

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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**Cambridge International Diploma in Business
Standard Level**

Scheme of Work

5168
Customer Care
Optional Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

The overall programme comprises three core and six option modules:

Core	Business Organisation and Environment Effective Business Communication Business Finance
Option	Marketing Human Resources Management Interpersonal Business Skills Business Start-Up Customer Care Information and communications technology

The modules have been chosen to reflect the key areas of business. It is important that in the delivery of each module, tutors appreciate that the programme is concerned with **Skills and Knowledge**. Students should be encouraged not only to demonstrate their knowledge but also their acquisition and development of complementary skills.

The programme has **four general aims** that are designed to encourage the students to:

- understand key concepts of business
- apply acquired skills to real work situations
- think about and resolve business problems
- work independently using their initiative

The over-riding and obvious objective of the programme is to prepare students either for employment or, if already in employment, for advancement. Employers expect those completing the Cambridge International Diploma in Business modules to be able to offer a working combination of skills and knowledge.

The accompanying scheme of work focuses specifically around the skills and knowledge of each competence criterion and clearly they must form the essence of the delivery of the modules.

Customer Care (5168) Standard

The module Customer Care, being at Standard Level, requires a minimum of 40 learning hours. The scheme of work has been organised to offer those 40 hours within the class- or lecture-room setting and it is expected that additional learning time will be undertaken by students outside the timetabled hours working in study groups or undertaking independent study.

The key to the module's delivery is *flexibility*. There are several means at your disposal to help you deliver the module and the employment of an appropriate variety would be welcome. The standard class or didactic approach will still form the basis of much of your delivery but you might care to reinforce it by using the occasional outside or guest speaker, simulation, role-play, brainstorming session, or presentation. It is not necessary that you use them all during your teaching of this module but alternatives to 'talk and chalk' will help to encourage more student interest in the subject area.

There is, however, no substitute for a lively, motivating, and stimulating teacher! The main rule to follow is that you bring the module to life and make it relevant and interesting.

It is assumed that you have ready use of the basic tools of whiteboard, flip chart and OHP and, additionally, you may have access to the Internet. Other resources that will be readily available include textbooks, newspapers and journals, balance sheets, resource packs (often given out by, for example, banks and insurance companies). Please do not overlook your own role in providing stimulus material e.g. task related to a current business event, photocopy of an article coupled with a discussion topic.

It is quite important that you appreciate that the International Diploma in Business programme is *holistic* or *integrated* i.e. the modules, whilst each is designed to be discrete or standalone, must be regarded as part of a whole course and a wider experience. A brief research of the modules in the syllabus compendium will indicate how the various modules have common areas and interlink with one another.

The Scheme of Work

You may have to revise or change the accompanying scheme to suit your own purposes but it offers an advised approach to Customer Care. Activities or activity suggestions are included in the scheme but there may be more than you can use. Please keep in mind that 5168 is assessed by means of an assignment involving an actual investigation into Customer Care in an organisation. It is helpful to your students that they have frequent tasks and assignments to complete which help them build towards this assessment process.

The object of the scheme of work is to:

- offer you a guide and help to keep you on track throughout the delivery of the module
- give you structure and purpose to your teaching
- identify what and how you are going to teach
- indicate what resources you will require
- indicate how many pieces of work you will issue and to suggest their form

The scheme of work is broken down into a series of session plans and there is a guide as to how much time each session plan might take to deliver. It is not the intention that, necessarily, you spend two or three hours on a session plan in one teaching session but as you will know the timeframes for your classes so you must adjust the scheme accordingly.

