

Level 4



EDUCOOT

SAMPLE!

CUSTOMER SERVICE

Student Worksheets



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A. What is Customer Service?



1. Read the information:

Customer service is the support that is offered to customers — both before and after they buy and use the products or services that the company provides. Good customer service helps customers to have an easy and enjoyable experience. Offering great customer service is important if a company wants to retain customers and grow its business.

In today's times, customer service goes beyond the traditional telephone support agent. It is available via email, web, text message, and social media. Many companies also provide self-service support, so customers can find their own answers at any time of the day or night.

2. Find words in the text that have these meanings:

a) a buyer of goods or services

b) keep

c) the system of serving oneself

d) conventional

e) electronic mail

f) solutions



(Practice)

3. These people are part of the customer service team. Read what they think about customer service.



All you need to do is satisfy customers. Customer service involves being a kind, courteous, and professional face for the company. You have to listen carefully to the customer's wants and worries. You need to explain solutions to clients. Most people are looking for answers to their problems!



Customer service is listening to customers and helping to resolve their issues so that they are happy and they stay loyal. Listening is vital! Most customers already begin to more relaxed once you listen carefully to their concerns. Asking relevant questions, repeating their concerns, and quietly listening are helpful ways to demonstrate that you are listening and that you care about their problems.



There is only one boss, whether you are shining shoes or you are CEO of the biggest company in the world, the boss is the same. It is the customer! The customer decides whether a business is going to succeed or fail. The customer can shut down a company by simply spending their money somewhere else.

(Practice)

E. Customer Empowerment



Customer service includes making customers feel like they are empowered. Here are some ways in which customers feel like they have some control.

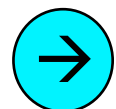
1. Choose a large company or service that you often use.

a) Does it offer **self-service**? Explain.

b) Does it have a **troubleshooting service**? Explain.

c) Is there **information** regarding the product/service easily available? Explain.

d) Are there associated **social media accounts**, e.g. Facebook, Linked, Instagram, etc.? Explain.



e) Are there **customer reviews and testimonials** available? Explain.

f) Is there a platform where you can give **feedback**, positive or negative? Does the company send out **surveys**? Can you leave a **review**? Explain.

a) Is there any **flexibility** with purchasing the product or service? Can you pay it off monthly? Do they deliver? Can you bring it the product back if it does not suit you? Etc.

b) Comment on the overall empowerment you feel as a customer when you purchase this product or service?

(Practice)



G. Quality Service Standards

1. A quality policy statement is a brief document developed as part of a company's quality management system. It declares what the company considers 'quality' and it outlines the processes in place to ensure that the agreed standards are met.



- Download the **Sample Quality Statement Policy**.
- Read it.
- Replace the blue font with a company that you make up.
- Add all the details to match the company you have chosen.
- You can change any information to suit the company.
- Remove all brackets. Save and print.

(Practice)

2. Read the B&B review below.



**MAGGIE
MAY**



Reviewed March 17, 2019

A good stay at the Farmhouse B&B, The hosts were friendly and welcoming. The room was clean and comfortable. There was tea, coffee and homemade muffins in the room. We had a lovely country view. We were offered dinner but we went to a nearby restaurant. We had quite a good night's sleep, although we could hear other guests walking around because the floors were very squeaky! There are large grounds and some lovely walks. The hosts gave us maps and suggested trails. They were very knowledgeable about the area. We had a cooked breakfast in the morning. It was delicious but it took about 40 minutes to arrive. There was ample safe parking. A good stay overall!





