



MAKE GAME DAY YOURS



LEARNING DAY CHECKLIST (IN-PERSON)

EQUIPMENT NEEDED

- ☐ Laptop computer with projector
- ☐ Screen
- ☐ Microphone(s) (optional)

SUPPLIES NEEDED

For Team Members

- ☐ Division II Service Card
- ☐ Pens
- ☐ Flip chart markers (for tables)
- ☐ Flip charts with flip chart paper (one per team, between 3–5 individuals)
- ☐ Name tags
- ☐ Card stock
- ☐ Swag
- ☐ Scenarios printed on card stock for Module 6
- ☐ Optional: Post-It® notes for team members to share one thing they plan to do differently to create an excellent game day experience in Module 7
- ☐ Optional: Large index cards for optional Paper Twist activity for Module 2 on p. 39
- ☐ Optional: Printout of PowerPoint presentation if you wish to distribute to team members

For Facilitators

- ☐ Personalized Make Game Day Yours Division II Trainer's Guide
- ☐ Make Game Day Yours PowerPoint for trainers
- ☐ Sign-in sheet
- ☐ Painter's tape (for affixing flip chart paper to the walls)
- ☐ Timer or watch
- ☐ Flip chart markers
- ☐ Reference appendix for additional replacement activities



LEARNING DAY CHECKLIST (VIRTUAL)

EQUIPMENT NEEDED

- ☐ Laptop computer with strong WiFi connection
- ☐ Internal or external microphone and camera
- ☐ Professional background (virtual or natural)
- ☐ Natural or artificial lighting

SUPPLIES NEEDED

For Team Members

- ☐ Computer or mobile device with access to virtual platform (e.g., Zoom, Webex)
- ☐ Pen
- ☐ Paper for notes
- ☐ Division II Service Card (digital or printed)
- ☐ Digital one-sheeter of scenarios for Module 6

For Facilitators

- ☐ Personalized Make Game Day Yours Division II Trainer's Guide
- ☐ Make Game Day Yours PowerPoint for trainers

PRIOR TO THE TRAINING

- ☐ Send out meeting invite to team members
- ☐ Insert breakout slides to the PowerPoint for virtual activities where needed
- ☐ Reference appendix pages for virtual activities
- ☐ Send out the Division II Service Card or attach to the invite

SERVICE FRAMEWORK TRAINING OVERVIEW

Introduction

The NCAA Division II *Make Game Day Yours* Training contains ideas, tips, and tools to deliver and introduce the Division II Service Playing Field. This is intended to provide you with a guide. Please personalize it with your own style and language to **MAKE IT YOURS**. Feel free to highlight portions of the trainer's guide that you want to make sure to focus on.

This trainer's guide will assist you to communicate and train your team members by:

- Communicating the Common Purpose, Service Standards, and Behavioral Guidelines of the Division II service culture.
- Helping team members understand how all roles are important and that they can deliver winning moments by working together.
- Motivating and inspiring each team member to consistently deliver excellent service to fans and each other.

Throughout this training, you will see areas to **MAKE IT YOURS** in order to personalize it and be more engaging to your specific audience. That might include, but is not limited to the following:





- Images in the PowerPoint
- Service Recovery Scenarios in Module 6
- Stories and examples to bring the content to life

There will also be areas throughout this training where you will see additional tactical **FACILITATOR TIPS** to enhance the training. That might include, but is not limited to the following:



- Add breakout slides to this activity
- Look for: (words to listen for)
- Skip this section for timing purposes
- Unpacking activities

You will also notice that throughout the guide, there are references in what to do in-person  vs. virtually . Specifically, we have also placed virtual activities in the appendix.

Finally to make training even more engaging, consider including a second facilitator (could be any role/level) to assist you in delivering the training. Responsibilities of the second facilitator could include, but are not limited to:

- Set up room
- Hand out materials
- Add color commentary
- Facilitate activities
- Monitor the chat (virtual only)
- Set up and manage breakout rooms (virtual only)

TOPICS AND TIMING

Module 1: Prior to Session Start	in advance
Module 2: Session Opening	15 min
Module 3: Defining the Game Day Experience	23 min
Module 4: Our Service Standards	16 min
Module 5: Our Behavioral Guidelines	8 min
Module 6: Delivering on the Game Day Experience	21 min
Module 7: Closing	7 min
	Total Time = 90 min

NOTES

MODULE 1: PRIOR TO SESSION START

Purpose: Prepare for training. Greet and welcome the team members. Make everyone feel welcomed and set the expectations for the training.

DO:



Pre-Arrival of Team Members (In-Person)

- Make sure the room is clean and organized for the training with the proper supplies required at each table. (see checklist)
- Make sure each seat at the tables has a Division II Service Card.
- Make sure you are prepared; check your supplies and review your notes for the training.
- Make sure to test your audio and presentation slides before the team members arrive.
- Change the KICK OFF! slide to include the correct names of the individuals leading the training.
- Make sure your training environment reflects your service standards.
- Greet team members as they arrive, get to know who they are (if you don't already know them), and make them feel welcome.



Pre-Arrival of Team Members (Virtual)

- Make sure your virtual or natural background is clean and organized for the session.
- Make sure you have sent out any materials needed for the training (e.g., Division II Service Card).
- Make sure to check your WiFi connection and bandwidth.
- Make sure you have the Make Game Day Yours PowerPoint presentation for trainers.
- Change the KICK OFF! slide to include the correct names of the individuals leading the training.
- Review your notes for the training.
- Make sure to test your audio and presentation slides prior to the start of the training to make sure sharing your screen works correctly.
- Prepare your breakout rooms. When possible, rotate the breakout room assignments between activities so people have the opportunity to have conversations with others.
- Greet team members as they arrive, get to know who they are (if you don't already know them), and make them feel welcome.
- Set expectations for the session including an overview of features of the meeting platform that the team members should be prepared to use (e.g., raise hand, comment box, etc).

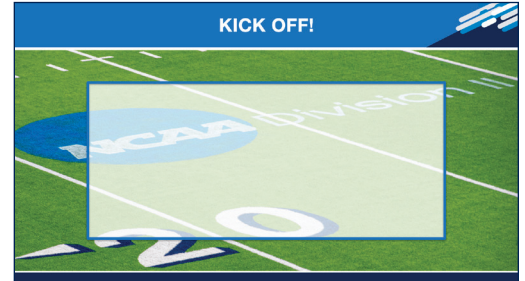
MODULE 2: SESSION OPENING

DO:

- Welcome team members to the NCAA Division II Make Game Day Yours Training!
- Share your name, your current role, length of tenure, and what excites you about being a part of the Division II Make Game Day Yours Training.

SAY:

- Before we get started, let's review some important information.



DO (IN-PERSON):

- Deliver all safety information (e.g., exit doors, fire extinguishers, AED, call 911 in the event of an emergency, keep all walking areas free of items such as purses, backpacks, etc.).
- If the team members are unfamiliar with the meeting area, locate the restrooms and smoking areas and point them out. If they are familiar with the area, move to the next step.
- Remind team members that their engagement is appreciated and that this is an inclusive environment where ideas, questions, and comments are welcome.
- Ask team members to silence phones throughout the training.



