

GOOD CUSTOMER SERVICE



COMPETENCY

CATEGORY: Work Place

COMPETENCY

NUMBER: H.64

COMPETENCY: Demonstrate an ability to communicate and work with customers to satisfy their expectations.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate an ability to communicate and work with customers to satisfy their expectations.



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INTRODUCTION

- Have you ever heard this statement?
“The customer is always right.”
- Well, this is an old “philosophy” when it comes to customer service.
- It’s origin probably dates back to the days when the shop owner was behind the counter.
- In this day, many individuals give us the impression that they could care less!
- The focus of this module is on the ability to **communicate** and **work with** customers to satisfy their expectations.

Administer Pre-Assessment

OUTLINE

- A. The importance of good customer service
 1. There are 2 basic elements required for good customer service:
 - a. Redefining who your customers are
 - b. Developing a customer friendly service
 2. Who are your customers?
 3. They are commonly thought of as those **outside** the organization.
 4. They can also be people **within** the organization.
 - a. For example, let’s say that you are working in the mailroom and a co-worker asks you to package and mail

a parcel package. The service you provide is meeting an organizational need to an **internal** customer.

5. A customer can also be someone outside the organization.
 - a. What are some examples?
6. The one thing all good companies (with great customer service) have in common is genuine customer friendly service.
7. Customer friendly service is an “attitude” that the customer is the most important part of **your** job.
8. A customer friendly service attitude is built on two common elements:
 - a. Communications
 - b. Establishing relationships with people
9. Communications include verbal and non-verbal communications (More on this later)
10. Establishing relationships involves connecting with people
11. Connecting means working with people.

COMPLETE LEARNING ACTIVITY H.64-1
“SELF EVALUATION”

COMPLETE LEARNING ACTIVITY H.64-2
“CUSTOMER SERVICE INTERVIEW”

Note to Specialist: Demonstrate each of the points for your students.

B. Verbal communications

1. Verbal communications are important in face-to-face conversations or over the phone.

2. It doesn't take a customer long to pick up on your "attitude."
3. The tone of your voice reveals what you think. For example:
 - a. A monotone voice – indicates "I'm bored" or "I don't care"
 - b. Slow speech or low pitch – indicates "I'm depressed, leave me alone"
 - c. A high pitch – indicates "I'm enthusiastic"
 - d. A rapid or loud tone – indicates "I'm in a hurry" or "I'm angry"
 - e. A high pitch with a rapid speed – indicates "I don't believe what I am hearing"
4. There are 3 important traits that are associated with good verbal communications:
 - a. Inflection
 - b. Volume
 - c. Pace
5. Inflection is the wave-like movement of highs and lows in your pitch.

Note to Specialist: Demonstrate the use of inflection. For example: read the following with and without voice inflection.

"I'll huff and I'll puff and I'll blow your house down!"

6. Inflection lets the customer know you are interested (good inflection) or uninterested (poor inflection).
7. You can do 4 things to improve your inflection:

- a. Put a “smile” in your voice by smiling when you are talking.
- b. Practice stressing important words. For example, “GOOD MORNING, the offices of Brown, Smith, and Johnson.”
- c. Take long, slow, deep breaths. Most people become shallow breathers when they are under pressure. The more upset you become, the shallower and quicker your breath becomes. When this happens your vocal cords tend to tighten, making your voice go up and up.
- d. Exaggerate your tone, a monotone voice signals boredom!

Note to Specialist: Demonstrate a monotone voice and then one where you exaggerate your voice.

For example: “Reuben is not here right now, may I tell him you called.”

8. Volume is another important trait associated with good verbal communications.
9. If a customer is angry and speaking loudly, don’t raise your voice to the same volume. Start out by speaking at a somewhat lower volume than the customer; gradually bring the customer’s volume down to yours.
10. The last trait that is associated with good verbal communications is pace.
11. Pace is the rate of speech and the single best tool for creating rapport with your customer.
12. The average American speaks at a rate of 100-150 words per minute.
13. Pace of speech can vary by geographic location.

- a. For example: Easterners speak more rapidly than southerners.

C. Non-verbal communication (Body Language)

Note to Specialist: Demonstrate each of the points for your students.

