

Level 2 Award in Customer Service Delivery (4425-02)



Level 2 Award in Customer Service Improvement (4425-12)

www.cityandguilds.com
October 2017
Version 1.2

Level 3 Award in Leading Customer Service (4425-03)

Qualification handbook for centres

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Level 3 Award in Leading Customer Service (4425-03)

Qualification handbook for centres

Qualification title	Number	QAN
Level 2 Award in Customer Service Delivery	4425-02	501/0971/6
Level 2 Award in Customer Service Improvement	4425-12	501/0973/X
Level 3 Award in Leading Customer Service	4425-03	501/0972/8

Version and date	Change detail	Section
1.1 Jan 2013	Amended repeat assessment details	Assessment guidance (page 12)
1.2 October 2017	Added GLH and TQT details	Introduction to the Qualification
	Removed QCF	Appendix 1

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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Last registration date	Last certification date
Level 2 Award in Customer Service Delivery	4425-02	501/0971/6	31 July 2014	31 July 2016
Level 2 Award in Customer Service Improvement	4425-12	501/0973/X	31 July 2014	31 July 2016
Level 3 Award in Leading Customer Service	4425-03	501/0972/8	31 July 2014	31 July 2017

1.1 Qualification structure

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualifications which will be awarded to candidates successfully completing the required combinations of units and/or credits. It also shows any excluded combination of units.

City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Unit accreditation number
Unit 201	Understand Customer Service Delivery	Mandatory	2	D/600/4182
Unit 212	Understand Problem Solving and Improvement in Customer Service	Mandatory	2	F/600/4207
Unit 301	Understand Team Leadership for Customer Service	Mandatory	3	J/600/4208

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Award in Customer Service Delivery	14	20

1.2 Opportunities for progression

Candidates can progress onto the Level 2 or 3 Certificate in Customer Service and/or Level 1, 2 or 3 NVQ Certificates/Diplomas in Customer Service or the Apprenticeship/Advanced Apprenticeship in Customer Service.

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Sample Assignments	www.cityandguilds.com
Promotional Materials	www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres offering the 4430 NVQ Certificate/Diploma in Customer Service or/and the 4417 Certificate in Customer Service at the relevant level will benefit from **fast track approval form**, available from the City & Guilds website.

Centres not already offering City & Guilds qualifications in this subject area

To offer these qualifications, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to Appendix 1 for further information.

2.1 Resource requirements

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally knowledgeable in the area of customer service for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

Level 2

There are no age limits attached to candidates undertaking these qualifications unless this is a legal requirement of the process or the environment.

Level 3

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Course design and delivery

3.1 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of these qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of these qualifications. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

For further information to assist with the planning and development of the programme, please refer to the following:

- A sample test and sample marking guide is available on the City & Guilds website, **www.cityandguilds.com**.

4 Assessment

4.1 Summary of assessment methods

For these qualifications, candidates will be required to complete the following assessments:

Unit No.	Title	Assessment Method	Where to obtain assessment materials
201	Understand Customer Service Delivery	Short answer assessment 4425-201 Externally set short answer assessment, locally marked and externally moderated.	Download available from City & Guilds website www.cityandguilds.com
212	Understand Problem Solving and Improvement in Customer Service	Assignment 4425-212 Externally set assignment, locally marked and externally moderated.	Download available from City & Guilds website www.cityandguilds.com
301	Understand Team Leadership for Customer Service Delivery	Assignment 4425-301 Externally set assignment, locally marked and externally moderated.	Download available from City & Guilds website www.cityandguilds.com

Time constraints

The following time constraints must be applied to the assessment of this qualification:

- Unit 201 is allocated 1 hour to complete.
- Unit 212 is allocated 1 hour and 30 minutes to complete.
- Unit 301 is allocated 1 hour and 30 minutes to complete.

Details of grading

All assessments will be graded Pass, Merit or Distinction

Unit 201

A Pass is equivalent to **70% (42 out of 60 marks)**

Unit 212

Marks for Sections A and B are aggregated to calculate the final grade.

A Pass is equivalent to **70% (32 out of 45 marks)**

A minimum amount of 18 marks, are required to come from Section A

A minimum amount of 9 marks, are required to come from Section B

Unit 301

Marks for Sections A and B are aggregated to calculate the final grade.

A Pass is equivalent to **70% (39 out of 55 marks)**

A minimum amount of 24 marks, are required to come from Section A

A minimum amount of 9 marks, are required to come from Section B

4.2 Access to Assignments

The assignments are security protected and available from the City & Guilds website

www.cityandguilds.com. The City & Guilds Customer Relations department provides passwords to centres approved to offer the qualification and when supplied with a valid centre number and centre e-mail address.

Customer Relations contact details:

T: +44 (0) 844 543 0000

F: +44(0)20 7294 2413

E: **centresupport@cityandguilds.com**

5 Guidance on administering, marking and external moderation of the tests

5.1 Administering the Assessments

Regulations for the conduct of examinations

Regulations for the conduct of examinations for written examinations are given in Providing City & Guilds Qualifications - a guide to centre and qualification approval and on the Online Catalogue. Centres should ensure they are familiar with all requirements prior to offering assessments.

Assessments

The qualification is assessed by a short answer test set externally by City & Guilds and marked locally in centres, according to marking criteria set by City & Guilds. Quality Assurance is maintained by both the centre's internal quality assurance and by City & Guilds' External moderation.

The format of the questions requires candidates to produce short answers to each question.

Examination papers are currently available. These papers can be downloaded from the City & Guilds website: **www.cityandguilds.com**

Repeat Assessment

Candidates may retake the assessment at the discretion of the centre. The tutor should ensure the candidate uses the same question paper version when retaking the examination. When candidates retake the assessment they are able to achieve a pass, merit or distinction grade.

