

BSBCUS301



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Deliver and monitor a service to customers



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**BSB
BUSINESS SERVICES TRAINING PACKAGE**

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Deliver and monitor a service to customers

This learner guide supports BSBCUS301 Deliver and monitor a service to customers in the BSB Business Services Training Package.

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THE AIM OF THIS LEARNER GUIDE

The aim of this learner guide is to give you skills and knowledge to successfully complete the assessment in the following unit of competency.

BSBCUS301 Deliver and monitor a service to customers

Application

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

It applies to individuals who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over short or long term interactions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

| Element <i>Elements describe the essential outcomes.</i> | Performance criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> | Page reference |
|--|--|-----------------------|
| 1 Identify customer needs | 1.1 Use appropriate interpersonal skills to accurately identify and clarify customer needs and expectations | 25–27 |
| | 1.2 Assess customer needs for urgency to determine priorities for service delivery according to organisational and legislative requirements | 13–18, 21–24, 34 |
| | 1.3 Use effective communication to inform customers about available choices for meeting their needs and assist in the selection of preferred options | 28–32 |
| | 1.4 Identify limitations in addressing customer needs and seek appropriate assistance from designated individuals | 36–37 |
| 2 Deliver a service to customers | 2.1 Provide prompt service to customers to meet identified needs in accordance with organisational and legislative requirements | 40–41 |
| | 2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery | 42 |
| | 2.3 Sensitively and courteously handle customer complaints in accordance with organisational and legislative requirements | 43–48 |
| | 2.4 Provide assistance or respond to customers with specific needs according to organisational and legislative requirements | 48–50 |
| | 2.5 Identify and use available opportunities to promote and enhance services and products to customers | 48, 52 |
| 3 Monitor and report on service delivery | 3.1 Regularly review customer satisfaction with service delivery using verifiable evidence according to organisational and legislative requirements | 53–54 |
| | 3.2 Identify opportunities to enhance the quality of service and products, and pursue within organisational and legislative requirements | 52 |
| | 3.3 Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements | 53, 55 |
| | 3.4 Regularly seek customer feedback and use to improve the provision of products and services | 53 |
| | 3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery | 48, 55 |

Foundation skills

| Skill | Performance Criteria | Description | Page reference |
|----------------------------|-----------------------------------|---|--|
| Reading | 1.2, 2.1, 2.3, 2.4, 3.1, 3.5 | <ul style="list-style-type: none"> Comprehends textual information to determine customer service requirements | 17, 20, 27, 31, 37, 49 |
| | | <ul style="list-style-type: none"> Proofreads texts for clarity of meaning and accuracy of grammar and punctuation | 52, 56 |
| Writing | 2.3, 3.5 | <ul style="list-style-type: none"> Completes responses to customer complaints in required format | 47, 48 |
| | | <ul style="list-style-type: none"> Prepares reports using sequencing, format and words to communicate recommendations clearly and effectively | 52, 56 |
| Oral communication | 1.1, 1.3, 1.4, 2.2, 2.3, 2.4 | <ul style="list-style-type: none"> Provides information or advice using structure and language to suit the audience | 29, 30, 31, 43, 47 |
| | | <ul style="list-style-type: none"> Asks questions and listens to gain information or confirm understanding | 29, 30, 31, 43, 47 |
| Navigate the world of work | 1.2, 2.1-2.4, 3.1, 3.2 | <ul style="list-style-type: none"> Recognises, understands and applies organisational policies and procedures relevant to role | 17, 24, 35, 37, 41, 48, 49, 51, 52, 56 |
| Interact with others | 1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.4 | <ul style="list-style-type: none"> Selects and uses appropriate communication conventions to establish connections, build rapport, seek information and develop professional working relationships | 29, 30, 31, 43, 47 |
| | | <ul style="list-style-type: none"> Adjusts personal communication style in response to the opinions, values and particular needs of others | 29, 30, 31, 43, 47 |
| Get the work done | 1.2, 2.3, 2.5, 3.1-3.5 | <ul style="list-style-type: none"> Plans and implements systems to gather and organise information | 56 |
| | | <ul style="list-style-type: none"> Monitor actions and progress against goals and implements adjustments as appropriate | 56 |
| | | <ul style="list-style-type: none"> Uses problem-solving skills to analyse and respond to customer complaints or enquiries | 56 |
| | | <ul style="list-style-type: none"> Identifies and follows up on opportunities to improve work practices and outcomes | 56 |

