

BUSINESS, ADMINISTRATION AND FINANCE

Unit 6: Customer service for business



Business, Administration and Finance

Level 3 Unit 6: Customer service for business

Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

This unit is assessed through a centre set and marked assignment, which will be externally moderated. A sample assignment brief is available at www.diplomainfo.org.uk

Total GLH	60
Delivery model	<p>This scheme of work is divided into topics and each topic is assigned an approximate number of hours. The topics can then be split according to the duration of sessions and the period of delivery.</p> <p>A list of resources is provided at the end of this document.</p>
Aim	<p>To introduce the elements of customer service and the ways in which it can be implemented successfully. Learners will:</p> <ul style="list-style-type: none"> • be able to understand customer service and customer care • know the laws and regulations relating to customer service • understand the impact of customer service • be able to demonstrate effective customer service in a range of situations.
Notes	<p>The assessment for this unit may be included as part of another unit assessment. This unit could also be co-taught with Units 1 and 4.</p> <p>Under FS (functional skills):</p> <p>* indicates opportunities for assessment in English of speaking and listening and/or written communication + indicates opportunities for use of mathematics in analysing, interpreting and presenting information ☞ indicates opportunities for assessment in ICT</p>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>1 Customer service and customer care</p> <p>Be able to demonstrate effective customer service in a range of situations</p> <p>Buying experience in different organisations and differing needs of internal and external customers</p>	<p>Provide an introduction to the unit and the assessment method.</p> <p>Discuss with learners different customer experiences, both good and bad. What is understood by customer service and its effect on the organisation's success? Talk about the functions of a customer services department. Explain the importance of customer service before, during and after sale.</p> <p>Ask learners to begin research on different types of organisation, size and sector, and their customers. They should investigate how customer service experience differs in each organisation.</p> <p>As a group discuss the identification of internal and external customers, and how their needs differ.</p>	<p>AC1e</p> <p>AC4a</p>	<p>IE2</p> <p>IE6</p>	<p>✓</p>	<p>5</p>
<p>2 Customer service and customer care</p> <p>The psychology of customer behaviour</p>	<p>Spend five hours on each of the following activities. As a class, determine methods of identifying the needs and special requirements of individual customers and how they will vary. The discussion should include customer expectations and how they are formed.</p> <p>Learners should identify ways of dealing with different behaviours by adapting their own in order to achieve customer satisfaction.</p> <p>Ask learners to create a 'customer encounters log' to record their dealings with customers.</p>	<p>AC1b</p>			<p>10</p>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>3 Customer service and customer care</p> <p>Be able to demonstrate effective customer service in a range of situations</p> <p>Effective customer service skills</p> <p>Dealing with difficult customers equitably</p>	<p>Divide learners into small groups and ask them to identify the interpersonal skills required in a customer service deliverer. Follow with a group discussion to ensure that everything has been covered.</p> <p>Discuss how to work as part of a team to deliver customer service. Emphasize the importance of developing good working relationships with colleagues.</p> <p>Describe the need for clear, effective communication, both oral and written, and effective methods of questioning/active listening and the impact of body language. Selecting the most appropriate method of communication.</p> <p>Learners should evaluate their own skills and identify areas for improvement.</p> <p>Role play activities for dealing with customers with different needs and behaviours would be helpful to learners.</p> <p>This topic has links with Unit 2 Business Communication.</p>	<p>AC1a</p> <p>AC4b, c</p>	<p>RL1</p>	<p>*</p>	<p>8</p>
<p>4 Customer service and customer care</p> <p>The importance of product knowledge to customer satisfaction</p>	<p>Explain the importance of product knowledge. Learners should carry out research to find sources of information on organisations' products and services. Why is it important to gain a wide knowledge of products? What is the impact of product knowledge on sales? Ask learners to define and discover ways of cross- and up-selling.</p> <p>Explain how to identify and sell complementary products/services.</p> <p>This topic has links with Unit 4 Marketing.</p>	<p>AC1c</p>			<p>3</p>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>5 Customer service and customer care</p> <p>Understand the impact of customer service</p> <p>Customer service policies</p>	<p>Ask learners to research customer charters/policies, their purpose and the commitments and standards included in them. They should note any ethical statements that may be included.</p> <p>Follow with a group discussion about the use of the standards included in customer policies and how they affect the delivery of customer service.</p> <p>Set up an activity to draw up a customer charter, eg between learner and teacher, or linking into a business enterprise activity. Contact organisations to obtain copies of customer charters and policies.</p> <p>This topic has links with Unit 1 business enterprise activities.</p>	<p>AC1d</p> <p>AC3b</p>	<p>IE2</p>	<p>*</p> <p>☞</p>	<p>5</p>
<p>6 Customer service and customer care</p> <p>Be able to demonstrate effective customer service in a range of situations</p> <p>Complaints procedures</p>	<p>Look at typical complaints procedures, eg logs, complaint forms, and the steps taken to resolve customer problems. Learners should design their own method of logging complaints.</p> <p>Provide case study material on solving complaints. Various episodes of <i>Fawlty Towers</i> can be used to show how not to handle complaints.</p> <p>Learners should then take part in role play activities to deal with customer complaints.</p>	<p>AC1d</p> <p>AC4b</p>		<p>*</p>	<p>5</p>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>7 Laws and regulations relating to customer service</p> <p>The laws and regulations protecting the customer</p> <p>The impact of customer services laws and regulations on businesses</p>	<p>Identify various pieces of consumer legislation and explain how this affects an organisation's customer service offer. Discuss why customers complain and what their rights are. Learners should also investigate what the organisation is obliged to do.</p> <p>Provide case study activities to apply laws and regulations to certain situations.</p>	AC2a, b			5
<p>8 Understanding the impact of customer service</p> <p>The positive and negative impact of customer service and customer satisfaction on a business</p>	<p>Explain how organisations build their reputation and brand and why it is important. Look at well-known logos to identify associated expectations and emotions.</p> <p>Picking up on the research into different organisations and their levels of customer service, learners should compare and contrast the customer service in each. They need to establish why customer service is so important in a competitive market.</p> <p>Arrange for a guest speaker from a local business to talk about the impact of customers on their business.</p> <p>This topic has links with Unit 4 Marketing.</p>	AC3a		8	5
<p>9 Understanding the impact of customer service</p> <p>Monitoring to improve customer services</p>	<p>Identify methods that can be used to monitor levels of customer service, eg benchmarking, KPIs, customer feedback, and explain how those methods can be used to promote continuous improvement. Present ways to identify and implement improvements.</p> <p>Draw up a method to be used for monitoring service levels in the business enterprise activity.</p> <p>This topic has links with Unit 1 business enterprise activities.</p>	AC3c			5

