

Unit standard 114974

Activity 1 (SO1, AC1): group activity

In a group, discuss the following and then write your conclusions in the space provided.

1. How would you define customer service?
2. Why do you think customer service is important?
3. What do you think customers want?
4. Do you think the following things matter when you deal with customers every day? Motivate your answers.
 - 4.1. Your appearance
 - 4.2. Your attitude towards customers
 - 4.3. Your ability to answer customer's questions
 - 4.4. The way you talk to customers
 - 4.5. Your knowledge about your organisation and what they do

Activity 2 (SO1, AC1): group activity

Now that you know what customers want, discuss the following in a group and then write your conclusions in the space provided. Discuss customer service in the banking industry.

1. Do you think bank clerks give a good service?
2. What would you do differently?
3. Do you think bank clerks treat their customers with respect?
4. All customers have certain practical needs. Which needs of customers do you think a bank meets? List at least four
5. Which needs do you think a bank business does not meet? List at least three.
6. Any business has competition. Think of a bank: what does the competition do that customers like? List at least three things.
7. What does the competition do that customers do not like? List at least three things.
8. Discuss customer service in the taxi industry.
9. Do you think taxi drivers give a good service?
10. What would you do differently?
11. Do you think taxi drivers treat their customers with respect?
12. You represent your company in the eyes of your customers. What do you think you should do to give a good impression of your company if you were a taxi driver? List at least four things.
13. All customers have certain practical needs. Which needs of customers do you think a taxi service meets? List at least four
14. Which needs do you think a taxi business does not meet? List at least three.

15. How will you show your customers that you care about their feelings and that you want them to have an enjoyable experience when dealing with your taxi business? List at least three things.
16. What more can you do to make it enjoyable for your customers to deal with your taxi business? List at least two things.
17. Any business has competition. Think of a furniture business: what does the competition do that customers like? List at least three things.
18. What does the competition do that customers do not like? List at least three things.
19. How can you use this knowledge to improve your own customer service?
20. Why should your own appearance always be neat and tidy?

Activity 3 (SO1, AC1): group activity

In a group, discuss what you can do in your business to exceed your customer's expectations.

Activity 4 (SO1, AC1, 3): self-analysis

Do the following self-analysis to determine your level of customer service:

	Almost Always	Some-times	Almost Never	Not Applicable
1. I know my products well, and I always try to teach my customer more about my organization's products or services.				
2. I offer my customers options and alternatives so they may make a wise decision				
3. I explain all information, especially answers to their concerns and questions, carefully, fully, and respectfully.				
4. I do things for my customers, even when it's not my job.				
5. I accept personal responsibility for solving a customer's problem.				
6. I routinely follow up with several of my customers each week to see if they are happy with our product and services				
7. I learn my customer's name whenever possible, use their name at least once in a conversation, and remember their names.				
8. I work at noticing something special about each person or listening for personal information he or she might				
9. I'm willing to give up personal time (breaks, lunchtime, at the end of my day, weekends) when the customer needs it				
10. I often do something extra to surprise and please my customer (exceed expectations).				

11.I take a sincere personal interest in my customer, and their families.				
12.I take a sincere personal interest in my customer, and their families.				
13.I really listen to my customers' needs and feelings, then I act on what I hear				
14.When either my organization or I make a mistake, I do my very best to fix it.				
15.I often make suggestion of other things we can do to help the customer. If my organization/division or I can't solve the customer's problem, I'll recommend another resource.				
16.I trust my customers and always assume that their intentions are honest.				
17.I always express my thanks and appreciation for choosing our organization/division when help a customer.				
18.I always treat the customer with respect, even if we disagree.				
19.I empathize with the customer's concerns, even if I don't agree with them. I use listening skills to acknowledge his or her feelings and show the customer that I care				
20.Even when the customers aren't there. I do what's best for them-not what's easiest or fastest for me.				

I hope you answered almost always to most of the above questions. If you did not, you will have to work hard at your customer service skills.

Activity 5(SO1, AC3): case study



A leading health and fitness company wrongly debited my account with a monthly fee. As soon as I noticed this, I contacted them with the problem. They offered to check their records and come back to me.

When they phoned back, timeously, they knew all the details, arranged for a refund directly into my account and offered me a complimentary month's workout.

One week later a letter arrived in the post apologising for the inconvenience and advising me to speak to Sue when I called at the gym. When I got to the gym. Sue was expecting me, knew the full details of my story and once again apologised for the inconvenience.

