediately completes the task.

- *Two-Way Communication* involves all parties being BOTH senders and receivers and all being very concerned about the message being conveyed and the factors impacting how the message is interpreted. *Steps to Effective Communication* point out that effective employees remain very aware of who they are attempting to communicating with and never assume that the attempt to communicate was successful. These employees understand that they must consider how the other person’s experience, skill, knowledge, perceptions, attitude, style, and culture impact how they will interact and communicate.

  They must adapt their own approach depending on with whom they are communicating, e.g., one person may be very direct and to the point while another may prefer a more informal, laid back approach. They also understand that each person is responsible for providing feedback to the other person to confirm their understanding, to request more information and to simply let the other person know they are paying attention to them.
Message = The Sharing of Information illustrates that the message(s) conveyed back and forth during communication can be for a variety of purposes including giving direction, sharing ideas, asking questions, giving advice, criticizing or complimenting. If an employee does not carefully consider with whom they are communicating and look for/offer feedback, a message intended to accomplish one thing may be interpreted as another, e.g., “Do you like this?” can easily be interpreted as a question, concern, or criticism.

The facilitator may point out that phrases like “OK” can be very dangerous in the workplace. Using “OK” to respond to questions or statements like, “Can you do this for me?” or “How does that machine seem to be running?” can cause any number of problems. Instead the employ should confirm that they are capable of completing the task and clarify when it needs to be done by. In the case of diagnosing the machine they should offer a more detailed opinion as to the condition of the machine. “OK” or “No problem” can be very risky.

The facilitator should conclude the discussion on communication by reviewing How Much Does Time Lost Due to Poor Communication Cost You and Your Company? This sheet illustrates how seemingly insignificant communication challenges significantly impact the bottom-line of the business. The primary motivator for most employees and businesses is to earn money and make a profit. Good communication is an efficient use of resources (time) which help both employer and employees achieve their goals. Poor communication wastes employee time and eats up money that could go towards wages and profits. It is important for employees to realize small problems (10 minutes) waste large amounts of time and money. Much like being 2 minutes late for work everyday (260 workdays per year) = 8.7 hours.
Diversity Challenge

The Communication Module *Diversity Challenge* for the facilitator is to challenge the students to consider cultural differences and customs in non-verbal communication.

The facilitator may conduct the following exercises:

- **✓ Explain that in the workplace firm handshakes, introduction and eye contact are very important.** The facilitator and interpreter/student may demonstrate examples of the “too hard, too soft and just right” handshakes and introductions. They should also explain maintaining good eye contact during conversations is important in the US. It is a sign of respect and that both parties are paying attention. Students and the facilitator may practice good and bad handshakes.

- **✓ Explain the importance of paying attention to a speaker/presenter in a group format, e.g., in class or on the tours.** The attention of the students and eye contact between the presenter and student reassures the person speaking that the other is paying attention and understanding what is being said. Encourage the student to watch to see if others are paying attention during the tour.

- **✓ Good non-verbal communication is especially important when using an interpreter.** The person listening should give their full attention to the person they are speaking with and not the interpreter because the parties end up speaking to the interpreter and not the other person. *Demonstrate good and bad examples of how to use an interpreter*.  


Module Tour (Approximate Time: 1 hour + travel time)

- The facilitator/interpreter should use the travel time between the classroom and tour site to point out development initiatives, new businesses, community projects, etc. occurring within the community, all which may be related back to the Community and Economic Development Module. It is important to review that the community, its business and industries and the employees/residents for an important team. All should be working together for the benefit of the entire community.

- Upon arrival, the facilitator should introduce the host to the interpreter, identify the first languages of the students present, confirm the length of the tour and make
last minute accommodations as needed. The facilitator should formally introduce the host to the class and thank the host company for participating in the program and providing the tour.

- The host should then begin the tour, addressing the basic points outlined in “Tour Talking Points.”

**Sample Communication Discussion Questions for Host:**

- What are examples of how communication is critical to the operation of your business?
- What communication skills to you look for in hiring a new employee?
- What is the biggest challenge or threat to good communication in your company?
- What tips do you have for communicating in a crisis?
- How does your company ensure good communication with customers, suppliers etc.?
- What suggestion do you have for an employee who attempts to communicate with his or her supervisor about a concern but sees no results?
- Why is it important your employees share their ideas on improving a product or process? How should they go about sharing it?
- Not all communication is pleasant, what suggestions do you have for the class about how to discipline or give constructive criticism to a subordinate?
- Do you have Non-English speaking employees? What, if any, efforts have been made to improve communications or prepare other workers for communicating with these employees?
- How does poor communication “cost” your company? Please share examples.