Marking the examinations

A marking schedule for each question paper containing model answers is provided on the City & Guilds website, www.cityandguilds.com.

Each marking schedule indicates the total marks available for each question, the examination paper overall and the requirements for achieving a pass. The model answers are intended as a guide to centres and are not exhaustive. Where a candidate gives an answer which is not shown on the model answer and is a correct answer, they should be awarded the mark allocated to this question.

Details of additions to the marking scheme should be recorded on the model answers; these should be made available if requested by the external moderator.

Results submission

Written tests are graded Pass/Fail.

Results can be submitted via the walled garden (our online administration system, for further details visit www.walledgarden.com), by using EDI or by completing an S Form. When ordering using an S Form tick the transaction type 'Results'.

Results are submitted for successful candidates only.

5.2 Quality Assurance

Marker Standardisation

If there is more than one marker for these tests then the tutors should have regular standardisation meetings. The purpose of these meetings is to ensure all tutors are marking in a consistent way. At the standardisation meeting all markers would look at a sample of work which they would all mark and then compare their marking with each other to see if it is consistent. Any differences would be discussed and additions or guidance may need to be added to the marking schemes.

Initially standardisation should be carried out after the first cohort of students have completed their examinations. After this, the tutors can then decide on the frequency of standardisation according to need.

A record should be kept of all standardisation activities so that it can be viewed by an external moderator if necessary.

External quality assurance

The role of the External Moderator is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

City and Guilds will request completed question papers including annotated marking from the centre in order to conduct routine moderation **at least once** a year.

Depending on the extent of the disparity in marking and grading between the assessor and the External Moderator, centres will be provided with feedback and may be required to take various actions, ranging from none to wholesale re-assessment of candidates' work.

Note: it remains the assessor's role to make any adjustments to marking and grading, not the External Moderator. This is to maintain fairness to all candidates, whose work may or may not feature in the externally standardised sample.

6 Units

Availability of units

The units for these qualifications follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Level: 2

Credit value: 2

NDAQ number: D/600/4182

Unit aim

This unit is designed for candidates involved in the delivery of customer service. It covers essential principles of customer service, the need to present the right image and impression of an organisation and the need to follow organisational procedures. It is designed principally for employed people, many of whom have not had the opportunity to have their skills accredited. It is also appropriate for those entering customer service delivery roles as a first job or those moving into customer service roles from other areas of employment. It serves as a stepping stone to further qualifications and as free-standing evidence of awareness and attainment in customer service delivery.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understanding the key principles of customer service delivery
2. Know the impression and image an organisation seeks in customer service delivery
3. Know how to deliver customer service following an organisation's procedures and guidelines

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit has been developed by the Institute of Customer Service.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 201

Outcome 1

Understand customer service delivery

Understanding the key principles of customer service delivery

Assessment Criteria

The learner can:

- 1.1 Explain the customer service an organisation offers
- 1.2 List an organisation's services or products
- 1.3 Describe the types of customer an organisation has
- 1.4 State the relationship between customer expectations and customer satisfaction within an organisation's service offer
- 1.5 Describe the different steps in the customer service process of an organisation
- 1.6 Explain what contribution their job role makes to customer service
- 1.7 Give examples of how an organisation builds its customer service reputation and actions that might damage its customer service reputation
- 1.8 List the regulations and codes of conduct that impact on an organisation's customer service.

Notes for guidance

1.1 Explain the customer service an organisation offers

- the service that each organisation offers to its customers is unique
- each organisation makes choices about the service it offers to customers by balancing customer satisfaction, cost of delivery and relevant regulations
- the customer service an organisation offers is best explained by stepping through the experience of a customer receiving that service
- the customer service of an organisation can be explained by making comparisons and drawing contrasts with other similar organisations
- the customer experience is affected by the behaviour of those delivering service, the organisation's systems and tangible products that form part of the service

1.2 List an organisation's services or products

- service and product knowledge are an important part of helping people to deliver effective customer service
- grouping services or products into different categories is an important step in understanding an organisation's service offer
- complete technical knowledge of every service or product is not generally necessary
- one way to prove knowledge of services or products is to at least be able to answer frequently asked questions
- customer service is improved if the deliverer understands what really matters to customers

1.3 Describe the types of customer an organisation has

- dealing with business customers is different from dealing with individual customers
- customer expectations are influenced by personal characteristics such as age, gender, nationality and culture
- there may be important differences between regular customers and occasional customers
- some customers are easy to please while others have expectations that are difficult to meet
- an organisation may classify its customers into different types formally or informally

1.4 State the relationship between customer expectations and customer satisfaction within an organisation's service offer

- customer satisfaction is achieved when customer expectations have been met
- it is important to know what a typical customer expects of the services or products or an organisation
- in each job role there are actions that most directly address customer expectations
- if customer expectations are greater than an organisation can provide there are ways of addressing the shortfall
- achieving 100% customer satisfaction is unrealistic so satisfying the maximum number of customers is always important

1.5 Describe the different steps in the customer service process of an organisation

- customer service is experienced over a period time and can be analysed as a series of different stages or steps
- it is usually helpful to list no fewer than four and no more than eight steps
- a customer may or may not be aware of moving from one step to the next in the customer experience
- each step presents opportunities to impress a customer and offer better customer service
- in each step there are risks of displeasing customers

1.6 Explain what contribution their job role makes to customer service

- every job in an organisation plays a part in customer service
- it is necessary to identify who are the specific customers in a job role especially if they are internal customers
- for each job role there are particular actions that affect customers most
- procedures and guidelines may make particular reference to customer service aspects of the job role
- it is important for the job holder to know the limits of his or her authority when dealing with customers

1.7 Give examples of how an organisation builds its customer service reputation and actions that might damage its customer service reputation