SCHEME OF WORK

1.0 Understand the role of customer care in organisations

Total time allocated to this assessment objective 8 hours

Session Plan One

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">define effective customer care (1.1)	<ul style="list-style-type: none">human behaviours: positive personal attitude; appropriate appearance; self-confidenceorganisational procedures: record systems; delivery mechanisms; staff product knowledge; internal communicationsprovide examples which show how the two are always necessary to deliver effective service and how some organisations excel and others fall short

Notes on delivery and activities	Duration in hours
<p>The objective of this section is to define what makes effective customer care. Lead a discussion on the combination of personal behaviours and organisational systems that go towards effecting customer care.</p> <p>Tutorial summary</p> <p>Activity One: Customer characteristics</p> <p>In small groups discuss your individual tastes in things like, clothes, music, books, food and entertainment. Try to identify factors such as, age gender, fashion and upbringing, which have influenced the tastes of group members.</p> <ol style="list-style-type: none">Are there any cases where the same factors seem to have influenced people's tastes in different ways?If so, can you identify other factors which could have caused this? <p>As individuals, write up your findings.</p>	3

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

Session Plan Two

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">recognise how customer care operates in different organisations (1.2)	<ul style="list-style-type: none">retail; manufacturing; administration; service sector - reasons why the emphasis on how customer care is delivered differs with the type of organisation

Notes on delivery and activities	Duration in hours
<p>This section looks at differing levels of customer care achieved in various industry sectors. Lead a discussion regarding students experiences with various organisations to establish reasons why the level of care may differ.</p> <p>Tutorial summary</p>	2

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

Assignment 1

Using an example of poor customer care you have experienced, explain how human behaviour and organisational skills would have helped in the situation.

Session Plan Three

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> identify types of customers (1.3) 	<ul style="list-style-type: none"> the meaning of being customer focused; reasons for the increasing demands of customers (raised expectations, better knowledge of services and prices, more choice, less tolerant, more stressed); internal customers; external customers; loyal customers; potential customers

Notes on delivery and activities	Duration in hours
<p>This section looks at the way customer expectations have changed and how these drive organisations to adopt customer care strategies in order to stay competitive.</p> <p>Tutorial summary</p> <p>Activity Two:</p> <p>Ask students to select a product from the following list and list all questions they would ask if they were to buy it.</p> <ul style="list-style-type: none"> PC mini-disc player games console washing machine 	3

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

2.0 Understand and describe reliability in the delivery of customer care

Time allocated to this assessment objective 8 hours

Session Plan Four

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">identify and understand reliable service systems (2.1)	<ul style="list-style-type: none">importance of delivering prompt service using organisational procedures; stock control; complaints procedures; updating product knowledge, health and safety procedures

Notes on delivery and activities	Duration in hours
<p>The objective of this section is to introduce the fact that service systems can enhance levels of customer care. Introduce the various systems that exist in organisations and lead a discussion about the types of systems students have experience of, and how each might impact on customer care.</p> <p>Tutorial summary</p> <p>Activity Three:</p> <p>In groups or addressing the whole class, students can reflect on their own experiences of working in organisations such as shops, delivery services or voluntary services where they have been in contact with the public either as customers or service users. Practical experiences, even on a small scale will be useful in linking the subject area of customer care to the real world of work. You can use these practical experiences to highlight and reflect on the content of this module thus giving it a more meaningful slant. As a tutor you will decide how to use these sessions to their best advantage.</p>	2

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

Assignment 2

Yuejins

Su has worked for a sales representative for Yuejins for three months. His training has consisted of a day's product briefing followed by six weeks shadowing a fellow sales representative on his daily calls.

During his work shadowing Su has identified a weakness in the service Yuejins is providing to its customers. On a weekly basis head office sends letters of customer complaints out to sales reps. Letters are matched by a code which identifies the rep who made the initial sale.

Su has watched his colleague dealing with each of these complaints by assigning them to three piles, 'rubbish' 'letter' and 'follow up call'. He has noticed that many of the letters are put in the first category and end up in the bin with no feedback given to the customer. Very few appear to be put in the third category, usually only those where the money for the order has not been paid or where a sale has not been closed.

When Su asked her colleague about company policy on customer complaints he replied;

"There is no real policy. It is up to the rep to deal with the complaints and most customers forget about the problem after a few weeks. Anyway there is no record held in head office of complaints and our bonuses are calculated on sales so I shouldn't worry."

Su has a performance appraisal next week and he wants to raise the issue of customer complaints. In his last few weeks he has had little luck in his 'cold calling' with customers telling him they were not interested in buying from Yuejins because of its poor service record. He wants to be careful not to get his colleague into trouble with the management but feels that this is something that the company needs to address.