The tour should conclude with the facilitator formally thanking the host for the tour and on behalf of the class, as well as thanking the interpreter and the class for their participation. The class should be reminded that they will share what they learned about communications at the beginning of the next class.
One-Way Communication

Risks of One-Way Workplace Communication
Misunderstanding
Not Listening
Unfamiliar with Terms
Resentment/Authority
No Feedback/Clarification
Hurt Relationships
Loss of Time
Loss of Money
Product Quality Suffers
Injury/Death
Loss of Customers

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Two-Way Communication

Sender
Attitudes
Knowledge
Perceptions
Experience Skills
Style Culture

Feedback

Receiver
Attitudes
Knowledge
Perceptions
Experience Skills
Style Culture

Message
Feedback
Message
Steps to Effective Communication

1. Recognize and understand differences of the person with whom you are communicating

2. Create the appropriate Message to Communicate

3. Deliver the message

4. Obtain feedback

5. Evaluate and review how effectively you communicated
Sender & Receiver Influenced by:

- Culture
- Attitudes
- Knowledge
- Perceptions
- Experience
- Skills
- Style
Message = The Sharing of Information

The Information Can Include:
Directions
Ideas
Questions
Concerns
Suggestions
Advice
Criticism
Compliments

What else?
How Much Does Time Lost Due to Poor Communication Cost You and Your Company?

Worker A
Wage: $9.00
Wage per Minute $.15

Worker B
Wage: $9.00
Wage per Minute $.15

Time Spent Due to Poor Communication:
10 minutes x 2 people = $3.00

If this occurs 30 times per day plant-wide it could cost the company up to $32,850 per year in lost time
Comunicación de un Sólo Lado

Emisor → mensaje → Receptor

Riesgos de este tipo de comunicación en el área de trabajo

Malos Entendidos

No escuchar
No estar familiarizado con los términos
Resentimiento / autoridad
Falta de respuestas / clarificación
Relaciones dañadas
pérdida de tiempo
pérdida de dinero
baja calidad del producto
pérdida de clientes
Comunicación en la que dos personas interactúan

Emisor
Actitudes
Conocimiento
Percepciones
Experiencia
Habilidades
Estilo
Cultura

Respuesta

Mensaje

Receptor
Actitudes
Conocimiento
Percepciones
Experiencia
Habilidades
Estilo
Cultura

82
Pasos para Comunicarse Efectivamente

1. Reconocer y entender las diferencias

2. Crear el mensaje apropiado que va a ser comunicado

3. Hacer llegar el mensaje

4. Obtener respuestas al mensaje

5. Evaluar y Repasar
Emisor y Receptor son influenciados por:

- Cultura
- Actitudes
- Conocimiento
- Percepciones
- Experiencia
- Habilidades
- Estilo
Mensaje = Intercambio de información

La información puede incluir:

Instrucciones

Ideas

Preguntas

Preocupaciones

Sugerencias

Consejos

Críticas

Cumplidos

¿Qué más?
¿Cuánto le cuesta a usted y a la compañía el tiempo perdido debido a una comunicación deficiente?

<table>
<thead>
<tr>
<th>Trabajador A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sueldo</td>
<td>$9.00</td>
</tr>
<tr>
<td>Sueldo por minuto</td>
<td>$.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trabajador B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sueldo</td>
<td>$9.00</td>
</tr>
<tr>
<td>Sueldo por minuto</td>
<td>$.15</td>
</tr>
</tbody>
</table>

Tiempo perdido debido a una comunicación deficiente:

10 minutos x 2 personas = $3.00

Si esto ocurre 30 veces por día a lo largo de la planta, podría costarle hasta $32,850 a la compañía en tiempo perdido.
Questions

To be completed at the beginning of Module #5

Nombre:

¿Cómo puede ayudar a un negocio la buena comunicación de un empleado?

¿Qué aprendió de este tour?

________________________________________

Name:

How can an employee’s good communication skills help a business?

What did you learn from the tour?
El Programa del Empleado Estimado

Valued Employee Program

Module 5:

Career Development
Career Development Module

Background Information for Facilitator

The final module serves as a synthesis for the proceeding modules and exposes the students to the local career development resources available to help them achieve their goals. In some cases, students may have prior training and work experience in an area that requires a certification or licensure they have been unable to pursue.

