

Customer service

Introduction to Module 1

Customer service is at the heart of all passenger transport activity. In a highly competitive industry, it is perceived to be the single most important factor that influences people's perception of a company. It has also been identified as an area where there are skills gaps within the sector.

Many new entrants to the passenger transport industry will have an interest in dealing with people, but they will need training to develop a good understanding of customer needs and how to respond to them. Communication skills can be taken for granted and are rarely taught in schools, but most companies provide training to help learners to project a positive impression of both themselves and their organisation.

This generic module covers aspects of customer service in the passenger transport industry. It will support learning for customer service related units in the National Occupational Standards for the aviation, bus and rail sectors as well as the Customer Service NVQ based on the Institute of Customer Service National Occupational Standards.

The themes will give learners the opportunity to find out more about customer service and to develop the following communication skills:

- speaking appropriately to customers
- responding to customer requests
- dealing effectively with complaints
- dealing with difficult situations
- dealing with disabled customers
- taking non-cash payments.

In order to support learning in this aspect of passenger transport, many of the activities include audio clips which are available on the accompanying CD.

The scenarios used are varied and include scenarios from aviation, bus and rail settings. It is essential that learners apply the skills and strategies developed here to the context of their own particular workplace. The *Word* version of the materials provides opportunities for teachers to adapt and customise the themes where appropriate, and the Teacher notes offer suggestions for the use of specific company approaches.

Transport – Module 1: Customer service					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
What is customer service?	Tr 1:1–1:2	Customer Service Units 1–8 Passenger Carrying Vehicle Driving Unit 3 Providing Road Passenger Transport Units 3, 18–23 Rail Transport Operations Unit 24 Aviation Operations on the Ground Units 48, 49	SLd/L1.1; Rt/L1.5; Rt/L2.5; Rt/L2.8		C1.2
Speaking to customers (1)	Tr 1:3–1:4	Customer Service Unit 1 Passenger Carrying Vehicle Driving Unit 3 Providing Road Passenger Transport Units 3, 18 Rail Transport Operations Unit 24 Aviation Operations on the Ground Unit 48	SLc/L1.1; SLc/L1.2; SLlr/L1.3; Rt/L1.1		C1.1
Speaking to customers (2)	Tr 1:5–1:6	Customer Service Unit 1 Passenger Carrying Vehicle Driving Unit 3 Providing Road Passenger Transport Units 3, 18 Rail Transport Operations Units 3, 24 Aviation Operations on the Ground Units 48, 49	SLc/L1.1; SLc/L1.2; SLc/L1.4; SLc/L2.3; SLlr/L1.3; SLlr/L1.4; SLlr/L1.6; Rt/L1.1		C1.1
Dealing with complaints	Tr 1:7–1:8	Customer Service Unit 4 Passenger Carrying Vehicle Driving Units 3, 7 Providing Road Passenger Transport Units 7, 22 Rail Transport Operations Unit 24 Aviation Operations on the Ground Unit 48	SLc/L1.1; SLc/L1.2; SLc/L1.3; SLc/L1.4; SLlr/L1.1; SLlr/L1.3; SLlr/L1.4; SLlr/L1.5; SLlr/L1.6; SLlr/L2.1		C2.1a

Transport – Module 1: Customer service cont					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Customer comment forms	Tr 1:9–1:10	Customer Service Unit 4 Passenger Carrying Vehicle Driving Units 3, 7 Providing Road Passenger Transport Units 7, 22 Rail Transport Operations Unit 24 Aviation Operations on the Ground Unit 48	SLc/L1.1; SLc/L1.2; SLlr/L1.1; SLlr/L1.3; SLlr/L1.4; SLlr/L1.5; Rw/E2.1; Rw/E3.2; Wt/L1.5		C2.1a
Dealing with difficult situations	Tr 1:11–1:12	Customer Service Unit 4 Passenger Carrying Vehicle Driving Units 7, 10 Providing Road Passenger Transport Units 7, 16 Rail Transport Operations Units 33, 35, 36 Aviation Operations on the Ground Unit 2	SLd/L2.1; SLc/L2.3; SLd/L2.2; SLd/L2.5; SLlr/L2.4		
Disability awareness	Tr 1:13–1:14	Customer Service Units 1, 3 Passenger Carrying Vehicle Driving Unit 14 Providing Road Passenger Transport Unit 14 Rail Transport Operations Unit 24 Aviation Operations on the Ground Unit 48	SLd/L2.1; SLlr/L2.1; Rt/L2.1; Rt/L2.5; Rt/L2.6; Rt/L2.7; Rt/L2.8		C2.1a; C2.1b; C2.2; C2.3
Non-cash payments	Tr 1:15–1:16	Rail Transport Operations Units 28, 29	SLc/L1.2	HD1/L1.1	

Skills checklist

You are dealing with people all the time in passenger transport, and people expect you to be friendly and efficient at work. Good customer service is what makes customers come back again and again. Customer service is not just about being polite to people and dealing with their enquiries. It's also about understanding customer needs and being prepared to really put yourself out to help them.



You need good communication skills in passenger transport in order to respond to a wide range of people.

Below are some of the communication skills you need in order to give good service to your customers.

Tick all the skills you have **now**, then look at the checklist **later** when you have used the materials.

Skills for customer service	Now	Later
Speaking to customers		
Using appropriate body language		
Asking appropriate questions		
Listening to customers		
Dealing with complaints		
Completing simple forms		
Dealing with difficult situations		
Dealing with non-cash payments		

PAGES 1:1–1:2

What is customer service?

Occupational setting

Customer service is at the heart of all passenger transport. For customer service to be good enough to make a difference it has to be uniformly excellent and only knowledge, practice and experience will achieve this. Many people who choose transport as a career will do so because they enjoy dealing with people and this provides an excellent starting point. To achieve optimum customer service, employees need a good understanding of the wide range of customer needs, a positive and consistent approach to delivering service and an understanding of the consequences of their individual actions. This focus is intended to spark discussion about different facets of dealing with customers, including such things as cultural and ethnic differences and equal opportunities.

Materials

Workplace guidelines, policies and procedures relating to customer service

Relevant training video

National Occupational Standards from the Source material (0:01)

Learning outcomes

- 1 To understand the principles of good customer service (focus page, Task 1)
- 2 To become familiar with the Customer Service National Occupational Standards (focus page, Task 1)
- 3 To become familiar with Company Customer Service guidelines (focus page, Task 1)

Suggested teaching activities

Introduction

- Relate the idea of customer service to the experience of learners while shopping. Ask the group what they understand by customer service and how they expect to be treated as a customer. What would make them return to a shop? What would make them go elsewhere in

future? What pleases them? (e.g. full attention of assistants) What really annoys them when shopping? (e.g. assistants chatting to each other when serving, being served in the wrong order, etc.)

- How does this relate to the experience of travelling as a passenger? What do learners consider to be a good service to passengers? What examples do they have of poor customer service? Discuss personal examples of good and bad practice in customer service that learners have experienced as passengers themselves or have observed at work. Write down ideas on the board or flipchart.
- If possible, use a training video on customer service to introduce the topic from the point of view of the transport worker. Play clips that highlight some of the issues around Customer Service.
- Make sure learners have a copy of the National Occupational Standards for Customer Service, of which there is a summary in the Source material. Read together through these standards, thinking about what each means for them at work. Interpret any difficult language or encourage learners to use the glossary in this file. Learners will benefit from keeping a personal notebook or section in their folder with words that they want to remember. The definitions for these words should be in their own words. Open discussion should be encouraged so that learners become more familiar with the issues raised and more comfortable with the language and style of the performance criteria statements. Address any concerns and raise awareness of less obvious cultural issues that are relevant to learners' particular workplaces.

Focus page

- Who do learners think is responsible for delivering good customer service to passengers?
- Read out and discuss the three customer comments. Make sure learners understand the colloquialisms such as 'getting wound up'. How does each comment relate to the service given by learners? How do learners feel when they

receive compliments from passengers? What about when customers complain? Is 'OK' good enough?

- Discuss each of the five illustrations in relation to learners' workplaces. Are there company guidelines to cover similar circumstances? Relate the whole discussion to appropriate company guidelines. Include points involving equal opportunities, etc.
- Conclude and summarise the discussion, mentioning learners' own personal pride in delivering excellent customer service, company guidelines and National Occupational Standards for Customer service. Refer back to the list made on the flipchart/whiteboard. Which NOS/company guideline covers each item? How can improvements be made?

Curric. refs	NOS/NVQ	Key Skills
SLd/L1.1	Discussion of all	C1.2
Rt/L1.5	units may take	
Rt/L2.5	place	
Rt/L2.8	ICS	
	Units 1–8	
	RTO	
	Unit 24	
	AOG	
	Units 48–49	
	PCV	
	Unit 3	
	RPT	
	Unit 3 and Units	
	18–23 (from ICS)	

Task 1

Identify customer requirements and relevant services that can be offered

Rt/L1.5

Rt/L2.5

Rt/L2.8

- Ensure all learners have copies of the NOS and workplace guidelines.
- Remind learners of the earlier discussion.
- Learners can work individually, in pairs or in small groups to discuss each illustration and relate the situation to NOS and workplace guidelines.
- It may be necessary to explain/adapt the ideas presented in the illustrations to different workplaces familiar to the learners, e.g. how can the mother with the buggy and shopping

be helped in a rail/bus/aviation scenario? How can the wheelchair user be helped in a rail/bus/aviation scenario? How can the family be helped in a rail/bus/aviation scenario?

- It is important that learners do not feel that there is only one correct answer to the way these scenarios can be dealt with and which NOS and guidelines apply in each case.
- Bring learners together at the end of the session to discuss their findings.

If the learner has difficulty

- Discuss each illustration with the learner and encourage them to make judgements by asking direct questions. *What can you see in the picture? Why do you think the man is at the bottom of the escalator?*
- There is a lot of reading required for this task. Support learners by:
 - reading out the NOS Unit titles and asking direct questions about/explaining what they mean.
 - reading out workplace guidelines and asking direct questions about/explaining what they mean. Phrase questions in different ways to prompt an answer, e.g. *What are you entitled to offer this family? What can you offer this family? What do the company guidelines say you can offer this family?*
 - presenting individual NOS titles to small groups or pairs to discuss and look up key vocabulary. Pairs or groups of learners can then report back to the whole group as the task progresses.
 - blowing up the text for learners to locate specific titles.

Some learners may feel they need extra support with reading. If appropriate offer suggestions for further support.

Extension

Give learners some examples of customer feedback forms to go through and ask them to think about appropriate ways to respond to their suggestions.