1. Body language can reveal what we are feeling and thinking.
 - a. For example: Someone who rolls their eyes in exasperation or someone who ignores you and stares out the window as you talk.
2. 55% of what we learn from others comes from a person's body language.
3. The primary aspects of body language are:
 - a. Eye contact
 - b. Facial expressions
 - c. Posture and movement
 - d. Gestures
 - e. Touching
 - f. Physical distance
4. Eye contact is the most powerful of all non-verbal language skills.
5. Eye contact allows you to "listen" to your customers' feelings.
6. It lets the customer know you are interested, receptive, and attentive to what they are saying.

7. Effective eye contact is achieved by putting a soft focus on a customer's face and looking away from time to time to avoid the impression that you are staring.
8. In many Asian countries (Japan, Korea, Thailand) making strong, continuous eye contact during conversation is considered rude.
9. Facial expression lets your customer know that you are happy to help them, excited and interested in them or that you could care less.
10. Using a relaxed and pleasant facial expression is important to letting your customers know that you care about them.
11. Posture and movement is the third type of non-verbal communications.
12. Posture and movement shows your energy and interest level in what the customer is saying.
13. You can tell if someone is listening patiently or impatiently.
 - a. Examples which convey impatience are:
 1. Stepping away
 2. Turning away
 3. Pushing back from a desk or table
 4. Gathering up supplies, papers, etc.
 5. Closing briefcase
 6. Looking at a watch repeatedly
 - b. Examples which convey patience are:
 1. Nodding head – shows understanding
 2. Facing the customer – conveys full attention

3. Leaning forward – lets customer know you are interested
14. The fourth type of non-verbal communications is gesturing.
15. Gesturing is a natural way of expressing your feelings.
16. Gesturing can include the movement of hands, arms, and hands with objects.
 - a. Examples of positive gestures include:
 1. Open hand – flat hand, palms up or palm out – displays agreement, understanding, graciousness
 2. Open arms – friendliness, understanding
 3. Others?
 - b. Examples of negative gestures include:
 4. Closed hands – intimidating, closed-minded
 5. Finger pointing – hostility or anger
 6. Placing a cap on a pen or placing a pen in your pocket – signifies a readiness to end the discussion
 7. Tapping fingers or feet – impatience
 8. Clicking a ball point pen – impatience
 9. Rattling loose change – impatience
 1. Others?
17. Touching is one of those “touchy” non-verbal communication skills.
18. The most common form of touching is the handshake.
19. After the handshake, there is the slap or pat on the back, hugging, putting an arm around the customer’s shoulder.
20. All types of “touching” should be used with caution.

21. The last type of non-verbal communication is physical distance.
22. Physical distance is the personal space that a person requires to feel comfortable.
23. Generally, physical distance in personal conversations is about 2-4 feet apart.
24. This is usually enough space to conduct a private conversation yet enough distance to allow the customer to feel comfortable.

COMPLETE LEARNING ACTIVITY H.64-3 “OBSERVATION REPORT”

D. Telephone etiquette and good customer service

1. The task of dealing with customers over the phone is commonplace.
2. Often times this is the most common form of customer service – solving problems, answering questions, taking orders are but a few of the things dealt with via the telephone.
3. Unlike body language, telephone etiquette related to customer service has a universally agreed upon set of rules.
4. The telephone is often the customer’s first contact with a company and its employees.
5. Telephone etiquette comes down to following these guidelines about how to:
 - a. Answer the phone
 - b. Put caller on hold
 - c. Transfer a call
 - d. Take a message

- e. End a call
6. Answer the phone within 3 rings, greet the caller, state your name and ask the customer if you can help.
 7. If the phone rings more than 3 times, the caller gets the impression that things are out of control to handle one of the basics and the place of business is understaffed to provide a basic service.
 8. Greeting the caller is the entry point of the phone conversation.
 9. The proper greeting is important
 - a. Examples: “Hello, Good Morning, or Good Afternoon”
 - b. “Howdy, Hi, Hey” are too informal.
 10. The next step is to state your name and or the name of the place of business.
 - a. Examples: “Hello, Smith and Jackson,” “Good Morning, my name is Sarah,” “Good Afternoon, Accounting Department.”
 11. The last step in answering the phone is to ask the customer if you can help.
 - a. Examples: “How may I help you?” or “May I assist you?”
 12. Putting it all together answering the call before 3 rings.

