



PREPARATION FOR WORK

REVIEWING CUSTOMER SERVICE >

Session plan



Prince's Trust

**START
SOMETHING**

AT A GLANCE

This session is the final in the Customer Experience unit. Learners explore customer service specifically and consider times they have personally experienced good customer service. Common customer complaints and how to deal with them are also looked at, and learners are given the chance to create their own training materials or video to new customer service employees. This session was made in partnership with Meta.



CURRICULUM LINKS

- ✓ Gatsby Benchmark 4 (England)
- ✓ Career Education Standards 2-4 (Scotland)
- ✓ Learning for life and work; Employability (Northern Ireland)
- ✓ Employability (Wales)



LLN OPPORTUNITIES

- ✓ Writing and presenting customer service advice
- ✓ Reading and discussing customer complaints



MATERIALS

- ✓ Reviewing customer service presentation
- ✓ Materials for the 'Providing good customer service' activity
- ✓ Customer service planning worksheet (optional)



QUALIFICATION OPPORTUNITIES

- ✓ Customer Experience - LO 3: Be able to review examples of customer service

LEARNING OUTCOMES

- ✓ Give examples of times good customer service has been received
- ✓ Know what common customer complaints are
- ✓ Understand how to respond to customer complaints

ACTIVITIES

ACTIVITY	TIME	PAGE
<u>Introduction</u>	10 minutes	<u>03</u>
<u>Good customer service</u>	10 minutes	<u>04</u>
<u>Customer complaints</u>	20 minutes	<u>05</u>
<u>Providing good customer service</u>	Dependent	<u>07</u>
<u>Wrap up</u>	5 minutes	<u>09</u>



INTRODUCTION



TIME REQUIRED

10 minutes



MATERIALS

- ✓ Reviewing customer service presentation

ACTIVITY STEPS

1. Introduce the session by explaining that you will be looking at customer service, which is one aspect of the overall customer experience.
2. Share the definitions of 'customer service' and 'customer experience' with the learners to illustrate the above. They are also on the presentation.

Customer experience: All the interactions a customer has with a business, including before, when and after they purchase a product or service.

Customer service: The assistance and advice a business gives to its customers.

3. Show learners the different factors on the presentation. Individually or in small groups, ask them to identify which factors are examples of customer service and which are customer experience, but not customer service. You might want to go through an example with them first.

Answers:

- Customer experience: A nicely decorated restaurant; An easy-to-use website
- Customer service: Quick responses on online chat; Helpful suggestions on what product to buy; Friendly greetings when entering a shop



GOOD CUSTOMER SERVICE >



TIME REQUIRED

10 minutes



MATERIALS

- ✓ Reviewing customer service presentation (optional)
- ✓ Whiteboard/flipchart (optional)

ACTIVITY STEPS >

1. Remind the learners that in the previous session, you explored the impact an individual member of staff can have on a customer's experience. Explain that this is very closely linked to customer service.
2. Recap with the group what good customer service looks like. You might want to do a mind map on the board with their suggestions. You can use the examples from the slide in the previous activity to get you started.
3. With knowledge of what good customer service looks like, ask the learners to discuss in pairs examples of times they or someone they know received good customer service.
 - Was it on a website, in a local shop, on a bus, your setting's canteen or an in-app purchase?
 - What about the encounter made it good customer service?
4. Encourage the learners to share their experiences with the rest of the group. You could highlight similarities between their different examples.



CUSTOMER COMPLAINTS >



TIME REQUIRED

20 minutes



MATERIALS

- ✓ Reviewing customer service presentation

ACTIVITY STEPS >

1. Ask the learners if they or someone they know has ever made a customer complaint. What was the complaint about? How did the staff member or business respond?

OPTIONAL EXTENSION:

If you have extra time or think it would be of interest to your learners, have a discussion about why it's important customers complain if something is wrong with their experience.

2. Tell the learners that one of the most common things customers complain about is long/late deliveries. In pairs or small groups, ask learners to note down 3 more complaints that they think are the most common. After a couple of minutes, ask learners to share their ideas.
3. Show the learners the top customer complaints on the presentation that are not in the right order. Give them a chance to see if they identified any correctly in the last step.
4. Next, ask the pairs or small groups to discuss and put the complaints in order from most to least common. Encourage them to share their ideas and to justify their choices.
5. Show the learners the next slide of the presentation that has the complaints in order. Have a discussion about how accurate their guesses were and why they think the top 2 complaints are the most common.

If you want to read more about these complaints, visit this website: [10 ways to handle customer complaints \(+ top complaints\)](https://www.zendesk.co.uk/10-ways-to-handle-customer-complaints-top-complaints/) ([zendesk.co.uk](https://www.zendesk.co.uk/))



6. Assign or allow each pair or small group to choose one of the most common complaints. Ask them to imagine they work for a business and come up with the best response to that complaint.
7. Encourage the learners to share their responses and check that they are suitable. You could share some of the general suggestions of the best way to respond to customer complaints that are listed on the presentation.