Using the above case study as well as what you have learnt about customer service as a guideline, answer the following questions:

- ✓ How did the employees satisfy the customer's needs?
- ✓ How would this affect the company's image and competitive advantage?
- ✓ What would the consequences have been if the staff did not give such excellent service?

Activity 6 (SO1, AC4): group activity

You work in a bank. A customer has just complained to you about incorrect bank charges on her account. You have discussed the complaint with the customer and realise that an error was made, but you do not have the authority to rectify the error. You have explained to the customer that you cannot solve the problem but will escalate the call. You have also promised the customer that someone from your branch will contact her within 2 days.

The hierarchy in the branch is as follows: your department has a supervisor that you report to. The supervisor reports to the department manager, who reports to the branch manager. The branch manager reports to the area manager who reports to head office.

- ✓ Who will you escalate the query to?
- ✓ Who has actual ownership of the problem?
- ✓ Who has perceived ownership of the problem?
- ✓ Who should contact the customer to resolve the problem?
- ✓ Who has to make sure that the customer is contacted within 2 days?

Activity 7 (SO1, AC1): individual activity

- ✓ What is a difficult customer?
- ✓ Why do customers sometimes become difficult?

Activity 8 (SO1, AC1,3): group activity

Read the following situations and select the response that would indicate effective service. If you feel there is a better way of dealing with the situation note it in underneath the responses. Be prepared to explain your reasoning.

1. You purchased a new house six months ago and one of the necessary actions you took was to organise for the electricity company to disconnect the electricity and reconnect it in your name on the day you moved in. However, it would appear that this was not done and although you have been paying on a monthly basis it has not been recorded as the account is still in the name of the previous owner. Today the electricity company switched off your lights and you have gone to address this with them. Their representative responds ...
 - a) "I am sorry sir, but you should have made sure it was in your name".
 - b) "We are short-handed and have not had time to update new accounts yet".
 - c) "The new accounts clerk is not in, come back tomorrow".
 - d) "I am sorry sir, would you give me the account number and I will see if I can rectify the situation."
2. You purchased groceries at your local supermarket and when you returned home, you found several items were missing. You went back to the store only to be told...
 - a) "I packed all your groceries, you must have overlooked them when you packed them away"
 - b) "Which items are missing sir? Let me call my supervisor and we will replace them for you"
 - c) "Which items are missing sir? Let me call my supervisor and see what action we can take"
 - d) "Next time check your purchases before you leave the counter"
3. Salaries and Wages have deducted your pension payment twice from your salary this month. You telephone the Human Resources Department to inform them and are

placed on hold for several minutes. Someone else returns to the line and asks about your problem. She too places you on hold. A third person then answers the phone and asks if they can help you. Angrily you say, "this is the third time I have explained my problem and if put on hold again I will...!" The person responds ...

- a) "You didn't speak to me so don't shout at me."
 - b) "You will need to come into the office with your pay slip before I can sort it out"
 - c) "I am sorry sir, you must be very frustrated. Let me draw your pay slip and we can see how to handle this'.
 - d) "We will check your pay slip and if you are correct, will refund it next month".
4. You made reservations last month to fly to Cape-Town to deliver a Training Programme. Today, two days before your departure, the travel agent phones you to inform you that they lost your booking form and have just found it, but the flight is now full and only business class seats are available. You explain that the company only pays for economy class. The agent responds ...
- a) "So, I take it you want me to cancel it?"
 - b) "Perhaps you should try the bus"
 - c) "We will make a reservation for you in business class but only charge you or economy class"
 - d) "You can go to the airport early and request to be put on standby, maybe you'll be lucky".
5. You purchased a fridge last month and it keeps defrosting. You have phoned the agent to put in a service call. The response is ...
- a) "I am sorry you have had this trouble sir. We are very busy at the moment, and I can only book a service call for next week, however, let me see if I can get a replacement fridge in the meantime".
 - b) "Certainly Sir, as we are very busy I have booked it for two weeks on Friday"
 - c) "If you have a complaint about the product, please submit it in writing"
 - d) "I'm sorry about that, we've found that this model of fridge is always faulty, I'll book a service call"

Activity 9 (SO1, AC2): group activity

This is a group exercise. Do the exercise individually and then get consensus in your groups. List the 3 most important internal customers and external stakeholders and their expectations for a bank.