- 1) What is your impression of the current system Yuejins has in place to deal with customer complaints.
- 2) What might account for Su's colleague's attitude to after-sales service.
- 3) What would you advise Su to say at her performance appraisal?

Session Plan Five

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">understand the importance of personal reliability in service delivery (2.2)	<ul style="list-style-type: none">prompt response; constant updating of service and product knowledge; when to offer help to others (customers and colleagues). These should be illustrated through practical examples

Notes on delivery and activities	Duration in hours
<p>This section looks at the importance of an individual's personal reliability in offering customer service. Customers demand reliability, and students should be encouraged to enlarge on what 'reliability' means to them.</p> <p>Tutorial summary</p>	3

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.hp.com/cposupport/eschome.html Hewlett Packard's online Customer Support page

Session Plan Six

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">work with others to produce reliable customer care (2.3)	<ul style="list-style-type: none">how own work affects work of others; who to ask for help; constant improvement of staff relationships; offer own experience when appropriate

Notes on delivery and activities	Duration in hours
<p>This part of this section looks at ways in which teamwork can impact on offering customer care. Students should be encouraged to think about their own support networks and who they might refer to in an organisation to obtain help.</p> <p>Tutorial summary</p>	3

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

3.0 Demonstrate understanding and practice of effective communication with customers

Time allocated to this assessment objective 10 hours

Session Plan Seven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">identify different forms of communication for different customers (3.1)	<ul style="list-style-type: none">forms of communication: face to face; telephone; letter or in electronic form (fax, email, website); body language and tone of voicedifferent customers: customers who are angry; confused; anxious; know what they want; do not know what they want; speak a different language; have special needs or some form of disability

Notes on delivery and activities	Duration in hours
<p>This section explores the various types of communication that can be used with customers, and how these may need to be adapted to customers experiencing different emotions.</p> <p>Tutorial summary</p> <p>Activity Four:</p> <p>Ask students to identify appropriate ways of communication to deal with customers who are</p> <ul style="list-style-type: none">angryconfusedanxiousspeak a different language	4

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

Session Plan Eight

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> respond effectively to the needs and feelings of customers (3.2) 	<ul style="list-style-type: none"> gather information: listening carefully; questioning; positive body language; interpreting what the customer is not saying as well as what they are saying; knowing where to find information on the products or services the customer requires respond to information given by the customer: summarising what the customer needs; delivering a product or service which meets the needs of the customer

Notes on delivery and activities	Duration in hours
<p>This section covers questioning, listening, and summarising skills. It would be useful to explore these in a practical sense with students.</p> <p>Tutorial summary</p>	4

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

Assignment 3

Furniture Direct

Mr Hassan purchased an expensive wood veneered table from a well known furniture store and because of its relatively small size decided to deliver the table to his home in the family's small saloon car. On arriving home and unpacking the table, he discovered that the table top was scratched. He had not noticed this in the poor lighting of the furniture store earlier that day. Both he and his family were disappointed as they needed to use the table for a family get-together that evening.

The next day Mr Hassan returned to the store with the damaged table to complain and saw the sales assistant, Mr Sharif, who sold him the table. Mr Sharif was doubtful about the damaged table, indicating that it was in perfect condition when sold. Mr Hassan denied damaging the table in transit to his home and an argument ensued; the manager of the store Mr Ranasinge, arrived on the scene. By this time other shoppers had joined in the argument, taking various sides.

Mr Ranasinge took Mr Hassan aside and provided him with a replacement for the table, apologising for the service he had received. Mr Ranasinge then arranged a meeting for all the staff the following morning to outline some of the basic principles of Furniture Direct's customer service policy.

- 1) What would you have done if you had been the sales assistant when selling the item?
- 2) How should the sales assistant have handled the complaint?
- 3) What advice would you, as Mr Ranasinge, give your staff at the following morning's briefing?

