

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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**Cambridge International Diploma in Business
Advanced Level**

Scheme of Work

5178
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 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 (5178) Advanced

The module Customer Care, being advanced, requires a minimum of 60 learning hours. The scheme of work has been organised to offer those 60 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 this 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.

You may have to revise or change the accompanying scheme of work 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 this module 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 what customer care consists of and how it is applied in different cultures

Total time allocated to this assessment objective: 10 hours

Session Plan One

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand aspects of customer care (1.1) 	<ul style="list-style-type: none"> understand the two essential, and inseparable, components of customer care with examples of how they may be applied, namely: <ul style="list-style-type: none"> reliable procedures and systems: formal systems; informal systems; internal arrangements to serve customers, (record systems – manual and computerised, management systems, delivery mechanisms) appropriate personal behaviours: personal appearance; empathy

Notes on delivery and activities	Duration in hours
<p>The objective is give the background to all aspects of customer care – processes and procedures plus appropriate personal behaviours</p> <p>Presentation of theory with reference to and supported by practical examples. General discussion about customer care policies in organisations.</p> <p>Tutorial summary</p> <p>Activity One:</p> <p>Working in groups of three, ask the students to identify at least three instances where they have experienced good customer service.</p> <p>Encourage brief feedback to the class.</p>	4

Resources:

- Stone & Young, Competitive Customer Care – a guide to keeping customers , Chapter 1

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"> identify customer and organisational culture (1.2) 	<ul style="list-style-type: none"> internal customers: immediate colleagues; managers; staff in other departments external customers: those outside the organisation service cultures in organisations: hierarchical; collaborative; those based on individual power; those focusing on high levels of achievement on the part of individuals. Emphasis on how different cultures put differing emphasis on the two components of objective 1.1 comparison of those cultures which are customer focused and those which are less so

Notes on delivery and activities	Duration in hours
<p>The objective of this section is to introduce the impact of organisational culture and its impact on levels of customer focus and at the same time, to introduce the concept of internal as well as external customers.</p> <p>Presentation of theory regarding organisational cultures and links to organisation that is known to the students to highlight their impact in practice.</p> <p>Tutorial summary</p>	4

Resources:

- Stone & Young, Competitive Customer Care – a guide to keeping customers , Chapter 9

Online Resources:

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

Assignment 1

Broadway Systems

Broadway Systems (Singapore), a computer hardware producer, has recently recruited a new customer service manager to head a team of 20 customer-service staff based in Singapore. In her previous role the new recruit, Erin MacManus, was running a small but effective customer-service unit for a large food retailer in Wales (in the UK). The director of Broadway Systems was keen to employ Erin on the basis of her track record and her knowledge of the European market place as he has plans to expand the business and to begin exporting hardware into Europe.

Erin has been with Broadway for three weeks observing how the company currently deals with customer-care issues. On the basis of her observations Erin has called a meeting with her staff with a view to introducing a new system of customer care into Broadway. She feels the current system of dealing with customer complaints is too time consuming, with many of her staff spending hours on the phone trying to resolve customer problems. Erin's first task will be to introduce a recorded message service, allowing customers to leave voicemail messages detailing their problems. Staff would reply in writing to most queries that they receive.

Erin also has plans to change the way in which her department reports to directors and other staff. Currently one of her staff is responsible for producing a weekly report that is circulated to all department heads.

This is another time-consuming exercise and Erin wants to replace it with a monthly report to directors. Following the meeting there is much discussion between the staff in Erin's department. Although they recognise that these and other measures will help to reduce the time spent on customer complaints, they are not sure that the changes will improve the service Broadway systems gives its customers.