Little classroom time is spent during the Career Development module. It is a good use of time to schedule the tour to occur at a business in close proximity to where the career development discussion/graduation ceremony will occur. The best scenario involves the class going to actual agency/office at which they can receive career development training and having the graduation ceremony at that site, e.g., a community college’s career development office, local workforce development office, or community center. This helps to familiarize the students to where they need to access services. Holding the session at a community college may allow all three components to occur in one place, e.g., Touring the college’s maintenance, janitorial, landscaping or food service department, meeting with the college’s career development representatives and using a classroom to hold the graduation ceremony. Logistical arrangements will vary on a case-by-case basis.

The graduation ceremony and reception is held for students, participating business hosts and community representatives/service providers involved or interested in the program. The graduation ceremony provides another opportunity to thank the students and hosts for their participation and encourage students to seek new and challenging career and educational opportunities.

Supplies Needed

- Name tags
- Pencils
- Copies of course material/handouts
- Reminder card of course dates and location
- Safety equipment if required by business being toured, e.g., safety glasses, ear plugs. The facilitator should be sure to check with the tour host well in advance of the tour to determine if special clothing or safety equipment is required at the facility.
- Transportation to and from tour site
- Graduation cake & refreshments
- Course Certificates of Completion
Overhead & Handouts

The overheads and handouts for this module are located at the end of module. All overheads and handouts are provided in English and Spanish. The guide cues the facilitator when to use the overheads/handouts by highlighting them in red.

Introduction (Time: 10 minutes)

Before beginning the session ask students to complete the post-session evaluation form for the proceeding day’s session. It may an efficient use of time to request that the class arrive 5-10 minutes early to complete the evaluation. It is important to reaffirm that the evaluation is not a test and that students may request assistance from the interpreter and facilitator.

*The facilitator may choose to have the students complete the post-session while en route to the final tour site to conserve time.

The facilitator should explain that the final tour brings together the all aspects of the course. Students should consider how the business/employees are addressing customer service, teamwork, communications and the role of the business within the community.

The facilitator may ask the class to keep in mind the following questions while on the tour:

- Does this business and its employees impact you personally? Why or Why not?
- How does this business make money/earn a profit?
- If you were hiring someone to work at (xyz) what skills and abilities would you look for in an employee?
- What suggestions do you have for how this company could better serve customers from the _____ community?
Diversity Challenge

The Career Development Module Diversity Challenge for the facilitator is to challenge the students to “think outside of the box” when considering how they interact in the workplace with co-workers who are from different countries, of the opposite gender or who may have different physical abilities.

The facilitator may ask the following questions:

✓ How comfortable would you feel working with someone who had to use a wheelchair? How would their first day of work be similar and different than your first day of work? What could you do to help welcome this person into your team? (The goal of this exercise is for the facilitator to get the students to point out that everyone who is new is unfamiliar, uncertain, overwhelmed and concerned about how they will “fit in” to the team. It most respects this new employee is no different than their co-workers, the only difference is that a few accommodations may need to be made to help them.)

✓ If one of your team members is being harassed or exploited by other workers, how does it impact you? How does it impact your team? What should you do if you believe someone is the victim of harassment? (The facilitator may get input from the tour guide on successful strategies for dealing with harassment and discrimination in the workplace.)

Module Tour (Approximate Time: 45 minutes + travel time)

- Upon arrival, the facilitator should introduce the host to the interpreter, identify the first languages of the students present, confirm the length of the tour, and make last minute accommodations as needed. The facilitator should formally introduce the host to the class and thank the host company for participating in the program and providing the tour.

* In addition to the having the usual host (human resource manager, manager, etc.), it is also very beneficial to have one of the company’s respected employees participate in the tour. This helps to provide the students the perspective of both management and employees. In some cases the managers have provided the overview of the company and employees have led the tour. The employees are encouraged to discuss what they like/dislike about their jobs, what they do to train new employees, why they take pride in their work, how they bring problems to the attention of their supervisors and how they continue to learn while they are on the job.
Sample Discussion Questions for Host/Employee:

- What are the key qualities you look for in prospective employees?
- What suggestions do you have for making a good impression in an interview?
- What issues do you consider to be “red flags” that would raise concern about a prospective employee?
- Please explain why it is important for applicants to explain that they are willing to learn and have invested time in ESL, GED and courses like this when you meet with them. (The students need to “sell” themselves/make good impressions on prospective employers.)
- What do you consider to be strengths and weaknesses for businesses in this community?
- What does your business do to give back to the community?
- Why is teamwork important here at _______?
- Have you taken steps to improve teamwork within the company? If so, what? Has it been successful?
- What skills and abilities do you look for in the employees you promote?
- How/Why is customer service important to your business? What are the risks of providing poor customer service?
- Do your employees receive continual training? If so, why is that important?