DO (VIRTUAL):

- Review expectations of team member participation during the training.
- Encourage team members to turn on their cameras.
- Remind team members that their engagement is appreciated and that this is an inclusive environment where ideas, questions, and comments are welcome.
- If the team members are unfamiliar with the meeting platform, review the features of raising their hand, using the comment box, and any other features that will be used in the training.
- Ask team members to mute their audio when not speaking.
- Ask team members to please refrain from recording the training session.

SAY:

- If there are any special needs that we did not cover, please feel free to let us know at any time.
- So, let's get started.

MODULE 2: SESSION OPENING



Activity: Excellent Service

(This virtual activity can be found on p. 35–36. An additional option for this Module 2 activity can be found in the appendix on p. 37.)

Purpose: Have program team members share their experiences with an excellent service experience.

DO:

- Share a brief story of a personal excellent service experience.
- Encourage team members to share an excellent service experience.
- Give team members two minutes to discuss.

SAY:

- Who would like to share an excellent service experience that you have had?
- This experience could have been at a game, at the supermarket, or at any business that provides service experiences.
- This is a great time to rave about your favorite business.

DO:

- Have a few team members share.

SAY:

- How did that experience make you feel?
- Based on what you heard, what made the experience special?
- Did your excellent experiences have anything in common?



FACILITATOR TIP: Debrief and help until the team members realize that their memories are largely based on emotions.

NOTES



MODULE 2: SESSION OPENING



Activity: Excellent Service Continued

Purpose: Have program team members share their experiences with an excellent service experience.

SAY:

- Just like in your stories, a common theme was that it took people to make those moments memorable.
- That's why YOU are here, to *Make Game Day Yours!*
- But, how can you do that and create a positive experience for each and every fan and each other, while still doing your role? Is it possible?



DO:

- Ask a few volunteers to share their answers.



FACILITATOR TIP: Look for responses such as, I can do it by being friendly, engaged, attentive, smiling, working as a team, etc.

SAY:

- If we believe we can do it, let's spend some time thinking about how we can make game day excellent!
- Let's now consider how we can make game day ours and how we can achieve memorable experiences for our fans and each other.
- The way that we can really do that is by bringing our best selves.
- We bring a lot of different stories, examples, and experiences to our game day.
- Let's talk about what we bring and what we have in common.

NOTES

MODULE 2: SESSION OPENING



Activity: Common Ground

(This virtual activity can be found on p. 38. An additional option for this Module 2 activity can be found in the appendix on p. 39–40.)

Purpose: Have team members discover that through all their differences they also have much in common and those similarities can create a common ground.

SAY:

- For this activity we are going to have you get in teams of 3–5 and list as many things as you have in common as possible.
- Pick someone to be your “groundskeeper” who will have the role of writing your list.
- Are you all ready? OK, you have 3 minutes. Ready, set, GO!

DO:

- Give team members 3 minutes in their teams to create their lists.
- When time is up, have team members add up their list of common items and have everyone stand up. Determine the team with the most items in common by calling out a series of numbers (e.g., 5, 10, 15) until all teams have sat down and you have a “winner.”
- Have the team with the highest number of items in common read their list aloud.

SAY:

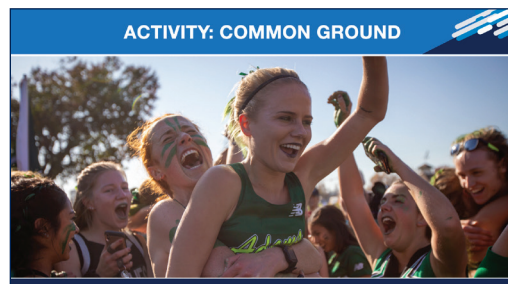
- Thanks for playing along and getting to learn a little more about each other. Now, why did we do this activity?

FACILITATOR TIP: Look for responses such as, teamwork, finding things in common, have fun, learn more about each other, etc.



SAY:

- Exactly. When we all can find these similarities and create connections with each other, then we can work together to deliver a unique experience for fans and each other.
- And that’s why we’re all here—to create the best game day experience.
- As part of *[school name]* you get to bring the best game day experience to life and create winning moments, one fan at a time, by making game day yours! You are a vital part of the game day experience.
- However, we also know that there are many challenges and barriers to making this a reality each and every day.
- How fun is it playing a game when you have no idea what the rules are and how to score? Imagine if you had to guess every day when you came into work about what is expected of you in order to deliver excellent experiences, and you had no direction.
- Today, we want to be intentional and share with you what the Division II game day experience should look like and what it means to MAKE GAME DAY YOURS!



MODULE 3: DEFINING THE GAME DAY EXPERIENCE

Purpose: Introduce the team members to a visual model to help them understand how the service playing field provides them with a consistent way of creating positive experiences.

SAY:

- We want to introduce you to the foundation of the Division II service culture and bring it to life through the Division II game day Experience Service Playing Field.
- Our Service Framework provides us with a common language and a consistent way of creating positive experiences.
- To get started, let's think of it like a four-sided playing field.
- Just like in many sports, there is a playing field that is clearly defined by four sides and where the action happens, in bounds.
- On one side, we have the teams, scorer's table, coaches, etc.
- This is a pretty clear area, is off limits, and in our service model it represents the **Rules**.
- **Rules** include: important topics like regulations, campus policies, legal agreements, local laws, etc.
- We don't have much control over this side of the field, but it is critical that every game administrator understands what is included as part of the **Rules**.
- It is important that all of our staff knows our facility requirements, limitations, and **Rules**.



FACILITATOR TIP: You might want to reference that there will be separate training regarding the Rules. Emphasize that this training is about the other three sides of the playing field.

NOTES

MODULE 3: DEFINING THE GAME DAY EXPERIENCE

SAY:

- On the other side of the field, what do you find? Who is cheering for you?
- This is why we exist; our **Common Purpose**.
- If we know our purpose in our roles on each game day, then it just becomes part of who we are. It is what energizes us to be the best at what we do.
- With a clearly defined **Common Purpose** for all, we can then stay focused on what matters most, no matter what we face.



NOTES

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE 3: DEFINING THE GAME DAY EXPERIENCE

SAY:

- Next to our **Common Purpose**, we have **Service Standards**.
- These are WHAT we do in order to make a decision in the moment and be more consistent in our delivery of service.
- We will be defining these shortly.
- We can only deliver on these **Service Standards** consistently if we know HOW to do them.



FACILITATOR TIP: Change the slide when you move to talk about the Behavioral Guidelines.

