


<b>Module Title:</b>	Customer Experience	
<b>Time:</b>	8 hours	
<b>Venue:</b>	Theory and Practical	
<b>Module aim/s:</b>		
<p>This module is aimed at British Canoeing Leaders wanting to expand their knowledge and experience in customer experience and putting them at the forefront of trips and journeys.</p>		
<b>Session Title</b>	<b>Time</b>	<b>Session Outline and Learning Outcomes</b>
Introduction	9.00 – 9.30	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Venue introductions</li> <li>• Health and Safety, toilets, breaks, timings</li> <li>• Course administration (course schedule)</li> <li>• Introduction to the trainers and the group</li> <li>• Overview of the BC Guide scheme</li> <li>• Where does the Customer Experience Module fit into the scheme?</li> <li>• Outline the plan for the module</li> <li>• Set expectations and goals for the day</li> </ul> <p><b>Learning Outcomes -</b></p> <p>Participants will be aware of the venue layout/logistics and the programme for the day</p> <p>Participants will understand what will be required of them throughout the day</p>
Qualities of a good Leader	9.30 – 9.50	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Qualities of a good Leader</li> <li>• What makes a good Leader/Guide</li> <li>• Learners write down in groups what, in their opinion, makes a good Leader/Guide.</li> <li>• Guide philosophy</li> </ul>

		<p><b>Learning Outcome</b> - An opportunity to explore what is perceived as the qualities of a good Leader/Guide.</p>
Duty of Care	10.00 – 10.40	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Explore the term Duty of Care and what it means – does it change if no payment is involved?</li> <li>• Assumed responsibilities and liabilities relevant to the proposed venture.</li> <li>• Explore informed consent and its implications for us as guides.</li> <li>• Working with clients/participants under 18 years of age</li> </ul> <p>Case study of Surrey MTB instructor Ahmed Vs MacLean. Highlight the importance of informed consent – give examples.</p> <p><b>Learning Outcome</b> - develop a greater understanding of what is Duty of Care and the implications of such term.</p>
Risk Assessments 	10.40 – 11.20	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Look at a selection of sample RAs, SOPs and EOPS and discuss strengths and weaknesses, as well as differences between them</li> <li>• Understand the process of producing a risk assessment and the differences between SOP and Emergency Action Plan and communication for a given trip or venture</li> <li>• Provide examples, as well as case studies - Learners given a venue, weather, a variety of communication methods, forecast and fictitious group and should adapt a GRA to fit the information in front of them</li> </ul> <p><b>Learning Outcome</b> - the importance of RAs and how</p>

		adaptation is important from a variety of variables.
Recording incidents and near misses	11.20 – 11.35	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>Recording accidents and near misses. Look at the Guides legal and moral responsibilities regarding this process – and how this relates back to the SOPs, RAs, etc.</li> <li>Provide examples of incident record forms and the RIDDOR handouts.</li> </ul> <p><b>Learning Outcome</b> - develop an understanding of reporting incidents and near misses and the importance of such documentation.</p>
Policies and procedures to safeguard your clients health and well being	11.35 – 12.00	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>Policies and procedures to safeguard your client’s health and wellbeing. Group discussion about the importance of these policies and how to produce them</li> <li>Access to BC Website</li> <li>Tutor discussion and group involvement</li> </ul> <p><b>Learning Outcome</b> - consideration and signposting of participants to policies and procedures to support their role as a Guide.</p>
Insurance	12.00 – 12.15	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>Insurance: What do you need and why do you need it? Commercial/voluntary - is there a difference?</li> <li>Insurance implications, BC new insurance provider perspective, paid/unpaid? Professional Indemnity?</li> <li>Tutor-led group discussion</li> </ul> <p><b>Learning Outcome</b> - develop an understanding of insurance and the importance and level of cover.</p>