- a customer service reputation is the result of every separate contact that an organisation has with one of its customers
- in each organisation part of the reputation results from customer service systems and what they can deliver
- people operating customer service systems can identify particular actions that please and impress customers and so should be encouraged
- people operating customer service systems can identify particular actions that displease or even annoy customers and so should be avoided

1.8 List the regulations and codes of conduct that impact on an organisation's customer service.

- generic legislation including health and safety and consumer protection almost certainly apply
- equality based legislation including equal opportunities, racial discrimination and disability discrimination will apply in different ways
- legislation relating to specific sectors such as food hygiene or hazardous substances legislation may apply
- industry codes of practice should be included
- application of legislation and regulation that is specific to the organisation should be included

Unit 201

Outcome 2

Understand customer service delivery

Know the impression and image an organisation seeks in customer service delivery

Assessment Criteria

The learner can:

- 2.1 State organisational procedures to present the right image to customers
- 2.2 Identify the critical moments of truth for customer satisfaction in a customer service process
- 2.3 Identify factors that have positive and negative impacts on customer feelings and experiences
- 2.4 Describe how to establish effective rapport with customers
- 2.5 Describe how to respond to customers in a way that promotes a positive image and impression
- 2.6 State information about services and products that is important to customers
- 2.7 Identify how customer service can be personalised within organisational procedures and regulations
- 2.8 Explain how an organisation's image influences the way customer service is delivered

Notes for guidance

2.1 State organisational procedures to present the right image to customers

- customer service procedures may be formally recorded or may simply be “the way things are done” in an organisation
- written procedures do not need to be learned verbatim but each important step should be recalled
- informal procedures should be listed as a number of clear and separate steps
- some procedures such as preparing to deliver customer service relate more directly to the organisation's image
- procedures and actions must match the main image messages of the organisation

2.2 Identify the critical moments of truth for customer satisfaction in a customer service process

- moments of truth are particular points in the customer service process when a customer may become aware of good or bad service
- a moment of truth may be at a very obvious stage of the process or may be incidental to the main processes
- a customer may perceive particularly good or particularly poor service at a moment of truth
- moments of truth may be personal so one way to identify them is through experience as a customer to identify what matters to you
- moments of truth are often about customer feelings and so reactions by individual customers are different

2.3 Identify factors that have positive and negative impacts on customer feelings and experiences

- the quality of any tangible products or materials involved in customer service delivery
- the pace at which customer service is delivered related to customer expectations
- the behaviour and attitude of each person involved in customer service delivery
- the cost of the services or products to the customer
- the way that the services or products are portrayed to potential customers and this is how expectations of the service offer are built

2.4 Describe how to establish effective rapport with customers

- the meaning of rapport and the customer feelings that it implies
- why attitude and body language are important when creating first impressions
- how questions and active listening contribute to rapport
- closer rapport can be established with some customers more than others
- signs that indicate a customer feels that rapport has been established

2.5 Describe how to respond to customers in a way that promotes a positive image and impression

- the main organisational messages that create a positive image and impression
- frequently asked questions from customers
- ways to respond to frequently asked customer questions that match the organisation's main messages about image
- the type of attitude and body language that customers see as positive
- types of body language and attitude that customers see as negative

2.6 State information about services and products that is important to customers

- some technical details of services or products are important to customers but everyone dealing with customers may not be familiar with every detail
- costs of services and products
- timescales that customers can expect for service or product delivery
- comparisons with services or products that customers may see as competitors
- answers to frequently asked customer questions about services or products

2.7 Identify how customer service can be personalised within organisational procedures and regulations

- opportunities to identify and use a customer's name during the service process
- how to identify personal preferences from customer statements and comments
- the limits of what can be varied within organisational procedures and regulations
- organisational routines for personalising service or products

2.8 Explain how an organisation's image influences the way customer service is delivered

- the main message of the organisation's image
- what the organisation's image means for the price of services or products to customers
- what the organisation's image implies for the quality of services and products it offers
- features of the services or products that particularly relate to the organisation's image
- the pace of service or product delivery that best complements the organisation's image
- customer expectations of staff behaviour and attitude to match the organisation's image

Unit 201

Outcome 3

Understand customer service delivery

Know how to deliver customer service following an organisation's procedures and guidelines

Assessment Criteria

The learner can:

- 3.1 List the steps needed to prepare for delivering customer service
- 3.2 Describe how to adjust your approach to customer service to respond to the particular wishes or needs of your customer
- 3.3 Describe how to adjust your approach to customer service in response to customer behaviour
- 3.4 Explain the need to make realistic promises to your customers and see them through
- 3.5 State the need to ensure that your promises balance the needs of your customer and your organisation
- 3.6 Describe different ways to check whether customer service has met customer expectations
- 3.7 Describe how customer expectations may exceed what the organisation can offer in customer service
- 3.8 Identify the steps to take if customer service has not met customer expectations
- 3.9 Explain how to review your own customer service performance.