Assessment requirements v1.0

Performance evidence

| Evidence of the ability to: | Page reference |
|---|--------------------------|
| <ul style="list-style-type: none">• use communication skills to establish rapport and build relationships with customers in accordance with organisational requirements | 28–33, 42 |
| <ul style="list-style-type: none">• identify customer needs using appropriate questioning and active listening skills | 29–30 |
| <ul style="list-style-type: none">• provide customer service in accordance with organisational requirements | Throughout learner guide |
| <ul style="list-style-type: none">• respond to and record customer feedback and action taken according to organisational standards, policies and procedures | 53–56 |
| <ul style="list-style-type: none">• produce a report which identifies and recommends ways to improve service delivery. | 55 |

Knowledge evidence

| To complete the unit requirements safely and effectively, the individual must: | Page reference |
|---|----------------------|
| <ul style="list-style-type: none">• summarise key provisions of relevant legislation from all levels of government that may affect aspects of business operations | 13–17, 43 |
| <ul style="list-style-type: none">• explain organisational policy and procedures for customer service, including handling customer complaints | 20–24, 40, 46–48, 53 |
| <ul style="list-style-type: none">• provide examples of verifiable evidence that could be used to review customer satisfaction | 53–56 |
| <ul style="list-style-type: none">• outline the interpersonal skills needed for serving customers, including customers with specific needs. | 28–33, 49–51 |

Section 1

Organisational requirements

Businesses must be flexible and adaptable to customer demands to operate competitively. This does not mean that every time an issue arises the business changes its operating model to suit the issue. It means that the business goals, objectives, plans, systems and processes have to include effective measures to create satisfied customers.

As a valued member of the business team it is your duty to understand the organisation. Without this knowledge you cannot perform your job effectively.

You need to know:

1 The areas of the organisation

Knowledge about the business personnel and departments other than your own will help you if you have to refer a customer to someone with more specific knowledge than you are able to give.

You should make yourself familiar with:

- The personnel and their roles and responsibilities, e.g. knowing the names and responsibilities of the people who can assist you or your customer with product knowledge. Note that it is also important to know the correct titles of each person's position. A staff directory can help you with this.
- The hours of operation of each department, e.g. you may begin working with customers at 9.00am weekdays but deliveries may only arrive on specific days of the week after business hours.

2 The features of the organisation

Organisations differ widely from large corporations to small home based businesses. It is important that you understand:

- the sector the organisation is part of, e.g. hospitality, transport, manufacturing
- the type of organisation, e.g. charity, service, not-for-profit, trade, or combinations
- the business ownership, e.g. one person, partnership, franchise, public company, government
- the size of the organisation, e.g. small (up to 20 employees), medium (31–79 employees), large (more than 80 employees).

3 The products and services of the organisation

Product knowledge is vital to enable you to deliver high quality customer service. This knowledge allows you to explain features and benefits and suggest and recommend alternatives. A good customer service representative can describe a product by its:

- features
- benefits
- price
- availability
- payment and delivery details
- sales
- refunds or replacement policy
- warranty
- additional services.

4 Organisational documentation

New employees are commonly given an induction session before taking up their role. At this time they are introduced to the documentation necessary to perform their duties.

This documentation is at times complex and long and no person is expected to be able to memorise it. The most important thing for a new employee to remember during induction is where to find the information when it is needed.

Businesses keep information in various formats. These can include, but are not limited to:

- employment contracts
- workplace policy folders
- workplace procedure manuals
- the business intranet
- employee induction folder
- quality assurance manual.

It is the duty of the new employee to use these documents when unsure about how to proceed with any part of their role.

This will allow the business to maintain consistency in its procedures and to establish a reputation for fairness amongst its customer base.