Under 18s	12.15 – 12.45	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Working with under 18s – implications for commercial and voluntary providers. What is the law and what are the guidelines?</li> <li>• Where can additional information/support be obtained?</li> </ul> <p><b>Learning Outcome</b> - understanding the implications of guiding under 18s and measures that need to be considered.</p>
Serious incidents and accidents	12.45 – 13.15	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Dealing with serious incidents and accidents. The importance of taking control and having a plan.</li> <li>• Who should you speak to? Who shouldn't you speak to?</li> <li>• Managing social and national media</li> <li>• Supporting other group members – grief counselling, PTSS. PHAROS AIM Article – 2014. Group discussion</li> </ul> <p><b>Learning Outcome</b> - develop an understanding of how to obtain client feedback and what to do with it.</p>
<b>Lunch</b>		
Client profiling	14.15 – 14.45	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Look at a variety of different tools to profile paddler experience, competence, psychological and physiological capabilities – how can these be adapted to fit a range of different clients and situations? Explore the limitations of paper based profiling and on the day profiling. How much can</li> </ul>

		<p>we manage client expectations prior to them arriving? Provide examples for use and comment by the group</p> <ul style="list-style-type: none"> <li>Tools for paddler profiling, medical forms and questionnaires – problems and limitations. Are we able to make judgment on a client’s medical condition? Who do we turn to for more information? Dealing with differing client abilities (skill, as well as physical)</li> </ul> <p><b>Learning Outcome</b> - develop an understanding of client profiling and there use and reliability.</p>
Trip outcomes	14.45 – 15.15	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>Understand how to match/manage client expectations to measurable or immeasurable outcomes for the day/week/month. Are they getting what they signed up for? How can you (or should you) involve the client in the decision making process? - “devolving ownership of the experience”</li> <li>Is the choice of staff appropriate? A good coach does not necessarily make a good Guide. What other skills do Guides need? (empathy, listening and diplomatic skills, mediator). Specialist knowledge (local history, culture, wildlife, etc.) Environmental issues and impact</li> </ul> <p><b>Learning Outcome</b> - explore different ways of setting measurable outcomes for the day/week/month that involve the client in the decision making process and foster independent learning and thinking.</p>
Group dynamics	15.15 – 15.45	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>Understand group dynamics – how do we manage the group as a whole? What happens when we</li> </ul>

		<p>have a “challenging member” within the group? Dealing with difficult customers and/or providers – where does your responsibility end?</p> <ul style="list-style-type: none"> <li>• Undermined decisions – implications?</li> <li>• Case study and discussion on the parallels from the BBC Prison Study, based on Zimbardo’s 1971 SPE study.</li> </ul> <p><b>Learning Outcome</b> - how to achieve group cohesion, as well as strategies and tactics for dealing with difficult/dangerous clients.</p>
Feedback	15.45 – 16.15	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Consideration of what type of feedback you would receive during, immediately after and a few days after the trip. How does it differ in terms of usefulness to you as a Guide, during the trip/venture, immediately after and post trip?</li> <li>• What do we do with the feedback? Testimonials, social media, Client Management Systems. Post trip downer/depression or relief! Provide a variety of feedback and evaluation resources</li> </ul> <p><b>Learning Outcome</b> - explore different methods of gaining feedback from our clients and revisiting outcomes established as part of the trip.</p>
Role of the Guide	16.15 – 17.00	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• The role of Guide, their philosophy and their care of their clients and the experience is a complex one. Explore learners specific thoughts on a subject area, that could include topics such as the following: <ul style="list-style-type: none"> <li>• Conflicts of interest – photos/videos for sponsors/websites</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Appearance – is it important if you can do the job?</li> <li>• Kit and Equipment – minimum standard?</li> <li>• Physical preparation and training for extended trips or performance – i.e. flexibility to allow for greater comfort when sat in a boat for long periods</li> </ul> <p><b>Learning Outcome</b> - explore and discuss specific issues of the guiding role, the Guide's philosophy and the customer experience.</p>
Review and close	17.15 – 17.30	<p><b>Session Outline</b></p> <ul style="list-style-type: none"> <li>• Review the programme</li> <li>• Create your own action plan</li> <li>• How will this impact your practice?</li> <li>• How will your students benefit?</li> <li>• What are the next stages to take this further?</li> <li>• What resources are available to further this area?</li> </ul> <p><b>Learning Outcome</b> - Feedback will be gathered to monitor the effectiveness of the content of the module.</p> <p>Participants will understand ways that they can use this in their leadership/coaching. Participants will generate their own action plan based around the areas that they feel they need to develop following this training.</p>