Notes for guidance

3.1 List the steps needed to prepare for delivering customer service

- know who the customers are and what they expect
- know the main features of the services and products the organisation offers
- identify who to refer to if you need support or help with customer service delivery
- how to prepare a work station or area from which customer service is delivered
- the signals and signs that customers identify as readiness to deliver customer service

3.2 Describe how to adjust your approach to customer service to respond to the particular wishes or needs of your customer

- the boundaries and limits to the organisation's service offer
- how to discover customer wishes and needs with questions
- how to identify customer wishes and needs through active listening
- steps that can be taken to respond to particular customer wishes and needs
- how to explain to a customer when individual wishes or needs cannot be met

3.3 Describe how to adjust your approach to customer service in response to customer behaviour

- identify types of customer behaviour that require a particular or different response
- customer behaviour may be recognised by what is said, body language or actions that customers take
- it is important to know different options available for varying the approach to customers
- the importance of checking interpretation of customer behaviour before reacting and changing approach
- the main organisational messages that should guide any adjustment of approach to customer

3.4 Explain the need to make realistic promises to your customers and see them through

- the organisation makes a general promise through the image it presents and the service offer it makes
- promises to customers made by individuals must fit with the organisation's general promise
- promises to individual customers may relate to the timing of service, cost to customers or the quality of service offered
- any promise to an individual customer should be realistic and achievable within organisational procedures
- if it appears that an individual promise cannot be seen through completely it is important to keep the customer informed
- seeing through promises to individual customers generally involves working with others and keeping them informed of what promise has been made

3.5 State the need to ensure that your promises balance the needs of your customer and your organisation

- an organisation's service offer takes account of what is attractive to customers, what regulation permits and the cost of delivering that service
- varying or providing enhanced service will be offered only if customer satisfaction is likely to increase
- if varying or providing enhanced service increases costs this must be authorised if the organisation considers the improved customer service justifies it
- checks should be made to ensure that changes do not move beyond regulations
- the organisation also needs to be sure that any changes in service do not set precedents

3.6 Identify the steps to take if customer service has not met customer expectations

- methods of checking on customer satisfaction may be formal or informal
- simple questions may establish whether customer expectations have been met
- if questions to customers are simply routine they may express satisfaction out of habit rather than because they mean it
- observation of reactions and body language provides one way of checking customer satisfaction
- general conversation or exchanges with customers may provide clues about customer satisfaction

3.7 Describe how customer expectations may exceed what the organisation can offer in customer service

- an organisation's service offer takes account of what is attractive to customers, what regulation permits and the cost of delivering that service
- customers may not understand regulatory limits and what the organisation is allowed to offer
- if customer expectations would raise the cost of providing service the organisation may choose not to support that extended service
- the organisation may simply not have the resources to meet customer expectations
- sometimes a customer has misunderstood the service offer and expects more than has been clearly stated

3.8 Identify the steps to take if customer service has not met customer expectations

- organisational procedures may be formal or informal
- it is likely that somebody responsible for front line delivery will need to refer this situation to a colleague
- it is generally better if a customer can be offered different options
- dealing with a situation when expectations have not been met provides an opportunity to impress a customer
- if customer expectations were beyond the organisation's service offer a simple explanation may suffice

3.9 Explain how to review your own customer service performance

- what is expected of you may be contained in formal or informal procedures
- colleagues may have a role to play in giving feedback on performance
- review with a line manager is another way of obtaining feedback on performance
- customers may be the best source of feedback on performance
- noting things that go particularly well or considering how to do things differently if they have not gone well are both reviews of performance

Unit 212

Understand problem solving and improvement in customer service

Level: 2

Credit value: 2

NDAQ number: F/600/4207

Unit aim

This unit is designed for candidates involved in the delivery of customer service and having sufficient authority and experience to deal with problems and at least recommend improvements. It covers monitoring the customer service process, working with others to improve customer service and solving immediate customer service problems following organisational guidelines. It is appropriate for those who have completed the associated customer service delivery unit or for those who are taking on a unit of this kind for the first time. It is both a stepping stone to broader and deeper customer service qualifications and a free-standing unit for those in specific roles with relevant responsibilities.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to monitor customer service delivery in an organisation
2. Know how to improve customer delivery in an organisation
3. Know how to deal with customer service problems in an organisation

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit has been developed by the Institute of Customer Service.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 212

Understand problem solving and improvement in customer service

Outcome 1

Know how to monitor customer service delivery in an organisation

Assessment Criteria

The learner can:

- 1.1 Describe your organisation's customer service process as a series of separate steps
- 1.2 Identify key features of the customer service process that should be monitored
- 1.3 Describe ways to collect information to monitor customer service delivery
- 1.4 Describe ways to collect and collate customer feedback on service delivery
- 1.5 Describe how to communicate customer service feedback to colleagues
- 1.6 Explain how to use customer feedback to identify options for improvement in customer service delivery
- 1.7 Describe how to agree with colleagues options for improvement of customer service delivery
- 1.8 Describe ways to test an option for improvement.

Notes for guidance

1.1 Describe your organisation's customer service process as a series of separate steps

- a customer experience covers a period of time in which a number of different stages or steps can be identified
- it is generally most helpful to divide the customer process into no fewer than four and no more than eight discrete steps
- a customer may or may not be aware of moving from one step to the next in a customer service process
- it is important to identify what a customer may see as positive and what they may see as negative during a particular step in the process
- it should be clear what signals the end of one step and the start of the next in a customer service process

1.2 Identify key features of the customer service process that should be monitored

- it is important to know what parts of the customer service process feature most strongly in customer expectations
- the ability to monitor particular parts of a customer service process depends on what can be observed and how feedback can be obtained
- routine records of customer service delivery are often kept for other reasons such as financial records and may be useful for customer service monitoring
- some parts of any customer service process make a greater impact on customers and so should be monitored if at all possible
- a feature of customer service may need to be monitored for speed of service, quality of service, compliance with regulations or cost of delivery

1.3 Describe ways to collect information to monitor customer service delivery

- routine records such as delivery notes kept for other reasons often provide customer service information
- simple informal logging of service delivery may provide valuable information
- conversations with colleagues can be a source of information about customer service delivery
- observation of customer processes can provide information about service delivery
- it is important to recognise that not all information about customer service delivery is drawn from customers

1.4 Describe ways to collect and collate customer feedback on service delivery

- routine check questions can be included in the service delivery process
- feedback can be collected regularly through written or electronic responses after every customer transaction
- occasional questionnaire responses can be requested from a sample of customers
- feedback may be collected in writing or through conversations with customers
- collation of feedback that allows for easy sorting and classifying is particularly important