Examples: “Good morning, computer support services. How may I help you?”

“Good afternoon, this is Allison. How may I assist you?”

“Hello, customer service. My name is Erin. How may I help you?”

13. Proper telephone etiquette will also include placing your customer on hold.
14. When you need to place your customer on hold there is a proper way to do so:
 - a. Ask the customer if you may put them on hold – this is done because it is an inconvenience.
 - b. Wait for a response
 - c. Let your customer know why they are being put on hold.
 1. Examples: “I need to consult my manager,” “I need to get your records” or “I need to check with the shipping department.”
 - d. Give your customer a time frame – “A couple of minutes,” “May I put you on hold a minute?”
 - e. Thank the customer for holding.
15. Transferring a call is another telephone skill that is needed from time to time.
16. The main points of telephone etiquette for transferring a customer are as follows:
 - a. Explain why the caller is being transferred and to whom.
 - b. Ask the customer if he or she minds being transferred.
 - c. Make sure someone is there to pick up the call before you hang up.
 - d. Tell the person to whom you are transferring the call, the caller’s name and the nature of the call.
17. It will sometimes be necessary to take a message. When doing so, follow these suggestions:

- a. Explain your co-worker's absence in a positive light.
 - b. Inform the caller of the availability of the person he wants to talk to *before* asking his name.
 - c. Give an estimated time of your co-worker's return.
 - d. Offer to help the person yourself, take a message, or transfer her to another party.
 - e. Write down all important information and attach any pertinent files.
18. Lastly, you will need to end the call with the customer. Some suggestions are to:
- a. Repeat any action steps you are going to take to ensure that both you and the customer agree on what is going to be done.
 - b. Ask the caller if you can do anything else for him or her.
 - c. Thank the customer for calling and let them know that you appreciate them bringing the problem (if there was one) to your attention.
 - d. Let the caller hang up first, so that she doesn't accidentally get cut off in the middle of a sentence.

COMPLETE LEARNING ACTIVITY H.64-4
"SCENARIOS"

COMPLETE LEARNING ACTIVITY H.64-5
"TELEPHONE ETIQUETTE DEMONSTRATION"

- E. Ten major Don'ts (and Do's) for good customer service (ten phrases to avoid)

(Source: *Leland and Baily. Customer Service for Dummies*)

1. “I don’t know” – Say, “I’ll find out.”
2. “No” – Say, “What I can do is…”
3. “That’s not my job.” - Say, “Mr./Ms./Mrs. _____ can help you.”
4. “You’re right, this stinks.” – Say, “I understand your frustration.”
5. “That’s not my fault.” – Say, “Let’s see what we can do about this.”
6. “You need to talk to my manager.” – Say, “I can help you.”
7. “You want it by when?” – Say, “I’ll try my best.”
8. “Calm down.” – Say, “I’m sorry.”
9. “I’m busy right now.” – Say, “I’ll be with you in just a moment.”
10. “Call me back.” – Say, “I will call you back.”

COMPLETE LEARNING ACTIVITY H.64-6
“JOURNAL WRITING”

COMPLETE LEARNING ACTIVITY H.64-7
“SERVICE LEARNING”

COMPLETE READING ACTIVITY H.64
“TAKE A MESSAGE”

COMPLETE MATH ACTIVITY H.64
“CUSTOMER SERVICE MAKES DOLLARS AND SENSE”

Administer Post-Assessment

LEARNING ACTIVITY H.64-1
“SELF EVALUATION”

OBJECTIVE: To conduct a self-evaluation regarding customer service

RESOURCES: Work Sheet – Learning Activity H.64-1

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet for Learning Activity H.64-1.
2. Ask students to complete the self-evaluation based on their current or most recent job.
3. Engage students in a discussion of each self-evaluation question.

LEARNING ACTIVITY H.64-1
“SELF EVALUATION”
WORK SHEET

DIRECTIONS: Use the following ten questions to see if you are delivering bronze, silver, or gold level customer service. Stepping back and objectively assessing yourself will help you see what your personal service strengths are and where you may need to devote some extra attention.