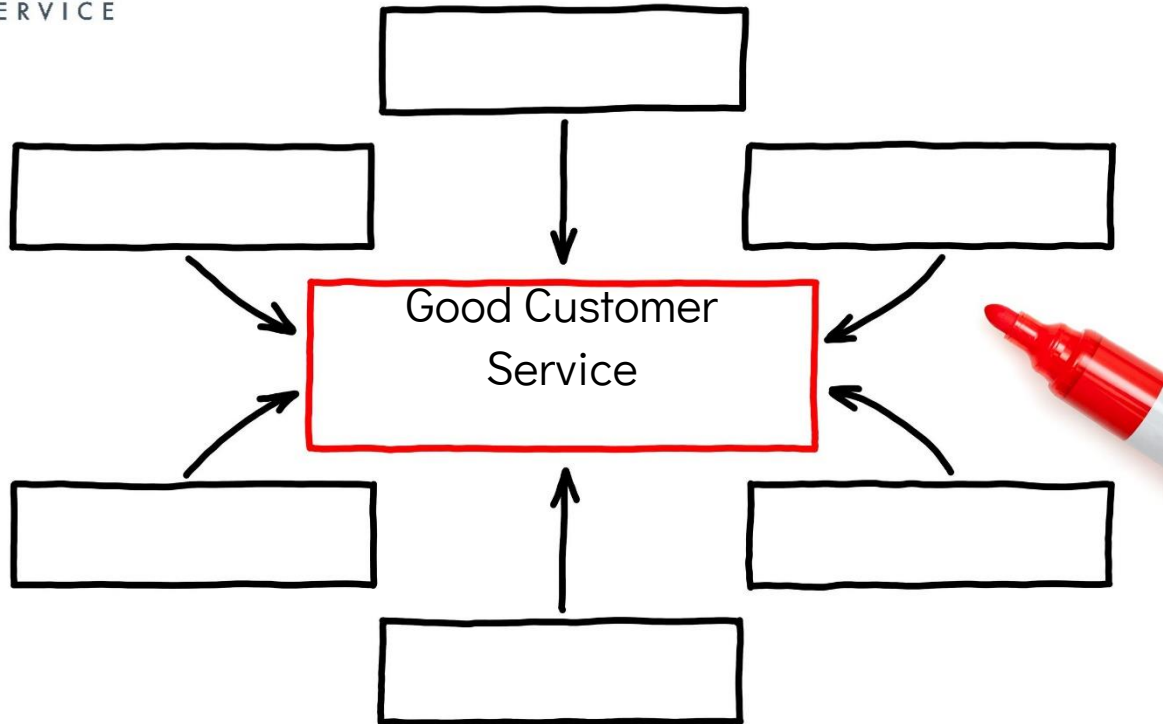
3. How are the hosts offering a quality service? What could they do to improve?

What are they doing well?	What do they need to work on?

(Practice)



3. Summarise the benefits for the company, of good customer service.



4. Do you have loyalty cards for any shops? If so, write the shops below:

5. How do you think a loyalty card can help a company?

(Practice)

L. Key Skills & Qualities



Consider the key skills needed in order to provide effective customer service.

1. Complete the sentences:

KNOW YOUR CUSTOMER

distance, firm, emphasise, friendliness, straight, listening, behaves, message

Presentation

What you wear, your personal grooming and how you carry yourself sends a . Being confident and professional commands more authority and respect.

Positive body language

Always look into your customer's eyes. Directly address customers. Give a handshake if appropriate. Facial expression sets a positive tone before you even begin speaking. A relaxed or pleasant facial expression is what you should aim for!

Active listening

Be attentive when listening to a customer, slightly lean towards your customer and nod your head slightly to indicate you are .

Tone of voice

Always convey . Do not raise your voice, no matter how difficult a customer may be.

Personal space

This is the distance that feels comfortable between you and another person. Leave adequate between you and your customer. Adequate space is important to make customers feel secure and unthreatened.



Posture

Stand or sit up . Your posture should express attention, friendliness, and openness.

Hand gestures

Use hand movements to what you say and how you feel.

Observation

Notice how the customer and what they react positively to.



(Practice)

4. Listen to Recording B.

Imagine that you work for the caravan park and you wish to relay the message to the owner. Paraphrase the voice message. In other words, summarise it.