1.5 Describe how to communicate customer service feedback to colleagues

- it is important for all to understand that customer feedback helps the organisation to improve
- customer feedback is all about perceptions which are the customer's reality so cannot be denied by colleagues
- colleagues may be sensitive about customer comments especially if they appear to refer to individuals
- summaries of customer feedback may be useful for staff meetings or for newsletters/information sheets
- it is important to ensure that colleagues hear about positive feedback as well as about negative feedback

1.6 Explain how to use customer feedback to identify options for improvement in customer service delivery

- negative customer feedback may reveal areas in which the organisation could approach service delivery differently
- options for different ways to organise delivery are often best generated by colleagues
- positive customer feedback may highlight an area where something which has impressed an individual customer can be included in the delivery process
- any options for change must be considered carefully in relation to service improvement, compliance with regulations and cost for the organisation
- it is important to recognise that any option for change will be viewed differently by different customers

1.7 Describe how to agree with colleagues options for improvement of customer service delivery

- it is important to identify the potential benefits and downsides of any option for change
- colleagues need to realise that any proposed change must produce a net improvement in customer service and not simply impress individual or specific customers
- contributions of ideas from colleagues will be maximised if they are presented with an organised set of ideas about what is possible
- colleagues need to realise that the organisation must take into account cost and relevant regulations when making any changes
- colleagues need to be clear about who makes the final decision regarding any potential changes

1.8 Describe ways to test an option for improvement.

- discussion with colleagues may be sufficient to make a decision about an option for improvement if it covers sufficient detail
- an option may be tested live providing it does not create a precedent that customers will remember and use
- it may be possible to test an option for improvement with just a sample of customers or a sample of colleagues involved directly in delivery
- options should be evaluated for improvement in service compliance with regulations and cost
- options that make any change in the broad service offer should be considered very carefully

Unit 212

Understand problem solving and improvement in customer service

Outcome 2

Know how to improve customer delivery in an organisation

Assessment Criteria

The learner can:

- 2.1 Identify opportunities to improve customer service
- 2.2 Describe actions needed to take advantage of opportunities for customer service improvement
- 2.3 Describe the balance of benefits and costs of customer service improvements to the organisation and to the customer
- 2.4 List ways of working with others to improve customer service
- 2.5 Describe ways to communicate customer service improvements to colleagues
- 2.6 Describe how to adapt personal behaviour to improve customer service
- 2.7 Describe ways to present evidence to recommend procedure changes to improve customer service
- 2.8 Describe ways to work with others to improve customer service skills.

Notes for guidance

2.1 Identify opportunities to improve customer service

- there is no single source of ideas for improvement to customer service
- reflecting on an individual contact with a customer is one way to identify opportunities for improvement
- a general review of customer services processes presents the chance to identify opportunities for improvement
- ideas for improvement may come from customers or colleagues
- an opportunity for improvement to customer service is valid only if it is compliant with relevant regulation and involves an acceptable level of change of cost to the organisation

2.2 Describe actions needed to take advantage of opportunities for customer service improvement

- checks must be made to ensure that changes to improve customer service are compliant with relevant regulations and involve acceptable changes in cost to the organisation
- detailed formal or informal procedures need to be agreed before changes are implemented
- colleagues with any involvement in implementing changes must be clearly briefed about what to do and why changes are being made
- changes must be approved by somebody with appropriate authority before they are implemented
- if appropriate, customers may need to be informed before changes are implemented

2.3 Describe the balance of benefits and costs of customer service improvements to the organisation and to the customer

- most improvements to customer service involve some cost changes as well as bringing benefits to the customer
- if cost changes are reflected in the price of the service to the customer consideration must be given to how the customer will be informed of this
- reasons need to be identified for why the improvement justifies any change in cost
- the justification for the change may be different in the eyes of the customer and in the eyes of the organisation
- both benefits and costs may be measured in terms of money, pace of delivery and quality of service

2.4 List ways of working with others to improve customer service

- those you work with may be at your own level in the organisation, more senior or junior to you in the organisation
- some improvements in customer service involve you and colleagues in sharing actions that will effect improvements
- if you are responsible for effecting changes in customer service you need to check on colleagues as they deliver service following changes
- working with others involves agreeing the allocation of tasks between you and them when delivering customer service

2.5 Describe ways to communicate customer service improvements to colleagues

- colleagues need to be aware of the reasons for making customer service improvements
- colleagues need to be aware of what is expected of them in delivering customer service improvements
- formal or informal procedures or guidelines can be communicated in writing if they are absolutely clear
- briefing of colleagues allows discussion of how customer service improvements are to be implemented
- communicating changes on electronic systems relies heavily on colleagues reading and noting the messages

2.6 Describe how to adapt personal behaviour to improve customer service

- changes in personal behaviour may involve the pace at which customer service is delivered
- it is important to understand how individual actions give an impression of attitude to a customers
- personal behaviour includes body language that gives all kinds of messages to customers
- customer frequently judge customer service on the appropriateness of familiarity and friendliness that is shown
- colleagues may need help and support when changing personal behaviour to improve customer service

2.7 Describe ways to present evidence to recommend procedure changes to improve customer service

- procedures may be formal or informal but in any case represent the way an organisation prefers to deliver its customer service
- changes in customer service delivery should be approved only if they produce a net increase in customer satisfaction at a cost acceptable to the organisation
- evidence will be more persuasive if it sets out clearly what changes are proposed and the benefits they will bring to the customer and the organisation
- evidence is more effective if it anticipates possible objections that may be raised and answers them
- even if evidence is presented verbally some notes or list of main points to share with those approving the changes will be useful