Theme assessment

Learners can be observed in the workplace offering excellent customer service. This may contribute to NVQ evidence.

What is customer service?

Focus

Everybody in the company is involved in service to the customer.

What would a customer say about you?

I was impressed by the way the staff kept us informed about what was going on. It made me feel confident that everything was being done to sort the situation out.



On the whole everything was OK.



Nobody told us what was going on. I found myself getting wound up and anxious. I'm going to complain.



What can you do to make the passenger's travelling experience a happy one?



What is customer service?

Task

Task 1

Look at these pictures of different customers and answer the questions.

Use the National Occupational Standards from the Source material and company guidelines from your own workplace to help you.

1



a What service can you offer this customer?

b Which National Occupational Standard would you be following?

c Which company guideline would you be using?

2 a What service can you offer this customer?

b Which National Occupational Standard would you be following?

c Which company guideline would you be using?



3



a What service can you offer this customer?

b Which National Occupational Standard would you be following?

c Which company guideline would you be using?

PAGES 1:3–1:4

Speaking to customers (1)

Occupational setting

First impressions are important and can make the difference between gaining a regular customer and losing one. Also, customers who do not feel they have been treated properly might complain or damage business by passing on their dissatisfaction to other potential customers. The purpose of this focus is to encourage learners to recognise the importance of speaking to customers in a way that follows work procedures and makes customers feel welcome and respected.

Materials

Training video for customer service (if available) or work guidelines for speaking to customers

Audio equipment

Reception photographs from the Source material (0:02)

Learning outcomes

- 1 To discuss verbal and non-verbal interaction in different day-to-day social situations (focus page)
- 2 To recognise what constitutes appropriate language (focus page, Task 1)
- 3 To recognise how tone affects meaning (focus page, Task 2)
- 4 To distinguish between positive and negative body language (focus page, Task 3)

Suggested teaching activities

Introduction

- Teachers should note that the term ‘customer’ is used to cover all service users. Teachers can use a more work-specific term such as ‘passengers’ if appropriate.
- Ask individual learners to list the people they have communicated with in the last 24 hours.
- Discuss as a group the categories of people they communicate with – friends, family, work colleagues, customers, team leaders, managers, bar staff, etc. Do they communicate in the

same way with all these people? How does the type of relationship they have with the person affect the type of communication used? e.g. Do they address friends the same way as they address customers? Do they speak to strangers on the phone in the same way as they speak to their colleagues face-to-face? As a group, come up with a list of words to describe their interactions such as ‘chatty’, ‘friendly’, ‘polite’, ‘formal’, ‘businesslike’, ‘respectful’, ‘matey’, ‘loving’.

- Elicit from the group what determines these categories – tone and volume of voice, content of the interaction, the words used, body language used, etc. Write these up on a board or flipchart as prompts.
- Ask the group now to think particularly about communicating with and responding to customers. As a group, try to identify important principles and features of this interaction. Put ideas on the board or flipchart in spider graph format, to show the many facets of this interaction.
- Make a list of ‘positive’ and ‘negative’ body language and facial expressions. Discuss what message these give to others.
- If a training video is available for Customer Service, this will provide a good focus for these discussions. If there are written guidelines, these can be used as a basis for discussion instead.

Focus page

- Use the focus page to go through the examples. Include the following points:
 - Talk about any guidelines learners have in their own place of work for meeting and greeting customers. Ask learners to think of more expressions they might use. Write these on the board. Pick out examples of slang expressions. Ask learners to think about why these expressions are not appropriate.
 - Discuss the reason for acknowledging the presence of a customer even if you are busy. Again, ask learners to think about any times they have been kept waiting in places like

shops and how this made them feel.

(Empathy is a useful learning tool.)

- Talk about responding appropriately to customers, being factually correct and checking that the customer's needs have been fully understood.
- Talk about speaking clearly – not stumbling, speaking too slowly or too quickly, using jargon, shouting, whispering, etc. How is this best achieved?
- Ask how you can tell when someone is annoyed even when they do not say they are annoyed. Lead on to discussing tones of voice. Ask learners what they think a sincere tone of voice is. Remind learners that tones of voice give certain messages to others. For example, nervousness might indicate to a customer that you don't know what you are doing – this does not give the customer much confidence.
- Discuss body language and facial expressions. Ask willing volunteers to 'strike a pose' for others to guess how they are feeling. If appropriate, use a digital camera to record poses for later use.
- Ask what learners know about 'active listening'. How do they show others they are being listened to? (e.g. eye contact, asking appropriate questions, nodding, asking confirmation questions, etc.)
- If appropriate, end the session by modelling a role-play scenario that is typical of the place of work. In pairs or small groups with a 'friendly observer', and bearing in mind what they have just talked about, ask learners to re-enact the same and similar scenarios for themselves. Learners should be aware of how they feel as customers and as members of staff. Bring the group together at the end to discuss their findings, likes and dislikes.

Curric. refs	NOS/NVQ	Key Skills
SLc/L1.1	ICS	C1.1
SLc/L1.2	Unit 1	
SLlr/L1.3	RTO	
Rt/L1.1	Unit 24	
	AOG	
	Unit 48	
	PCV	
	Unit 3	
	RPT	
	RPT 3	
	RPT 18	

Task 1

Listen for and pick out appropriate ways of speaking to customers

SLc/L1.1

SLc/L1.2

Rt/L1.1

- Advise learners to read the phrases aloud to 'hear' how they sound.
- Remind learners to tick just the phrases they think are appropriate.

If the learner has difficulty

- There may be problems for ESOL learners understanding the level of formality in speech and picking out or interpreting slang terms.
- Guide learners to look at each speech one at a time. Ask direct questions, e.g. 'Hi' is a slang word for 'hello'. Is 'hi' a suitable greeting for a customer? Unpick at least two examples with the learners and then encourage them to complete others with fewer prompts.
- Show other examples from training videos and encourage learners (particularly ESOL learners) to observe and listen.

Extension

Ask learners to rewrite the 'incorrect' phrases in Task 1 to make them more appropriate.

Task 2 1

Recognise the messages given to customers through different tones of voice

SLc/L1.1

- Explain that learners will be listening to the speech, 'Good afternoon. Can I help you?' said in the four different ways shown.
- Play the four audio clips through once first for learners to hear the different voices.
- Check that learners understand what the descriptions mean (such as 'irritated' and 'enthusiastic').
- Remind learners to match up the tone of voice to the audio clip they hear each time.
- Play the audio clips one at a time, allowing learners to make their choices in between (in pencil in case they change their minds).

If the learner has difficulty

- Double-check that learners understand the different descriptions, especially 'irritated' and 'enthusiastic'.

- If possible, give examples of these two tones using different phrases, perhaps taken from the first task.
- Replay the audio clips one by one, stopping after each one to ask direct questions. For example, *Did that person sound like he was really interested in the customer's journey?*
- ESOL learners will need to spend a lot of time on this activity. They will need to practise saying the phrase in the most appropriate tone for dealing with customers politely.
- Be aware that speakers of different languages may use different conventions in the way they address people and express feelings.

Extension

Ask learners to role-play meeting and greeting in pairs using the correct expressions from Task 1 plus their own ideas. They should concentrate in particular on the tone they use and feedback to each other anything that does not sound sincere.

Task 3

Recognise the messages given to customers through body language
SLlr/L1.3

- Put learners in pairs.
- Make sure learners have a copy of the Reception photographs from the Source material.
- Make sure learners understand that each picture is taken from the view of the customer approaching the reception desk. They see what the customer sees.
- Go through one or two examples as a whole group by asking direct questions to give learners the idea, e.g. *How is this person standing? What is this person doing?*

If the learner has difficulty

- Go through each person's body language one by one, asking further direct questions about how each person is standing, their facial expression (if clear), how pleased they look to see the customer approaching, etc.
- Ask learners which person they would be most likely to approach if they had a question to ask. Why would they choose that person?

Extension

Present learners with a number of pictures of people (from different sources such as magazines, newspapers, training material, etc.). Ask learners to identify as much information as they can about each person using body language clues alone, note it down and discuss it with a colleague. If digital photographs were taken earlier, they could be used again here.

Theme assessment

Ask learners to read any guidelines about meeting and greeting, then listen to the way customers are greeted at work. They can make a note of the greetings they think are most appropriate, including questions customers are asked and the use of the customer's name. Observations of other staff should be confidential, and the staff observed should remain anonymous.

Speaking to customers (1)

Focus

How do you give the right message to customers?

Good morning. How may I help you?

What do you want?

Is it how you **greet** them?

Find out what you should say. Ask your supervisor for advice.

Is it **what** you say?

Remember that you are providing a service.

Yes, there are seats left for that day. Would you like me to book one for you?

Yep there are a couple of seats left.

Does anybody need any help?

NEXT!

Is it your **tone of voice**?

Is it the **way** you say it?

Hello... oops... sorry... dropped my pen... bother... OK...

Good afternoon. Excuse me while I just pick up my pen.

Treat customers as you would like or expect to be treated.



Is it the **expression** on your face?

Is it your **body language**?



Is it how you **listen**?

No matter how busy you are, remember that no one likes to be ignored or kept waiting.

So you want to know when you can travel to Dundee?

Hold on, I'll just answer the phone.

Speaking to customers (1)

Task

Task 1

Decide which of these phrases are appropriate when you greet customers.

Tick your choices.

1

Hi! Is that suitcase heavy? It looks it.

2

Next!

3

Could I take your name please?

4

Hold it a moment, the phone's going.

5

Hang on. Won't be a minute.

6

Rough journey was it?

7

How may I help you?

8

Good morning.



Task 2

1

Listen to these four transport workers offering help to a customer. Draw lines to match up the pictures with the descriptions of how they sound.

enthusiastic

bored

a



b



c



d



irritated

nervous

Tip

Listen carefully to the tone they are using. Think about how it affects the meaning of what they say.

Task 3

Use the Reception photographs from the Source material showing three customer-facing staff. A customer is approaching them.

- 1 Discuss the body language each receptionist is using.
- 2 Which one looks the most welcoming?

Tips

- Talk about the things each receptionist is doing.
- Think about which one you would approach for help.

PAGES 1:5–1:6**Speaking to customers (2)****Occupational setting**

Any area of customer service requires staff to deal with customers face-to-face. This generally involves the exchange of information between staff and customers. This focus provides a checklist of strategies for asking for information from customers and passing on information to customers. It incorporates recognising and finding solutions for communication difficulties that might arise during this face-to-face exchange. For all speaking and listening activities, learners should be given examples of good practice and plenty of opportunity to practise orally.