5. Listen to Recording C. What open-ended questions could you ask, to encourage the speaker and get accurate information?

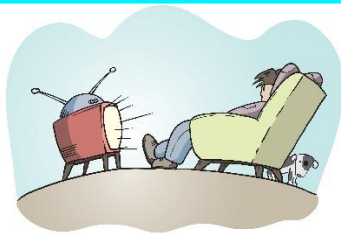


13. Choose one of these responses to respond to each of the following: (there is not one correct response, it's what you think is best)

a) *"I love my job, but can't stand my boss and I find this very stressful. He's on my case every day even though I try my best. I think I should find another job."*

Type of response:

Your response:



b) *"I want to meet some new people since I'm new to town. I feel very lonely. I end up sitting watching TV by myself every night. But I don't really know where to go!"*

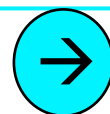
Type of response:

Your response:

c) *"I can't make my rent payment this month. I am not sure what to do! It is making me feel so worried and sick!"*

Type of response:

Your response:



2. Proofread all written communication. Use the spelling and grammar check on the computer.

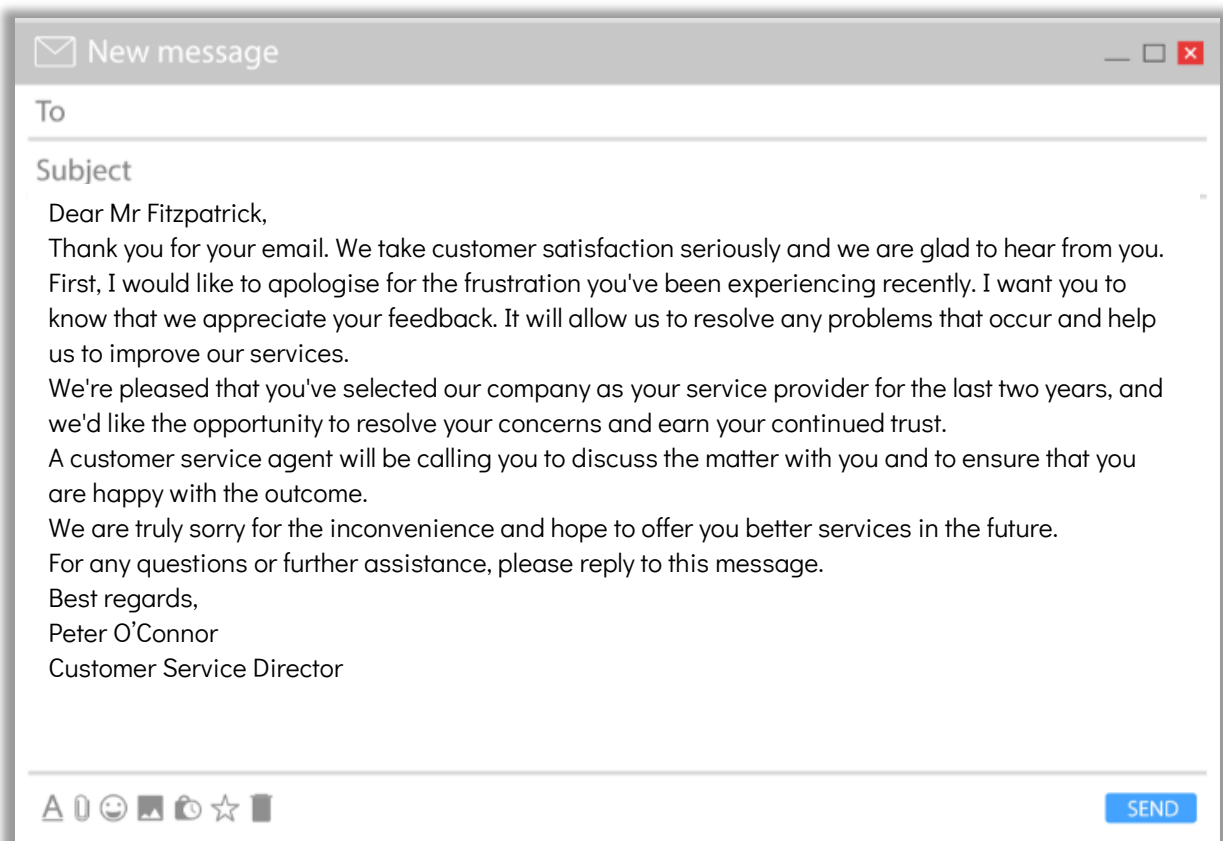
Download the file **Customer_Email**. Proofread the email and correct any mistakes. Save it and print it. **(Practice)**