Section 1

Exercise 3

- 1 Think about a bad customer service experience you have had in the past. Report on what happened.
- 2 What government legislations do you suggest they should have had more knowledge in to make your experience more satisfactory? Why?

Submit the completed exercise as instructed by your trainer.

Organisational policies and procedures

The business owner has greeted you at the door of the office and remarked on your impeccable presentation. She is particularly pleased you took the time to shine your shoes this morning

As you sit down you notice a folder on the desk with your name on it. You are welcomed to the company and told that today you will be learning what is expected of you as a YouBooks team member and customer service representative. She tells you that inside this folder are all the documents you will need to do your job according to the organisation's requirements.

Before your induction begins you are asked to read this poem.

Remember Me?

I'm the quiet fellow who goes into a restaurant, sits
down patiently and waits while those serving do everything but take my order.

I'm the nice person who goes into a department store
and stands quietly while the salespersons finish their little chit-chat and ignore me.

I'm the sort of person who drives into a petrol station
and never blows the horn or expects the windshield cleaned, or
complains if the attendant spills the petrol.

Yes, you might say I'm a good guy.

But do you know who else I am?

I'm the person who never comes back

It amuses me to see you spending thousands of dollars on
advertising every year to get me back ...

when I was there in the first place.

All you had to do was show me a little
courtesy.

(Author unknown)

Exercise 4

Explain what this poem shows you about customer service.

Submit the completed exercise as instructed by your trainer.

Section 1

Active listening

The single most important aspect of communicating with a customer is listening.

Active listening does not mean just letting a customer's speech enter your auditory canals. That style of listening is passive and happens if there is no urgent goal or outcome to be achieved, e.g. listening to music, watching television or politely listening whilst thinking about something else.

Active listening means giving your full attention to the customer and concentrating on what they are saying.

It gives the customer a feeling of being respected and shows you have a desire to satisfy their needs without any misunderstandings.

Customers have an expectation that they will be listened to by a sales person.

When speaking with a customer you should:

- Concentrate on what they are saying – spend less time talking and more time listening.
- Look at how the message is conveyed and what is being said rather than what you expect they will say.
- Maintain culturally appropriate steady eye contact and do not interrupt.
- Give verbal feedback to confirm your understanding in short bursts such as 'I understand' or 'Of course'.
- Stay patient when people talk to you and do not finish their sentences for them.
- Be non-judgemental and aware of your biases.
- Be aware of your body language.
- Take notes if required.
- Avoid jargon or technical language.

Exercise 11

Which of the following communication methods are examples of active listening?

1. Repeating and reflecting back your understanding to the customer.
2. Asking your manager to speak with the customer.
3. Using words such as 'I see' or 'Go on'.
4. Maintaining eye contact with the customer.
5. Telling a customer you know what they want before they finish their sentence.
6. Crossing your arms and frowning at the customer as you listen.
7. Telling a customer you know how they feel because it happened to you.
8. Remaining quiet throughout the customer's conversation.
9. Assuming you know what the customer is going to say before they do.

Submit the completed exercise as instructed by your trainer.

Clarification methods

A customer needs to be reassured that the message they are delivering in their conversation is being understood.

This can be conveyed to the customer by any of these methods:

| | |
|--------------|---|
| Encouraging | When speaking on the telephone to friends and family you often say small words such as 'uh-huh' or 'ohhh' to let the speaker know that even though you are not talking, you are still listening. The same applies during face to face conversation. Verbal encouragement shows your attentiveness and understanding. |
| Paraphrasing | Listening for important words and phrases said by the customer and then repeating them back in a slightly different way is known as paraphrasing. Simply repeating the words a customer says is not paraphrasing. Paraphrasing allows the customer to see that you clearly understand the content of what they have said. |
| Summarising | Whilst paraphrasing allows a customer to see you have understood the content of their enquiry, summarizing shows that you also understand the emotion they have expressed. Summarising can be introduced with phrases such as 'Let me see if I have this correct ...' or 'What I understand from you is that ...' |

Exercise 12

Read the case study and explain how you would paraphrase and summarise your understanding to the customer.

You: Good afternoon. How may I assist you today?

