



# PASSPORT TO RETAIL

## UNIT 1: CUSTOMER SERVICE

### ELEMENT 1: CUSTOMER SERVICE & GREETINGS



## CUSTOMER SERVICE

# ELEMENT 1: CUSTOMER SERVICE & GREETINGS

DURATION: **3/4 SESSIONS**

YEAR GROUP: **KS3/4 OR 5**

### STUDENTS WILL:

- > Understand the term customer service
- > Be able to identify good and bad customer service
- > Practice and develop skills directly related to customer service
- > Understand the importance and how to welcome a customer
- > 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

### NOCN QUALIFICATION

NOCN links:

- > Customer Service in Retailing A/650/1899
  - Learning Outcome 1
  - Learning Outcome 2

You can gather evidence through using the Assessment Booklet, Photos and Role-Play Activities.

**NOCN Assessment Booklets available**

### SKILLS USED FROM SKILLS BUILDER:

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

### KEY WORDS:

- > Customer service
- > Retail
- > Answering
- > Scenarios

### RESOURCES FOR ALL LESSONS:

- > **UN1E101** - Greeting a customer flash card
- > **UN1E102** - 5 top tips for greeting a customer activity
- > **UN1E103** - Useful customer services/retail terms flash card
- > **UN1E104** - Comment Card Activity
- > **UN1E105** - Retail Job description



## SESSION 1: UNDERSTANDING THE TERM CUSTOMER SERVICE



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>One quarter of all employment roles have customer service aspects, this is why understanding customer service and its importance is key.</p> <ol style="list-style-type: none"> <li>Get the students to work in small groups to see if they can mind map what the term customer services is and involves?  Customer service is <b>the support you offer your customers — both before and after they buy and use your products or services — that helps them have an easy and enjoyable experience with you.</b> Offering amazing customer service is important if you want to retain customers and grow your business.</li> <li>Start with looking at good vs bad customer service in a retail setting.  Watch the first half of the <a href="#">video</a>. Working as a class write down the bad aspects and what they could have done differently, then watch the second half of the video clip on good customer service and see if the students managed to list the qualities discussed and any they may have missed.</li> <li>Using the comment card activity, can the students identify which are examples of good customer service and which are examples of bad customer service and sort them into two categories.  Following that, can they identify what makes each comment an example of good or bad customer service.</li> </ol> <p><b>TASK VARIATION:</b> Display good customer service and bad customer service through role play for the students, ask them to give a thumbs up if they think it is an example of good customer service or thumbs down for bad customer service, alternatively you can play a <a href="#">video</a>.</p>	<ul style="list-style-type: none"> <li>➤ To understand the term customer service</li> <li>➤ Have the ability to spot what bad customer service looks like and what not to do.</li> <li>➤ Role play</li> <li>➤ Speaking and Listening</li> <li>➤ Group work</li> <li>➤ Writing</li> </ul> <p><b>NOCN links:</b></p> <ul style="list-style-type: none"> <li>➤ Customer Service in Retailing A/650/1899 - Learning Outcome 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>UN1E104</b> - comment card activity</li> <li>➤ Good vs Bad customer service <a href="#">Video</a></li> <li>➤ Computer</li> <li>➤ Paper</li> <li>➤ Pens</li> </ul>