Materials

Workplace information about taking bicycles on board

Workplace information about different ticket types

Workplace information about where and how to claim lost luggage

Role-play cards – asking for and giving information from the Source material (0:03)

Any relevant workplace guidelines, policies and procedures about speaking to customers

Learning outcomes

- 1 To recognise communication difficulties and non-verbal signs that signal lack of understanding, and to consider solutions (focus page)
- 2 To explore ways of checking own and others' understanding (focus page)
- 3 To apply written procedures to practical situations by phrasing questions (focus page, Task 1)
- 4 To recognise that language can be adapted to make it clearer (focus page, Task 3)
- 5 To understand the importance of giving relevant and sensibly ordered information (focus page, Task 2)

Suggested teaching activities**Introduction**

- Explain that learners will be thinking about problems that might occur when asking for and giving information.
- Divide the group up into three smaller groups. Group 1 are the 'employees', group 2 are the 'customers' and group 3 are observers.
- Give out the employee role-play cards from the Source material to group 1. (More role-play situations can be added to cover communication problem situations learners might come across at work.) Give out the 'customer' cards to group 2. Make sure the people playing the employees do not see what those playing the customers have on their cards.
- Ask the 'employee' group to think of examples of the sort of information they could be giving to customers so that they have ideas for the role-play.
- Explain that the observers need to watch and think about what the employee is doing wrong.
- At the end of the role-play, ask the observers to give their ideas on what was going wrong. Throw open the discussion to the whole group to add any further points raised from the people playing the customers or employees.
- Ask learners to think about what sort of non-verbal signals people give to show they cannot understand. For example, shaking the head, frowning, looking anxious.
- Discuss the types of communication barriers that may be presented by customers and how they can be overcome.
- Discuss bad practice, based on what the person giving information was doing wrong.
- As a whole group, come up with some golden rules about asking for and giving information. Guide learners to include a point about adapting language to the needs of customers. Give further examples where possible.

Focus page

- Ask groups to see how many of their ideas they can find on the page.
- Add any more ideas to the 'golden rules'.
- Ask learners to fill in four more reasons why customers might not understand what is being said.
- Discuss each reason and apply the appropriate 'golden rules' or any further ideas from the group about how they can help each customer in each situation.
- Go through each point on the page, clarifying any unfamiliar words such as 'accurate', 'relevant', 'logical', 'rephrase'. Make sure learners understand each point made in the speech bubbles.
- Ask learners to think of example questions for checking:

- that they have understood what the customer said
- that the customer has understood what they said.

Record the questions for learners to copy, or use them to prepare a 'crib sheet' that can be distributed to learners.

- Discuss what can be done if:
 - they did not understand what the customer said
 - the customer did not understand what they said.

Record the ideas for learners to copy, or use them to prepare a 'crib sheet' that can be distributed to learners.

- Explain that their workplace might have particular procedures or guidelines for obtaining specific information from customers.
- Read through any workplace guidelines, policies or procedures for speaking to customers. Explain that these give an idea of what information you need to give to or get from customers, but the actual words you say have to be interpreted from this information. In other words, they don't tell you what to say word for word.
- Point out any key words within the guidelines that show you need to get information from customers, such as 'ask', 'check' and 'confirm'.

- Ask learners to give some examples of how they might ask the questions to get the information they need. Write these on the board. Add them to the 'crib sheet', if one is being prepared.
- Ask learners to note the use of question phrases, such as 'Would you ...?', 'Could I ...?', etc. Make sure learners understand how questions could be worded to meet the requirements of the procedures.
- Give learners (particularly ESOL learners) the opportunity to practise these examples.
- Conclude the session with a role-play based on a workplace scenario. This time learners playing the 'employees' base their role on good practice when faced with 'customers', and observers use the 'golden rules' as a checklist.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	ICS	C1.1
SLlr/L1.3	Unit 1	
SLlr/L1.4	RTO	
SLlr/L1.6	Unit 3	
SLc/L1.1	Unit 24	
SLc/L1.2	AOG	
SLc/L2.3	Unit 48	
SLc/L1.4	Unit 49	
	PCV	
	Unit 3	
	RPT	
	RPT 3	
	RPT 18	

Task 1

Work out what questions to ask a customer

Rt/L1.1

SLc/L1.1

SLc/L1.2

- If this scenario is not relevant, choose a similar one from the workplace that learners can use to practise asking questions.
- Make sure learners have information about taking bicycles on board from the workplace.
- Go through the task with them to give them an idea of what they need to do.
- Remind them to use the information they have to make up the questions.

- Direct them to the questions completed as part of the focus page work for further examples of how to form questions from written procedures.

If the learner has difficulty

- Remind learners to start with a question word or phrase such as 'How ...?', 'What ...?', 'Can you ...?', and so on.
- Learners might need further support with forming questions properly. This can be done in small groups where ideas can be shared.
- ESOL learners will need to be given plenty of opportunities for practice using the correct intonation.
- Pair learners having difficulty with a supportive partner to practise the questions.
- Some learners may prefer to write out the questions before trying them out, others to record them using a tape recorder.

Extension

Ask learners to find any procedures or guidelines they have been given at work that involve speaking to customers. They can use these to write a list of questions they would ask the customer in order to complete the procedure.

Task 2

Recognise relevant directions and organise them into a logical order

SLc/L1.4

- If this scenario is not relevant, choose a similar one from the workplace that learners can use to practise giving directions.
- Remind learners of work done on the focus page.
- Model an example of directions to somewhere familiar to the learners. Include words and phrases such as 'bear', 'turn', 'right', 'left', 'straight on', etc. and include recognisable landmarks.
- In part 3 the colleague should follow the directions exactly – including any errors – and the directions should be adjusted accordingly.

If the learner has difficulty

- Some learners may need to walk the route, talking through the directions as they go.
- Some learners may prefer to sketch a map before phrasing the directions.

- ESOL learners may require extra support with the vocabulary for giving directions.
- Some learners may prefer to tape-record the directions rather than write them.

Extension

In pairs, ask learners to give each other spoken directions from the room they are in to another key place at work. Remind them to be clear and to give the directions in a logical order. They can feedback to each other how clear the directions were for the listener.

Task 3

Make information simpler and clearer
SLc/L2.3

- If this scenario is not relevant, choose a similar one from the workplace that learners can use to practise re-wording and simplifying information.
- Point out that some technical words, including abbreviations and jargon, might be unfamiliar to a customer.
- Make sure learners are aware that this task requires them to reword the explanation to make it clearer.
- Advise learners to write down their version of the information so that they can experiment with it and alter it as necessary.
- Remind learners that a simpler text is not necessarily a shorter one.

If the learner has difficulty

- ESOL learners may have particular difficulty with the spoken idiom and will need lots of oral practice. Other learners might need support with finding and following the meaning of the technical words.
- Support learners in finding out the meaning of unfamiliar words.
- Go through each sentence with them, asking them to think about what the general meaning is. Ask direct questions to elicit key information.
- Act as scribe to write down their suggestions. Make sure learners do not use slang words.

Extension

Ask learners to write down a simpler version of some text and try it out on a colleague to see if it makes sense.

Theme assessment

- Ask learners to choose a customer service provided in their place of work and describe it to a partner as if speaking to a customer. If possible, this should be videoed or taped so that the learner can self-assess it.
- If appropriate, the learner can make an assessment sheet that includes a list of 'good' and 'needs work' points about their explanation.

Speaking to customers (2)

Focus

You will often deal with customer enquiries at work. Here are some strategies for getting information from customers and for passing on information to customers.



Asking for information

- Check workplace procedures to find out what information you need from customers. Think about what question will give you the information you need.
- Ask questions clearly and be prepared to adapt to customers' needs.
- Don't ask too many questions at once.
- Listen carefully to answers.
- Repeat information or ask questions to double-check answers.

Giving information

- Give accurate and relevant information.
- Be aware of any communication problems.
- Give information in a clear way, adapting to customers' needs.
- Give instructions or directions in a logical order.
- Ask questions to check understanding.
- Repeat or rephrase information to help understanding.

Write down four more reasons why customers might not understand what you are saying.

- 1 *The customer has hearing difficulties.* _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Tips

- Look at the customer when you are asking for or giving information.
- Watch for signs that the customer has or has not understood you.

Speaking to customers (2)

Task

Task 1

A customer wants to take a bicycle on board with her.

- 1 Find out what the procedure is in your workplace.
- 2 Work out what questions you would have to ask her before you could decide the answer to her question.
- 3 Try the questions out on a colleague.



Can I take my bike with me?

Tips

- Look out for words such as 'confirm', 'ask', and 'check' which show that you need some information from the customer.
- Use appropriate language.

Task 2

A customer wants to know where to go to claim some lost luggage.

- 1 Using the place where you work as a starting point, work out what you should tell the customer.
- 2 Make a note of the directions in the most logical order.
- 3 Try your directions out on a colleague.



Where do I go to reclaim my lost luggage?

Task 3

A customer wants to know about the cost of different types of ticket for a particular journey.

- 1 Find out about the costs of different types of ticket in your workplace.
- 2 Re-word the information for the customer so that it is easier to understand.
- 3 Explain it to a colleague.



What's the cheapest way for me to travel?

PAGES 1:7–1:8

Dealing with complaints

Occupational setting

Resolving customer service problems can be difficult if staff are not confident in communicating with others or do not know the correct policies and procedures that should be followed. Many learners will understand the theory of communicating well but will need to be given concrete examples of how to respond in different circumstances. Some passenger transport companies will have prescribed mechanisms in place and these should be reflected in the teaching if they are known.

Materials

Staff training video if available

Audio equipment

Role-play cards – dealing with complaints from the Source material (0:04)

Learning outcome

- 1 To identify and understand effective ways to deal with customer complaints (focus page, Task 1)

Suggested teaching activities

Introduction

- If available, play a clip from a staff training video that will highlight some of the key issues around dealing with complaints.
- As a group, discuss the issues and problems that they have experienced when dealing with complaints or when trying to resolve difficult situations at work. Key issues will include:
 - identifying the problem
 - keeping the situation under control
 - knowing what to do if customers are angry or aggressive
 - knowing what you are able to offer the customer
 - knowing when to involve your team leader or manager.
- List the issues on the board and ask learners in pairs to discuss the solutions to these, either from their own experience or from knowledge of their own company guidelines and training. (If there are a lot of issues, these can be divided between several pairs.)
- Feedback the solutions to the group and invite discussion. Ask learners ‘What if ...?’ and present them with non-routine situations. Emphasise the fact that they must be clear in their minds about how they would behave in these situations, so that they are not ‘put on the spot’ or caught off-guard. Being prepared helps them and the customer.
- Ask learners how they will know if they have been successful in dealing with the customer and what the consequences might be if the situation is not resolved satisfactorily.