Use the following numbers to evaluate each question.

0 = Rarely 1 = Sometimes 2 = Often 3 = Almost Always

1. _____ When having a conversation with a customer, do I give him or her my complete attention and avoid doing other activities (working on the computer, writing unnecessarily, doing a crossword puzzle, and so on)?

2. _____ Do I make eye contact when speaking with a customer to show that I am paying attention?

3. _____ When speaking to a customer over the phone, do I make an effort to use inflection in my voice to convey interest and concern?

4. _____ Do I pick up the telephone by the third ring?

5. _____ When I need to put a customer on hold, do I ask his or her permission and wait for a response before doing so?

6. _____ Do I avoid technical jargon and use language that the customer can understand?

7. _____ When I cannot provide my customer with exactly what he or she wants, do I suggest options and alternatives?

8. _____ Do I sincerely apologize to the customer when a mistake has been made by my company or me?

9. _____ When a customer is voicing a complaint, do I remain calm and understanding – even if I think he or she is wrong?

10. _____ Do I view customer complaints as an opportunity to improve service rather than as a problem that is taking up valuable time?

_____ Total Score

(Source: **Customer Service for Dummies**)

LEARNING ACTIVITY H.64-2
“CUSTOMER SERVICE INTERVIEW”

OBJECTIVE: To gather information on the importance of good customer service

RESOURCES: None

SUGGESTED TIME: 3 hours

DIRECTIONS:

1. Assign students to teams of two.
2. Assist students in making contact for a face-to-face or telephone interview of a supervisor, manager, or employee to discuss the importance of good customer relations. Suggestions: restaurant manager, retail store manager, etc.

Note to Specialist: Be certain that your students demonstrate good telephone etiquette.

3. Assist students in formulating a series of interview questions.
4. Have students report their findings to the class.

LEARNING ACTIVITY H.64-3
“OBSERVATION REPORT”

OBJECTIVE: To observe verbal and non-verbal communication skills

RESOURCES: None

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Assign students to teams of two.
2. Have students develop an observation checklist of the verbal and non-verbal communication skills.
3. Have students visit a “public place” such as a mall, supermarket, hair salon, etc. and take detailed notes about the verbal and non-verbal communication skills.
4. Have students report their findings to the class.

LEARNING ACTIVITY H.64-4
“SCENARIOS”

OBJECTIVE: To review proper telephone etiquette

RESOURCES: Work Sheet – Learning Activity H.64-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity H.64-4.
2. Have students read each of the scenarios and answer the T/F questions.
3. Engage students in a discussion of proper telephone etiquette.

LEARNING ACTIVITY H.64-4
“SCENARIOS”
WORK SHEET

Scenario One

The time is 11:45 am and Victoria is at her desk putting the final touches on last quarter’s sales figure report, which is due to her boss by noon. She is on the final page of the report when the phone rings. Victoria tries to ignore it for a few moments (hoping the person will go away), but the ringing continues. Eventually, she picks up the phone and says with a smile, “This is Victoria, how may I help you?”

Victoria is demonstrating good telephone etiquette: ___ True ___ False

Scenario Two

Danielle is a sales assistant at a large hardware store. Her supervisor, Theresa, is having a brief meeting with her about some new stock that has just arrived. Danielle’s telephone rings. She immediately picks it up, greets customer on the other end of the line, and politely says, “Let me put you on hold for just a moment.”

Danielle is demonstrating good telephone etiquette: ___ True ___ False

Scenario Three

Deon is a travel agent who works for a large national travel agency. His area of specialty is domestic travel. His phone rings and on the line is a customer who needs help booking an overseas trip to Morocco. Deon explains to the customer that he does not deal with foreign travel by saying, “I’m sorry, you’ve reached the domestic travel department, you need to talk to international. Hold on for a moment, and I will transfer you.”

Deon is demonstrating good telephone etiquette: ___ True ___ False

Scenario Four

Madison is the assistant to the vice president of marketing for a clothing manufacturer. She receives a call for her boss – from a person whose voice she doesn’t recognize – and says, “May I ask who’s calling please?” The customer on the other end of the line gives her name and Madison replies, “I’m sorry, he isn’t in right now, may I take a message?”