Task

- 1 you work in the customer service department. Explain what you think of the changes the new management has made and how you think they might affect the company in the long term
- 2 bearing in mind Erin's background, discuss the similarities and differences in customer-service approaches in the two industries; food retailing and computer hardware
- 3 who are Erin's internal customers and what might they think of her new proposals?
- 4 as a director, what advice would you give to Erin about doing business in Asia? How might it differ from her experience in the UK? (after next section is taught)

Session Plan Three

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> recognise regional and national cultures in customer care (1.3) 	<ul style="list-style-type: none"> care across regional/national cultures: comparing local norms against those of other regions/nationalities; expectations of differing cultural groups (e.g. tourists); ways of adapting to different cultures; examples of how misunderstandings occur and how they can be avoided

Notes on delivery and activities	Duration in hours
<p>The key objective here is to introduce the impact that a customer's national culture has on their perception of customer care, and also the main ways in which national cultures differ.</p> <p>Try to bring in speakers of different nationalities to bring these differences 'to life.'</p> <p>Tutorial summary</p> <p>Activity Two:</p> <p>Your organisation is to host a group of delegates of mixed age and race from a major customer organisation – explain how cultural differences will affect the programme you arrange for the day.</p>	2

Resources:

- Stone & Young, Competitive Customer Care – a guide to keeping customers, Chapter 4

2.0 Understand the role of reliable systems in providing effective customer care

Time allocated to this assessment objective 12 hours

Session Plan Four

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">understand and apply organisational service procedures and systems (2.1)	<ul style="list-style-type: none">understand, use and update record systems: sales invoices; payment invoices and statements; delivery notes; incident reports; service records; using manual and electronic versions of the above; results of surveys; feedback from customersunderstand service procedures: legal and protective procedures for customers; how stocks are maintained and replenished; how product knowledge is constantly updated; examples of how machinery (tills, computers) aid reliable delivery of service

Notes on delivery and activities	Duration in hours
<p>Introduce different systems that exist within organisations for customer service.</p> <p>Tutorial summary</p> <p>Activity Three:</p> <p>Ask groups of students to research and introduce systems and procedures that exist in organisations that are known to them. Investigate the college systems and procedures if these are the only ones that are available.</p>	3

Resources:

- Stone & Young, Competitive Customer Care – a guide to keeping customers , Chapter 11

Online Resources:

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

Assignment 2

Motwanis

Surina has worked as a sales representative for Motwanis for three months; her training has consisted of a day's product briefing, followed by six weeks shadowing a fellow sales representative on his daily calls.

During her work shadowing Surina has identified a weakness in the service Motwanis are providing to their customers. On a weekly basis head office sends letters of customer complaint out to sales representatives. Letters are matched to representative by code that identifies who made the initial sale.

Surina has watched her colleague dealing with each of these complaints by assigning them to three piles, 'Rubbish', 'Letter', and 'Follow-up call'. She has noticed that many of the letters are put into the first category and end up in the bin, no feedback being 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.

Surina has 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, 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.'

Surina's colleague recently had a two-week vacation and asked if she would deal with his letters in his absence. On receiving a letter addressed to the managing director of Motwanis, Surina decides to draft a reply and send it to head office for approval.

Extract from customer letter:

This is my third letter of complaint to Motwanis in as many months. I am a regular customer of our company, but I am increasingly irritated by the service provided by you to loyal customers such as myself. You state quite clearly in your literature that all goods are delivered within 48 hours yet I have on three occasions had to wait over a week for my parcels to arrive, What's more, the change in your courier service has meant I now have to drive over 15km to the delivery depot if I am not at home when your courier arrives, if I do not receive a reply from this letter I shall be withdrawing my custom from Motwanis permanently.

Yours faithfully

Mr. Vikram Madani

Draft your reply to this letter.

Session Plan Five

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> work with others to produce reliable customer care (2.2) 	<ul style="list-style-type: none"> understand how to work collaboratively with others to deliver reliable service: examples of how own work affects other colleagues; how work of others affects own work; the importance of team work in reliable service delivery; knowing how and where to obtain service information inside and outside the organisation

Notes on delivery and activities	Duration in hours
<p>The objective here is to introduce the value of teamwork in customer care. Theory behind teams, and how this can help in a customer service scenario.</p> <p>Tutorial summary</p>	3

Resources:

- Stone & Young, Competitive Customer Care – a guide to keeping customers , Chapter 14

Online Resources:

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

Session Plan Six

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">demonstrate personal reliability in the delivery of customer care (2.3)	<ul style="list-style-type: none">personal action which maintains and improves reliability: prompt response to customers; constant updating of product knowledge, suggestions on how to improve the reliability of current systems; proactive rather than reactive behaviour; keeping promises to customers

Notes on delivery and activities	Duration in hours
Tutorial summary Activity Four: Encourage students to analyse the personal behaviours that contribute to customer care, and then compare their own behaviours to these.	3

Online Resources:

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

Session Plan Seven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> identify what to do when systems go wrong (2.4) 	<ul style="list-style-type: none"> internal action: know when to remedy minor shortfalls in systems and procedures personally and when to report to others; offer help to others when systems and procedures are under pressure; know how to take action to prevent systems going wrong in future external action: explain to customer why systems are not working; keep customers informed of what is being done to restore service system; know what alternatives to offer customers

Notes on delivery and activities	Duration in hours
<p>Knowledge of boundaries of responsibility for customer care is key here. This will relate back to organisational culture and how empowered staff are to deal with customer problems. Students need to recognise that boundaries exist, and that they may be expected to follow laid down procedures in dealing with complaints. They also need to know what to do when systems break down.</p> <p>Tutorial summary</p> <p>Activity Five:</p> <p>In small groups ask students to identify instances where system breakdowns have meant they received poor customer care. Describe these situations, and swap with another group. Suggest appropriate action to the other group's problems and feed them back to the main group.</p>	3

Resources:

- Stone & Young, Competitive Customer Care – a guide to keeping customers, Chapter 8

Online Resources:

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

3.0 Demonstrate and apply an understanding of effective communications with customers

Time allocated to this assessment objective 15 hours

Session Plan Eight

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; by telephone; by letter or in electronic form (fax, email, website); body language and tone of voice; signsdifferent customers: offering everyday examples from daily experience of how forms of communication are matched effectively to customers who are: angry; confused; anxious; know what they want; do not know what they want; speak a different language or dialect; have special needs or some form of disability

Notes on delivery and activities	Duration in hours
<p>This topic lends itself to a very practical focus, encouraging students to explore communication that is appropriate to customer care, and prepare some letters or emails responding to theoretical scenarios.</p> <p>The second part of this section could be explored through role-play, with students practising dealing with difficult customers.</p> <p>Tutorial summary</p>	5

Resources:

- Stone & Young, Competitive Customer Care – a guide to keeping customers, Chapter 13

Online Resources:

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

Session Plan Nine

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"> information gathering: attentive listening; sensitive questioning; positive body language; interpreting what it is that customers are not saying as well as what they are saying; accurately checking the customer's perceptions; knowing where to find information on the products or services the customer requires responding to information gained from the customer: summarising accurately what it is the customer needs; empathising with the feelings of the customer; making suggestions based on the information gathered from the customer; delivering a product or service which meets the needs of the customer

Notes on delivery and activities	Duration in hours
<p>This section, as the one above, lends itself to a practical exercise. If you have access to a TV and video player, record a programme and play it back to students with the sound turned down. Body language is then highlighted, and can be used to prompt discussion. Questioning skills and active listening techniques, together with the ability to summarise and reflect back customer comment is also useful.</p> <p>Tutorial summary</p> <p>Activity Six:</p> <p>Ask groups to identify instances when they have dealt with or seen difficult customers. Describe these situations and hand them to another group to suggest ways to deal with them.</p>	5

Online Resources:

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

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 transport 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 light 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 his 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. This upset other potential customers in the furniture store. The manager of the store, Mr Ranasingh, arrived on the scene on hearing the raised voices. By this time other shoppers had joined in the argument, taking various sides.

- 1) as the manager of the store, what are the options open to you in dealing with this customer's complaint? What are the likely consequences of each course of action?
- 2) what advice would you, as Mr Ranasingh, give your staff about dealing with customer complaints? In what circumstances would you suggest you should be involved in dealing with a customer complaint?