Focus page  2

- Reinforce the point that dealing with complaints entails both understanding the company policy and also being able to communicate within these guidelines effectively and with confidence.
- Go through the positive and negative points on the page and ask learners to contribute examples and experiences of their own that reinforce these points. In particular:
 - make sure learners are given examples of how to express concern, e.g. by saying sorry or empathising
 - give examples of greetings using informal language such as ‘Whatcha, mate,’ in order to explain the meaning of informal language
 - emphasise the importance of letting the customer finish the complaint without interrupting.
- Point out that visual and verbal signals can be used to show that they understand or empathise with the customer. However, negative signals make it obvious to the customer that they are not interested.

- Make sure learners understand how to acknowledge other people's anger. Emphasise that it is important to acknowledge the customer's feelings – such as anger – and not mirror, or copy, the emotion as this can make the situation worse.
- Make sure learners understand what is meant by open body language and negative body language. Demonstrate this, or ask learners to demonstrate strategies they have for indicating that they are interested/not interested, listening/not listening, etc. Check also that learners understand the potential consequences of copying aggressive body language.
- Play the audio clip and ask learners to listen carefully to the interaction. Discuss the scenario with the group with reference to the lists on the focus page.
- Listen again and ask learners to think about the lists as they listen. They can mark off or highlight any aspects of good or bad practice that they identify. Check the learners' responses as a group and listen once more, pausing to identify any aspects missed by learners or that need to be reinforced.
- Think about ways that the assistant could have got round the problem.
- Using a willing learner as the customer, model enacting the scene as it might occur in the workplace. Make sure that company guidelines are followed and that the situation is resolved effectively.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L2.1	ICS	C2.1a
SLlr/L1.1	Unit 4	
SLlr/L1.3	RTO	
SLlr/L1.4	Unit 24	
SLlr/L1.5	AOG	
SLlr/L1.6	Unit 48	
SLc/L1.1	PCV	
SLc/L1.2	Unit 3	
SLc/L1.3	Unit 7	
SLc/L1.4	RPT	
	Unit 7	
	Unit 22	

Task 1

Role-play a customer complaint scenario

SLlr/L1.1
SLlr/L1.3
SLlr/L1.4
SLlr/L1.5
SLlr/L1.6
SLc/L1.1
SLc/L1.2
SLc/L1.3
SLc/L1.4

- Remind learners of the complaint they have already listened to.
- Introduce the idea of a role-play. Give out role-play cards at random. There are examples in the Source material but the more cards you have, the greater the range of combinations that can be achieved.
- Teachers might prefer to make similar cards that relate to a different setting or a range of settings appropriate to the learners' place of work.
- Teachers need to support learners throughout this process, especially those who are not used to role-play. In most role-play situations, one role is more straightforward because it is responsive. Less confident learners should be offered this role in the first instance. Teachers should check at point 3 that learners are clear about their chosen situation.
- Make sure learners understand that they should think carefully about their role before they start and put themselves in the situation of the person they are playing. Ask learners taking the role of assistants to consider whether they will try to deal with the situation correctly or play the 'bad' assistant. Learners taking the role of customers can decide to take a confused role, an aggressive approach or to be quite straightforward and clear.
- Ask observers to use the 'Do' and 'Don't' checklist from the focus page to help them evaluate the interaction. Teachers might like to make this into a checklist for learners to use during the observation.
- Allow learners time to complete the role-play and discuss it as small groups before you take feedback from the group.

If the learner has difficulty

- Some learners find role-play very difficult. However, many people in Transport are natural communicators and will not have a problem with this.
- It will help to pair a learner having difficulty with a supportive partner who can lead the role-play effectively. You may also need to support them by intervening and talking about appropriate responses.
- Some learners will benefit from talking through their role first so that they are clear about how to react.
- Some learners may need to practise ways of providing non-verbal feedback to show they are listening sympathetically.
- Some learners may benefit from being taught appropriate words and phrases they can use when dealing with complaints.
- ESOL learners would benefit from evaluating the effectiveness of the language they chose to use so that they know how a good or bad effect was achieved.

Extension

- It is a good idea to repeat this kind of role-play with a range of different scenarios, set by you. Learners should be prepared to analyse their own personal reactions during the role-play as well as those of other participants.
- Learners could also take any of the role-plays where the outcome was not satisfactory, analyse what went wrong and then replay the scenario.

Theme assessment

- Learners should find out from their own workplace policies and procedures how the issues raised in the session should be dealt with.
- Learners can develop a checklist of performance and use it to score their own workplace performance.

Dealing with complaints

Focus

You are likely to have to deal with complaints from time to time. Your workplace will have procedures for dealing with specific customer complaints, but there are things that you can do in any situation to stop it getting out of hand.



Do	Don't
<ul style="list-style-type: none"> ● Look at the customer ● Use open body language ● Listen carefully ● Stay calm ● Be polite ● Find out and use the customer's name ● Repeat the problem back to show you are listening and understand ● Express your concern ● Thank the customer for bringing the problem to your attention ● Explain exactly what you are going to do about the complaint 	<ul style="list-style-type: none"> ● Turn away ● Carry on with or start doing something else ● Use negative body language ● Copy the customer's body language ● Argue with the customer ● Shout ● Be rude or sarcastic ● Use informal language ● Make excuses ● Say you are going to do something then not do it ● Keep the customer waiting ● Interrupt the customer



2

Listen to a passenger complaining to the customer sales assistant.
Discuss how well the assistant handles the situation.

Dealing with complaints

Task

Task 1

Use the role-play cards from the Source material to act out a scene in which a customer is making a complaint.

Here is what you need to do:

- 1 Work in groups of three. Decide who will be the customer, who will be the assistant and who will observe and make notes.
- 2 Use the customer and assistant cards for information about the characters. Decide how the characters are going to behave and the sort of things they might say.
- 3 Decide on the situation – what is the complaint about? Use a situation you have come across in real life, or make up one of your own.
- 4 Act the situation out without rehearsing it, using your experience and knowledge of these situations. (This makes it more like real life as you are required to react to others on the spot.)
- 5 The person who is observing should watch and note down what the assistant is doing from the ‘dos’ and ‘don’ts’ lists on the focus page.
- 6 Discuss the role-play as a group. Use the questions below to get you started.

Discussion questions

- What did the assistant do correctly or particularly well?
- What would need to be changed and why?
- How could this situation be improved?
- Did the customer go away satisfied?

Remember!

Dealing with complaints effectively makes the experience more pleasant for the customer and for you.

PAGES 1:9–1:10

Customer comment forms

Occupational setting

As the public face of the company, employees have a responsibility for listening and responding appropriately to customer complaints and compliments. Companies have procedures for dealing with customers who are complaining. Bearing in mind that these customers want, amongst other things, to know that their complaint will prevent the same problem in the future, these procedures often involve assisting customers to complete a customer comment form to be passed to Customer Services and responded to in due course. The same would apply for a compliment! This focus aims to familiarise learners with the types of information required on such forms and to provide an opportunity to practise assisting customers to complete them. It complements the theme 'Dealing with complaints'.

Materials

Company policies and procedures regarding customer complaints and comments

Company policy regarding compensation for passengers

Examples of uncompleted Customer comment/complaint forms from the workplace

Examples of completed Customer comment/complaint forms from the workplace (be aware of data protection)

A bank of typical complaints/compliments received by the company

A copy of the Customer comment form from the Source material (0:05) for each learner

Learning outcomes

- 1 To read and understand the information required on simple forms (focus page, Tasks 1–3)
- 2 To practise assisting customers to complete complaint forms (focus page, Tasks 1–3))
- 3 To ask appropriate questions (focus page, Task 3)

Suggested teaching activities

Introduction

- Discuss the following points and other aspects of the complaint system, referring to company policy, procedures and expectations:
 - Have learners ever been on the receiving end of a complaint/compliment about the company? How did it make them feel? How did they deal with it?
 - Are they sure of the procedure recommended by the company for dealing with complaints? Do they know what compensation customers are entitled to in different circumstances?
- Discuss the procedure for dealing with compliments in the same way.

Focus page

- Read and discuss the responses to the complaining customer as detailed on the page. Are there any other phrases that learners find useful when dealing with customers? Note them on the flipchart/board. It may be useful if this list is later extended and copied for distribution to learners as a 'crib sheet' when practising different scenarios.
- Discuss a scenario in which a passenger is paying a compliment to the company. What phrases might be useful here? List them as before.
- Throughout this focus, teachers may prefer to use a Customer comment form from the workplace.
- Ensure every learner has a copy of the Customer comment form from the Source material. Take learners through a form-filling scenario where they use the information on the form to prompt their questions. What would they say? How would they say it? Model the beginning of the process, e.g.
 - 'Would you like to pass your comments on using this form? We can only improve our service if we understand what your needs are.'
 - 'Can I take your details?'
 - 'What is your title?'

- Ensure learners know what to write in each section of the form.
- Acknowledge that completing forms in public can be stressful and emphasise that learners should always ask for confirmation or repetition when they are unsure.
- If learners experience difficulties with spelling, give them strategies to overcome this, e.g. by asking the customer for more information ('How do you spell that?' 'Could you spell that for me?' 'Could you complete the details of your comment?') or by keeping a personal dictionary of commonly used words and phrases, e.g. Mrs, Mr, Rev.
- Ensure learners know how to record 24-hour time. (This is covered in Module 3, 'Running on time', as well as in the *Skills for Life* materials.)
- Ensure learners know how to record the date. (This is covered in Module 4, 'Best-value fares', as well as in the *Skills for Life* materials.)
- Practise speaking and writing down phone numbers in 'chunks' and repeating them back for confirmation.
- Divide learners into small groups and ask each group to work out a series of questions which would get them the answers they require for each part of the form. Ask them to bear in mind:
 - how they should speak to the customer
 - what information they require and how they can use the words on the form to help them phrase each question.

Model some appropriate and inappropriate ways of speaking to the customer, e.g. 'Can I take your details please?' and 'Right. Let's get some info off you then.' Ask learners to identify which is which and explain their reasoning (their responses could be to do with language, tone or body language). Once learners have devised their questions, bring the whole group back together and discuss the questions. Again, it might be worth listing questions as a 'crib sheet' for the future. Help learners to agree on suitable and unsuitable questions and the reasons for the decisions.