Career Development Presentation (Approximate Time: 20-30 minutes)

- Upon arrival, the facilitator should introduce the career development professional to the interpreter, identify the first languages of the students present, confirm the length of the presentation and make last minute accommodations as needed. The facilitator should formally introduce the career development professional to the class.

- The facilitator should explain to the class the purpose of the career development presentation is to familiarize them with the career-related resources that are available and how these resources may be accessed. Even though some students may speak little or no English, have a limited education or have never held a job, there is a career development path for them if they invest time and effort in their education.

- The career development professional will likely be able to present an overview of the services and resources available. It is the facilitator and interpreter’s responsibility to help the presenter address topics and issues related to the immigrant and refugee populations present.

- Some students may consider advanced training to be unattainable. The discussion should clarify that there are educational opportunities for everyone. The career development professional should share the More Education/Higher Earnings overhead to illustrate that education is always a good financial investment even though there may be short-term costs e.g., time & money.

- The facilitator may generate discussion by asking:
What suggestions do you have for someone who is uncertain about the type of job they would like to have? Does your department have career exploration services?

Do students have to speak English to take classes?

When are classes offered?

How much does it cost to take courses?

Is financial aid available?

Are there registration dates the class should keep in mind?

Are any of your career advisors bilingual?

How many immigrant/refugee students are enrolled at the college? What are their areas of study.

What types of jobs have your newcomer graduates been offered?

Do you offer basic computer training for people who have never worked on a computer

When the career development professional concludes their presentation, the class should transition to the graduation ceremony. In some cases, the presentation has been incorporated into a “keynote presentation” for the graduation ceremony.

**Course Graduation** (Approximate Time: 30 minutes)

The course graduation can be an informal yet professional event that celebrates the accomplishment of the students, thanks participating businesses and creates enthusiasm for future classes. Ideally, the graduation ceremony would involve a representative from the local government/community, e.g., mayor, city council member, economic developer, business representative or educator, providing brief congratulatory remarks which thank the students for their participation in the course, recognizes newcomers’ contribution to the community and shares observations about changes going on in the community.

The course and ceremony should conclude with the presentation of *Certificates of Completion* and refreshments.
More Education Higher Earnings,

Education pays

The road to riches is paved by education—or so the data suggest. As the chart shows, median annual earnings in 2000 increased with educational attainment. There was a substantial earnings differential from the highest to the lowest levels of attainment: the median earnings of workers who had a professional degree were more than 3 1/2 times those of high school dropouts. But workers did not need that much education to earn a bigger paycheck; the payoff began for those who completed high school. For example, the $7,400 differential for workers with a high school diploma over those who did not graduate represents a 35-percent increase in median annual earnings.

Median earnings for year-round, full-time workers ages 25 and older, by educational attainment, 2000

- Professional degree: $80,200
- Doctorate: $70,500
- Master's degree: $55,300
- Bachelor's degree: $46,300
- Associate degree: $35,400
- Some college, no degree: $32,400
- High school diploma (including GED): $28,800
- Some high school, no diploma: $21,400
<table>
<thead>
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<th>Nivel de Educación</th>
<th>Ingreso</th>
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<tr>
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<tr>
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<td>Maestría</td>
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<tr>
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<tr>
<td>Escuela Técnica</td>
<td>$35,400</td>
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<tr>
<td>Estudios Universitarios, pero sin titularse</td>
<td>$32,400</td>
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<tr>
<td>Diploma de Highschool (Preparatoria)</td>
<td>$28,800</td>
</tr>
<tr>
<td>Estudios de Highschool, pero sin Diploma</td>
<td>$21,400</td>
</tr>
</tbody>
</table>
Certificate of Completion

El Programma del Empleado Estimado (Valued Employee Program)

July 14 - 18, 2003

Presented by

[Logos and insignias]

[Iowa Valley Continuing Education]
El Programa del Empleado Estimado

Valued Employee Program

Tour Materials, Promotional Materials & Recommended Readings
Tour Materials, Promotional Material & Recommended Readings

Letter for Tour Hosts

Timeframe: Send or deliver at the time of scheduling the tours

El Programa del Empleado Estimado

Thank you for being willing to participate in El Programa del Empleado Estimado (Valued Employee Program) for (community) immigrant and refugee workers. The purpose of the course is to provide immigrant and refugee newcomers training on how to become a valued employee and team member in their place of work, and how to increase their personal value with their current and future employers. Tours of local business are a critical component of the curriculum because they offer newcomers a rare opportunity to learn about businesses and industries that may be unfamiliar to them. The tours also provide an opportunity to gain real world knowledge and insight from business owners, managers and human resource professionals.

