BUSINESS SERVICES

Mandatory Focus Area: Customer Service

Welcome. This module will assist you to review and revise the content of the **Mandatory focus area: Customer Service**. Each focus area prescribes the scope of learning for the HSC and is drawn from associated units of competency.

You will have studied one of these competencies, which address the scope of learning:

[BSBCUS201 Deliver a service to customers](https://training.gov.au/Training/Details/BSBCUS201)

or

[BSBCUS301 Deliver and monitor a service to customers](https://training.gov.au/Training/Details/BSBCUS301)

This module is broken up into:

* Important notes
* Key terms and concepts
* Activities
* Putting the theory into practice
* HSC Focus Areas

How to use the resource

Work through the notes and the suggested activities. Great revision techniques include working through how a problem is solved, explaining the concept, testing yourself and retrieving information from your memory. Spread your revision over a number of sessions rather than sitting at one subject for lengthy periods.

Discuss your responses with your teacher, fellow students or an interested family member.

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# Important notes

The HSC Content for this industry curriculum framework is organised into focus areas.

The outcomes of the mandatory focus area ‘customer service’ require that the student:

* explains the fundamental principles of quality customer service
* proposes appropriate responses to customer inquiries, feedback and complaints
* applies knowledge of workplace policies and procedures and industry standards to ensure quality customer service.

You should use the information here as a prompt and guide when revising your study notes or text-book information or other resources provided by your teacher.

## Customer service

### Types of customers

Internal - work colleagues who may require your services in some way in order for them to carry out their job. This may include someone in the same office or department as you, or in another branch which could be in another state or even country.

External - people from outside the business, who are either making enquiries or purchasing goods or services. This may include members of the public or someone from another organisation.

### Organisational requirements

Most organisations have a policy or code of practice, dealing with quality customer service; in order to provide customers with prompt and efficient service for handling enquiries, making sales and monitoring customer feedback. These would include an outline of expected standards of service, including courtesy, discretion, confidentiality and follow-up procedures.

Customer service standards are often set in the organisation's vision and/or mission statement. New employees often undergo an induction training course which may include information on:

* How to greet customers
* How to answer the telephone
* How to deal with difficult customers
* Where to get relevant information
* Who to seek assistance from
* Personal presentation and dress standards
* Interpersonal skills

It is more expensive to find new customers than it is to retain existing customers. Excellent customer service means that a business will stand out from its competitors; and satisfied customers will promote the business by word of mouth, which is the most effective form of promotion.

### Customer service

Important tips when dealing with customers/clients:

* First impressions are most important.
* Business success depends on the quality of the service.
* Ask questions to give the customer the opportunity to explain what they need; this makes them feel that their needs are important and also encourages them to become a repeat customer instead of a one-off customer.
* In a customer/client-focused organisation, employees listen to the customers for their input and feedback in order to ascertain what they consider is important about the products supplied or the way service is delivered. Improvements can then be made resulting in the organisation gaining a competitive advantage over other firms as customers will be happy to become long-term clients.

### Establishing rapport

When developing rapport, you are building a relationship. Personal attributes that will assist employees to be responsive to customer needs include:

* Sincerity - to be genuine and honest
* Confidence - being self-assured or confident in one's own ability
* Enthusiasm - to show interest, displaying good knowledge of the range of products/services available
* Efficiency - capable of producing the required result with minimum waste or effort
* Empathy - identifying oneself mentally with the customer in order to fully comprehend their needs
* Interest in other people - showing concern for their needs

Once you have developed a good rapport, it is important to build on this by continuing the communication. A follow-up phone call after the sale will help to establish the customer as a long-term client.

### Understanding client needs

**Active listening -** Listening is an important skill in communicating with others, as you are able to understand and interpret what the other person is saying. To fully understand the message being conveyed, it is important that you ask questions to clarify the meaning. It is also important to clarify that the other person understands your message. If the client has written or emailed the business for information, it may be necessary to phone them to clarify their needs.

**Non-verbal signs -** Body and facial expressions are often used when communicating. It is important that your body language is not conveying something different to what you are saying.