Customer: I'm very angry. Last week I bought a bag of baker's flour from your store to use to make bread for a special family celebration. When I opened it on the weekend to use it, it was full of weevils. Your shop wasn't open and there was no way to contact you. I had to spend more money at another shop buying more flour and wasting my valuable cooking time. Do you know how long it takes to make bread? I want this resolved ... now!

Submit the completed exercise as instructed by your trainer.

Section 1

Non-verbal skills

Verbal skills go beyond speech. Any form of communication which involves words as its base is known as verbal communication. This could be speaking, reading, writing or singing. It is conveying a message by the use of words.

Non-verbal communication is the act of communicating without using words. Your interpersonal communication skills with customers will rely heavily on your non-verbal skills when dealing with customers face to face. People who know how to actively listen use non-verbal cues as part of their listening toolkit.

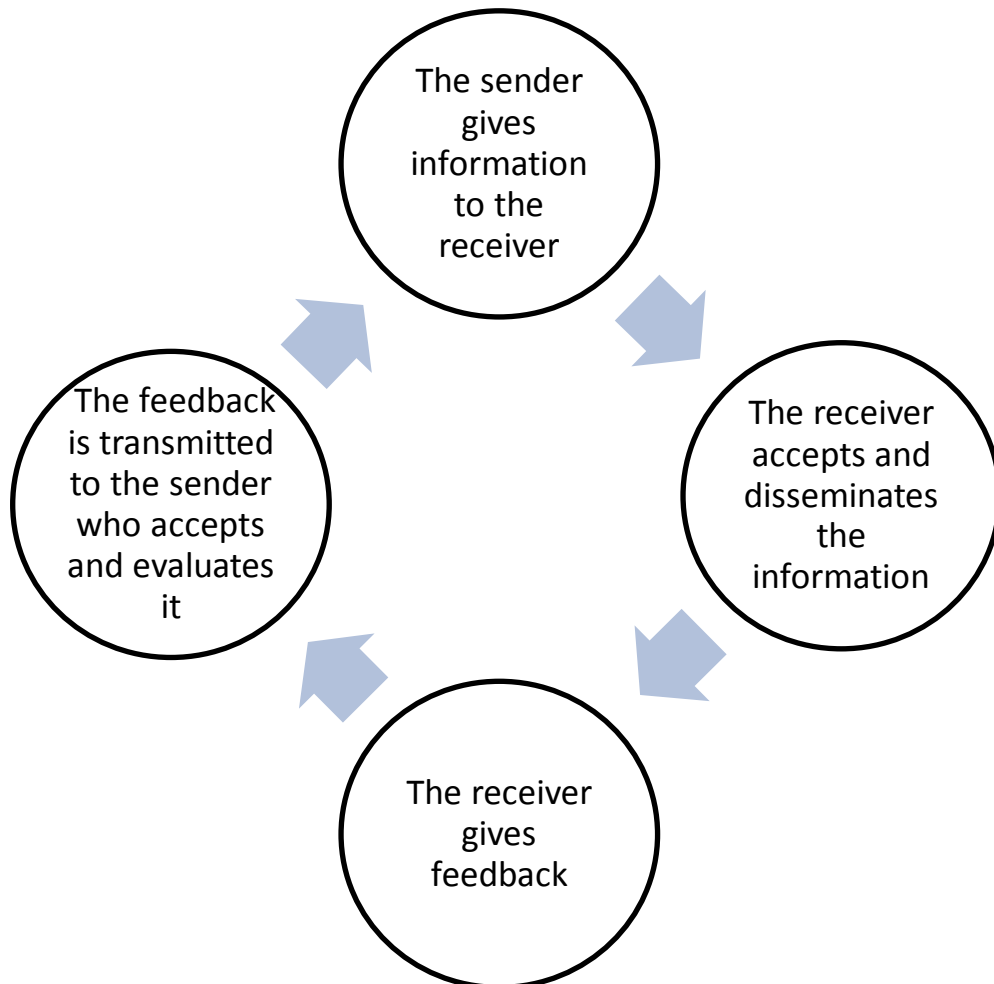
You should always remember that non-verbal communication varies between cultures and what is acceptable to one culture may not be acceptable to another.