El Programa del Empleado Estimado is being developed and coordinated by the ________________________. The course follows the Valued Employee Program funded by the U.S. Department of Labor and created by the New Iowans Program -University of Northern Iowa. The program is free to students.

The course consists of five - two-hour sessions that combine a topic discussion with an on-site business/industry tour. Course facilitators will be __________________________________________. The size of the tours will likely be 8-12 people. You do not have to worry about the participants’ ability to speak English, as we will be providing our own interpreter.

Your Tour (Tours should take 45 minutes to 1 hour)
The tour that you have agreed to provide for El Programa del Empleado Estimado should be relatively informal and straightforward. However, there are a few topics that we would like you to address. We are asking that our tour guides approach the tours as though the students are new employee that are being trained on what the company does, what it expects from its employees and how the quality and performance of employees impacts the business. Basically, what does it take to be a valuable employee in your business and why are good employees so valuable. Please provide a variety of examples and be as candid possible.

Generally, we would like you to include the following in your tour:

• Who you are and what you do – to establish some rapport with the participants
• A brief description of how and why you got to your current position
• A brief description of why you choose to live and work in the Marshalltown area
• Your role/position in the company
• A brief history of your company/organization
• What your company does?
• Market/client base – geographic market, annual number of customers, annual production etc.
• Competitors
• A basic description of your industry (See industry outline)
• Number of staff and types of positions offered (all levels)
• General description of your current staff and their responsibilities
• What specifically you look for in applicants/new employees e.g. skills, ability, education, work experience etc. (please provide as much detail as possible)
• Formal job description vs. practical skills needed
• Describe a typical day/shift
• Hours/shifts worked
• Starting and experienced pay ranges
• Benefits offered
• Describe the type of training a new employee would likely receive
• Opportunities for advancement within the organization
• Please give general/anonymous examples or traits of the “best” and “worst” employees you have had
• Please offer an example of how a valued employee handled a crisis and how that impacted a business
• You may want to discuss if you have or currently employ immigrant workers and/or if you have customers that are newcomers
• How you post jobs, how applicants apply for jobs
• Future plans for hiring/staffing
• Any brochures or promotional material that you can provide to the participants will be very beneficial to their training

Please also take 5-10 minutes to address the El Programa del Empleado Estimado Topic of the Day provided to you (community, customer service, teamwork, communication and career development). This topic will be one of the five main areas covered in the course.

The class Topic of the Day on the day of your tour will be: _______________________________

In addition to the Topic the Day, please briefly address each of Topics of the Day used throughout the course. For example, your topic may be customer service but we would also like you to briefly address why and how the other topics are vital to your company.
✓ Why is the quality of this community important to your business?
✓ How has your industry changed in recent years?
✓ Why is teamwork important to your business?
✓ Why is customer service important to your business?
✓ Why are good communication skills important at work?

Again, thank you for participating in this new training.

We would like to invite you and your staff to attend the El Programa del Empleado Estimado graduation to be held after the last session. The graduation ceremony will be held (Date, Time and Location).

Sincerely,
The Marshalltown Area Chamber of Commerce is partnering with the University of Northern Iowa’s New Iowans Program, Iowa Valley Continuing Education and the U.S. Department of Labor to sponsor an innovative employment training program for immigrant and refugee workers in Marshalltown. The program, El Programa del Empleado Estimado (valued employee program), offers participants “soft skills” training on topics such as teamwork, customer service, communications, community/employer relations and personal career development. The course helps participants develop skills and knowledge that they may use as they strive to succeed and advance with their current employers and in future positions.

Key to the 5 session training curriculum is a series of on-site tours of local employers. Participants meet with human resource professionals, business owners and managers to discuss a variety of topics including the history of the company, products and service produced, the company’s industry and competitors and quality issues, while touring the facility and seeing the types of job within the organization. The class also learns about the qualities, skills and abilities local employers seek in good and valued employees. Tour leaders share how each of their employees impact the organization’s bottom line, customer satisfaction and their work team’s performance. Marshalltown employers participating in the training include: Fisher Control, Dairy Queen (South), Marshalltown Medical and Surgical Center, Bruin Manufacturing, Marsden, HyVee and the IVCC Career and Employment Center.

July 7 marked the graduation of the first class of 10 students. MACC President Ken Anderson addressed the class and thanked them for working to better themselves and being an integral part of the community. Courses and tours are being planned throughout July, August and September.

El Programa del Empleado Estimado is a program of the University of Northern Iowa’s New Iowans Program and is funded by a grant from the U.S. Department of Labor.

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Recommended Readings

Bibliography