How to Respond to an Angry Customer Email

- *Respond as soon as possible.*
- *Apologise for their negative experience.*
- *Explain what may have gone wrong.*
- *Reassure the customer that this won't happen again.*
- *Offer an incentive, refund, or discount.*
- *Allow them to respond with further questions, comments, or concerns.*
- *Follow up with the customer.*



3. Read the email reply to a customer complaint.



4. Rate the response from 1 (poor) to 10 (excellent):

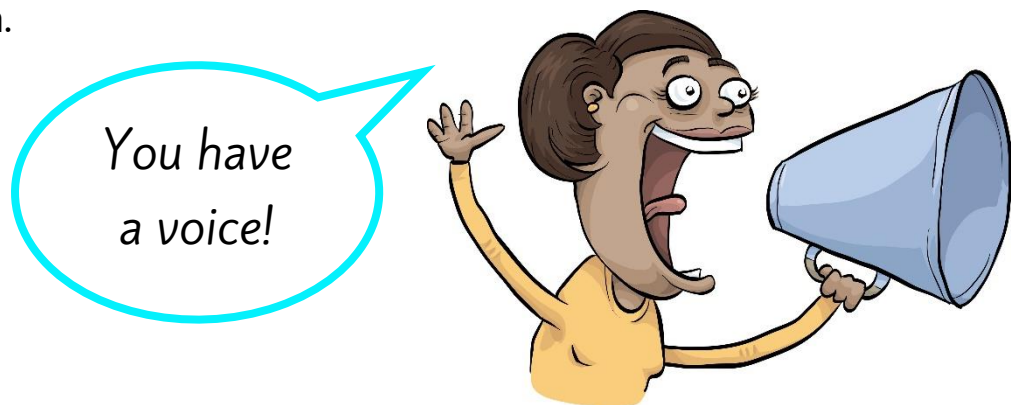
(Practice)

A. Assertiveness

Assertive communication is a powerful tool that helps you to speak up and be heard.

Read the Rights of Assertiveness in Appendix 2. Complete the sentences.