- Our **Service Standards** are represented by our **Behavioral Guidelines**.
- **Behavioral Guidelines** are observable, measurable, coachable, and repeatable.
- As you can see, our playing field example clearly outlines the Rules, which are non-negotiable.
- Our **Common Purpose** is what energizes and drives us to be our best.
- Our **Service Standards** help us all maintain focus and be consistent.
- Our **Behavioral Guidelines** give us simple and specific ways of behaving—these are the impressions we make on others, based on what we do and say.
- When you are clear about what is in bounds and out of bounds, do you think you can be more successful in your role?
- SURE! Our playing field helps provide a framework in which all game day employees are expected to work. It's the glue that holds us together.
- It also helps unify us all so that we are empowered to be adaptive and responsive to ensure an outstanding game day experience.
- This not only applies to our people but also to our venues, physical spaces, and our game day processes.
- This will become clear to you as we continue with our training today and look at each component of this field in more detail.



NOTES

MODULE 3: DEFINING THE GAME DAY EXPERIENCE



Activity: Point North

(This virtual activity can be found on p. 41.)

Purpose: Describe the concept of a Common Purpose to team members.



DO:

- Ask everyone to stand and close their eyes with one hand.
- With the other hand, ask everyone to point in the direction that they feel is “north.”
- If you are in a location that everyone is familiar with, you may need to use a city as the direction that you ask them to try and point to.
- Ask them to keep their positions and uncover their eyes.

SAY:

- Is everyone pointing in the same direction? (Most likely not.)
- What does this illustrate? (Look for: A misaligned team, lack of vision.)
- As your facilitator, I failed to define what “north” is. I did not provide clear direction, and I did not give you any tools to try and find out. I did not paint a picture of where we are going.
- Without a COMMON GOAL, we each go in our own direction and what happens then? (Look for: it is confusing and we are all going in different directions, we do not have a common goal.)
- A Common Purpose unites everyone toward the same goal as one team across all roles.
- A Common Purpose rallies us toward our “true north” when it comes to providing outstanding service. It is not meant to be memorized. It is meant to be internalized, so that you inherently know it and FEEL it. Have a seat, thank you!

NOTES

MODULE 3: DEFINING THE GAME DAY EXPERIENCE

Purpose: Introduce the team members to the Division II game day Common Purpose.

SAY:

- So, what is our common goal? What is our true north?
- I think you would all agree, our purpose is to create a unique experience that is positive and upholds what we value in academics and athletics.
- To do that, we must all be going in the same direction— a Common Purpose.

DO:

- Reveal the Common Purpose:



We create a respectful and engaging educational environment through athletics, for everyone.

SAY:

- Let's read it together. Ready, 1, 2, 3!
- This is not the same as a mission or vision statement. This is our Common Purpose and it drives us to deliver something special at each and every event that we host.
- What do you think is the most important word?

DO:

- Acknowledge all responses, then point to the word WE.

SAY:

- Without WE, none of this happens. It's not some, not a few, but ALL of us to bring our Common Purpose to life.

NOTES

MODULE 3: DEFINING THE GAME DAY EXPERIENCE

Purpose: Illustrate purpose vs. task.

SAY:

Let's think about it this way.

- What are some of your tasks at our events? (Look for: taking tickets, selling concessions, etc.)
- Tasks are important and must get done, but the most important thing is that we fulfill our Common Purpose.
- Whether you play or watch sports, you know everyone has a role and task to perform on a team.
- With a clear purpose, teams can go further faster and achieve things that are beyond what any one task or individual can do.



Common Purpose:

We create a respectful and engaging educational environment through athletics, for everyone.

- When we say purpose vs. task, we mean to go beyond your task and focus on our purpose.
- If necessary, stop the task you are doing in order to deliver on the Common Purpose. Then, return to your task. We can do our ROLE, but now it has a SOUL.
- Being on purpose means serving, interacting, assisting, and making connections with our fans and each other. It means going the extra inch.



MAKE IT YOURS: Read the following story or tell your own story to make it personal:

- About 30 minutes after a basketball game ended, Clark, an usher, was walking thru his section and making sure nothing was left behind by the fans. As he was checking the last section, He noticed that a father and his daughter were still sitting down and having an “emotional moment.” He soon could hear that the little girl was upset because all she wanted was cotton candy. “You promised daddy, you promised,” she said with a quiver in her voice. And all dad could say was, “I’m sorry, everything is closed. We’ll get it next time.” In hearing this, Clark quickly waved over a Maria, a fellow team mate and asked if they could get a bag of cotton candy from the concession. Clark in the meantime, saw that the fans were then getting ready to take a selfie and stepped in and offered to take another picture for them. Once Clark had taken the picture he saw Maria holding a bag of cotton candy behind the father and daughter. At this time Clark went to the dad and whispered that he had some Cotton Candy and asked if it was OK to give it to his daughter. His eyes opened wide and he agreed and stepped aside as Clark and Maria presented the little princess with her very own bag of cotton candy. The little princess could not believe it and looked at her dad to see if it was really for her and her dad nodded and smiled.
- Was it Clark or Marias responsibility or task to make sure this moment happened? No, but it was part of their purpose. Through this moment – at a sports event – these two team members and others involved, created an “engaging” environment and a memory that would last a life time. It did not matter who won or lost, or how much cotton candy was sold. It is the experience that we get to create at EVERY NCAA DII event.

MODULE 3: DEFINING THE GAME DAY EXPERIENCE



Activity: Picture Our Purpose

(This virtual activity can be found on p. 42–43.)

Purpose: Understand how the Common Purpose works in action.

SAY:

- So, what do you all think our Common Purpose would look like if it came to life on game day?
- We want to give each team an opportunity to illustrate what our Common Purpose personally means to them.

DO:

- Divide team members into teams of 3–5.
- Distribute flip chart paper and markers.
- Move to slide titled *Our Common Purpose* when team members are drawing.
- Give each team 5 minutes to draw what the Common Purpose means to them during the game day experience.
- Once they are done, have each team tape their drawing on the wall.

NOTES

ACTIVITY: PICTURE OUR PURPOSE

What does our Common Purpose look like to you?



OUR COMMON PURPOSE

We create a respectful and engaging educational environment through athletics, for everyone.



MODULE 3: DEFINING THE GAME DAY EXPERIENCE



Activity: Picture Our Purpose Continued

Purpose: Internalize and visualize the Common Purpose in action.

DO:

- Ask each team to walk around/look around the room to learn and observe the various ways others internalize the Common Purpose through their drawings.
- Once they have visited all the posters, have them return to their seats.



FACILITATOR TIP: If time allows, call on a few groups (3-4) to have them share what their drawings mean to them (90 seconds).

SAY:

- What are some common themes you observed?
- What can you learn from each other?
- What would happen if these illustrations actually happened every day? (validate and encourage responses.)
- Exactly, we would have a more positive game day experience.
- Now that we have a clear Common Purpose, let's take a look at how we can deliver it in a consistent way.

NOTES

ACTIVITY: PICTURE OUR PURPOSE

What are some common themes you observed?

What did you learn from each other?

What would happen if these illustrations actually happen every day?



MODULE 4: OUR SERVICE STANDARDS

Purpose: Introduce the team members to the goal of Service Standards at Division II events.