2.8 Describe ways to work with others to improve customer service skills

- customer service skills can be developed through formal coaching
- sometimes informal coaching through simply sharing experienced observations with others is the best way to develop skills
- people develop skills by tackling new situations with customers
- customer service skills rely heavily on confidence and this should be recognised when sharing feedback with colleagues
- some skills come from the repeated use of agreed procedures and constant practice

Unit 212

Understand problem solving and improvement in customer service

Outcome 3

Know how to deal with customer service problems in an organisation

Assessment Criteria

The learner can:

- 3.1 Describe how to identify a customer service problem
- 3.2 State organisational guidelines for handling customer service problems
- 3.3 Describe how to solve immediate customer service problems following organisational guidelines
- 3.4 Describe ways to solve customer service problems before customers have become aware of them
- 3.5 Explain how to take action to avoid repetition of customer service problems
- 3.6 Describe how to work with others to solve customer service problems
- 3.7 Describe how to inform customers of steps being taken to solve customer service problems
- 3.8 Explain how to monitor the effectiveness of solutions to customer service problems.

Notes for guidance

3.1 Describe how to identify a customer service problem

- a problem may be signalled by the customers themselves without it necessarily becoming a complaint
- it may be possible to identify a problem before it occurs because of a change of circumstances that affects a system
- customers may show discontent through their behaviour without informing deliverers that there is a problem
- even if a problem is only in a customer's perception, it is reality for them so must be addressed
- sometimes it is necessary to question a customer closely to identify the exact nature of the problem

3.2 State organisational guidelines for handling customer service problems

- guidelines for handling problems may be formal or informal
- guidelines for handling problems should include referral points and limits of authority for each person involved
- guidelines for handling problems should include identifying different options for solving those problems
- keeping customers informed is an important aspect of handling customer service problems
- guidelines should include checking that the customer believes the problem has been solved

3.3 Describe how to solve immediate customer service problems following organisational guidelines

- immediate solutions can be achieved only within the boundaries of your own authority unless somebody else with authority is present
- a customer may not be concerned about a solution being immediate if a better solution can be achieved later
- guidelines for immediate solutions may be formal or informal
- guidelines for immediate solutions may be limited because related problems are by their nature very varied
- a customer may see immediate solution of a problem as particularly impressive

3.4 Describe ways to solve customer service problems before customers have become aware of them

- it is important to identify and list different types of event that customers may see as problems in order to anticipate them
- any changes in the customer service delivery environment may signal that customer service problems could occur
- changes in the way a customer service system operates may signal that customer service problems could occur
- it is likely that others will be involved in preventing customer service problems before they occur
- it is generally best if customers never discover that potential problems have to be avoided

3.5 Explain how to take action to avoid repetition of customer service problems

- repeated problems need to be identified and the reasons behind them analysed
- it is generally most effective to seek the views of colleagues in order to establish the reasons behind repeated problems
- different options for avoiding further repeated problems need to be identified
- each option for avoiding repeated problems has benefits and drawbacks that should also be identified
- action to avoid repetition of customer problems needs to be agreed by somebody with appropriate authority

3.6 Describe how to work with others to solve customer service problems

- those you work with may be at your own level of the organisation, more senior or more junior to you in the organisation
- some customer service problems necessarily involve you and colleagues in sharing actions to solve them
- if you are personally responsible for customer service delivery you may need to check on colleague's actions to implement any solution
- working with others to solve customer service problems involves agreeing the allocation of tasks between you and them

3.7 Describe how to inform customers of steps being taken to solve customer service problems

- customers need to be reassured that the problem has been noted and is being tackled
- information to customers needs to be sufficient but not so extensive that it makes their perception of the problem worse
- ideally customers should be informed individually or should at least feel that they are being treated as individuals
- promises or statements relating to how and when the problem will be solved should be realistic and achievable
- apologies should be used with care and should focus on customer feelings and inconvenience, not automatically accept blame on behalf of the organisation

3.8 Explain how to monitor the effectiveness of solutions to customer service problems

- it may be appropriate to check customer satisfaction immediately
- immediate checks on customer satisfaction may not be desirable if they simply remind the customer of the problem
- all the normal customer service monitoring methods may be used to check on the effectiveness of solutions to problems
- monitoring of solutions may lead to making permanent changes in customer service systems
- 100% customer satisfaction is not always possible after problems have occurred

Unit 301

Understand team leadership for customer service delivery

Level: 3

Credit value: 3

NDAQ number: J/600/4208

Unit aim

This unit is designed for candidates that are leading a team or developing their skills to embark on a leadership role within a team delivering customer service. It covers oversight of customer service delivery, organising team development and supervising individual team members.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to oversee customer service delivery by a team
2. Know how to organise development for a customer service team
3. Know how to supervise individuals in a team to deliver customer service

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit has been developed by the Institute of Customer Service.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 301

Understand team leadership for customer service delivery

Outcome 1

Know how to oversee customer service delivery by a team

Assessment Criteria

The learner can:

- 1.1 Identify features of customer expectations that are most influenced by team performance
- 1.2 List the contents of a plan for customer service delivery to ensure consistent service that meets customer expectations
- 1.3 Explain the importance of ensuring that resources are available to deliver effective customer service
- 1.4 Describe ways of monitoring customer service delivery against agreed targets
- 1.5 Describe ways of encouraging feedback from staff and customers
- 1.6 Describe ways of using feedback from staff and customers to meet targets and improve service
- 1.7 Identify opportunities for delivery system improvements
- 1.8 Identify the causes of customer service problems
- 1.9 Describe ways of evaluating different possible solutions to customer service problems
- 1.10 Explain ways to implement solutions to customer service problems