Session Plan Ten

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand and apply effective information exchange techniques between the organisation and the customer (3.3) 	<ul style="list-style-type: none"> rapid response to customers, asking questions which enable customer queries to be answered fully, providing information in a form customers find helpful (telephone, letter, face to face); improving information exchanges based on customer feedback

Notes on delivery and activities	Duration in hours
<p>Again, a practical focus will be useful here, and activity eight below provides a suggested role-play to pull all the communication aspects of customer care together.</p> <p>Tutorial summary</p> <p>Activity Seven</p> <p>Give examples of open questions using when, where, who, how, why, what, to clarify a customer problem.</p> <p>Activity Eight</p> <p>Carpet Designs</p> <p>In groups of four people give two members of each group briefing cards, one for the employee and one for the customer (they should not read each others). Ask two people from the group to role-play the situation with the other two members observing, issue the third card to the observers.</p> <p>Employee's Brief</p> <p>You have worked for Carpet Designs for 20 years; there is nothing you haven't seen in the way of customer complaints, In the past six months you have dealt with a number of expensive mistakes made by the team of carpet fitters you have been using and your manager is keeping a close eye on the losses being made. Your manager has complete confidence in your ability to deal with customers and often leaves the showroom to you in the afternoon. Today is one of those occasions.</p> <p>Customer's Brief</p> <p>You ordered a carpet from Carpet Designs four weeks ago. Your husband has been in hospital for several weeks and is due to come out in a couple of days, You arranged the delivery and fitting of the carpet yesterday but when the fitters went to lay it they found it was 15 centimetres too short. You don't know what to do as your brother measured the area and you realize that the carpet that has been delivered is only 5 centimetres shorter than the measurements you gave the shop assistant. You are very upset about the whole thing and are returning to the shop to try to get a free replacement laid before your husband returns home.</p>	5

<p>Observer's Brief</p> <p>Observe the behaviour of the Carpet Designs employee and rate them on a scale of 1-5, 1 being poor and 5 good, under the following headings.</p> <ul style="list-style-type: none">• listening skills• reassuring the customer• providing the customer with information• body language• summarising customer needs• resolving the situation	
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Online Resources:

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

4.0 Identify customer problems and propose ways of solving them

Time allocated for this assessment objective 15 hours

Session Plan Eleven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">identify and interpret customer problems (4.1)	<ul style="list-style-type: none">sensitive and rapid acknowledgement of customer problem or complaint (availability of products or services, product or service quality, problems with using the product or service, organisation's systems or procedures, complaints against individuals)check perceptions of customer; gathering all information on problem; analysing and prioritising all data on problem, quantitative and qualitative; summarising customer problem in an unbiased manner

Notes on delivery and activities	Duration in hours
<p>Introduce problem-solving techniques to students. Ask them to write down problems (either real or fictitious) that they have experienced as customers. Share these out between the groups, and ask them to identify and clarify what the real problem is behind the scenario.</p> <p>Tutorial summary</p>	5

Resources:

- Stone & Young, Competitive Customer Care – a guide to keeping customers, Chapter 5

Online Resources:

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

Assignment 4

Missing Baggage

Ms Mehta recently took a Far Places flight from Kuala Lumpur to Cuba for a business trip. She went by taxi to the airport on the morning of her departure to book a seat for her return journey. Having reserved her seat, she returned to the city to do some last-minute shopping and arrive back at the airport in time to check in her bags. On reaching the check in, Ms Mehta was told the seat she had reserved had been allocated to another passenger who had also reserved that seat. Ms Mehta questioned a booking policy which could reserve the same seat to two passengers, and was told by the Far Places employee 'you should think yourself lucky you have a seat at all as the plane is very full'. Ms Mehta made a mental note to write a letter of complaint to Far Places on her return home.

On her arrival in Kuala Lumpur Ms Mehta collected her bags and noticed that one of them had been tampered with. She reported this to the Far Places representative in Kuala Lumpur, stating that a number of items in her suitcase had gone missing. The representative replied 'I'm very sorry but we cannot be held responsible for baggage when it is in an airport'. The theft obviously occurred whilst it was being handled in Cuba and so you need to take it up with the Cuban airport authority'.

