



PASSPORT TO RETAIL

UNIT 1: CUSTOMER SERVICE

ELEMENT 3: THE CUSTOMER SERVICE DESK



CUSTOMER SERVICE

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DURATION: 4/5 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

- > Understand the term customer service
- > Be able to identify what a customer service desk does
- > Practice and develop skills directly related to customer service
- > Understand the job roles in retail
- > Develop life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face 2 face
- > Acquire and develop an appropriate vocabulary in written and spoken language
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem solving
- > Staying positive
- > Teamwork
- > Creativity

KEY WORDS:

- > Retail
- > Staffing structure
- > Customer service
- > Customer services desk
- > Manager
- > Resolve
- > Job role

RESOURCES FOR ALL LESSONS:

- > **UN1E301** - Customer services vs customer service desk flash card
- > **UN1E303** - Support found at a customer service Desk flash card
- > **UN1E303** - Retail store staffing structure
- > **UN1E304** - Retail job roles activity
- > **UN1E305** - Retail Manager Job description



SESSION 1: CUSTOMER SERVICES DESK



ACTIVITIES TO SUPPORT LEARNING

Depending on the store size and type you may find what is known as a Customer Service Desk.

Before we move further into this you need to explain the difference between the term customer services and a customer services desk.

1. Use the flash card to explain the difference between customer services vs Customer service desk.

You may not be directly working on a customer service desk in a retail role, but we need to know what they can do for the customer in case you are asked or need to support in another way.

2. See if the students can list what they may think happens at a customer services desk?

The general answer will be around resolving a customer issue.

3. See if the students could now share what issues you may find within retail that can be supported at a customer service desk? Examples:

Faulty item, return due to wrong size etc, product exchange, customer feedback, lost something in store, can't find something in store, need to order something online, need to collect something from online, need additional support with product information, answer store phone calls, information about the store in general, to report a problem in store i.e. Something broken or spilt, etc.

You can use the flash card to explain the above list further if needed.

TASK VARIATION: Talk through the support found at a customer service desk flash card with the students. See if they understand each thing and if they have ever done this themselves or someone they know who would have used a customer service desk for help.

LEARNING OUTCOMES

- Understanding what a customer service desk is
- Understanding your link to the customer service desk
- Understanding what a customer service desk may deal with
- Reading
- Listening
- Teamwork

DIFFERENTIATION & RESOURCES

- **UN1E301** - Customer services vs customer service desk flash card
- **UN1E302** - Support found at a customer service desk flash card
- Paper
- Pens



SESSION 2: RETAIL STAFFING STRUCTURE



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Before we move further into the structure around supporting a customer from the customer services desk it is worth looking at the staffing structure in a retail store.</p> <ol style="list-style-type: none"> 1. Using the activity see if the students can name the different roles within retail. Security, manager, deli, HR, till operator, general assistant, customer service desk, cleaner 2. Further on from the roles within retail activity see if the students can match any to the staffing structure flashcard. 3. Using the staffing structure see if the students can use a computer to find different job descriptions for each/some of the roles. <ol style="list-style-type: none"> 3a. As the students work through some of the job descriptions see if they can identify any of the skills that they might have. Along with any jobs that they may like to do in the future. <p>TASK VARIATION: See if the students can complete any of the activity with support from teaching staff, start with the picture and guessing their job role.</p>	<ul style="list-style-type: none"> ➤ Understanding what a staffing structure is ➤ Understanding the staffing structure in retail ➤ Relating roles to actions ➤ Computer skills ➤ Reading ➤ Self-evaluation ➤ Speaking 	<ul style="list-style-type: none"> ➤ UN1E303 - Retail store staffing structure flash card, this link might help ➤ UN1E304 - Retail job roles activity ➤ Access to a Computer ➤ Paper ➤ Pens



SESSION 3: CUSTOMER SERVICES DESK CONTINUED



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Now we know some of the roles within retail we will look at dealing with issues as a general customer assistant.</p> <ol style="list-style-type: none"> 1. Allow the students to role play the following scenarios: They should all lead to sending someone to customer services/ a manager <ol style="list-style-type: none"> a. Do you know where I can return this item I no longer want? b. I am not happy with they way a staff member has just spoken to me, who can I tell? c. I am unhappy with the stoke you have in store, I can't find anything, what can I do about this? d. I can't find my size in stock can I order this in? e. I have some general feedback I would like to give about the store, where can I share this? <p>Allow the students to work through the 5 scenarios.</p> <p>TASK VARIATION: Allow the students to watch the role play from above, see if they can give any feedback on the customer service.</p>	<ul style="list-style-type: none"> ➤ Knowing how to deal with a customer and what to send them to customer service for ➤ Roleplay ➤ Speaking listening ➤ Teamwork ➤ Problem solving 	<ul style="list-style-type: none"> ➤ Open space



SESSION 4: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Allow the students to look over the job description, See if they have met any of the skills through the sessions? Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job? For those that wish to, you could hold a mock interview asking questions around the skills they have learnt related to retail.</p>	<ul style="list-style-type: none"> ➤ Skill identification ➤ Linking activity to careers and subject learning ➤ Speaking ➤ Listening ➤ Reading 	<p>➤ UN1E305 - Retail Manager Job description</p>