Session Plan Nine

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> maintain a positive self-image with customers (3.3) 	<ul style="list-style-type: none"> polite and well mannered at all times; show interest in every customer, including difficult ones; pride in personal appearance and professionalism present a positive image of the organisation; demonstrate honesty and integrity with customers and colleagues. Examples from real life should be provided to illustrate these points

Notes on delivery and activities	Duration in hours
<p>The final part of this section looks at what constitutes a positive self-image, and how students can demonstrate a positive self-image.</p> <p>Tutorial summary</p> <p>Activity Five:</p> <p>In a group of about six, devise a short training programme of approximately half a day, for the employees of Retro Builders. This programme should outline; The possible customer problems that may be encountered, and some solutions; the necessary ingredients for a reliable service system; the principles of effective communication with customers.</p>	2

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

4.0 Identify and solve customer problems

Time allocated for this assessment objective 8 hours

Session Plan Ten

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">identify types of customer problem (4.1)	<ul style="list-style-type: none">inside the organisation: with product or service availability; product quality or operation; individual staff; complaints proceduresoutside the organisation: justified complaints; unjustified complaints; understanding of the product or service by the customer

Notes on delivery and activities	Duration in hours
<p>Topic area four of the syllabus looks at customer problems, and this section looks specifically at identifying types of problems.</p> <p>Tutorial summary</p> <p>Activity Six:</p> <p>What types of customer problems do the following represent?</p> <p>You are a salesperson for Kalid's Cakes. One of your largest customers placed a large order three weeks ago and has just been told that your company does not have sufficient stock to supply them on time.</p> <p>A customer has just complained that he has found a piece of metal in his cake.</p> <p>A customer has just complained that he does not like the flavour of a cake he has bought. Your recipe has not changed and you have had the product quality control to find it is ok.</p> <ul style="list-style-type: none">Problem with product quality.Unjustified problem.Problem with product availability.	2

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

Assignment 4

TRADITIONAL BUILDERS of STANTON

Individual kitchens for individual tastes

Created by a mix of tradition and modern computer technology

No batch production here-everything is hand made to your requirements. A single order, a single job, a single production.

Old fashioned materials

Sycamore, oak, ash, pine, granite, stone, and tiles from Georgian mansions

Genuine Victorian stoves, handles, basins and taps.

Old fashioned specialist tradesmen to build your individual kitchen by hand

Modern technology which ensures that the kitchen is perfectly planned

Expert design to make sure everything is exactly where you want it.

Total quality ensured because everything is hand built and individually inspected-our workers are craftsmen. They care, long before anyone thought of quality chains, men generations ago would talk about their work and try to achieve perfection. Ours still do.

Costs are higher than for mass produced kitchens, but if you are an individual, you want an individual product. We will create exactly what you want, and it will last, as did the kitchens of our great-grandparents.

From the very start – which is talking to us about what you want – until the very end- which is if you ever want to change your kitchen- you are in the market of one. Your satisfaction is our aim, Our service does not end when we have finished the job – it will always be work in progress.

Showroom at The Old Railway Shop, Stanton

Work guaranteed for five years

For a free brochure Telephone

01742328415

Questions

- 1) Explain the meaning of the following terms,
 - work in progress
 - satisfaction
 - individual taste
 - total quality
- 2) Identify the types of customers that Traditional Builders are trying to attract.
- 3) Why is the advert an important means of communication between Traditional Builders and its customers?
- 4) What other ways could Traditional Builders use to communicate with its customers?
- 5) What does the advert tell us about customer care at Traditional Builders?