Tasks

- 1) as the customer service manager of Far Places Ltd, how would you deal with Ms Mehta's complaint?
- 2) what compensation should Ms Mehta be awarded for the problems she encountered on her flight?
- 3) how would you go about ensuring that problems like this are not repeated in the future?

Session Plan Twelve

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand and generate solutions which please the customer (4.2) 	<ul style="list-style-type: none"> use of company procedures for satisfying customer complaints (refunds, replacements, compensation); exceeding procedures in order to satisfy the customer without harming the organisation; seeking advice from others with experience of similar problems; checking if solutions for customers are appreciated by them; disseminating results of successful problem-solving inside the organisation

Notes on delivery and activities	Duration in hours
<p>Theoretical background to refunds, replacements and compensation schemes, and responding to customers within organisational constraints.</p> <p>Continue problem solving techniques by exploring options for dealing with various problems, and selecting the 'best' option for a situation.</p> <p>Tutorial summary</p> <p>Activity Nine</p> <p>Explain the differences between, refund, replacement, and compensation using examples.</p>	5

Resources:

- Stone & Young, Competitive Customer Care – a guide to keeping customers, Chapter 11

Online Resources:

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

Session Plan Thirteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">determine how to prevent problems reoccurring (4.3)	<ul style="list-style-type: none">gather and analyse customer feedback about recurring problems; initiating ideas and long term solutions; monitoring problem prevention

Notes on delivery and activities	Duration in hours
<p>The final stage of the problem solving process should be introduced here, and used to demonstrate the need to deal with long term issues as well as short term problems.</p> <p>Tutorial summary</p>	5

Resources:

- Stone & Young, Competitive Customer Care – a guide to keeping customers , Chapter 11

Online Resources:

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

5.0 Investigate and draw conclusions on the delivery of customer care in a particular organisation

Time allocated to this assessment objective 8 hours

Session Plan Fourteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">gather customer feedback from a service organisation or a section of it (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>Introduce students to the requirements of the assignment brief. Ensure that they are comfortable with the skills involved in -</p> <ul style="list-style-type: none">interviewingrecording responsesputting together questionnaires <p>Tutorial summary</p>	8

Resources:

- Stone & Young, Competitive Customer Care – a guide to keeping customers

Online Resources:

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

Session Plan Fifteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">analyse data in relation to both service procedures and personal behaviours (5.2)	

Notes on delivery and activities
<p>Introduce data analysis techniques - for both quantitative and qualitative techniques.</p> <p>Tutorial summary</p>

Online Resources:

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

Assignment 5

This activity will allow students to prepare a mini-study that will give them experience in collecting data. Although the group works together on the exercise, pooling experience and findings, individuals will write up the final results. It is wise to encourage students to declare their particular roles in the research project (i.e. coordinator, scribe, leader etc.).

You and your students must be aware that permission must be obtained from managers from 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 provided students use their skills in composing the questionnaire by, for example, asking open and closed questions and targeting 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 predetermined.

Customer survey

- 1 working as a group (in threes and fours), obtain an interview with a shop, fitness centre or library. The interview should focus on the organisation's stated approach to customer care.
- 2 design a questionnaire to find out how satisfied the consumers are with the services provided by the organisation. Try to be objective and think of as many relevant questions as you can. When you have designed your questionnaire, it should be word-processed and copies should be made for each member of the group. Ask your contact at the company for feedback on the suitability of your survey

Session Plan Sixteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">• write a report which examines how well the organisation meets customer expectations (5.3)	

Notes on delivery and activities

Introduce report writing skills, and ensure students are equipped to carry out their assignment and fully understand the brief.

Tutorial summary

Suggested Resources

T Johns, Perfect Customer Care (1999) Random House

Stone & Young, Competitive Customer Care – a guide to keeping customers (1998) Croner

Martin, Managing quality customer service (1990) Kogan Page

Gerson, Keeping customers for life (1992) Kogan Page

Morris & Willcocks, Connecting with your customers (1996) Pitman Publishing

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.