

UNIT 274 (LEVEL 2 UNIT, 8 CREDITS)

## DEAL WITH CUSTOMERS ACROSS A LANGUAGE DIVIDE

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Customer service is frequently delivered across a language divide. Customer service centres may be located in one country but deal mainly with another. In a multi-cultural society many customers may have a different first language from those delivering customer service. This unit is about preparing to deliver customer service across a language divide and seeing through that delivery.

This unit has three learning outcomes:

1. Prepare to deal with customers with a different first language
2. Deal with customers with a different first language to their own
3. Know how to deal with customers across a language divide.

## UNIT 274 (2GEN7)

**DEAL WITH CUSTOMERS  
ACROSS A LANGUAGE DIVIDE**

## Evidence

This space is to record your evidence for this unit. The criteria that you should be able to record are within the learning outcomes.

No	Method	Summary of evidence, or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

## What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

### (OUTCOME 1)

Circled numbers  
must be observed

- |  | 1                     | 2                     | 3                     | 4                     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 Identify the language or languages other than your own that you are most likely to come across when dealing with customers   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 Learn a greeting, an expression of thanks and a farewell phrase in the language you expect to encounter  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 Identify a source of assistance with a language you expect to encounter when delivering customer service   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 Agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 Log useful words and phrases to support dealings with a customer with a different first language   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 Learn an appropriate phrase to explain to a customer in their first language that you do not speak that language fluently.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### (OUTCOME 2)

Circled numbers  
must be observed

- |   | 1                     | 2                     | 3                     | 4                     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 7 Identify the customer's first language and indicate to the customer that you are aware of this  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 Establish the expectations of the customer regarding whether they expect to deal in your first language or theirs                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9 Speak clearly and slowly if using a language which is not the first language for either you or their customer                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 Maintain a consistent tone and volume when dealing with somebody across a language divide  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 Listen closely to the customer to identify any words they may be using in a way that differs from the way you would generally use the same words | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 Check your understanding of specific words with the customer using questions for clarification   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13 Seek appropriate assistance from colleagues if you are unable to complete a customer transaction because of language barriers                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14 Reword a question or explanation if the customer clearly does not understand the original wording  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15 Use a few words of the customer's first language to create a rapport.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## UNIT 274 (2GEN7)

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## What you must cover

Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

1 2 3 4

### Resolving problems

You must provide evidence of dealing with customers across a language divide:

- |   |   |                          |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | during routine delivery of customer service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | during a busy time in your job              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | during a quiet time in your job             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

### (OUTCOME 3)

To understand how to deal with customers across a language divide you need to:

- K1** List the languages that you are most likely to encounter among groups of customers
- K2** State how to greet, thank and say farewell to customers in their first languages
- K3** Explain the importance of dealing with customers in their first language if possible
- K4** Describe how to explain to a customer that you cannot hold an extended conversation in their first language
- K5** Explain the importance of tone, pace and volume when dealing with customers across a language divide
- K6** Identify possible sources of assistance to use when a language barrier demands additional language skills.