DO:

- Pass out the Service Cards.
- Point out the Common Purpose.

SAY:

- On your Service Cards, not only do we have our Common Purpose, we also want you to know WHAT and HOW we will deliver this on game day.
- So what are Service Standards? As you recall, in our playing field, it made up one of the clearly marked sides of the playing area.
- Therefore, we want to make sure we ALL understand what they are and how to bring them to life.
- For starters, Service Standards are operating priorities that drive the consistent delivery of service.
- The *Make Game Day Yours* Service Standards are there for the entire organization but we are able to adapt them to our culture in the local area at your school.



NOTES

MODULE 4: OUR SERVICE STANDARDS

Purpose: Introduce the team members to the importance of Service Standards on game day.

DO:

- Reveal the four words in alphabetical order.

SAY:

- Our Service Standards speak to what is most important to our fans and student-athletes AND provide an easy way to stay focused on service, because our fans NEED us to (foreshadowing to the definitions):
 - » Be respectful to everyone and our environment, which is **DIGNITY**.
 - » Create a positive atmosphere, or **EXPERIENCE**.
 - » Anticipate and effectively address situations that arise, to show **RESPONSIVENESS**.
 - » Always practice safe behavior in everything we do. **SAFETY** always comes first.



NOTES

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE 4: OUR SERVICE STANDARDS

Purpose: Reinforce how Service Standards are prioritized to be an effective decision-making tool on game day.

DO:

- Reveal the four words in order.

SAY:

- Service Standards are prioritized in order to help make decisions so that when we are in the middle of a service moment we immediately know what is most important.
- ALL of the standards are important ALL of the time, but when we have to make a decision, or if there is a situation when two standards conflict, we must have a defined order so that we know what to do—no matter our role, title, or responsibility.
- This intentional approach allows us all to be empowered to be effective and consistent, and own the moment.
- Therefore, our Service Standards in priority order are:
 1. Safety
 2. Responsiveness
 3. Dignity
 4. Experience



OUR SERVICE STANDARDS



1. Safety
2. Responsiveness
3. Dignity
4. Experience


PLEASE GAME DAY YOURSELF

NOTES

MODULE 4: OUR SERVICE STANDARDS

Purpose: Reinforce how Service Standards are prioritized to be an effective decision-making tool at our events.

DO:

- Reveal the definitions.

SAY:

- Our Service Standards are:
 1. **Safety** - Providing an environment for the health and wellbeing of our student-athletes and all others.
 2. **Responsiveness** - Anticipating and effectively addressing situations that arise.
 3. **Dignity** - Demonstrating respect and value for others.
 4. **Experience** - Creating a positive atmosphere.
- When fans encounter us making consistent positive decisions in the service moment, they have increased confidence in the game day experience, confidence in the response of game management, and a self-awareness of their own boundaries for behavior during our events. Their confidence is based on our consistent responses.



MAKE IT YOURS: Update the photos on the slides to incorporate your school.

NOTES

SAFETY

Providing an environment for the health and wellbeing of our student-athletes and all others.



RESPONSIVENESS

Anticipating and effectively addressing situations that arise.



DIGNITY

Demonstrating respect and value for others.



EXPERIENCE

Creating a positive atmosphere.

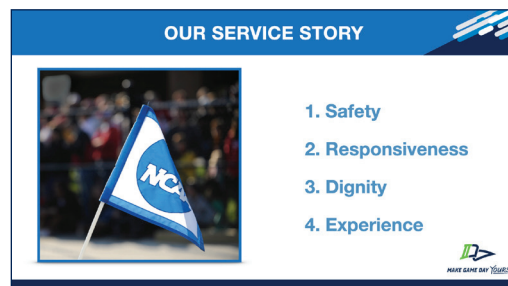


MODULE 4: OUR SERVICE STANDARDS

Purpose: Reinforce how Service Standards are prioritized to be an effective decision-making tool at our events.

SAY:

- Based on the standards and their definitions, here is an example of how the priority order of our standards could come to life.
- It may seem simple that **Safety** is always first, but what about choices you have to make related to the other standards?
- Here is an example of what we mean. Let's say one of your tasks is to keep the condiment area clean and the counter has gotten messy—this is not a good **Experience** because the atmosphere is not ideal. However, many people have started lining up for service and to keep them waiting is not **Responsive**. So you sacrifice **Experience** by leaving the messy condiment area in order to show **Responsiveness** and create a positive and enjoyable experience for fans. You might even say, "Please excuse our mess, but I don't want you to have to wait for me." By making this decision, you are also displaying **Dignity** because you show that you value the fans and respect their time.
- Thinking of our standards and their definitions in prioritized order helps each of us make the best decisions in the service moment and create the best game day experience possible.



MAKE IT YOURS: Insert story or get a story from the team members where they prioritized either Responsiveness or Dignity over Experience.

NOTES

MODULE 5: OUR BEHAVIORAL GUIDELINES

Purpose: Introduce the Behavioral Guidelines that demonstrate how we will deliver a consistent and observable positive experience.

DO:

- Refer back to the Service Cards.
- Teach back to the Common Purpose and Service Standards.



SAY:

- Finally, we want to finish outlining our playing area for exceptional service by discussing the value and importance of knowing and understanding the Behavioral Guidelines.
- They act as performance tips. When used correctly, the expectation is to demonstrate all the Behavioral Guidelines. This will mean you are meeting the expectations of exceptional service delivery.
- Remember, these behaviors are designed to be trainable, observable, and coachable.
- What do you think would happen if all we did was introduce the words and did not share the behaviors?



FACILITATOR TIP: Listen for: We would make it up, there would be a lack of consistency, they would become words on a wall.

SAY:

- That's right. So we are going to go through these behaviors together, and I want you to start thinking about how these apply to your current roles.

NOTES

MODULE 5: OUR BEHAVIORAL GUIDELINES

Purpose: Introduce the “I” statements and defining behaviors that demonstrate how we will deliver a consistent and observable positive experience.

DO:

- Refer back to the Service Cards.

SAY:

These are “I” statements because we all need to be accountable:

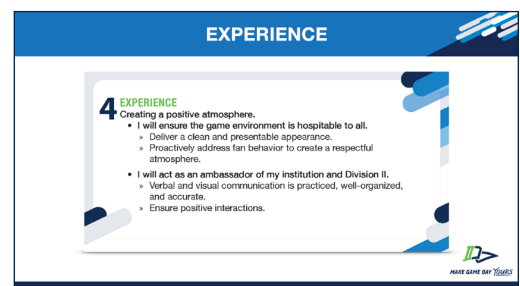
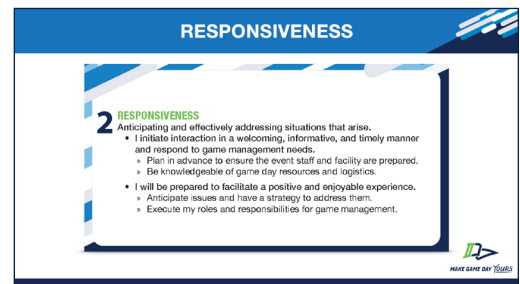
- I understand the importance of ensuring a safe environment. **(Safety)**
- I take actions to always ensure safety. **(Safety)**
- I initiate interaction in a welcoming, informative, and timely manner and respond to game management needs. **(Responsiveness)**
- I will be prepared to facilitate a positive and enjoyable experience. **(Responsiveness)**
- I am respectful to everyone. **(Dignity)**
- I engage in thoughtful interactions. **(Dignity)**
- I will ensure the game environment is hospitable to all. **(Experience)**
- I will act as an ambassador of my institution and Division II. **(Experience)**



FACILITATOR TIP: Pick different team members to read out loud. A chance to hear other voices.