- Ask two confident learners to enact completing the form as a passenger and an employee, using the agreed questions. Discuss the effectiveness of the questions in getting the right answers.

- Using the same learners or a different pair, point out the effect of facial expressions, body language, listening attentively, waiting for the other person to finish speaking before responding, etc.
- Ask the whole group to practise the process in pairs or small groups. If groups are used, one learner can act as an 'honest critic' and compliment/provide constructive criticism of the learner asking the questions. The 'passenger' can give feedback on the way they felt during the process. Typical workplace scenarios might be needed to add authenticity.
- Conclude the session by discussing an actual workplace Customer comment form and looking at some completed ones to see how the information was obtained and whether the information on them could be improved.

Curric. refs	NOS/NVQ	Key Skills
Rw/E2.1	ICS	C2.1a
Rw/E3.2	Unit 4	
SLlr/L1.1	RTO	
SLlr/L1.3	Unit 24	
SLlr/L1.4	AOG	
SLlr/L1.5	Unit 48	
SLc/L1.1	PCV	
SLc/L1.2	Unit 3	
Wt/L1.5	Unit 7	
	RPT	
	Unit 7	
	Unit 22	

Task 1 3

Listen to a customer and check her information has been entered on a form correctly
SLlr/L1.1

- Ensure learners understand the task and are familiar with the form.
- Prepare learners to listen.
- Play the audio clip through for gist first, then replay as many times as required.
- Repeat the audio clip for confirmation.

If the learner has difficulty

- Play the audio clip a chunk at a time so that learners have time to think about each piece of information they hear.
- Ask questions to direct learners to the part of the form required, e.g. *Has he written down 'Mrs' correctly?*

- Cover the parts of the form not being dealt with to help learners focus on the relevant parts at each stage.
- Ask learners to point to the part of the form being dealt with as the audio progresses.

Extension

Ask learners to take a completed Customer comment form (be aware of data protection) and produce a similar exercise for other learners to use as practice.

Task 2 4

Listen to information from a customer and fill in a comment form

SLlr/L1.1

Wt/L1.5

- Inform learners that they are about to listen to the same questions as before but with different answers and that they should use the information from the answers to complete the form.
- Play the audio clip in chunks of a question and answer at a time, and allow time in between for learners to write their responses.
- Repeat the audio clip for confirmation.

If the learner has difficulty

- Read the script to the learners a question and answer at a time.
- Allow learners to ask supplementary questions as appropriate.
- Encourage the use of the 'crib sheet'/personal notebook.
- Conduct the exercise/a similar exercise on an actual workplace comment form if learners are more familiar with this format.

Extension

Ask learners to complete an actual workplace comment form using information provided by a colleague.

Task 3 5

Choose an appropriate way of asking a customer a question

SLc/L1.1

- Point out the part of the form the question is being asked about.
- Ensure learners understand the task.

- Play the audio clip through for gist first and make sure learners can distinguish between the three examples.
- Ask learners to choose their answer.
- Replay the audio clip for confirmation.

If the learner has difficulty

- Play each audio clip or read the audio scripts more than once and one at a time, asking learners questions about what they heard, e.g. *Did he sound like he cared?*
- If learners have difficulty in distinguishing the tones, read the scripts with slightly exaggerated tones and/or emphasising the informal language.
- Ask learners to comment on why each version might or might not be the most appropriate.

Extension

Confident learners could prepare, rehearse and act out a scenario where everything is purposely done incorrectly for other learners to watch and criticise.

Theme assessment

Learners can be observed in the workplace. The observation may provide evidence for NVQ.

Customer comment forms

Focus

Complaints and compliments are usually directed at the company, not at you personally.

 Customer comment form Your comments help us to improve our service to you. If you require assistance to complete this form, our staff will be pleased to help you.	
Your details	
Title	Forename(s) Surname
Address Postcode	
Email	Daytime tel
Your journey	
Date of travel	
From	
To	
Departure time	Arrival time
Ticket details	
Type of ticket (if appropriate attach ticket to this form)	
Price paid for ticket	
Your comment	
Please indicate the subject of your comment.	
<input type="checkbox"/> something that improved your journey experience <input type="checkbox"/> staff behaviour <input type="checkbox"/> cleanliness <input type="checkbox"/> catering <input type="checkbox"/> behaviour of other passengers <input type="checkbox"/> other	<input type="checkbox"/> something that detracted from your journey experience <input type="checkbox"/> failure to provide information <input type="checkbox"/> failure to operate service <input type="checkbox"/> change to service <input type="checkbox"/> delay to service <input type="checkbox"/> mechanical failure (e.g. ramp, lift, kneeler)
Please indicate the subject of your comment.	
Please say what you would like to happen as a result of your comment (for example an apology, an explanation, the matter put right, a specific change).	
I would prefer you to contact me <input type="checkbox"/> in writing <input type="checkbox"/> by telephone <input type="checkbox"/> by email I would like to make an appointment to discuss my complaint in private. <input type="checkbox"/> yes <input type="checkbox"/> no	
Please hand the completed form to a member of staff.	



That was the worst journey of my life!

This must be very inconvenient for you.

I appreciate the difficulty the delay has caused to you.

I apologise for our failure to run our advertised service.

The company is trying to overcome these difficulties.



I hope that next time you travel with us you have a better experience.

This leaflet explains the Passenger Charter. It gives details about compensation.

Can I help you to complete a customer comment form to pass on to Customer Services?

Could I take your name and address please?

Customer comment forms

Task



Task 1

3

This form has been filled in incorrectly.

Listen to the customer and circle the parts that are incorrect.

		Customer comment form Your comments help us to improve our service to you If you require assistance to complete this form, our staff will be pleased to help you.	
Your details			
Title	Mr.	Forename(s)	Laura
		Surname	Whittick
Address	27 Woodlands Close, Gathbridge		Postcode
			GB1 2BE
Email	N/A	Daytime tel	01234 567890
Your journey			
Date of travel	09/11/06		



Task 2

4

Listen to another passenger. Complete the Customer comment form for him.

		Customer comment form Your comments help us to improve our service to you. If you require assistance to complete this form, our staff will be pleased to help you.	
Your details			
Title		Forename(s)	
		Surname	
Address			Postcode
Email		Daytime tel	
Your journey			
Date of travel			



Task 3

5

Listen to three different examples of questions used to help fill in the part of the form shown below.

Please say what you would like to happen as a result of your comment (for example an apology, an explanation, the matter put right, a specific change).

Which is the most appropriate way to speak to the customer? Circle your answer.

Audio A

Audio B

Audio C

PAGES 1:11–1:12

Dealing with difficult situations

Occupational setting

Employees have a duty of care to themselves and others when they are faced with a potentially difficult situation such as violence or assault. Unfortunately difficult situations do arise and employees need to be prepared to deal with them. This focus offers a method of considering how to deal with different situations. It considers appropriate body language and active listening techniques. However, it is not intended to take the place of workplace training and learners should be made very familiar with their own workplace procedures and current best practice to deal with any non-routine situations they may encounter at work.

Materials

Workplace policies and procedures regarding managing non-routine situations

Training videos if available

ABC scenario from Source material (0:06)

Situation cards from Source material (0:07)

Any relevant policies and procedures from the Source material, e.g. Personal safety procedures (0:08)

Learning outcomes

- 1 To be aware of effective listening techniques (focus page, Task 1)
- 2 To be aware of the effective use of body language (focus page, Task 1)
- 3 To be aware of the effective use of language (focus page, Task 1)
- 4 To apply a systematic approach to dealing with a problem (focus page, Task 1)

Suggested teaching activities

Introduction

- Ask learners to share what they already know and understand about dealing with difficult situations. Have they ever been faced with a

situation that got out of hand? Have they ever thought about how it could have been managed better? Underline the fact that managing these situations is a skill that requires practice and nobody would be expected to get it right all the time. There is a case for practising in the safety of the training room, using role-play situations, before trying techniques out on the public.

- Either:
 - show learner a training video showing the effective resolution of a difficult situation
 - or
 - with the help of an able student who has been pre-warned, demonstrate a situation (this might be based on the ABC scenario from the Source material).

Ensure that the person dealing with the situation uses techniques of active listening, effective body language and appropriate language.

- Discuss the scenario a step at a time. (Use workplace practice where appropriate.)
 - **Assessing the situation** – What was going on? What were the signs?
 - **Being aware of the possible solutions** – What options do you think were open to the employee?
 - **Carrying out actions you decide on** – What did the employee actually do? What did he/she say? What was his/her body language like? How did he/she show he/she was listening?
 - What follow-up might there have been? Who should the incident be reported to? Are there any forms to fill in?

Focus page

- Focus on just the two photos on the page first. Ask learners what is happening in them (including distinguishing between the customer and the employee). Ask which situation learners would prefer to be in and why. Point out that the way you deal with a situation can make the difference and can turn a poor result into a good one.

- Go through the strategies for dealing with a difficult situation as recorded on the focus page. Make sure learners understand the terms used such as ‘empathise’.
- Relate the strategies on the focus page to the self-questioning thought bubbles in the ABC scenario from the Source material. Make sure learners understand the colloquial expressions such as ‘I wasn’t up for a fight.’
- Talk about and practise each aspect in detail. (It is expected that company training will cover the aspects of behaviour mentioned in more depth.) Each aspect should be supported by as much practical activity as possible, e.g.: ask learners to walk towards each other to see where their personal space begins and ends; ask learners to experience what it feels like when a large person squares up to them. It may be useful to compile a list or handout of tips for learners.
 - **Body language:** How can learners recognise potential trouble? How can learners use non-verbal signals to diffuse situations? How can learners appear non-aggressive?
 - **Active listening:** How can learners signal that they are listening? Can they think of any helpful words and phrases?
 - **Assertive behaviour:** How do learners signal assertiveness? How should they phrase what they say?
 - **Effective verbal communication:** Are there any useful phrases that can be used? How should they be delivered?
- Bring the discussion back to the ABC method (if appropriate). How do the things practised above integrate into the solution to a difficult situation? Remind learners of the scene at the beginning of the session and ask them to sum up what they have learned.
- Some learners, with the help of a mentor, may wish to draw up an action plan which will help them to become more confident in managing difficult situations.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L2.4	ICS	n/a
SLc/L2.1	Unit 4	
SLc/L2.3	RTO	
SLd/L2.2	Unit 33	
SLd/L2.5	Unit 35	
	Unit 36	
	AOG	
	Unit 2	
	PCV	
	Unit 7	
	Unit 10	
	RPT	
	Unit 7	
	Unit 16	

Task 1

Discuss a difficult situation and role-play a solution to it

SLlr/L2.4

SLc/L2.1

SLc/L2.3

SLd/L2.2

SLd/L2.5

- Use the Situation cards from the Source material. Decide whether to use one scenario for the whole group to work on or whether to give each small group a different scenario.
- Divide the learners into pairs or small groups.
- Explain to learners that this task aims to promote a discussion on how to deal with a particular difficult situation.
- Introduce the scenario(s) appropriate to the learners’ workplace. Discuss each of the scenarios in relation to the Personal safety procedures from the Source material.
- Ask the learners to discuss the scenario(s) in relation to the ABC plan of action and what they know of the use of body language, active listening, effective communication, assertiveness, etc.
- When decisions are made as to the correct form of action, they should be recorded, using the ABC format, as a model for similar situations. One member of the group could act as a scribe.
- Bring learners together to discuss their solutions.