PROVIDING GOOD CUSTOMER SERVICE >



TIME REQUIRED

Dependent



MATERIALS

- ✓ Reviewing customer service presentation
- ✓ Materials for step 3
- ✓ Customer service planning worksheet (optional)



QUALIFICATION OPPORTUNITIES

- ✓ Example(s) of when you have received good customer service
- ✓ Example(s) of common customer complaints
- ✓ How you could respond to customer complaint(s)

ACTIVITY STEPS >

1. To consolidate learners' understanding of the topics in this session, learners could create a video about customer service.
2. Tell the learners to imagine they work at a fictional or real business, and they need to create a welcome video to new members of staff in the customer service department. The video should be informative and welcoming as it is aimed at people who are new to customer service and the business.
3. The video can take any style, but it needs to cover the following to address the assessment criteria in the qualification (these points are also listed on the presentation for you to share with your learners):
 - A welcome to their business and what their business sells/offers
 - Example(s) of when they have personally received good customer service
 - Example(s) of common customer complaints – what these new employees should expect in the next couple of weeks (learners could select complaints they think would be most likely for the business type they want their video to be for)
 - How these new employees should respond to the complaint(s) they are likely to receive
 - Good luck to the new employees
4. Learners should draw on everything they have learned in this session and previous sessions, so it might be useful for them to have notes or resources to refer to. They can also use the optional planning worksheet to help them organise what they are going to include/say in their video.

ADVISER GUIDANCE:

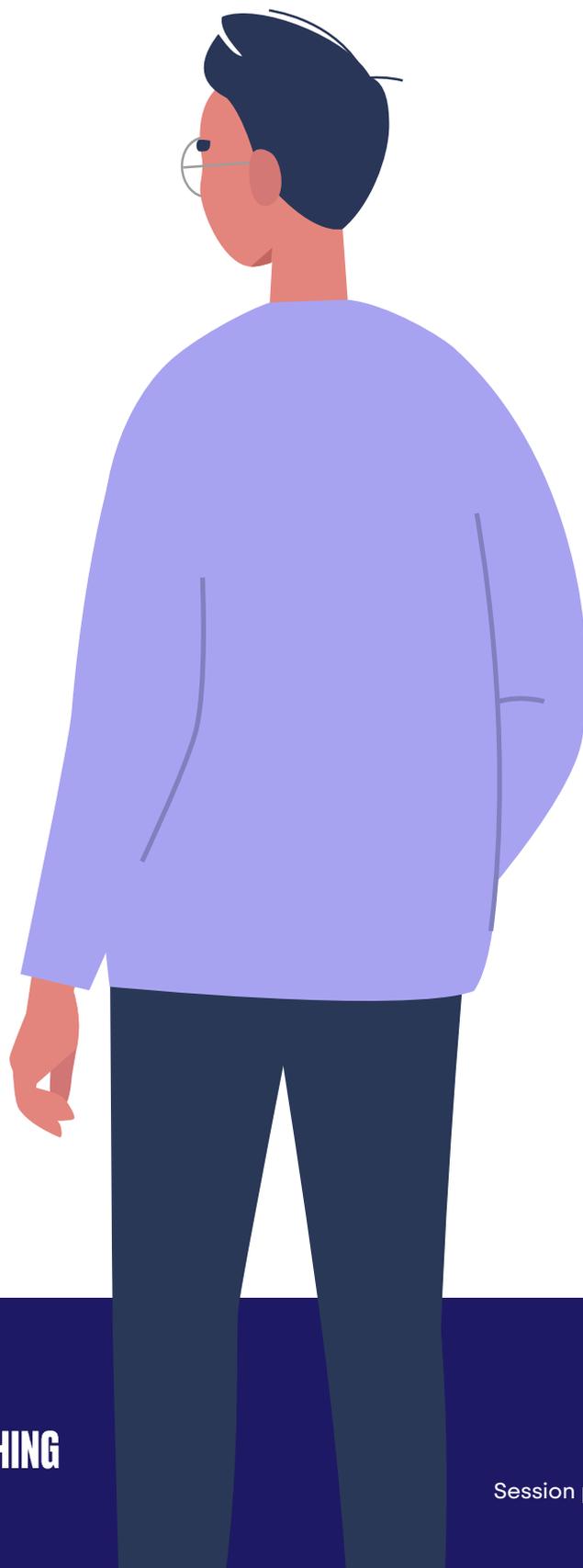
Ensure the command words of the assessment criteria for the learners' level are met in these videos, e.g. Level 2/SCQF Level 5 learners need to *explain* how they could respond to two different types of customer complaint.



ALTERNATIVE ACTIVITY:

If learners cannot or do not want to create a video, an audio recording could be made instead, or an employee handbook using a computer or pens or paper.

Alternatively, the planning worksheet could be used as evidence for the qualification, if they write their answers in full and Advisers ensure the requirements for their level are met.



WRAP UP



TIME REQUIRED

5 minutes

ACTIVITY STEPS

1. Wrap up the session by congratulating the learners on the work they completed in the previous activity.
2. Have one final discussion about:
 - The importance of good customer service and customer complaints
 - The best way staff can respond to customer complaints
3. You might want to end the session by asking learners if any of them are interested in pursuing a career in customer service. Encourage them to explain why they are interested and if this unit has helped them come to this decision.

You could follow this unit with the Career Planning unit, so learners can explore this potential career option and others in more detail.