FACILITATOR TIP: The defining behaviors are general and can be personalized more to your institution.



MODULE 6: DELIVERING ON THE GAME DAY EXPERIENCE - LEAD2



Activity: In Bounds/Out of Bounds

(This virtual activity can be found on p. 44–54.)

Purpose: Use the Service Standards to see each experience in a more service-oriented way.

SAY:

- For the purpose of this activity, think specifically about our service playing field.
- Most of us have been to a sporting event or concert before, and we've all seen moments that are in bounds and out of bounds examples.
- In-bounds moments would take place within the service playing field, and out-of-bounds moments would be outside of the service playing field.
- I am going to divide the room in half and assign half of you in bounds and the other half out of bounds. (Optional: Assign specific tables)
- I am going to show an image on the screen for us to review and look for examples of service moments that are in bounds and out of bounds.
- These scenarios relate to our standards and behaviors that we went over a few minutes ago.



FACILITATOR TIP: Consider making this a game to see which side of the room will do the best. Try to end on a positive example.

DO:

- Give team members a moment to find examples.
- Then, alternate between each side of the room and ask for team members to share examples they see from the image on the screen.
- You may also need to call out and reinforce a few examples that stand out that are both in bounds and out of bounds.

SAY:

- With these standards and behaviors, you now have a common language to help guide you and empower you to be more intentional and deliberate in creating service moments that are in bounds and identifying out-of-bounds moments that should be addressed.

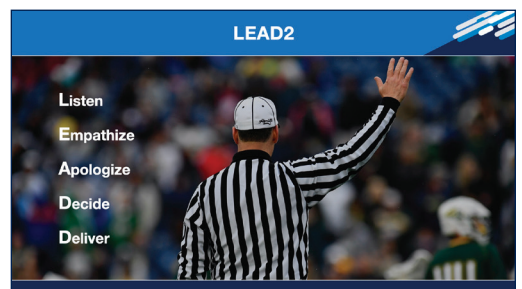
NOTES

MODULE 6: DELIVERING ON THE GAME DAY EXPERIENCE - LEAD2

Purpose: Introduce the service recovery framework to assist teams to focus on the process and not just the solution to a difficult fan experience.

SAY:

- As you can see, it is possible to be more deliberate in creating memorable moments consistently as a team for each other, our teams, and our fans.
- But when things go out of bounds, we need to consider how we engage in the moment and get back inside the service playing field.
- We want to introduce and provide you with a tool to help in those challenging moments.
- The goal of this tool is to help you LEAD2 a less confrontational moment, LEAD2 an empathetic approach and LEAD2 a memorable experience.



DO:

- Review the LEAD2 tool on the Service Card.

SAY:

- Our LEAD2 Service Excellence tool allows us to engage in a more intentional way. Here is how.
- In a situation you want to:
 - Listen** – hear words and context, ask what they want
 - Empathize** – acknowledge their emotions, approach with no ego
 - Apologize** – many times we think we are now responsible when we apologize - what we are saying is that it is about being responsive and it shows we place a higher value on the other person and its less about WHO is right and wrong.
 - Decide** – on an appropriate resolution and follow through
 - Deliver** – by following up
- Now that we have reviewed, you can see why we call it the LEAD2 (emphasize the 2) tool, because of both DECIDE and DELIVER.
- At the end of the day, when we put ourselves in our fans shoes, we are experiencing the event from their points of view. We need to take ownership of their experience. You may not have to act on every part of this tool, but there are situations where you will need to make decisions to use parts of it.
- Every issue is not our fault, but it is our problem!



MAKE IT YOURS: Provide a real-world example. For example: A fan is being belligerent and using inappropriate language towards the opposing players. Other fans are getting upset.

MODULE 6: DELIVERING ON THE GAME DAY EXPERIENCE - LEAD2



Activity: How will you LEAD2 Service Excellence?

(This virtual activity can be found on p. 55.)

Purpose: Provide team members an opportunity to apply the Service Standards and LEAD2 framework to make a decision in critical moments.



DO:

- Have team members get into teams of 3–5.
- Allow each team to pick a LEAD2 scenario. (on next page)
- Give each team 5 minutes to identify a scenario and solve it.
- Optional: Each team can also play it out in a short skit. (additional time needed)



FACILITATOR TIP: These LEAD2 scenarios can be printed and handed out to each group.

SAY:

- Now that we have reviewed LEAD2, let's focus on how you would use LEAD2 in a specific scenario.
- Pick one of the scenarios and discuss the following: How would you use the Service Playing Field to engage, and how would you use LEAD2 to solve?
- We will give you 5 minutes to discuss. Ready, set, GO!

DO:

- Have a few teams share their solutions. (optional—share skits)

SAY:

- Did anyone learn a new way to handle a difficult situation or confrontational moment?
- Have you had a scenario that you can look back on that you did not handle well? How would you have handled it differently now knowing the LEAD2 tool?
- When we LEAD2, we get to *Make Game Day Yours!*

NOTES

MODULE 6: DELIVERING ON THE GAME DAY EXPERIENCE - LEAD2

Purpose: Provide team members an opportunity to apply the Service Standards and LEAD2 framework to make a decision in critical moments.