| | |
|-------------|---|
| Smiling | Smiling is important. A smile can indicate that the listener is paying attention or agrees with the message that is being conveyed or is empathetic to the customer's feelings. If a smile is combined with nods of the head it can become a powerful non-verbal cue of affirmation. |
| Eye Contact | Eye contact is a difficult art to master if you are a naturally shy person. It can also be intimidating if the customer is shy. In general maintaining eye contact encourages the customer but make sure you avoid staring at them. A relaxed manner of eye contact is the most appropriate. In some cultures eye contact is considered impolite so be aware of this and take your cues from your customer. Research indicates that maintaining eye contact between 60 and 70% of the time is considered normal. You will learn to gauge how much eye contact is appropriate for any given situation. |
| Posture | Posture can tell a lot about the listener in customer service interactions. The attentive listener may lean slightly forward or sideways or give a slight slant of the head while listening. Slouching indicates boredom. Hands in pockets indicate arrogance. Crossing of arms indicates defensiveness. Also be aware of personal space and do not infringe on that invisible area around people. If you find a customer slowly backing away from you, you have invaded their personal space and should respect that area. |
| Mirroring | Mirroring or reflecting facial expressions and postures used by the speaker can be a sign of attentive listening. This only helps to show sympathy and empathy when it happens automatically. Attempting to consciously mimic facial expressions can be a sign of inattention. |

An active listener should not be distracted from the conversation with the customer. Looking at a clock, doodling on paper, playing with your hair, examining your fingernails, making gestures at other staff or saying hello to other customers all detract from the perception of total attention to the customers issues.

Feedback

The basis of communication is the transmission of information between separate parties and the gathering of feedback from all parties to ensure the information transmitted is understood. Every time you use one of the skills from the previous pages you are giving feedback to your customer.



Exercise 13

Read the following statements and decide if they are true or false in every customer service interaction.

1. As long as the customer service representative's message is conveyed clearly the communication has been effective.
2. Non-verbal communication is better to use than verbal communication when dealing with angry customers.
3. If a customer does not maintain eye contact with the customer service representative the conversation has been a failure.
4. Speaking quietly and hurriedly conveys a sense of urgency to a customer.
5. There is no need to give feedback during a telephone conversation.
6. Feedback should only be given by the customer.

Submit the completed exercise as instructed by your trainer.

SECTION 3: MONITOR AND REPORT ON SERVICE DELIVERY

Are the customers satisfied?

Customer satisfaction can be assessed in a number of ways. The goal of any assessment is to gain feedback on whether the customer needs, wants and expectations have been satisfied to the level desired. Feedback is a vital tool for a continuous improvement program and should be documented and analysed to assist in meeting organisational goals.

Feedback should include positive and negative responses and be used to identify opportunities to enhance the quality of service, procedures or products.

The three main reasons for assessing customer satisfaction are:

- to maintain a competitive advantage
- to monitor customer service performance
- to monitor suitability and effectiveness of service procedures.

To gain this knowledge you need to assess why your customers might take their business to a competitor rather than use your services. The answers you receive may indicate that you should produce different products, alter your delivery times, add more value to your products, change your marketing strategies, change your policies or retrain your staff.

Monitoring methods

As with any research the desired outcomes of the monitoring must be identified before the research takes place. It is no good just asking a customer if they enjoyed their meal if you wish to know what they thought about the customer service. Surveys of customers must be tailored to ask the questions that need to be answered. A goal must be identified, such as:

- to determine if additional products should be available
- to determine if customers are happy with the standard of customer service
- to determine satisfaction with product quality
- to determine customer requirements for online ordering
- to determine customer requirements for shop layout.

The resulting questions developed will focus on all possible variables necessary to provide verifiable evidence that can be analysed for answers. A survey can be informal, e.g. speaking to customers casually during transactions, or formal, e.g. asking customers to fill out survey forms.

Section 3

Customer surveys could be done by:

- personal interviews with customers in person or via telephone
- evaluation forms in store or online
- survey cards mailed to customer base
- customer comment boxes
- focus groups or online forums.