# SESSION 2: GREETINGS



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>First impressions count, this is why a welcome or greeting is key in retail.</p> <ol style="list-style-type: none"> <li>1. <a href="#">Video</a> top tips for first impressions. Stop and start the video talking through the top tips. You will need to change some of the language for the students and possibly relate it to retail but it can also be related to everyday life.</li> <li>2. Talk through the Greeting a customer flashcard.</li> <li>3. Look at the Greetings activity, see if the students have a favourite greeting, get the groups to write down a few different greeting lines they could say to a customer. Here are a few ideas: <a href="http://customerservicemanager.com">Top 10 Customer Service Greetings (customerservicemanager.com)</a></li> <li>4. See if the students can practice their chosen greeting in a welcome reception setting, you could even utilise the reception at school if possible, for the real life feeling.</li> </ol> <p>Point out that some of these skills are the same for other departments/ roles.</p> <p><b>TASK VARIATION:</b> Break down some of the above steps to achievable goals, see if the students can greet each other focusing on being polite and welcoming.</p> <p><b>PMLD TASK VARIATION:</b> Play the greeting song <a href="#">Link</a> or an alternative and welcome the students to entering a room and exiting a room to understand greetings. <a href="#">Link Or Greeting video and song.</a></p>	<ul style="list-style-type: none"> <li>➤ To understand the importance of first impressions</li> <li>➤ To understand what a greeting is</li> <li>➤ To learn how to greet a customer</li> <li>➤ To explore their own greetings</li> <li>➤ Role play</li> <li>➤ Speaking and Listening</li> <li>➤ Group work</li> </ul> <p><b>NOCN links:</b></p> <ul style="list-style-type: none"> <li>➤ Customer Service in Retailing A/650/1899 - Learning Outcome 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5 tips to a first impression <a href="#">Link</a></li> <li>➤ <b>UN1E101</b> Greeting a customer flash card</li> <li>➤ <b>UN1E102</b> Greeting a customer activity</li> <li>➤ Computer</li> <li>➤ Paper</li> <li>➤ Pens</li> </ul>



# SESSION 3: CUSTOMER SERVICES IN DIFFERENT RETAIL



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Although we use customer services as a broad term it does differ between retailers and settings. Someone isn't going to ask if 'this comes in a different size' when buying a box of tissues.</p> <p>Knowing answers for all of the possible questions isn't possible until you have learnt them yourself, however we can learn how to reply and assist a customer to the best of our own ability until we know how.</p> <ol style="list-style-type: none"> <li>1. Remain polite &amp; speak calmly</li> <li>2. Try not to panic</li> <li>3. Keep eye contact</li> <li>4. If you are unsure of their question, ask for them to expand</li> <li>5. If you don't know the answer, be honest, but make sure you find someone else to help, don't just leave</li> <li>6. Ask the customer to follow you to a location, don't just point to it</li> <li>7. Always finish off with the final question, Is there anything else I can help you with?</li> </ol> <p>Using some of the following scenario suggestions, get the students to act out their customer service situation:</p> <ol style="list-style-type: none"> <li>1. Clothing store- can't find the size they are looking for in a new jumper</li> <li>2. Supermarket- the customer can't find the tea bags in the store</li> <li>3. Pharmacy- a customer is unsure if they need shampoo and conditioner when washing their hair.</li> </ol>	<ul style="list-style-type: none"> <li>&gt; Understand how to answer a customer when they have asked a question</li> <li>&gt; Understanding that all retailers aren't the same</li> <li>&gt; To understand generic responses that may support them when answering a customer's question</li> <li>&gt; The understanding of generic terms used in retail/customer service</li> <li>&gt; Role play</li> <li>&gt; Speaking and Listening</li> <li>&gt; Group work</li> </ul>	<ul style="list-style-type: none"> <li>&gt; <b>UN1E103</b> Useful customer services/ retail terms flash card</li> <li>&gt; Computer</li> <li>&gt; Paper</li> <li>&gt; Pens</li> </ul>



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>4. Book store- A customer is looking for the hungry caterpillar book</p> <p>5. Soft furnishing store- A customer wants some bedding that is on show</p> <p>Students can rotate around the scenarios and even utilise props if you have anything to hand. You can also use the useful customer services/retail terms flashcard to help.</p> <p><b>TASK VARIATION:</b> For those students that can not take part in the role play simply ask them to watch the role play and see if they feel it was a good example of customer service.</p>		



## 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> <p><a href="#">Department store customer service</a></p> <p>Retail skills for customer service short <a href="#">training videos</a></p> <p><a href="#">Another good explanation of customer service</a></p>	<ul style="list-style-type: none"> <li>➤ Skill identification</li> <li>➤ Linking activity to careers and subject learning</li> <li>➤ Speaking</li> <li>➤ Listening</li> <li>➤ Reading</li> </ul>	<p>➤ <b>UN1E105</b> Retail job description</p>