1. An overly enthusiastic fan spills their drink on the person next to them while sitting in the stands. You notice that the other person is getting very upset and things were starting to heat up. How would you use the Service Playing Field to engage, and LEAD2 to solve this?
2. A fan is being belligerent and using inappropriate language towards the opposing players. Other fans around them are getting upset. How would you use the Service Playing Field to engage, and LEAD2 to solve this?
3. You notice that a fan in a wheelchair is having a hard time getting to their seat and is separated from their team. How would you use the Service Playing Field to engage, and LEAD2 to solve this?
4. During the game, you are working as an usher and you notice that another member of the event staff is constantly on the phone and is clearly distracted and not paying attention. How would you use the Service Playing Field to engage, and LEAD2 to solve this?
5. In your capacity as game administrator, you see a student-athlete's parent move behind the team's bench and begin cursing and yelling at the coach about a decision that the coach has just made. How would you use the Service Playing Field to engage, and LEAD2 to solve this?
6. As soon as a close contest has ended, you notice a parent, who appears upset, start running towards the referees as they are leaving the field. It appears the parent is intent on giving the officials a piece of his mind. How would you use the Service Playing Field to engage, and LEAD2 to solve this?
7. You are working as part of the cleaning team and a fan asks you where the First-Aid location is because she had slipped and had a small cut on her ankle. How would you use the Service Playing Field to engage, and LEAD2 to solve this?
8. You are walking fans to their seats and notice an electrical cord that cuts across the walkway. How would you use the Service Playing Field to engage, and LEAD2 to solve this?
9. You are working at a concession stand and a fan claims to have accidentally dropped an ice cream and would like a new one. There are no obvious signs of spilled ice cream, and you don't remember seeing her before. How would you use the Service Playing Field to engage, and LEAD2 to solve this?
10. You are getting ready to open the venue for the game in 5 minutes and as you are walking by the visitor section of the bleachers you notice a few seats are not bolted down. How would you use the Service Playing Field to engage, and LEAD2 to solve this?
11. You walk into the restroom during your break and you notice an overflowing trash can and puddles of water by the sink. How would you use the Service Playing Field to engage, and LEAD2 to solve this?



MAKE IT YOURS: Create specific scenarios that will relate to your audience.

NOTES

MODULE 7: CLOSING



Activity: MAKE GAME DAY YOURS!

(An alternate activity can be found on p. 56.)

Purpose: Inspire everyone to commit to one thing immediately after this training.



SAY:

- Now, before we leave, I want everyone to please think about one thing YOU plan to do differently next game day in order to create an excellent experience and *Make Game Day Yours!*

DO:

- Have them write down on their Service Cards where they say: “I will commit to...”
- Share what YOU will commit to and how you will be held ACCOUNTABLE for it.
- Optional: Have team members write down their commitment on a Post-It® and place on a flip chart at the front of the room for accountability.

NOTES

[illegible]

MODULE 7: CLOSING

Purpose: Thank everyone!

SAY:

- Thank you for your time, energy, and participation.
- I know we have a winning team here at *[school name]*.
- I am proud to be your teammate and look forward to making *[school name]* the example of excellence on and off the field.

DO

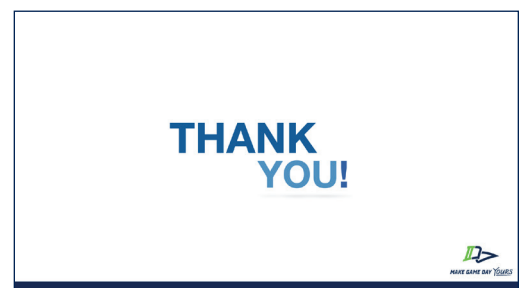
- Reveal the Common Purpose:

We create a respectful and engaging educational environment through athletics, for everyone.



MAKE IT YOURS: Thank team members and use a rallying cry to end session. Consider a school cheer! Let's go *Make Game Day Yours!*

NOTES



NOTES

APPENDIX

OPTIONAL ACTIVITIES

Below are optional activities:

- Excellent Service (Virtual)
- What is your Super Power? (Virtual/In-Person)
- Common Grounds (Virtual)
- Paper Sculpture (In-Person)
- Point North (Virtual)
- Picture Our Purpose (Virtual)
- Good Show Bad Show (Virtual & Additional Lines of Business)
- How will you LEAD2 Service Excellence? (Virtual)
- Reach Higher (In-Person)

MODULE 2: SESSION OPENING



Activity: Excellent Service

Purpose: Have program team members share their experiences with an excellent service experience.

DO:

- Share a brief story of a personal excellent service experience.
- Encourage team members to share an excellent service experience.
- Monitor the chat for any responses.

SAY:

- Who would like to share an excellent service experience that you have had?
- This experience could have been at a game, at the supermarket, or at any business that provides service experiences. This is a great time to rave about your favorite business.
- Feel free to raise your hand to share or add your answer in the chat.

DO:

- Give team members 3 minutes to share an excellent service experience.
- Make sure to call out any answers in the chat.

SAY:

- How did that experience make you feel?
- Based on what you heard, what made the experience special?
- Did your excellent experiences have anything in common?

DO:

- Have team members raise their hands and share virtually or add their answers to the chat.



FACILITATOR TIP: Debrief and help until the team members realize that their memories are largely based on emotions.

NOTES



MODULE 2: SESSION OPENING



Activity: Excellent Service Continued

Purpose: Have program team members share their experiences with an excellent service experience.

SAY:

- Just like in your stories, a common theme was that it took people to make those moments memorable. That's why YOU are here. You make a difference to Make Game Day Yours!
- But, how can you do that and create a positive experience for each and every fan—and each other, while still doing your role? Is it possible?

DO:

- Instruct team members to answer in chat.



FACILITATOR TIP: Look for responses such as, I can do it by being friendly, engaged, attentive, smiling, working as a team, etc.

SAY:

- If we believe we can do it, let's spend some time thinking about how we can make game day excellent!
- Let's now consider how we can make game day ours and how we can achieve memorable experiences for our fans and each other.
- The way that we can really do that is by bringing our best selves. We bring a lot of different stories, examples, and experiences to our game day. Let's talk about what we bring and what we have in common.

DO:

- Resume training on p. 10 with Common Ground activity.

NOTES



MODULE 2: SESSION OPENING



Activity: What is your Super Power?

Purpose: Optional replacement of Excellent Service activity. Discover the gifts, skills, and abilities we contribute to the game day experience and inspire each other to bring their best.



SAY:

- Take a few minutes to discuss in teams what super power you bring to the team.
- It can be that you are very organized, or it can be that you are great with numbers. Keep it simple and have fun!
- Ready, set, GO!

DO:

- Break team members up into groups to discuss or put team members into breakout rooms with 3–5 people.
- Give team members 3 minutes to discuss.
- Have the teams select a scribe to list all of the super powers in their team.

SAY:

- What are the different super powers you came up with?
- Anyone have any other super powers?
- What does this say about OUR team?
- With this diverse spectrum of abilities, we can make game day an amazing experience for our fans and even for each other! Today is about bringing our BEST and making every Division II event FANTASTIC.
- We bring a lot of different stories, examples, and experiences to our game day.
- Let's talk about what we bring and what we have in common.

DO:

- Resume training on p. 10 with Common Ground activity.

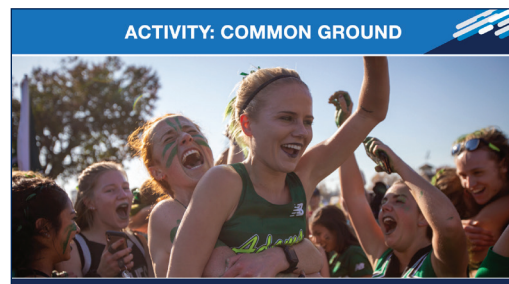
NOTES

MODULE 2: SESSION OPENING



Activity: Common Ground

Purpose: Have team members discover that through all their differences they also have much in common and those similarities can create a common ground.