It is possible that you may require only internal customers to be surveyed for your analysis or that only a particular portion of your external customer base needs surveying. Organisational staff, environments and production change and affect the service delivery on an ongoing basis therefore it is imperative to survey customers regularly to keep up with those changes.

Whoever your target group is they will all want to have the survey simple and brief. Very few people enjoy spending a lot of time answering questions.

A simple customer service survey may look like this:

Customer Survey

This survey will enable us to evaluate our current range of products. Please tick (✓) the box which indicates your response.

I am always able to find the product I need in this store.

Disagree

Neutral

Agree

I would like to see a wider range of products in this store.

Disagree

Neutral

Agree

What products would you like us to stock in future?

Thank you for your time.

Setting a deadline for the return of customer surveys is also necessary to ensure analysis of the data and recommendations or reports can meet critical organisational targets.

Reports

Data collected from customer surveys should satisfy 4 requirements. The data should be:

| | |
|------------|---|
| Reliable | Reliability is the extent to which we can rely on the source of the data and, therefore, the data itself. |
| Valid | The validity of information is its relevance and appropriateness to your research question. |
| Current | The timeframe of the data collection is relevant to the questions being asked. |
| Sufficient | There is enough evidence to gauge an accurate view of a customer base. |

The resulting report from the analysis of that data should be formatted according to organisational requirements and should contain recommendations that are unbiased and clearly written.

Recommendations should follow the SMART formula, that is, they should be:

| | |
|--------------------|--|
| S pecific | You should state the method for implementing your recommendation, e.g. 'We recommend sales should be increased through a marketing campaign', not 'We recommend increasing sales.' |
| M easurable | You should state how the recommendation can be measured, e.g. 'We should increase sales by spending 10% more on advertising which we believe from historical evidence to lead to an increase in profit of 15%.' not 'We should increase sales.' |
| A chievable | Recommendations should utilise the organisation's resources and not involve too little time, or extra finance or resources that the organisation does not have, e.g. 'We should retrain sales staff who consistently do not meet Key Performance Indicators on sales targets.' not 'We should retrain all staff.' |
| R ealistic | The recommendation should provide realistic opportunities, e.g. 'We should have an experienced sales person accompany a new employee for the first month of their employment.' not 'We should retrench all existing employees and hire new personnel.' |
| T imely | Realistic deadlines should be included in the recommendations, e.g. 'New employees should be reassessed at the end of the first month of employment.' not 'New employees should not serve anyone.' |

Section 3

Exercise 25

Suggest ways that YouBooks could obtain verifiable customer feedback data ensuring it abides by legislative requirements of privacy and confidentiality. Submit the completed exercise as instructed by your trainer.

YouBooks customer survey data analysis

You are almost at the end of your induction day but the business manager has one more task for you to complete.

Exercise 26

You are shown the results of a recent customer survey and asked to answer questions based on the results. The business manager feels that this will confirm your understanding of the reasons why YouBooks regularly monitors its service delivery. If you answer this correctly he will be happy to have you serve customers tomorrow.

| YouBooks Environmental survey question for period February to May 2013 | % of customers who expressed this opinion | | |
|---|---|---------|-----------|
| | Poor | Average | Excellent |
| What is your assessment of the tidiness of the waiting area? | 10% | 68% | 22% |
| What is your assessment of the cleanliness of the waiting area? | 5% | 76% | 19% |
| Please rate the quality of the service you received on arrival at YouBooks. | 12% | 28% | 60% |
| How did you find the hygiene of the toilet facilities at YouBooks? | 1% | 30% | 69% |
| How would you rate the comfort of the office chairs during your appointment? | 62% | 18% | 20% |
| Please rate the adequacy of the lighting in YouBooks office. | 2% | 15% | 83% |
| If you have accessed our website in the past month, please rate the overall colour scheme and layout. | 76% | 10% | 14% |

- 1 In your opinion, what is the most urgent problem for YouBooks? Why? What legislation could be used to support your answer?
- 2 What recommendations would you make to improve the quality of YouBooks environment?
- 3 How would you monitor the progress of your improvements?