Madison is demonstrating good telephone etiquette: ___ True ___ False

LEARNING ACTIVITY H.64-5
“TELEPHONE ETIQUETTE DEMONSTRATION”

OBJECTIVE: To demonstrate improper and proper telephone etiquette

RESOURCES:

- A telephone
- A bell

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. Set up the telephone and bell in the front of the class on a table or desk where all students can see.
2. You are going to role-play various techniques for improperly answering the telephone.
3. Your students are to identify the errors you are making and point out the correct techniques.
4. Use the tips for correctly using the telephone as your source of improper techniques. For example, ring the bell many times before answering the telephone, answer in an unpleasant tone of voice, be unfriendly in the conversation, don't write down the message, put caller on hold for a prolonged period of time, slam the receiver down when finished, etc.
4. Go back over each tip and demonstrate the correct technique.

DISCUSSION QUESTIONS:

1. Ask the class what the customer might think of the individual answering the telephone in the way you just demonstrated. What would the caller think of the business?

LEARNING ACTIVITY H.64-6
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.64-6
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.64-7
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.64-7

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY H.64
“TAKE A MESSAGE”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.64

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.64 and distribute to each student.
2. Have students read “Take a Message.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“TAKE A MESSAGE”

“Helloooo...No...No, Mr. Kaline is not here...Oh, no kidding...Yeah, I’ll be sure to tell him,” Al spoke into the telephone receiver, sounding as authoritative as he could. “Boy, this is a piece of cake,” he thought to himself after hanging up. “I could handle this job with my eyes closed!” Al usually worked in the warehouse as a deliveryman, but with the secretary out of town on an emergency, everyone was pitching in to cover the phones. Al watched the office in between deliveries.

Soon, Mr. Kaline stepped in. “Got any messages for me, Al?” he asked.

“Oh yeah, they need some more tubing at one of the sites,” Al reported.

“Which one?” Mr. Kaline asked.

“I dunno,” said Al, trying to think. “I can’t remember what he told me. Oh, and your wife called and said someone was coming to visit.”

“Is it my mother-in-law?” Mr. Kaline asked nervously.

“Gosh, I can’t remember, but it was a woman’s name, I think,” said Al, now fully aware that he was beginning to look a little incompetent. He quickly went to his next message. “Oh, you’ll like this, its real good news,” said Al enthusiastically. “This guy called and said he was ready to make the biggest purchase this company has ever seen!” Then, just to cover himself a little, he assured Mr. Kaline, “The man said you knew his number.”

“All right! Yes!”, exclaimed Mr. Kaline. “This may be the break we need! What’s his name?”

Al’s eyes widened as his mind went blank. He couldn’t speak. “Mr. Burnwell? Wellburn?”

“You didn’t get his name? YOU DIDN’T GET HIS NAME?!” Mr. Kaline shouted.

“I didn’t get his name,” Al managed to say in a weak voice.

Mr. Kaline looked at Al as if aliens possessed him. Mr. Kaline made an effort to regain control. "Listen Al," he said, putting his hand on Al's shoulder, "if anyone calls, WRITE IT DOWN!"

The next day Mr. Kaline had to leave the office again. He glanced to see who was running the office. It was Al. A moderate amount of panic began to cover Mr. Kaline's face.

"I know, I know," Al reassured him. "I'll write it down."

About three hours later, Mr. Kaline returned. "Any messages?" he asked.

"Oh yeah, a ton of 'em. But don't worry, I wrote them all down," Al said calmly. "I can't believe how many people called."

"Well, I can see that. After all, we are a growing business in the community," Mr. Kaline said, bragging a little and showing pride. "Who called? Was it a business associate, the Chamber, the mayor?"

"Oh no," responded Al quickly. "MasterCard, the Better Business Bureau, your mother-in-law, Credit Card Collections..." said Al, his voice trailing off.

Mr. Kaline groaned, "I don't know where to start."

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences by checking the correct blanks.

1. Al usually worked
 - a. ___ the day shift.
 - b. ___ the night shift.
 - c. ___ in the warehouse.

2. Mr. Kaline was
 - a. ___ Al's boss.
 - b. ___ the secretary's father.
 - c. ___ on the telephone.

3. Mr. Kaline's wife called Al
 - a. ___ to say that she needed some tubing.
 - b. ___ to say his mother-in-law was coming.
 - c. ___ but he couldn't remember the message.