DO:

- Prepare breakout rooms for 3–5 team members ahead of time and have the facilitator monitor the chat function.

SAY:

- In just a minute, we are going to send you into breakout rooms for 3–5 minutes to list as many things as you have in common as possible.
- Pick someone to be your “groundskeeper” who will have the role of capturing your list.
- Are you all ready? OK, you have 3 minutes. Ready, set, GO!

DO:

- Give team members 3 minutes in their breakout rooms to create their lists.
- When time is up, have the groundskeepers total up their list and place the number in chat.
- Have the team with the highest number read their list to the group.

SAY:

- Thanks for playing along and getting to learn a little more about each other. Now, why did we do this activity? Place your answer in the chat.



FACILITATOR TIP: Look for responses such as, teamwork, finding things in common, have fun, learn more about each other, etc.

SAY:

- Exactly. When we all can find these similarities and create connections with each other, then we can work together to deliver a unique experience for fans and each other.
- And that’s why we’re all here—to create the best game day experience.
- As part of *[school name]* you get to bring the best game day experience to life and create winning moments, one fan at a time, by making game day yours! You are a vital part of the game day experience.
- However, we also know that there are many challenges and barriers to making this a reality each and every day.
- How fun is it playing a game when you have no idea what the rules are and how to score? Imagine if you had to guess every day when you came into work about what is expected of you in order to deliver excellent experiences, and you had no direction.
- Today, we want to be intentional and share with you what the Division II game day experience should look like and what it means to MAKE GAME DAY YOURS!

DO:

- Resume training on p. 11 with Module 3: Defining the Game Day Experience.

MODULE 2: SESSION OPENING



Activity: Paper Twist

Purpose: Have teams work together to recreate a paper sculpture in a limited amount of time.

SAY:

- For this activity, we want you to exercise your problem-solving skills. Each of your tables has a paper sculpture and we want you to recreate it. There will be two rounds. For this first round, the only two rules are that you must work alone and you cannot touch or pick up the paper sculpture. You will have 90 seconds to try to recreate this, and raise your hand if you think you have done it.



DO ROUND ONE:

- Place enough large index cards on the table so each participant will have three or four available.
- Place one sculpture on each table for team members to observe.
- How to make the paper sculpture: (**Do not tell or show the team members this until the end of the activity.**) The way to do this is three rips and a twist. Two tears are evenly distributed each third of the way on one of the long sides of the card. Then, make one tear on the opposite long side of the card so it divides the card in two. On both sides, tear from the edge toward the middle and stop in the middle of the card.
- Most, if not all, will not be able to recreate the paper sculpture without touching or picking it up.
- At the end of 90 seconds, ask if anyone got it, then, give instructions for round two.

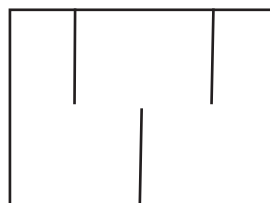
SAY:

- That was the end of round one. Now, let's begin round two. For this round, you may work as a team and touch or pick up the paper sculpture. You will have 90 seconds to try to recreate this. Raise your hand when you have completed it.



FACILITATOR TIP: Tear the paper like a football goal post without the cross bar.

Top view of how to cut large index card

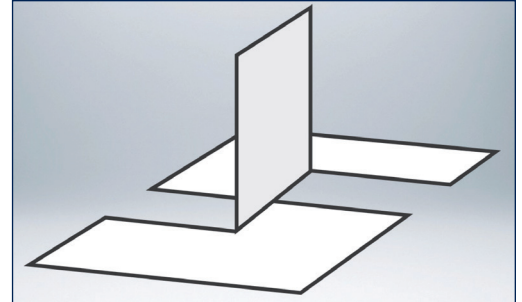


MODULE 2: SESSION OPENING



Activity: Paper Twist Continued

Purpose: Have teams work together to recreate a paper sculpture in a limited amount of time.



DO ROUND TWO:

- Have tables work in teams and give each team 90 seconds.
- Instruct the teams to create one sculpture per team and place in the center of the table.

DO:

- Demonstrate how the sculpture is made or have a team that was successful in the task explain how they approached the task.

SAY:

- This activity is all about seeing what we do and see every day, and looking at it from a different point of view, with a twist.
- It was much easier to solve the problem when you were able to get as close to the problem as possible.
- How is this the same as solving problems during our events?

DO:

- Look for: need for collaboration, not having all the information necessary, limited amount of time, resources, etc.

SAY:

- Currently, our game day staff may see a problem and wait for the senior game administrator to come and address the issue. This is similar to the paper twist exercise.
- Maybe one or two people in this room figured out this puzzle, but not everyone did. But, after we looked at it as a team and discussed it, we all knew how to solve it.
- Next time, any of us could address the problem instead of just one person.
- Our hope today is to make service for our game-day fans the same. Everyone on our staff should feel comfortable with how we solve issues at our institution and be willing to address the problems as they arise.

DO:

- Resume training on p. 11 with Module 3: Defining the Game Day Experience.

MODULE 3: DEFINING THE GAME DAY EXPERIENCE



Activity: Point North

Purpose: Describe the concept of a Common Purpose to team members.

DO:

- Ask everyone to turn on their cameras if possible.
- Have team members point in the direction they feel is “north.”
- Once they have locked in their location, have everyone observe the directions all their team members are pointing (e.g., right, up, towards the screen, etc.).

SAY:

- What do you see? Look for: We are all pointing in different directions, some of us are pointing one way and others the opposite, etc.
- How does this make you feel? Look for: Disconnected, alone, lost, not aligned, etc.
- Why might this have happened? Look for: We pointed in the direction we thought was north, we are in different locations, etc.
- So what does this illustrate?
- As your facilitator, I failed to define what “north” is. I did not provide clear direction, and I did not give you any tools to try and find out. I did not paint a picture of where we are going.
- Without a COMMON GOAL, we are all going in our own direction like you demonstrated a minute ago.
- A Common Purpose unites everyone toward the same goal and as one team across all roles.
- A Common Purpose rallies us toward our “true north” when it comes to providing outstanding service.
- It is not meant to be memorized. It is meant to be internalized, so that you inherently know it and FEEL it.

DO:

- Resume training on p. 15 with an overview of our Common Purpose.

NOTES



MODULE 3: DEFINING THE GAME DAY EXPERIENCE



Activity - Picture Our Purpose

Purpose: Understand how the Common Purpose works in action.

SAY:

- As you can see, our Common Purpose is alive and after this session we want you to be excited and inspired to deliver a winning experience.
- Therefore, we want to give each team an opportunity to illustrate what our Common Purpose personally means to them.

DO (Option 1):

- Divide team members into teams of 3–5 (breakout rooms).
- Assign an illustrator to draw the image of what the Common Purpose means to the team.
- Give each team 7 minutes to draw what the Common Purpose means to them.
- Once they are done, have the illustrator prepare to present to all team members in the main room.