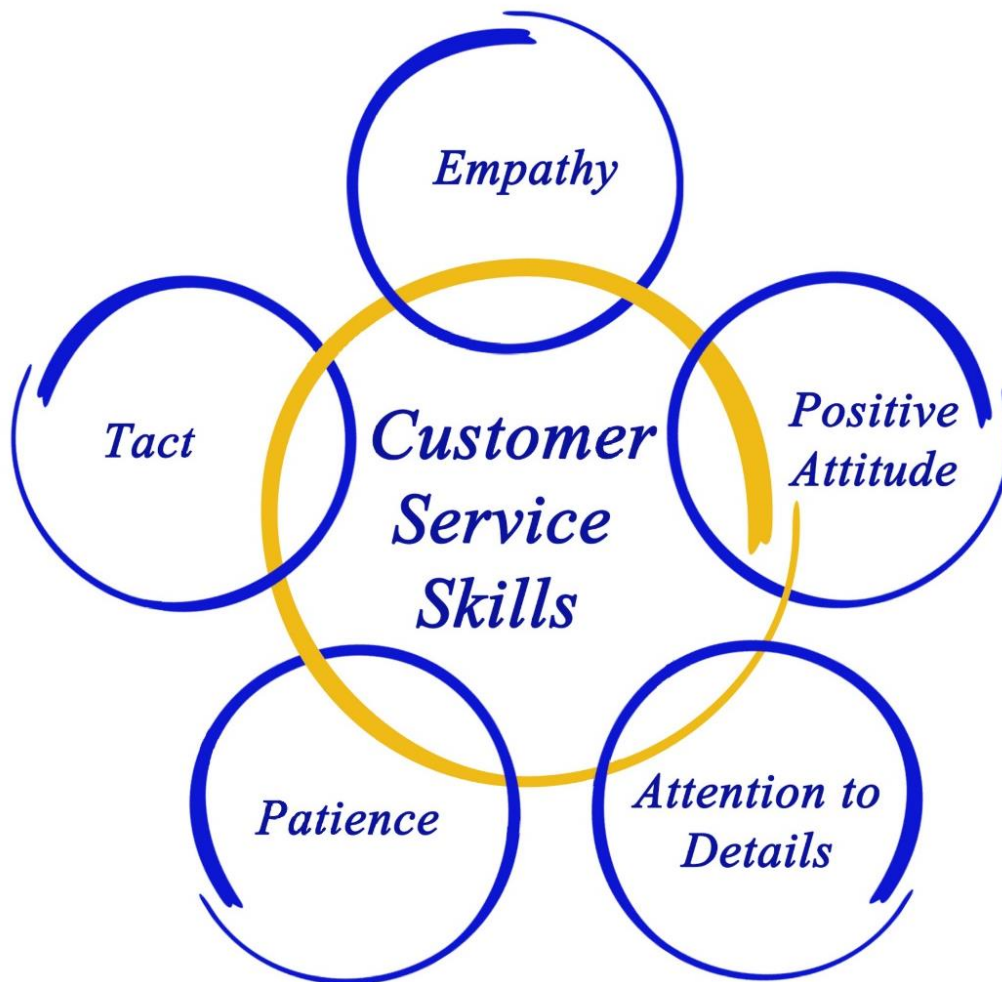
- a) You have the right to individual and can expect them without guilt.
- b) You have the right to judge your own thoughts, emotions, and .
- c) You have the right to change your .
- d) You have the to be independent of others' approval.
- e) You have the right to say that you understand something.
- f) You have the right to make mistakes, and to take for them.



(Practice)

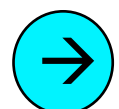
B. Customer Service Skills

1. Look at the diagram below which has some of the skills you need to work in customer service.



2. Under each heading, give an example of how you would use this skill in a customer-service environment.

a) Empathy



Assessment Brief 3

Component title:	Customer Services
Component code:	4N1989
Assessment technique:	Collection of Work
Assessment title:	<u>Teamwork</u>
Assessment number:	3
Weighting:	Collection of Work, 10%

Guidelines:

Participate in group or team based activities that contribute to effective customer care

Assessment criteria:

- Include key terminology that is used in a customer service environment.
- Name the stages of teamwork, e.g. Forming, Storming, Norming, Performing and Adjourning.
- Describe the importance of teamwork, including in the light of customer service.
- Show an understanding of what makes a team successful.
- Take part on teamwork activities.
- Take part in a team project, to include setting goals, deciding deadlines, assigning roles, recognising possible obstacles, naming resources needed, reviewing the goals, commenting on how difficulties were overcome, and evaluating the team project.
- In the Team Project, use the principles of customer service and use reading, writing and interpersonal skills and role-play to carry out the tasks.
- Ensure answers are logically set out and clear.
- Ensure correct use of spelling and grammar.
- Discussions may be recorded.
- Video and/or photographic evidence may be required.