Session Plan Eleven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> gather information on customer problems (4.2) 	<ul style="list-style-type: none"> quickly acknowledge customer problem; summarise nature of problem with customer; suggest courses of action available; seek advice from others on how best to deal with customer problem

Notes on delivery and activities	Duration in hours
<p>The objective of this section is to help students develop the sensitivity to gather information from customers, and to be confident in offering a resolution.</p> <p>Tutorial summary</p> <p>Activity Seven:</p> <p>This activity will allow students to prepare a mini study that will give them experience in collecting data. Data are collected as a group, pooling experiences and findings. The final results will be written up by individuals. It is wise to encourage students to declare their particular roles in the research project both in interest and position within the group, i.e. co-ordinator, scribe, leader etc.</p> <p>You and your students must be aware that permission must be obtained from managers or organisations, or from others in a position of responsibility within these organisations, before this form of research can be undertaken. This method produces good investigative results, providing students use their skills in composing the questionnaire, e.g. Effectively using open and closed questions, and then target the correct number of respondents. With regard to the latter point, the ratio of respondents to the size of the organisation or its users, this should be pre-determined.</p> <p>Customer survey</p> <p>Working as a group (in three or four) design a questionnaire to find out how satisfied the consumers are with the services provided by a business known to you, e.g. a local restaurant, shop, fitness centre or library. Try to be objective and think of as many relevant questions as you can. When you have designed your questionnaire, it should be produced on a word processor, and several copies made for each member of the group.</p> <p>Acting as an undercover customer, visit the facility you have chosen to investigate and rate it against the questions on your sheet. It is best to complete the final questionnaire after you have visited the facility.</p>	3

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

Session Plan Twelve

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">identify and provide solutions for customers (4.3)	<ul style="list-style-type: none">use company procedures to provide solutions for customer complaints (refunds, replacements, compensation); know when to pass the problem to higher authority; check with customer that solution has worked; take action to prevent the problem occurring again

Notes on delivery and activities	Duration in hours
<p>This section explores the types of solutions that companies offer to solve customer problems. Students should be encouraged to share their experiences with the group. They should also recognise when they have reached the limits of their authority.</p> <p>Finally, students need to recognise that reasons for problems arising need to be investigated and action taken to prevent them recurring. Customers need to be contacted to ensure that they are satisfied with solutions offered.</p> <p>Tutorial summary</p>	3

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

5.0 Devise and execute a survey on customer care

Time allocated to this assessment objective 6 hours

Session Plan Thirteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">select a local service provider and conduct a customer survey (5.1)	<ul style="list-style-type: none">details of the assignment requirements can be found in the section headed 'Assignment Guidelines'

Notes on delivery and activities	Duration in hours
<p>Section Five leads the students through their formal Assignment. The activity and assignment below provide 'practice' in the skills required.</p> <p>Tutorial summary</p> <p>Activity Eight:</p> <p>This activity builds on Activity Seven.</p> <p>Interview other customers with the aid of your questionnaire and obtain their views on the service provided by the facility.</p>	4

Resources:

- Johns, T Perfect Customer Care

Online Resources:

- www.ics-nto.com Institute of Customer Service (UK)

Session Plan Fourteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">write a report on the results and offer solutions (5.2)	

Notes on delivery and activities	Duration in hours
Introduce report writing skills, and encourage students to present their recommendations positively and confidently.	2

Resources:

- Johns, T Perfect Customer Care

Online Resources:

www.ics-nto.com Institute of Customer Service (UK)

Assignment 5

Take your findings from activity eight (as stated above) and write these up into a report format. This will give you valuable practice before undertaking your final assessment.

Suggested Resources

Perfect Customer Care, 1999, Ted Johns, Random House

Successful Customer Care in a Week, 1998 second edition, John Wellemin, Hodder & Stoughton

Customer Services for Dummies, 1999 second edition, Karen Leland & Keith Bailey
Hungry Minds Inc

How to win customers and keep them for life, 1991 reprint 1998, Michael LeBoeuf, Piatkus

Newspapers – business pages

Specialist journals [generally issued by the professional bodies]

Surfing the Internet: regular surfing will reveal useful sources of supportive information but bear in mind that there is always a chance that some websites will close down. Examples, correct at the time of publication, include:

www.ics-nto.com Institute of Customer Service (UK)

www.customer-service.com Service Quality Institute

www.customercare.com Customer Care Institute (USA)

www.hp.com/cposupport/eschome.html Hewlett Packard's online customer support page

www.businesslink.org/cgi-bin/bv1/index.jsp?urlid=5&PCOID=-9054 Business Link Pages on the basics of sales and Marketing

You need to check what is available in your own country.