Internal customers

CUSTOMER	EXPECTATIONS
1	

External customers

EXTERNAL CUSTOMERS	EXPECTATIONS
1	

This is a group exercise. Do the exercise individually and then get consensus in your groups. List the 3 most important internal customers and external stakeholders and their expectations from you in your business:

Internal customers

CUSTOMER	EXPECTATIONS
1	

External customers

EXTERNAL CUSTOMERS	EXPECTATIONS
1	

Activity 10 (SO1, AC3): group activity

In a group, discuss the consequences of poor customer service to the customer.

Discuss the consequences of poor customer service to the organisation

Discuss the consequences of poor customer service to the individual employee

Activity 11 (SO2, AC 1-4): Role play

In the same groups do the following role play: another member of the group plays the customer, while a different member plays the bank clerk. The customer is very upset, as s/he has just been mugged. His/her wallet, containing the bank card, ID book and driver's licence has just been stolen. S/he has no money and no ID and needs to withdraw money from his/her bank account. The bank clerk has to open the interaction with the customer; request information to clarify and identify the customer's needs and reflect the information back to the customer to confirm understanding. The bank clerk should also close the interaction on a positive note

The other members of the group must look at the interaction and then discuss the following:

1. How did the bank clerk open the interaction and how can this be improved on?
2. Did the bank clerk extract information to clarify the need and find out what the customer's requirements and needs are? How can this be improved on?
3. What non-verbal clues did the customer display?
4. What non-verbal clues did the bank clerk display?
5. Did the bank clerk use the non-verbal clues to adjust his approach to the customer accordingly?
6. How can this be improved on?
7. Did the bank clerk close the interaction on a positive note?
8. How can this be improved on?

Activity 12 (SO3, AC1 – 3): individual activity

- ✓ Think back to the interaction with the customer. Record the main details of the customer's needs.
- ✓ List two keywords that you have identified

Activity 13 (SO3, AC 1-3): Role Play

Divide the class into groups of 4 to 6. One member of the group plays the customer; another member of the group plays the bank clerk. It is month end and the queues in the bank are very long. One customer is upset as he is in a hurry; he has to go to the hospital where his wife is having an emergency operation, and he urgently needs a bank guaranteed cheque to pay the hospital. The bank clerk has to open the interaction with the customer; request information to clarify and identify the customer's needs and reflect the information back to the customer to confirm understanding. The bank clerk should also close the interaction on a positive note.

The other members of the group must look at the interaction and then discuss the following:

1. How did the bank clerk open the interaction and how can this be improved on?
2. Did the bank clerk extract information to clarify the need and find out what the customer's requirements and needs are? How can this be improved on?
3. What non-verbal clues did the customer display?
4. What non-verbal clues did the bank clerk display?
5. Did the bank clerk use the non-verbal clues to adjust his approach to the customer accordingly?
6. How can this be improved on?
7. Did the bank clerk close the interaction on a positive note?
8. How can this be improved on?

Activity 14 (SO3, AC1 – 3): individual activity

1. Think back to the interaction with the customer. Record the main details of the customer's needs.
2. List two keywords that you have identified

Activity 15 (SO4, AC 1-5): Role play

Divide the class into groups of 4 to 6. One member of the group plays the customer; another member of the group plays the bank clerk. The customer is very angry as his salary does not yet show on his bank statement. The bank clerk has to open the interaction with the customer; use information to clarify and identify the customer's needs and use this information to formulate an appropriate response. the problem must be escalated to the next level and an agreement about the action that has to be taken, including when and how feedback will take place, must be reached with the customer understanding. The bank clerk should also close the interaction on a positive note.

The other members of the group must look at the interaction and then discuss the following:

1. How did the bank clerk open the interaction and how can this be improved on?
2. Did the bank clerk extract information to clarify the need and find out what the customer's requirements and needs are? How can this be improved on?
3. What non-verbal clues did the customer display?
4. What non-verbal clues did the bank clerk display?
5. Did the bank clerk use information about the customer and the need to formulate an appropriate response?
6. Did the bank clerk explain that the query must be escalated?

7. What agreement about follow up actions was reached with the customer?
8. When and how would feedback take place?
9. Did the bank clerk close the interaction on a positive note?
10. How can this be improved on?

Activity 16 (SO4, AC1 – 3): individual activity

1. Think back to the interaction with the customer. Record the main details of the customer's needs.
2. List two keywords that you have identified