- On the board or flipchart, agree a common solution that complies with standards and procedures. Make sure that learners record this best-practice way forward and that they understand that it can be used as a model in case of a similar event.
- Support learners to enact their situation using the methods they have described.

If the learner has difficulty

- Encourage learners to choose one of the less complicated scenarios to work on – for example, a passenger refusing to pay the fare.
- Read it out to them first and encourage them to discuss what reasons the passenger might have for refusing to pay, to help them elaborate on the scenario.
- Learners may have difficulties in contributing to a discussion. Ensure they are encouraged to contribute and that they know the most appropriate ways to do this (turn-taking, interruption strategies and techniques, formulating a view, valuing the views of others, body language, etc.).
- Ensure that the discussion is not dominated by one or two learners by organising the group in such a way that all participants have to contribute.
- Support decision-making about appropriate forms of action by close questioning.
- Support learners to complete the ABC format – you could write their thoughts for them to remove the burden of writing or provide a small ‘cue card’ of the information on the focus page.
- ESOL learners might like to be given time to discuss the scenario in a small group in their own language, then jointly explain their discussion to others in English.
- Those who do not like to participate in role-play might be given the part of a bystander or support colleague. However, it should be pointed out that practising in the safety of the classroom can enable the learner to deal with a real-life situation in a more professional manner and can increase confidence.

Extension

- Read and apply the ABC procedure to an alternative scenario.
- Write up a case study of a real experience, describing what happened using the ABC format.

Theme assessment

Learners can be observed in the workplace/role-playing a situation as evidence for NVQ.

Dealing with difficult situations

Focus

A mental checklist can help you to sort out a difficult situation. This **A B C** might help.

ASSESS the situation

- Take your time and give yourself time to think.
- Look carefully.
- Ask appropriate questions.
- Listen carefully.

This isn't good enough!



BE AWARE of the possible solutions

- Know what the correct procedure is.
- Ask a colleague or manager to help?
- Ask passers-by to help?
- Phone the emergency services?
- Allow the other person room to get out of the situation?
- Remove yourself from the situation?
- Adopt appropriate body language?

Thank you – you've been a great help!



CARRY OUT the actions you decide on

- Use your knowledge and understanding of your job.
- Show the other person that you do not want to fight him or her.
- Listen and empathise.
- Imagine yourself on the other person's side.
- Be assertive.
- Be friendly.
- Try to find a win-win solution.

After the incident

- Report it to a line manager.
- Complete an incident form.
- Learn from what happened.

Dealing with difficult situations

Task

Task 1

Work with a partner or in a small group.

Use one of the Situation cards from the Source material.

Decide on what you would do to resolve the situation.

Use the **A B C** method on the focus page to help you.

When you are ready, act out the situation to see if your solution works.

ASSESS the situation

BE AWARE of the possible solutions

CARRY OUT the actions you decide on

After the incident

PAGES 1:13–1:14

Disability awareness

Occupational setting

Disabled passengers have significant rights under the Disability Discrimination Act 2005. It is illegal not to provide all reasonable assistance to disabled customers using transport services. Most travel companies have disability awareness training as part of their induction programme. This focus aims to highlight some of the study skills that are useful in making this training effective. Many of these skills are considered in more detail elsewhere in this file.

Materials

Internet access

Information about disability, e.g.:

- CD-Rom 'We can do that' developed by GoSkills and the Department for Transport www.goskills.org
- ATOC booklet 'Rail Travel for Disabled Passengers' (available from stations, libraries and Citizens Advice Bureaux)
- Department of Transport booklet 'Wheels within Wheels – a guide to using a wheelchair on public transport' www.ricability.org.uk
- 'Access to air travel for disabled people – code of practice' www.dft.gov.uk

Sources of information sheet from the Source material (0:09)

Examples of books on a related topic that have contents and index pages

You may also need a list of additional support that learners can access locally if they require further help with any particular skills.

Learning outcomes

- 1 To use a variety of skills to investigate a topic in more depth (focus page, Task 1)

Suggested teaching activities

Introduction

- Introduce the topic by asking learners to share their experiences of dealing with people with disabilities both at work and in their private

lives. Remind learners that if they are in any doubt as to how to treat a disabled person, they should rely on their own common sense, humanity and ability to empathise. They should always treat others as they would wish to be treated themselves. If they are not sure of what to do, they should refer back to their own experience of someone with a disability, or ask what the disabled person would prefer.

- In small groups, ask learners to list on individual sticky notes anything that they would consider to be a 'disability'.
- Bring the whole group back together. Make two columns on the board/flipchart. The first is for 'acceptable terms' for disabilities, the second for 'unacceptable terms'. Ask each group to stick the results of their discussion in one or other of the columns. Through discussion and consultation, move the notes around and add suggestions until as complete a list of acceptable terms for disability as possible is compiled. This list can later be copied and distributed to learners as a prompt sheet when discussing disability and completing the task.
NB – it is important to stress learners' professionalism during this discussion as this can be a sensitive issue.
- Divide learners into small groups again. Using items from the list, ask each group to consider how the particular disability might affect the travel needs of the individual.
- Bring the whole group back together to share their thoughts. Some learners may feel they do not have enough information to answer this question fully. At this point, introduce the focus page.

Focus page

- Discuss the five pictures on the page first. Ask learners which learning situations they can identify (for example, a training session).
- Consider the benefits or drawbacks of each method of investigation. This may be to do with personal preference, time constraints or the availability of resources. Be aware of learners who are concerned by particular aspects of these study skills. They may need

further help and support with different aspects mentioned, such as using the Internet. The *Skills for Life* materials offer practice in some of these skills.

- Go through the strategies in more detail, involving learners in discussion. These might include the following:
 - **Remembering information:** Share ideas about how they remember information. Ask them to think about how they can use all their senses in trying to remember something.
 - **Training sessions/Watching a training video:**
 - *Listening skills* – share strategies for keeping focused such as concentrating on what the speaker is saying, repeating what you are hearing in your mind so that your thoughts don't wander and associating what you are hearing with pictures in your mind.
 - *Making notes* – share strategies for making notes, e.g. lists, spidergrams, mind maps, shortened words. Stress that as long as the person making the notes can read them back, it doesn't matter what they look like.
 - *Asking questions* – discuss ways of using questions to check and confirm information such as repeating information back to the speaker to check you have understood correctly. Stress that it is always better to ask about something you do not understand than remain in ignorance.
 - *Taking part in a discussion* – ask learners to consider taking turns, body language, moving the discussion forward.
 - **The Internet:**
 - *IT skills* – where can learners learn how to use the Internet? (Have local information to hand.)
 - *Deciding what is relevant* – there is a lot of inconsequential information on the Internet. Discuss how reliable sources of information can be spotted and irrelevant ones avoided.
 - *Reading skills* – it is not always necessary to read everything, especially on the Internet. Skimming, scanning and detailed reading techniques are really useful.

- **Books and leaflets:**
 - *Reference skills* – discuss how to use reference skills to find the information. Talk about and show contents and index pages. Give learners practice in using them to locate information.
- **Talking to people:**
 - *Questioning skills* – give examples of open and closed questions. Discuss the difference. Talk about situations when one is more useful than the other.
 - *Active listening* – discuss active listening techniques.
- Conclude the session by summarising the information and directing learners to the task where they will get an opportunity to practise some of the skills mentioned.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L2.1	ICS	C2.1a
SLd/L2.1	Unit 1	C2.1b
Rt/L2.1	Unit 3	C2.2
Rt/L2.5	RTO	C2.3
Rt/L2.6	Unit 24	
Rt/L2.7	AOG	
Rt/L2.8	Unit 48	
	PCV	
	Unit 14	
	RPT	
	Unit 14	

Task 1

Investigate a particular disability

SLlr/L2.1
SLd/L2.1
Rt/L2.1
Rt/L2.5
Rt/L2.6
Rt/L2.7
Rt/L2.8

- This task will take learners some time, including time away from the training room, and may need several sessions to complete.
- Divide learners into small groups or pairs. Make sure the abilities of learners within each group complement each other in order to produce the best outcome for everyone.

- Ask each group to decide on a particular disability that they are going to investigate and then to allot a particular field of investigation to each person within the group. Ensure that the expectations are realistic and that the person using the Internet has access to a computer!
- Once learners have planned how they are going to find out the information, allow them a specific time to do so.
- At the end of the allotted time/next session, ask individual learners to feed back to the rest of the group what they have discovered.

If the learner has difficulty

This task calls for high-level skills. Address individual difficulties in the most appropriate manner. Ensure all learners feel supported. Some learners may need to be referred to other agencies for further help with specific skills such as reading techniques and study skills.

Extension

Produce an information leaflet summarising the information about each particular disability. Relate this to any particular requirements needed when disabled people are travelling, such as specialist equipment and particular support.

Theme assessment

Learners can be observed dealing with disabled passengers in the workplace as evidence for NVQ.

Disability awareness

Focus

How can you find out about different disabilities?
 How can you find out how a disability affects a person's ability to travel?
 How can you find out what you can do to assist a disabled person?



During training you may watch a video or DVD.
 You will have to:

- listen
- watch
- take part in a discussion.



Your company might offer specialist disability training.
 You will need to:

- listen
- ask questions
- take notes.



You can find lots of information on the Internet.
 You will need to:

- sort out information that is appropriate and up to date
- read the information.



You can find information in books and leaflets.
 You will need to:

- find the information you need
- read the information
- make notes.



You can get lots of information from other people.
 You will need to:

- ask appropriate questions
- use active listening techniques
- follow instructions.

Disability awareness

Task

Task 1

Work on this task in small teams. Afterwards, report your findings back to the rest of the group.

1 As a team

- Select a particular disability to investigate.
- Work out how to find the information you need.
- Decide who is going to find the information.