DO (Option 2):

- Divide team members into teams of 3–5 (breakout rooms).
- Have each participant draw what the Common Purpose means to them.
- Give each team 7 minutes to draw what the Common Purpose means to them and share with other team members in their team.
- Once they are done, ask team members to take a picture of the drawing and email it to *[insert email address]*.
- Have a few team members share their drawings in the main room.

NOTES

ACTIVITY: PICTURE OUR PURPOSE

What does our Common Purpose look like to you?



ACTIVITY: PICTURE OUR PURPOSE

What are some common themes you observed?

What did you learn from each other?

What would happen if these illustrations actually happen every day?



SMALL GROUPS HUDDLES



MODULE 3: DEFINING THE GAME DAY EXPERIENCE



Activity - Picture Our Purpose Continued

Purpose: Understand how the Common Purpose works in action.

SAY:

- What are some common themes you observed?
- What did you learn from each other?
- What would happen if these illustrations actually happened every day? (Validate and encourage responses.)
- Exactly, we would have a more positive game day experience.
- Now that we have a clear Common Purpose, let's take a look at how we can deliver it in a consistent way.

DO:

- Resume training on p. 19 with an overview of our Service Standards.

NOTES

[illegible]

ACTIVITY: PICTURE OUR PURPOSE

What does our Common Purpose look like to you?



MODULE 6: DELIVERING ON THE GAME DAY EXPERIENCE - LEAD2



Activity: In Bounds/Out of Bounds

Purpose: Use the Service Standards to see each experience in a more service-oriented way.

SAY:

- Most of us have been to a sporting event or concert before and we've all seen moments that are in bounds and out of bounds examples.
- For the purpose of this activity, think specifically about our service playing field.
- In-bounds moments would take place within the service playing field, and out-of-bounds moments would be outside of the service playing field.
- I am going to show an image on the screen for us to review and look for examples of service moments that are in bounds and out of bounds.
- These scenarios relate to our standards and behaviors that we went over a few minutes ago.
- Take a moment to find examples of in bounds and out of bounds, and raise your hand or place your answer in the chat.

DO:

- Several scenarios are available for team members to discuss. Only one scenario should be chosen for the activity.
- Call on team members that raise their hands virtually to share examples they found.
- Read aloud any comments that are placed in the chat.
- You may also need to call out and reinforce a few examples that stand out that are both in bounds and out of bounds.

SAY:

- With these standards and behaviors, you now have a common language to help guide you and empower you to be more intentional and deliberate in creating service moments that are in bounds and identifying out-of-bounds moments that should be addressed.

DO:

- Resume training on p. 27 with an overview of our service recovery framework: LEAD2.

NOTES







Good Show/Bad Show

Good Show:

- 1 Teammate greeting fan to the arena
- 2 Custodian leaning down to talk with a child
- 3 Team member showing fans to their seats while smiling
- 4 Smiling security team member checking bags thoroughly
- 5 Team member cleaning up spilled soda
- 6 Team member opening door for fans
- 7 Team member cleaning counter
- 8 Team member giving fan directions
- 9 Team member bringing a wheelchair to a fan
- 10 Team members helping each other create a seamless experience

Bad Show:

- 1 Team member smoking and on cell phone in view of fans
- 2 Team member using inappropriate language
- 3 Team members ignoring fans/using phone
- 4 Popcorn spill on floor left unattended
- 5 Unsafe railing
- 6 Misspelled "concessions"
- 7 Team member with poor appearance and body language
- 8 Broken TV screen with no out of order sign
- 9 Dirty/overflowing trash can
- 10 Skewed name tag





GOOD SHOW/ BAD SHOW

GOOD SHOW:

- Welcome, friendly service
- Friendly bag check
- Kneeling, talking to child
- Holding a door open
- Giving directions

BAD SHOW:

- Using cell phone
- Unfriendly/grumpy
- Eating food
- Texting/ignoring a fan
- Sloppy looking





GOOD SHOW/ BAD SHOW

GOOD SHOW:

- 1 Assisting fans
- 2 Kneeling, assisting child
- 3 Providing directions
- 4 Ushers assisting fans
- 5 Picking up trash

BAD SHOW:

- 1 Walking past spill on floor
- 2 Unfriendly/grumpy
- 3 Ignoring fans
- 4 Using cell phone/smoking
- 5 Eating/cursing



MODULE 6: DELIVERING ON THE GAME DAY EXPERIENCE - LEAD2



Activity: How will you LEAD2 Service Excellence?

Purpose: Provide team members an opportunity to apply the Service Standards and LEAD2 framework to make a decision in critical moments.

DO:

- Create breakout rooms with 3–5 people in each room.
- Select three scenarios from p. 29.
- Copy each scenario in the chat.
- Give each team a minimum of 5 minutes to identify a solution that uses the LEAD2 approach.

SAY:

- Now that we have reviewed LEAD2, let's focus on how you would use LEAD2 in these specific scenarios.
- Pick one of the scenarios from your handout and discuss the following questions.
- How would you use the Service Playing Field to engage?
- How would you use LEAD2 to solve?
- We will give you 5 minutes to discuss.

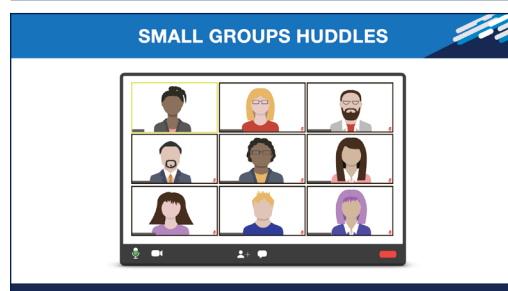
SAY (debrief):

- Would anyone like to share how they would resolve one of the three scenarios?
- Did you discover a new way to handle a difficult situation or confrontational moment?
- Did you see how the standards also come into play to help solve a difficult situation?
- Have you had a scenario that you can look back on that you did not handle well? If so, how would you have handled it differently now knowing the LEAD2 tool?
- When we LEAD2, we get to *Make Game Day Yours!*

DO:

- Resume training on p. 30 with Module 7: Closing.

NOTES



MODULE 7: CLOSING



Activity: Reach Higher

Purpose: Inspire everyone to Reach Higher!

SAY:

- Now, before we leave, I want everyone to please stand up and raise one arm as high as you can. (Wait for the raising)
- Okay, now I want you to reach a little higher. YOU CAN DO IT!
- How many of you think you reached a higher point the second time?
- Why didn't you do that the first time?

DO:

- Have them sit again.

SAY:

- I saw that you all reached a little higher, and that is what it will take for us at [school name] to have a winning environment, every day.
- Just like in life and in sports, you may think an inch does not make a difference, but it does... just that little bit, collectively, could be the difference between winning or losing a service moment.
- Let me share with you one more personal story of why I am going to give a little more each day to create a positive game day experience!

DO:

- Conclude training on p. 31 with the closing.



MAKE IT YOURS: Share your personal story.

NOTES