See the marking guide below:

Assessment Criteria	Max Mark
Goals that need to be achieved to complete the Team Project <ul style="list-style-type: none">● Goals (1 mark)● Realistic deadlines (1 mark)	2
Review the goals <ul style="list-style-type: none">● Comment on team roles (1 mark)● Comment on progress (1 mark)	2
Difficulties/Obstacles <ul style="list-style-type: none">● Naming difficulties (1 mark)● How the difficulties were overcome (1 mark)	2
Evaluation Evidence of goal achievement (1 mark) Individual's role in the team (1 mark)	4

What would be done differently in future (1 mark)	
What individual did well (1/2 mark)	
What individual needs to work on (1/2 mark)	
TOTAL	10

Date brief was issued:

Submission date:

I confirm that this is my original work.

Signed: Date:

D. Team-Based Activities

Practise these customer service activities in your teams.

Activity 1: Know Your Destination



The game has two rounds, each followed with a short debriefing.

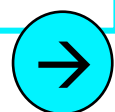
Round One

1. Work in your team.
2. You are going on a road trip. You have 3 minutes to write a list of things you need to take. Don't ask questions. Start when the teacher says "Go!"

3. Have a debriefing and talk about the chosen items for another 3 minutes.
4. How many items did the team list?

Round Two

5. Do the same as in Round 1, except this time, the teacher will tell you what your road trip destination is. You have 3 minutes.



B. Handling Customer Enquiries

When answering customer enquiries, a word should be kept in mind: **LAST**. It's a reminder of what you need to keep in mind:

LISTEN

APOLOGISE

SOLVE

THANK



KNOW YOUR CUSTOMER

1. Read the responses:

<i>Not a good response</i>	<i>An alternative</i>
"I don't know."	"I'll find out."
"No."	"What I can do is..."
"That's not my job."	"Let me find the right person who can help you with ..."
"You're right – this is bad."	"I understand your frustrations."
"That's not my fault."	"Let's see what we can do about this."
"You want it by when?"	"I'll try my best."
"Calm down."	"I'm sorry."
"I'm busy right now."	"I'll be with you in just a moment."
"Call me back."	"I will call you back, what is your telephone number?"

(Practice)



2. In pairs: Take turns being the customer and the customer service representative. Have a dialogue using the incorrect responses, then have a dialogue, using the better responses.

3. Write your 'script' – the steps you need to take when a customer calls in with an enquiry. Number the steps in order.

(1 mark)

Be knowledgeable. While there should be much useful information on the website, customer service representatives are there to answer any questions that the customers have. The representatives must understand all aspects of your business / service / product so they can answer the customer with efficiency and confidence.



3. Look online at the Citizens Information site: (The Consumer Protection Act 2007)

https://www.citizensinformation.ie/en/consumer/consumer_laws/consumer_protection_act_2007.html



(Practice)

4. Find the information.

a) Give an example of an unfair commercial practice:

b) Give 2 types of traders that are on the Consumer Protection List:

c) What does CCPC stand for?

d) Does the Central Bank of Ireland have a role in enforcing the provisions of the Consumer Protection Act 2007?

e) Name some areas which the Act covers.

(Practice)

B. What All Customers Need

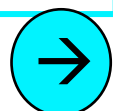
1. Describe 5 needs that both internal and external customers need. For each need, include a description of the need and a specific example of how this need can be fulfilled:



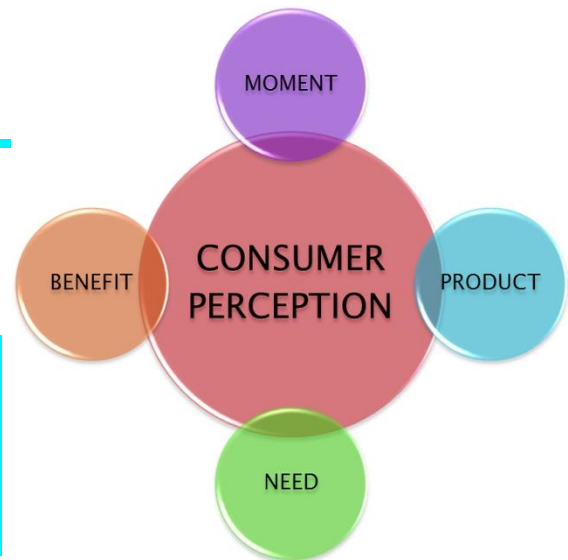
Need 1

Need 2

Need 3



C. Customer Perception



1. What is customer perception?

2. Describe each of these factors which influence customer perception:

a) Customer reviews

b) Marketing

c) Company values

d) Customer support quality

Mapping of the Learning Outcomes

1. Explain the principles of customer service [Pages 8 to 10 \(what is customer service\)](#), [Page 11 \(accessibility\)](#), [Page 12 \(speed, accuracy and clarity\)](#), [Pages 13 to 14 \(transparency\)](#), [Pages 15 to 17 \(customer empowerment\)](#), [Pages 18 to 19 \(friendliness\)](#), [Pages 20 to 21 \(quality service standards\)](#), [Page 22 \(more principles\)](#), [Pages 30 to 38 \(elements of good customer practice\)](#), [Pages 190 to 193 \(what all customers need\)](#), [Pages 194 to 196 \(customer perception\)](#)
2. Outline the importance of quality customer service to the development and success of an organisation [Pages 23 to 26 \(importance of quality customer service\)](#), [Pages 27 to 29 \(customer service qualities\)](#), [Pages 44 to 47 \(personal customer service experiences\)](#)
3. Distinguish between internal and external customers [Page 189 \(internal and external customers\)](#)
4. Outline the role of communications in customer service to include writing and listening skills, personal interaction and interpersonal skills. [Pages 39 to 43 \(key skills and qualities\)](#), [Pages 52 to 54 \(communication\)](#), [Pages 55 to 69 \(listening skills\)](#), [Pages 70 to 75 \(writing and reading skills\)](#), [Pages 76 to 78 \(verbal communication\)](#), [Pages 79 to 85 \(nonverbal communication\)](#), [Pages 86 to 88 \(problem-solving skills\)](#), [Page 89 \(assertiveness\)](#), [Pages 90 to 92 \(negotiation\)](#), [Pages 93 to 96 \(personal grooming\)](#), [Page 97 \(using the types of communication\)](#), [Pages 98 to 100 \(interpersonal skills\)](#), [Page 101 \(barriers to effective communication\)](#), [Pages 105 to 107 \(customer service skills\)](#), [Page 115 \(other forms of communication, social networking\)](#), [Pages 194 to 196 \(customer perception\)](#)
5. Identify key customer service activities within a work, social or voluntary environment to include handling enquiries, customer charter, and complaints procedures [Pages 30 to 38 \(elements of good customer practice\)](#), [Pages 105 to 107 \(customer service skills\)](#), [Pages 108 to 110 \(dealing with customers face-to-face\)](#), [Pages 111 to 114 \(dealing with customers on the telephone\)](#), [Pages 142 to 144 \(characteristics of a quality service\)](#), [Pages 145 to 149 \(handling customer enquiries\)](#), [Pages 150 to 157 \(customer complaints\)](#), [Pages 161 to 162 \(customer charter\)](#), [Pages 183 to 185](#)

(putting the legislation into practice), Pages 190 to 193 (what all customers need)

6. Identify the key roles of a range of individuals involved in providing customer service [Page 42 \(customer care agent\)](#), [Pages 158 to 160 \(customer service roles\)](#)

7. Assume responsibility for dealing with customer complaints in a range of situations to include knowing how and when to refer complaints to a supervisor or manager when necessary. [Pages 28 and 29 \(complaint scenarios\)](#), [Pages 71 and 72 \(email complaints\)](#), [Page 77 \(complaint role-play\)](#), [Pages 86 to 88 \(problem-solving skills to deal with complaints\)](#), [Page 110 \(face-to-face complaints\)](#), [Pages 150 to 157 \(customer complaints\)](#), [Pages 150 to 157 \(customer complaints\)](#), [Pages 183 to 185 \(putting the legislation into practice\)](#), [Pages 194 to 196 \(customer perception\)](#)