Tip

A list of information sources is provided in the Source material.

2 As an individual

- Decide where to find your part of the information.
- Do it!
- Decide how you will remember or record the information to share with the rest of your team.

Tip

Libraries are good sources of information. You can often pick up leaflets there and use the Internet.

3 As a team

- Take turns to tell the rest of the team about your findings.
- Decide how you will report back all the information to the rest of the group.
- Report back your team's findings.

Tip

You could:

- give a short talk or presentation
- make a poster
- make a leaflet
- compile some notes on a handout
- provide some statistics.



PAGES 1:15–1:16

Non-cash payments

Occupational setting

In the Transport sector, there are numerous non-cash methods by which customers can pay for tickets and services. These include transport tokens, cheques, Travellers' Cheques, warrants, credit, debit, charge and switch cards, passes, season tickets and a variety of systems allied to on-line booking. The skills involved in checking these different methods are largely the same. Learners should be aware that vigilance is necessary in checking the validity of dates, signatures, endorsements, etc. This focus concentrates on the systems involved when customers pay by chip and PIN. This includes methods of checking as well as typical communications with customers. It uses the device of a flow chart as a check that all stages of the transaction have been covered completely.

Materials

Samples of vouchers, tokens, etc. that learners are likely to encounter as payment where cash is not an option

Example of a chip and PIN machine

Any company policies and procedures relating to non-cash payment

Any recommended company scripts for completing a chip and PIN transaction

OHT and paper copies of the Method of payment flow chart (0:10) and the PIN entry flow chart (0:11) from the Source material

Board/flipchart

Learning outcomes

- 1 To understand how a flow chart works (focus page, Task 1)
- 2 To practise checking techniques (focus page)
- 3 To practise using chip and PIN (focus page, Task 1)

Suggested teaching activities

Introduction

- Draw learners' attention to the variety of non-cash methods of payment they could encounter and if possible provide examples of each for learners to examine.
- Through questions and answers, elicit from learners what they need to check when accepting non-cash payments. The answers will vary from item to item but should include such things as dates, signatures, whether the gender, age, etc. of the holder coincides with the name on the card or voucher, etc.
- Explain that if learners always check items on a non-cash method of payment in the same order, they are less likely to forget or miss an item that they should notice. In pairs or small groups, ask learners to pool their ideas about a procedure to check one form of non-cash payment. Ask them to come up with a numbered list of items to be checked. Feed back to the rest of the group. It may be useful to distribute these lists to all learners as an aide-memoire for the future.
- Does the company have any set procedure to use in the case of suspected fraud? If so, this may be an opportunity to discuss or even role-play it, with the teacher playing one of the roles.
- What do learners know of chip and PIN? How do they use it themselves?
- Use the OHT version and paper copies of the Method of payment flow chart from the Source material to take learners through the process a stage at a time, demonstrating what happens if the customer wants to pay with cash. Include the types of questions that could be asked at each stage. Role-play if appropriate.
- Repeat the process with a customer who wants to pay by card.

Focus page

- Introduce the scenario on the page, reading out what the customer and the assistant say to each other. Make sure learners are clear who says what. Learners might like to draw arrows as they work through the diagram. Pay particular attention to the part of the diagram where the passenger changes his/her mind and the flow chart route is altered.
- Discuss how self-made and pre-produced flow charts can be a help in remembering a process, particularly one where different courses of action are taken depending on the circumstances.
- Introduce the PIN entry flow chart from the Source material. Work through it with the learners. Make sure that they understand that in this case the 'customer text' and 'cashier text' indicate what appears on the display of the machine for customers and cashiers to read. These can act as prompts for questions and comments that the cashier needs to say directly to the customer. Also ensure that the technical language such as 'transition period' and 'fallback' are understood.
- After working through several scenarios using the flow chart, ask learners for suggestions of what they might say to the customer at any stage of the procedure. List suggestions on the board/flipchart. Some learners might like a copy of these suggestions to act as a prompt when using chip and PIN.
- If appropriate, use the opportunity to role-play different scenarios where chip and PIN might be used in the learners' workplace.

Curric. refs	NOS/NVQ	Key Skills
HD1/L1.1	RTO	n/a
SLc/L1.2	Unit 28	
	Unit 29	

Task 1

Use a flow chart to decide what to say at various stages of a chip and PIN transaction

HD1/L1.1

SLc/L1.2

- Remind learners of chip and PIN etiquette – looking away, keeping an eye open for other passengers who may be trying to memorise the PIN as it is entered, etc.

- There is no need to write down a script unless it is of help to the learners.
- Some learners may have to use a pre-prepared script from the workplace.
- Check learners are following the correct procedure for the workplace.

If the learner has difficulty

- Take learners through one scenario a stage at a time. Use questions and answers to elicit questions that could be asked by the person taking the payment. Write each one on a sticky note for learners to reuse in other scenarios if appropriate. Enact the scenario with the learners playing the part of the cashier and using the notes and the flow chart to aid the process.
- Some learners may prefer to mark the route the transaction takes on the flow chart first.
- Encourage any reluctant role-players by emphasising the need to practise so that they are confident when faced with a real customer.

Extension

Prepare a scenario from the Method of payment flow chart from the Source material and act it out.

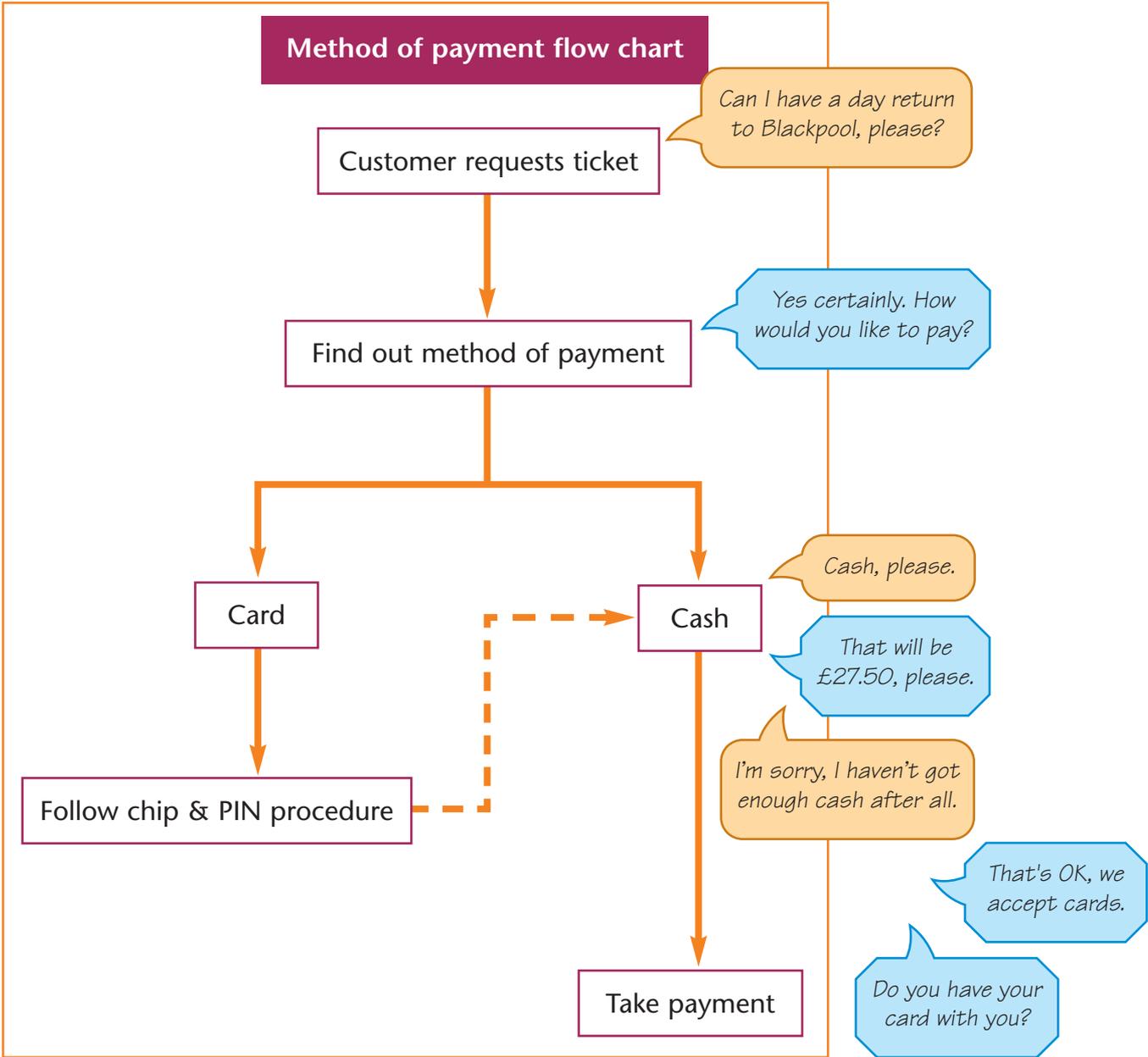
Theme assessment

Observe learners in the workplace as they perform a chip and PIN transaction.

Non-cash payments

Focus

Passengers often use Chip and PIN to pay for tickets. Using a flow chart can help you remember what to do.



Non-cash payments

Task

Task 1

You will need the PIN entry flow chart from the Source material. Work in pairs or small groups. Decide what you would say to the customer at each stage in these scenarios. Prepare a script and act it out.

- 1 A customer buys some tickets that cost £123.50 in total. He wants to pay using his credit card. He enters his PIN correctly and you give him his tickets and his receipt.



- 2 A customer buys tickets to the value of £376.25. She wants to use her credit card to pay. She enters her PIN incorrectly twice. The third time she remembers it correctly and the transaction can go ahead.

- 3 A woman is buying some tickets for her family to go on holiday. The cost of the tickets is £547.75. After three attempts, the PIN has not been accepted. Luckily you are able to offer chip and signature.



- 4 Two customers have bought tickets for a day out shopping. The tickets cost £45.60 each. One wants to pay by debit card. The transaction is declined by the cardholder's bank.

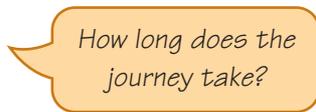
Check it

1 Which of these questions uses the most appropriate language when offering service to a customer?

- A How can I help you?
- B What do you want?
- C Yep. What's up?
- D Hi. What can I do you for?

SLc/L1.1

2 Which of these responses gives an appropriate answer to the customer's enquiry?



- A How long is a piece of string?
- B Depends on the weather.
- C It's meant to take four hours or so, but it's often longer or shorter than that.
- D The approximate length of journey is four to four and a half hours.