4. Mr. Kaline asked Al to
 - a. ___ write down the messages.
 - b. ___ call him if it was important.
 - c. ___ call his office.

5. The next day when Mr. Kaline left the office, he checked to
 - a. ___ make sure the answering machine was on.
 - b. ___ see if his secretary was back from lunch.
 - c. ___ see who was running the office.

PART II

DIRECTIONS: Use the following words to fill in the sentences below.

secretary
moderate

handle
reassured

incompetent
authoritative

1. Al felt that he could _____ the job with no problems.
2. After a few calls, Al was beginning to look a little _____.
3. Al spoke into the telephone receiver sounding as _____ as he could.
4. The _____ was out of town on an emergency.
5. When Mr. Kaline left the office, a _____ amount of panic began to cover his face when he saw Al.
6. Al _____ Mr. Kaline that he would write down all the messages.

MATH ACTIVITY H.64
“CUSTOMER SERVICE MAKES DOLLARS AND SENSE”

OBJECTIVE: To demonstrate the ability to solve multiplication and percentage problems, set up and solve simple algebraic equations

RESOURCES:

- Work Sheet – Math Activity H.64 “Customer Service Makes Dollars and Sense”
- Work Sheet – Math Activity H.64 “Creating Services”

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheets for Math Activity H.64 and distribute to each student.
2. Have students complete question 1 on the work sheet entitled “Customer Service Makes Dollars and Sense” and check the answers for accuracy. Review how students came up with their answers.
3. Put students in groups of 2 or 3 and have each group complete question 2 on the work sheet entitled “Creating Services” to document answers.

Note to Specialist: Notice that the “Creating Services” work sheet suggests \$65 per square foot as the monthly rental for commercial property. These prices vary greatly and checking local prices ahead of time will increase realism for this activity.

4. Have students present their results as a group.

MATH ACTIVITY H.64
“CUSTOMER SERVICE MAKES DOLLARS AND SENSE”
WORK SHEET

1. An electronics store provides a child care center so parents can enjoy “child free” shopping. This business hopes the service will result in enough *additional* sales to pay for the service and show a profit. How much extra will the store have to sell each month if:

a. They pay a childcare worker \$8.00 per hour (taxes, etc, included) for twelve hours each day, 25 days each month.

and

b. Expenses for the room, utilities, supplies, toys and furniture are \$16,000 per year.

and

c. Their profit margin is 40% of sales.

2. Create a customer service idea.

Working as a member of a group of 2 or 3, and using a good deal of imagination, create a unique and/or low cost customer service for any business of your choice. Use the work sheet “Creating Services” to determine the cost of your service to the business. (Hint: the lower the cost, the better... but, creativity goes a long way in overcoming higher cost!) When finished, present your customer service idea to the class.

Some examples of customer services are: free delivery, financing, free food and drink, wheelchairs, special ordering, etc.

MATH ACTIVITY H.64
“CREATING SERVICES”
WORK SHEET

Name of Business: _____

Type of products/services sold at business: _____

Describe your customer service idea:

1. Calculate the cost of materials (forms, food, items used, etc.) for one month. If it is something that can be used over and over again, spread the cost over one year by dividing the cost by 12.

Cost of materials per month: \$ _____

2. If your service will require any space in the building (storage, or a place to carry on the activity), calculate the cost for building and utilities. Prices for building space vary. If you do not know an approximate amount charged for a square foot of a commercial building, then use \$65.00 per sq. ft. per month.

Ex.: 150 sq. ft. X \$65 = \$9750 per month

Monthly cost for building and utilities: \$ _____

3. Calculate the cost for labor.

Calculate at least minimum wage plus 10% (to cover taxes) for each hour of work required (per employee) to provide the service each month. Remember, even minutes add up.

Minimum wage: \$_____ /hr.

Monthly labor cost: \$_____

Total Monthly Cost for this Service: \$ _____
(Add the results of 1, 2 and 3)

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
 A listing of points as opposed to sentences is suggested.