8. Use with confidence the personal and practical skills required to carry out customer service interactions and responsibilities to include verbal and written skills using a range of technologies [Page 29 \(customer service skills\)](#), [Pages 30 to 38 \(elements of good customer practice\)](#), [Pages 39 to 43 \(key skills and qualities\)](#), [Pages 64 to 67 \(types of responses to listening\)](#), [Pages 70 to 75 \(writing and reading skills\)](#), [Pages 76 to 78 \(verbal communication\)](#), [Pages 79 to 85 \(nonverbal communication\)](#), [Pages 86 to 88 \(problem-solving skills\)](#), [Page 89 \(assertiveness\)](#), [Pages 90 to 92 \(negotiation\)](#), [Pages 93 to 96 \(personal grooming\)](#), [Page 97 \(using the types of communication\)](#), [Pages 98 to 100 \(interpersonal skills\)](#), [Pages 102 to 104 \(strengths and weaknesses\)](#), [Pages 105 to 107 \(customer service skills\)](#), [Pages 108 to 110 \(dealing with customers face-to-face\)](#), [Pages 111 to 114 \(dealing with customers on the telephone\)](#), [Page 115 \(other forms of communication, social networking\)](#), [Pages 145 to 149 \(handling customer enquiries\)](#), [Pages 150 to 157 \(customer complaints\)](#), [Pages 166 to 171 \(Consumer Protection Legislation\)](#), [Pages 183 to 185 \(putting the legislation into practice\)](#), [Pages 190 to 193 \(what all customers need\)](#), [Pages 194 to 196 \(customer perception\)](#)

9. Use the procedures, information sources and documentation associated with customer service in a work, voluntary or community environment. [Pages 145 to 149 \(handling customer enquiries\)](#), [Pages 150 to 157 \(customer](#)

complaints), Pages 161 to 162 (customer charter), Pages 166 to 171 (Consumer Protection Legislation), Pages 172 to 174 (Total Quality Management), Pages 175 to 180 health and safety), Pages 181 to 182 (ASAI), Pages 183 to 185 (putting the legislation into practice), Pages 194 to 196 (customer perception)

10. Provide effective customer service to include consideration of specific customer needs including equality and diversity. Pages 27 to 29 (customer service qualities), Pages 105 to 107 (customer service skills), Pages 108 to 110 (dealing with customers face-to-face), Pages 111 to 114 (dealing with customers on the telephone), Page 115 (other forms of communication, social networking), Pages 145 to 149 (handling customer enquiries), Pages 161 to 162 (customer charter), Pages 166 to 171 (Consumer Protection Legislation), Pages 172 to 174 (Total Quality Management), Pages 183 to 185 (putting the legislation into practice), Pages 190 to 193 (what all customers need), Pages 197 to 199 (discrimination in customer service)

11. Participate in group or team based activities that contribute to effective customer care Pages 35 to 37 (customer service meeting, agenda, minutes), Pages 59 to 61 (team listening activities and discussion), Page 85 (class discussion – nonverbal communication), Pages 90 to 92 (negotiation teamwork task), Pages 119 to 122 (stages of teamwork), Pages 123 to 124 (importance of teamwork), Pages 125 to 127 (characteristics of a successful team), Pages 128 to 131 (team-based activities), Page 132 (team project), Pages 119 to 122 (stages from teamwork), Pages 123 to 124 (importance of teamwork), Pages 125 to 127 (characteristics of a successful team), Pages 128 to 131 (team-based activities), Page 132 (team project), Pages 133 to 138 (goal setting in the team), Team Project, Pages 172 to 174 (Total Quality Management – group task)