Notes for guidance

1.1 Identify features of customer expectations that are most influenced by team performance

- customers may or may not be aware of the teamwork involved in customer service delivery
- customer expectations generally relate to the pace of service delivery, quality of service and the cost of the service
- it is important to be aware of the effect of teamwork on pace of service delivery, quality of service and cost of service to the customer
- colleagues who take part in customer service teamwork may be aware of features that affect service delivery more than customers or team leader

1.2 List the contents of a plan for customer service delivery to ensure consistent service that meets customer expectations

- details of the formal or informal procedures to follow when delivering customer service should be in the plan
- the plan should include who is to be involved in customer service delivery
- the plan should include indicative timescales for customer service delivery
- the plan should list resources that are needed for customer service delivery
- the plan should indicate what customer expectations are and where the particular moments of truth occur in customer service delivery

1.3 Explain the importance of ensuring that resources are available to deliver effective customer service

- resources may include products and consumables that are needed to meet customer expectations
- resources may also mean a minimum availability of colleagues to deliver the service
- lack of resources may result in a delay to service delivery
- lack of resources may result in compromises to the quality of service offered to customers
- people leading a customer service team tend to carry greater responsibility for ensuring the availability of resources

1.4 Describe ways of monitoring customer service delivery against agreed targets

- if leading a customer service team one way to monitor performance is through observation
- information collected for routine reasons such as accounting may provide performance monitoring data
- formal monitoring of performance may put pressure on staff both in terms of collecting information and in terms of being observed
- it is important for colleagues to realise the value of performance monitoring in customer service
- simple informal recording methods can be effective in performance monitoring

1.5 Describe ways of encouraging feedback from staff and customers

- it is important for colleagues to realise the purpose of feedback in improving customer service
- staff colleagues are often in the best position to promote customer service improvements by providing feedback
- it may be possible to provide rewards to staff who give useful feedback
- customers may provide feedback by being asked directly for it
- customer feedback may be collected in formal or informal surveys with some incentive attached

1.6 Describe ways of using feedback from staff and customers to meet targets and improve service

- if feedback reveals that organisational procedures are not being followed this can be addressed
- feedback may indicate the cause of delays or other time related features of customer service
- if feedback reveals customer expectations that are not being met, procedures can be reviewed
- feedback may reveal the need to undertake development work with an individual team member
- discussing customer feedback can be a very useful team activity

1.7 Identify opportunities for delivery system improvements

- responding to a customer service problem or complaint frequently provides an opportunity to review how service is delivered
- any proposed changes in the service or product or the environment in which customer service is delivered provides an opportunity for improvements
- it should be remembered that customer service improvements must be balanced with costs to the organisation and the need to comply with the regulations
- customer service improvements may result from changing systems or procedures
- customer service improvements may result from developing staff skills

1.8 Identify the causes of customer service problems

- team leadership includes maintaining an awareness of customer service problems
- some problems may be caused by changes in customer perception
- some problems may be caused by the performance and behaviour of team members
- some problems may be caused by systems used for customer service delivery
- it is important to ensure that problems that may be repeated most frequently are identified clearly and promptly

1.9 Describe ways of evaluating different possible solutions to customer service problems

- each option for solving a customer service problem has benefits and drawbacks for customers and for the organisation
- in some cases it is possible to test options for solutions through trials with real customer transaction
- when options must be evaluated within the organisation it is important to involve those involved in implementing solutions
- advantages and disadvantages of solutions may involve costs
- advantages and disadvantages of solutions may involve quality of service to customers
- advantages and disadvantages may involve compliance with legislation and regulation

1.10 Explain ways to implement solutions to customer service problems

- some solutions involve development of individual and team skills
- some solutions involve changes in customer service systems
- some solutions need to take careful account of legislation and regulation
- when they are implemented solutions must balance the needs of customers and the organisation
- it is important to have support at the most senior level appropriate for any solution to a customer service problem

Unit 301

Understand team leadership for customer service delivery

Outcome 2

Know how to organise development for a customer service team

Assessment Criteria

The learner can:

- 2.1 Describe how to assess the strengths and areas for personal development of each team member
- 2.2 Explain how to agree objectives for individual development with team members
- 2.3 Explain ways of working with individual team members to lead by example on customer service delivery
- 2.4 Explain the key principles of coaching an individual team member in a customer service delivery task
- 2.5 Describe the key principles of giving immediate feedback to individual staff members on customer service delivery and ways to improve personal performance
- 2.6 Describe ways to review an individual's customer service performance and agree improvements
- 2.7 Describe ways to monitor an individual's efforts to improve customer service performance and provide them with feedback
- 2.8 Explain the importance of maintaining formal or informal records of individual customer service performance.

Notes for guidance

2.1 Describe how to assess the strengths and areas for personal development of each team member

- working with colleagues provides opportunities for formal and informal observation of individual performance
- coaching and mentoring conversations with team members provide one source of information about development needs
- needs for personal development to improve performance often relate to knowledge of services and products offered by the organisation
- feedback from customers provides a valuable source of information about personal development needs
- opportunities for developing individual skills should not be seen solely as relating to correcting behaviour when there have been problems but should include developing good performance to become even better

2.2 Explain how to agree objectives for individual development with team members

- individual coaching and assessment conversations with team members are one forum for agreeing
- knowledge of training opportunities available to develop individual skills is important to agreeing the scope of any development
- it is important that the pace of any planned individual development is appropriate to the individual and to the team
- where it is possible it may be best to develop the skills of more than one team member at any given time
- it is important to have the agreement and support of the individuals who are the subject of development plans

2.3 Explain ways of working with individual team members to lead by example on customer service delivery

- everyday work with a team provides opportunities to set an example to colleagues
- it may be appropriate to work specifically with an individual team member in order to help them develop personal skills
- planned coaching sessions can be used to tackle specific skill area and procedures
- individuals may be asked to renew their knowledge of organisational procedures using manuals or other sources of information
- periodic assessment of performance can help to motivate staff and to emphasise the need for meeting standards