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>10 Be able to demonstrate effective customer service in a range of situations</p> <p>Evaluate customer service skills and reflect on possible improvements for future performance</p>	<p>Identify different methods of gathering customer feedback, the advantages and disadvantages of each, and the cost implications. As a class, discuss why organisations gather feedback. Ask learners to research the design of effective feedback-gathering questions and ways of evaluating and presenting the data gathered.</p> <p>Learners must evaluate their own customer service skills as demonstrated via their customer encounters log, and the business enterprise activity from Unit 1.</p> <p>This topic has links with Unit 1 business enterprise activities.</p>	AC4c	RL5	* +	4
<p>11 Understanding the impact of customer service</p> <p>Online sales environment and globalisation</p>	<p>Identify the challenges of providing good customer services in an online environment. Illustrate with examples of good and bad websites. Learners should research a number of similar online stores to compare service offers.</p> <p>Look at globalisation and its impact on delivering customer service.</p> <p>Discuss with the class the advantages and disadvantages of outsourcing customer service – overseas call centres.</p> <p>Resources: Scenes from <i>Slumdog Millionaire</i>.</p>	AC3d, e, f	IE4	8	5
<p>12 Review and assessment</p>					5

RESOURCES

Websites

The Co-operative Financial Services: www.cfs.co.uk (examples of ethical standards)

Consumer Protection Association: www.thecpa.co.uk

The Department for Business Innovation and Skills: www.berr.gov.uk/whatwedo/consumers/fact-sheets/page38337.html
(on the supply of goods and services)

The Department of Trade and Industry: www.dti.gov.uk

The Institute of Customer Service: www.instituteofcustomerservice.com

The Office of National Statistics: www.statistics.gov.uk (for further details of industry classification)

Office of Public Sector Information: www.opsi.gov.uk

Standards Board for England: www.standardsboard.gov.uk

The Office of Fair Trading: www.oft.gov.uk

The Trading Standards Office: www.tradingstandards.gov.uk

Various online stores such as www.amazon.co.uk and www.play.com

Books

Carysforth, C. (1998) *Communication for Work*. Oxford: Heinemann.

Foden, S. Mansell, D. and Stimpson, P. (2008) *AQA AS Business Studies*. Guildford: AQA. (sSee Chapter 25)

Goodman, G. (2000) *Monitoring, Measuring and Managing Customer Service*. San Francisco, CA: Jossey Bass.

Hayes, J. and Dredge, F. (1998) *Managing Customer Service*. London: Gower.

Johns, T. (2003) *Perfect Customer Care*. London: Random House Business Books.

Kotler, P. Armstrong, G. Saunders, J. and Wong, V. (2008) *Principles of Marketing*. Upper Saddle River, NJ: Prentice Hall.

SurrIDGE, M., Chapman, T. Merrill, S. and Cornelius, D. (2005) *Applied Business AS for AQA*. London: HarperCollins. (see Topics 9 and 10)

Taylor, S. (2000) *Essential Communication Skills*. Oxford: Longman.

Woods, A., Hebron, L. and Bradley, S. (2008) *Customer Service: S/NVQ Level 3*. Oxford: Heinemann. (see Chapters 3, 4, 5 and 7)