SLc/L1.1

3 You are dealing with a customer complaint. What could you do to show you are listening and interested in what the customer has to say?

- A Yawn.
- B Try not to look the customer in the eye.
- C Smile and fold your arms.
- D Look at the customer and nod.

SLlr/L1.3; SLlr/L1.4

4 What should you **not** do if a customer shouts at you?

- A Remain calm.
- B Call the manager.
- C Shout louder.
- D Listen to what the customer's problem is.

SLlr/L1.3; SLlr/L1.4

5 Look at the first section of the Customer comment form below. Which of these details would you need to know to help you fill in **this part** of the form?

- A the price of the customer's ticket
- B the customer's comment
- C the customer's date of birth
- D whether or not the customer has travelled with the company before

Rw/E2.1

		<h3>Customer comment form</h3> <p>Your comments help us to improve our service to you. If you require assistance to complete this form, our staff will be pleased to help you.</p>	
Your details			
Title	Forename(s)		Surname
Address		Postcode	
Email		Daytime tel	
Your journey			
Date of travel			
From			
To			
Departure time		Arrival time	
Ticket details			
Type of ticket (if appropriate attach ticket to this form)			
Price paid for ticket			

6 A customer wants to complain about the fact that her train was cancelled and nobody told her why or whether she could catch another train. How many boxes should she tick altogether on the part of the form shown below?

- A 1
- B 2
- C 3
- D 4

Wt/L1.5

Your comment	
Please indicate the subject of your comment.	
<input type="checkbox"/> something that improved your journey experience	<input type="checkbox"/> something that detracted from your journey experience
<input type="checkbox"/> staff behaviour <input type="checkbox"/> cleanliness <input type="checkbox"/> catering <input type="checkbox"/> behaviour of other passengers <input type="checkbox"/> other	<input type="checkbox"/> failure to provide information <input type="checkbox"/> failure to operate service <input type="checkbox"/> change to service <input type="checkbox"/> delay to service <input type="checkbox"/> mechanical failure (e.g. ramp, lift, kneeler)

7 Which of these things may stop you giving a clear message when making announcements?

- A keeping your mouth very close to the microphone
- B sitting or standing in an upright posture
- C smiling
- D imagining you are talking to just one person

SLc/L1.1

8 Which of these is the clearest way to announce the delayed arrival of a train?

- A The train due to arrive on Platform 3 in a while is the delayed one.
- B Stand by passengers on Platform 3 for the next Manchester train.
- C The next train arriving on Platform 3 is the delayed express service to Manchester Piccadilly.
- D We apologise for the delay of the Manchester train, which is due in approximately 15 minutes. This was due to electrical problems on the line which are beyond our control. But luckily the problem has now been fixed and this train as well as other services can get back to normal. The train is due in soon on Platform 3.

SLc/L1.1

9 Using the A B C approach might help you to deal effectively with difficult situations at work. What does A B C stand for?

- A **agree** to everything, **bend** the rules, **convince** everyone that it is not your fault
- B **access** the situation, **be aware** of possible solutions, **carry out** the action decided on
- C **ask** the **boss** or a **colleague** to sort it out for you
- D **argue** your point and **ban** the customer from travelling with the **company** in future

SLd/L2.5

10 Which of these is the best response to a customer who is angry at being kept waiting in a long queue at the check-in desk?

- A Sorry - it's all a bit hectic and busy today. It's that time of year when everyone wants to get off to the sun, isn't it? Still, you're quite lucky in a way - the queue was a lot longer than this yesterday, you know. But I do sympathise, so I'll try and whizz you through now, okay?
- B Sorry to keep you. Could I take your ticket please?
- C It's not my fault. We're short-handed because some of the staff have gone on their lunch break.
- D Sorry for the temporary delay. This was due to the copious numbers being processed through our new upgraded system.

SLc/L2.1

Audio

PAGE 1:4

Speaking to customers (1)

Task 2 1

Good afternoon. Can I help you?
(Spoken in four different tones of voice.)

PAGE 1:7

Dealing with complaints

Focus page 2

Customer: I have been waiting now for over an hour. I'm going to miss my meeting now. What are you going to do about it?

Assistant: Sorry. Just one second. Sarina, can you tell Marie I'm back off my break? Where's the pen?
Ah. Right. Sorry. You were saying?

Customer: I've been waiting now for over an hour.

Assistant: What time were you due to depart?

Customer: An hour ago.

Assistant: Can I have a look at your ticket? Actually, this says 1055. It's only 1150 now.

Customer: What do you mean?

Assistant: You haven't been waiting an hour.

Customer: As near as makes no difference!

Assistant: Well. Be truthful please. Now, what do you want to know?

Customer: When will I be able to depart?

Assistant: Certainly. Hang on a tick. Any idea what time the 1055 is leaving? Sorry, no one seems to know. Why don't you go off and have a nice cup of coffee? Listen out for the announcements though. Somebody will eventually tell you what's going on.

Customer: That's not good enough!

Assistant: I'm sorry. That sort of thing's out of my hands.

Customer: I want to see the manager then.

Assistant: She's out of the office this morning. Can you call back later?

Customer: No, I'm trying to find out my departure time NOW.

Assistant: Perhaps I can help you to fill in one of these complaint forms?

Customer: Yes. I'd like that. Will it make any difference?

Assistant: Can I just take your name and address please?

PAGE 1:10

Customer comment forms

Task 1 3

Employee: Perhaps you can help us improve our service by giving me some information about your experience for this form.

Passenger: Certainly.

Employee: Good. Let's start with your own details so that we'll know how to get in touch with you.

Passenger: OK.

Employee: Your title?

Passenger: Mrs.

Employee: First name?

Passenger: Laura.

Employee: Surname?

Passenger: Whittick.

Employee: How do you spell that?

Passenger: W-H-I-double-T-I-C-K.

Employee: Right. And what is your address?

Passenger: 17, Woodlands Close, Garthbridge –
G-A-R-T-H-B-R-I-D-G-E.

Employee: Do you know your postcode?

Passenger: GB9 2BE.

Employee: Thank you. Would you like to give me an email address?

Passenger: I'm sorry, I don't have one.

Employee: That's OK. I'll just write 'n/a' in the space. Do you have a daytime telephone number we can contact you on?

Passenger: Yes, it's 012 34 567 890.

Employee: And you're making a comment about your journey today?

Passenger: That's right. The tenth of November 2006.

Task 2 4

Employee: Perhaps you can help us improve our service by giving me some information about your experience for this form.

Passenger: Certainly.

Employee: Good. Let's start with your own details so that we'll know how to get in touch with you.

Passenger: OK.

Employee: Your title?

Passenger: Mr.

Employee: First name?

Passenger: Brian.

Employee: Surname?

Passenger: Cole.

Employee: How do you spell that?

Passenger: C-O-L-E.

Employee: Right. And what is your address?

Passenger: The Old House, Newtown.

Employee: Do you know your postcode?

Passenger: NT6 7WN.

Employee: Thank you. Would you like to give me an email address?

Passenger: I'm sorry, I don't have one.

Employee: That's OK. I'll just write 'n/a' in the space. Do you have a daytime telephone number we can contact you on?

Passenger: Yes, it's 01987 654321.

Employee: And you're making a comment about your journey today?

Passenger: That's right. The twenty-fourth of December 2006.

Task 3 5

Audio A: What do you want us to do about your comment?

Audio B: What do you expect us to do about that then?

Audio C: What would you like us to do about your comment? For instance, would you like an apology, an explanation or something else?

Answers

PAGES 1:1–1:2

What is customer service?

Task 1

To be mediated by the teacher.

PAGES 1:3–1:4

Speaking to customers (1)

Task 1

You should have ticked the following phrases:

- 3 Could I take your name please?
- 7 How may I help you?
- 8 Good morning.

Task 2

- 1 bored
- 2 irritated
- 3 enthusiastic
- 4 nervous

Task 3

- 1 You may have included these sorts of points:
Person 1 is chatting on the telephone and operating the computer. She is ignoring the approaching customer.
Person 2 is standing looking towards the customer and smiling. She looks welcoming.
Person 3 is leaning on the desk sideways on and looking down at her watch as if clock-watching.
- 2 Person 2 looks the most welcoming. The body language is more open and positive.

PAGES 1:5–1:6

Speaking to customers (2)

Focus page

Suggestions for communication difficulties (these are only examples – there will be other ideas):

- 1 *The customer has hearing difficulties.*
- 2 Customer does not speak/understand English.
- 3 Person speaking has a strong dialect.
- 4 Person gives information out of order and keeps changing their minds.

- 5 Person giving information uses technical terms or slang.

Task 1

To be mediated by the teacher.

Task 2

To be mediated by the teacher.

Task 3

To be mediated by the teacher.

PAGES 1:7–1:8

Dealing with complaints

Task 1

To be mediated by the teacher.

PAGES 1:9–1:10

Customer comment forms

Task 1

THE GR8 Travel GROUP For all your travel needs		Customer comment form		
Your comments help us to improve our service to you. If you require assistance to complete this form, our staff will be pleased to help you.				
Your details				
Title	Mr	Forename(s)	Laura	
		Surname	Whittick	
Address	27 Woodlands Close, Gathbridge		Postcode	GB1 2BE
Email	N/A		Daytime tel	01234 567890
Your journey				
Date of travel	09/11/06			

Task 2

THE GR8 Travel GROUP For all your travel needs		Customer comment form		
Your comments help us to improve our service to you. If you require assistance to complete this form, our staff will be pleased to help you.				
Your details				
Title	Mr	Forename(s)	Brian	
		Surname	Cole	
Address	The Old House, Newtown		Postcode	NT6 7WN
Email	N/A		Daytime tel	01987 654321
Your journey				
Date of travel	24/12/06			

Task 3

Audio C is the most appropriate way to speak to the customer because it is polite and said in a good tone of voice.

Audio A isn't the most appropriate way to speak to the customer because it sounds as if the speaker is bored.

Audio B isn't the most appropriate way to speak to the customer because it sounds as if the speaker is being sarcastic.

PAGES 1:11–1:12**Dealing with difficult situations****Task 1**

To be mediated by the teacher.

PAGES 1:13–1:14**Disability awareness****Task 1**

To be mediated by the teacher.

PAGES 1:15–1:16**Non-cash payments****Task 1**

To be mediated by the teacher.

Check it

- 1 A
- 2 D
- 3 D
- 4 C
- 5 A
- 6 C
- 7 A
- 8 C
- 9 B
- 10 B