2.4 Explain the key principles of coaching an individual team member in a customer service delivery task

- coaching needs to be in the context of the organisation's procedures and particular ways of delivering customer service
- coaching must build on strengths rather than giving the impression that it is for negative reasons
- short coaching sessions with focus are most effective
- coaching must be linked with a period of time when the skills learned can be practiced
- coaching may be more effectively carried out by a team colleague rather than the team leader

2.5 Describe the key principles of giving immediate feedback to individual staff members on customer service delivery and ways to improve personal performance

- feedback should be restricted to areas for which there is clear evidence and should not stray into general impressions or hearsay
- feedback should start with discussions of what has gone well and encouragement to build on that
- any points of criticism must be accompanied by suggestions about what needs to be done to create improvement
- the person receiving feedback should be asked for their own views on how they have performed
- feedback should be immediate whenever possible so that the person receiving feedback can remember clearly what happened

2.6 Describe ways to review an individual's customer service performance and agree improvements

- formal or informal observation when working with a colleague can provide review information
- it is possible to set a specific time when an observation of customer service performance will take place
- agreement of specific observation objectives with the person under review may contribute to a positive outcome
- feedback from customers can provide information for individual review
- review of individual performance should result in a development plan with clear actions to be taken by the individual

2.7 Describe ways to monitor an individual's efforts to improve customer service performance and provide them with feedback

- an individual may be required to keep records of personal development activities and work experience
- individual performance may be monitored by arranging to observe specific customer service activities
- an individual may be set targets to achieve within specific timescales
- feedback may be given to an individual in regular review conversations
- it is important for the individual who is improving performance to contribute to and be committed to the development activities

2.8 Explain the importance of maintaining formal or informal records of individual customer service performance

- customer service performance may change because of many different circumstances
- records of individual customer service performance help to make comparisons between different situations
- colleagues will be motivated if customer service improvements they have made can be evidenced
- without records of individual performance it is hard to take stock of team skills overall
- records of individual customer service performance may contribute to solution of customer problems

Unit 301

Understand team leadership for customer service delivery

Outcome 3

Know how to supervise individuals in a team to deliver customer service

Assessment Criteria

The learner can:

- 3.1 Describe options for deploying team members in a way that makes best use of their strengths
- 3.2 Explain how to brief team members on customer service delivery plans
- 3.3 Describe ways of identifying any roles or skills gaps that need to be filled to support a team
- 3.4 Explain how to motivate team members during customer service delivery
- 3.5 Identify actions which individuals take that make special contributions to teamwork in customer service
- 3.6 Describe ways to review and evaluate customer service teamwork performance in order to agree ways to improve
- 3.7 Describe how to monitor team and individual compliance with organisational requirements and take appropriate actions when those requirements are not met.

Notes for guidance

3.1 Describe options for deploying team members in a way that makes best use of their strengths

- it is important to identify which tasks team members perform well and which they perform less well
- learning new tasks is good development but sometimes it is simply important for the job to be done
- particular combinations of team members working together in some part of the delivery process may be especially effective
- generally people work more effectively if they experience some variety by moving between tasks
- some strengths can be traced simply to team members' skills with people and hence their empathy with customers

3.2 Explain how to brief team members on customer service delivery plans

- keeping team members in touch with plans for customer service developments is a particularly important part of team leadership
- briefing of team members needs to involve the right people in the right place at the right time
- effective briefing should follow a plan of the key points to be covered
- briefing may be face to face, through telephone or IT technology or in writing
- face to face briefing is most effective but needs a range of skills and a level of confidence to deliver

3.3 Describe ways of identifying any roles or skills gaps that need to be filled to support a team

- a complete list of tasks to be carried out by the team is a good starting point for team leadership
- it is important to recognise and list the skills and competences of team members for carrying out different tasks
- competence in a particular task can be discovered through observation of team members carrying out tasks
- matching competences of team members with tasks to be completed by the team will reveal gaps
- ultimately it may be necessary to add to membership of the team to fill skill gaps

3.4 Explain how to motivate team members during customer service delivery

- it is important to know standard models of motivation such as Maslow and Herzberg
- the greatest opportunities for motivating team members day by day involve praise and encouragement
- any steps that can be taken to vary day to day work can be motivating
- involving team members in discussing and setting objectives
- occasionally it is possible to give financial incentives as motivation
- individual team members will be motivated by different things

3.5 Identify actions which individuals take that make special contributions to teamwork in customer service

- some team members will be naturally better at and more comfortable with dealing directly with customers
- team members who deal with detail in the background can be particularly valuable
- individual team members may make a special contribution by helping colleagues
- individual team members can make a special contribution if they have longer term relationships with particular customers
- some individual team members are particularly good at dealing with customer service problems

3.6 Describe ways to review and evaluate customer service teamwork performance in order to agree ways to improve

- information collected for routine reasons such as accounts can sometimes provide pointers about team performance
- a specific project to review performance may be used to find ways to improve
- some improvements may involve changes in customer service systems
- some improvements may involve developing the skills of individuals
- all stakeholders including customers should have an input to the assessment of team performance

3.7 Describe how to monitor team and individual compliance with organisational requirements and take appropriate actions when those requirements are not met.

- organisational requirements may be spelt out in formal procedures or may simply be informally recognised as normal practice in the organisation
- some breaches of procedures may be identified through customer service problems that result
- any breach in procedures and practice should be acted on quickly so that the team member involved is aware of their action as soon as possible
- some breaches of procedure will require coaching or training for team members so that they are not repeated
- in some extreme and exceptional cases a breach of procedures may lead to the need for disciplinary action
- a priority for action when procedures have not been followed must be to ensure that customer expectations have been and are being met

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for Online assessments.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, Evolve, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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