1. What are 2 basic elements required for good customer service?

2. What is a customer-friendly service attitude built on?

3. What are 3 important traits associated with good verbal communications?

4. What are the 6 primary aspects of body language?

5. Identify 3 negative gestures.

6. What is the proper physical distance for personal conversation?

7. Good customer service requires that a telephone should be answered within how many rings?

8. What is the proper greeting for answering the telephone?

9. When you need to place your customer on hold, you should:

10. What are the 10 “Don’ts and Do’s” for good customer service?



ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What are 2 basic elements required for good customer service?
 - Redefining who your customers are
 - Developing a customer friendly service
2. What is a customer friendly service attitude built on?
 - Communication
 - Re-establishing relationships with people
3. What are 3 important traits associated with good verbal communication?
 - Inflection
 - Volume
 - Pace
4. What are the 6 primary aspects of body language?
 - Eye contact
 - Facial expressions
 - Posture and movement
 - Gestures
 - Touching
 - Physical distance
5. Identify 3 negative gestures
 - Closed hands
 - Finger pointing
 - Placing a cap on a pen
 - Placing a pen in your pocket
 - Tapping fingers or feet
6. What is the proper physical distance for personal conversation?

- 2 – 4 feet
7. Good customer service requires that a telephone should be answered within how many rings?
- 3 rings
8. What is the proper greeting for answering the telephone?
- Hello
 - Good Morning
 - Good Afternoon
9. When you need to place your customer on hold, you should:
- Ask the customer if you may put them on hold and wait for a response.
10. What are the 10 “Don’ts and Do’s” for good customer service?

Don’ts

- “I don’t know”
- “No”
- “That’s not my job”
you?”
- “You’re right this stinks”
- “That’s not my fault”
- “You need to talk to my
manager”
- “You want it by when?”
- “Calm down”
- “I’m busy right now”
- “Call me back”

Do’s

- “I’ll find out”
- “What I can do is...”
- “Mr./Mrs./Ms. ____ can I help
- “I understand your frustration.”
- “Let’s see what we can do about
this”
- “I can help you”
- “I’ll try my best”
- “I’m sorry”
- “I’ll be with you in just a moment”
- “I will call you back”

ANSWER KEY
LEARNING ACTIVITY H.64-1

- 0 – 12 Points: Bronze Level, you may have a ways to go.
- 13 – 22 Points: Silver Level, you have a solid understanding of the basics.
- 23 – 30 Points: Congratulations, you are a professional.

ANSWER KEY
LEARNING ACTIVITY H.64-4

Scenario One

- False - Victoria should immediately stop what she is doing and pick up the phone by the second ring. She should answer with a smile and say: *Good morning, this is Victoria, how may I help you?*

Scenario Two

- False - Danielle didn't ask the caller if she could put him on hold - she told him.

Scenario Three

- False - Deon neither asked the caller if she wanted to be transferred nor waited for the call to go through before hanging up.

Scenario Four

- False - Madison should have asked the caller's name after telling him her boss' availability.

ANSWER KEY
READING ACTIVITY

PART I

1. Al usually worked
 - a. the day shift.
 - b. the night shift.
 - c. in the warehouse.

2. Mr. Kaline was
 - a. Al's boss.
 - b. the secretary's father.
 - c. on the telephone.

3. Mr. Kaline's wife called Al
 - a. to say that she needed some tubing.
 - b. to say his mother-in-law was coming.
 - c. but he couldn't remember the message.

4. Mr. Kaline asked Al to
 - a. write down the messages.
 - b. call him if it was important.
 - c. call his office.

5. The next day when Mr. Kaline left the office, he checked to
 - a. make sure the answering machine was on
 - b. see if his secretary was back from lunch.
 - c. see who was running the office.

PART II

1. Al felt that he could handle the job with no problems.
2. After a few calls, Al was beginning to look a little incompetent.
3. Al spoke into the telephone receiver sounding as authoritative as he could.
4. The secretary was out of town on an emergency.
5. When Mr. Kaline left the office, a moderate amount of panic began to cover his face when he saw Al.
6. Al reassured Mr. Kaline that he would write down all the messages.

**ANSWER KEY
MATH ACTIVITY**

1. \$7,875.00
2. answers will vary