Submit the completed exercise as instructed by your trainer.

Elements and Performance Criteria

| Element <i>Elements describe the essential outcomes.</i> | Performance criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> | How will the evidence be gathered? |
|--|--|---|
| 1 Identify customer needs | 1.1 Use appropriate interpersonal skills to accurately identify and clarify customer needs and expectations | Exercises 4, 6–9, 19 Assessment tasks 1 and 2 |
| | 1.2 Assess customer needs for urgency to determine priorities for service delivery according to organisational and legislative requirements | Exercises 3, 5, 14, 16 Assessment task 1 |
| | 1.3 Use effective communication to inform customers about available choices for meeting their needs and assist in the selection of preferred options | Exercises 10–13 Assessment task 1 |
| | 1.4 Identify limitations in addressing customer needs and seek appropriate assistance from designated individuals | Exercises 5, 15, 16 Assessment task 1 |
| 2 Deliver a service to customers | 2.1 Provide prompt service to customers to meet identified needs in accordance with organisational and legislative requirements | Exercises 17 and 22 Assessment tasks 1 and 2 |
| | 2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery | Exercises 18, 19 Assessment tasks 1 and 2 |
| | 2.3 Sensitively and courteously handle customer complaints in accordance with organisational and legislative requirements | Exercises 20, 21 and 23 Assessment tasks 1 and 2 |
| | 2.4 Provide assistance or respond to customers with specific needs according to organisational and legislative requirements | Exercises 22 and 23 Assessment tasks 1 and 2 |
| | 2.5 Identify and use available opportunities to promote and enhance services and products to customers | Exercise 24 Assessment task 1 |

| Element <i>Elements describe the essential outcomes.</i> | Performance criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> | How will the evidence be gathered? |
|--|---|---|
| 3 Monitor and report on service delivery | 3.1 Regularly review customer satisfaction with service delivery using verifiable evidence according to organisational and legislative requirements | Exercise 25 Assessment tasks 1 and 2 |
| | 3.2 Identify opportunities to enhance the quality of service and products, and pursue within organisational and legislative requirements | Exercise 24 Assessment tasks 1 and 2 |
| | 3.3 Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements | Exercise 26 Assessment tasks 1 and 2 |
| | 3.4 Regularly seek customer feedback and use to improve the provision of products and services | Exercise 25 Assessment tasks 1 and 2 |
| | 3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery | Exercise 25 Assessment tasks 1 and 2 |

Assessment requirements v1.0

Performance evidence

| Evidence of the ability to: | How will the evidence be gathered? |
|---|---|
| <ul style="list-style-type: none"> use communication skills to establish rapport and build relationships with customers in accordance with organisational requirements | Exercises 9, 12, 13 Assessment tasks 1 and 2 |
| <ul style="list-style-type: none"> identify customer needs using appropriate questioning and active listening skills | Exercise 10 Assessment tasks 1 and 2 |
| <ul style="list-style-type: none"> provide customer service in accordance with organisational requirements | Assessment tasks 1 and 2 |
| <ul style="list-style-type: none"> respond to and record customer feedback and action taken according to organisational standards, policies and procedures | Exercise 22 Assessment tasks 2 |
| <ul style="list-style-type: none"> produce a report which identifies and recommends ways to improve service delivery. | Assessment task 2 |

Knowledge evidence

| To complete the unit requirements safely and effectively, the individual must: | How will the evidence be gathered? |
|---|--|
| <ul style="list-style-type: none">• summarise key provisions of relevant legislation from all levels of government that may affect aspects of business operations | Exercises 1, 2 and 24 Assessment task 2 |
| <ul style="list-style-type: none">• explain organisational policy and procedures for customer service, including handling customer complaints | Exercise 21 Assessment task 2 |
| <ul style="list-style-type: none">• provide examples of verifiable evidence that could be used to review customer satisfaction | Assessment tasks 1 and 2 |
| <ul style="list-style-type: none">• outline the interpersonal skills needed for serving customers, including customers with specific needs. | Assessment task 1 |