**Making use of correct questioning techniques -** Questioning is an important tool used to obtain feedback and clarification of a message, to ensure that the receiver understands what the sender is saying. There are three main questioning techniques.

* *Open questions* encourage the sharing of information and usually require longer answers, e.g. for what purpose are you purchasing this product?
* *Closed questions*are usually asking for a yes or no answer, and do not encourage any further discussion, e.g. Would you like to purchase this product?
* *Reflective questions* are structured so that the person answers in a particular way, to make their needs clear, e.g. Why does this product interest you?

### Characteristics of quality service

A customer will become a repeat customer if they are satisfied with the quality of service they receive. Quality service includes:

* Employees who are polite, attentive to customer's needs and are able to build rapport.
* Employees who have good knowledge of the organisation's products or know the correct person to pass an enquiry on to; and actually follow through with enquiries.
* Having goods and services that are reliable and reasonably priced.
* Having complaints dealt with promptly and with understanding.
* Being treated with respect and without prejudice.

### Benefits of good customer service

Promoting goodwill - increasing the established reputation of the business and enhancing its value.

Customer/client loyalty/repeat business - being able to win the customer's trust and build a long-term relationship; one that will survive even in bad economic times.

New business - being able to differentiate from other businesses and be able to attract new customers, often due to word-of-mouth promotion from satisfied customers.

Productivity - the capacity to increase production with little or no increase in costs, improving profitability.

Credibility - building a reputation of being an honest and trustworthy business.

Promoting workplace/organisation service ethic - a set of honourable rules of conduct which will improve the loyalty of employees and give the organisation a competitive advantage.

It is important to remember that business success will be dependent on the quality of the service given by employees; satisfied customers will become repeat customers and will promote your business to others, ensuring long-term growth and profitability.

### Customer complaints

Customers will take their business elsewhere because of poor service rather than poor quality products.  It is very important that a business listens to the feedback received from their customers.

The value of complaints/feedback to a business includes:

* Improving business relationships - allows the business to form a relationship with the customer, built on trust and confidence; resulting in the customer becoming a long-term client who will be happy to promote the business to others.
* Identifying and overcoming existing problems - feedback can identify problems that an organisation is not aware of; allowing the business to investigate/review policies and procedures and improve the quality of the product and/or service provided.
* Eliminating entrenched work practices - feedback may provide information about widespread problems with customer service. This would enable the business to provide training to improve communication and etiquette towards customers.
* Improving productivity - improvements made due to the influence of customer feedback may increase the demand for products/services which may lead to higher cost-efficiency in the production process (productivity).
* Enhancing output quality - feedback may be in the form of advice or suggestions that the business may not have thought of previously, allowing the development of a better/greater range of products that will increase the business's market share.
* Future development of the workplace/organisation and the employees - feedback can provide the basis for the development of a better employee induction program and on-going training for all employees.

### Handling difficult customers

Customers can become difficult for a variety of reasons. Some might have an annoying personality; others like to find faults, while some think they know it all. Customers like these can become impatient, intimidating and demanding. Angry customers are the most difficult to handle as they are usually upset and emotional, as they are not happy about the product or the service.

### Tips for handling difficult customers include:

* Never argue with the customer - keep smiling, even though this may be difficult at times.
* Listen to the customer - let them vent their displeasure; maintain eye contact and don't use body language that portrays that you are not interested. Apologise for the inconvenience they have suffered.
* Stay calm - if you feel intimidated, ask questions like "What can we do to help?" Try to get as much information as possible from the customer.
* Do not lay blame on anybody.
* Offer solutions to the problem - but don't promise something you cannot deliver. If you cannot solve the problem, then offer to get someone who can.
* Follow up on the complaint - a telephone call to make sure that everything has been solved is good PR.
* Never take it personally.

# Key terms and concepts

**You can use the following information to revise the key terms and concepts from this unit of competency**. Perhaps you could:

1. Copy the table into your own file, remove all the key terms, then fill in the blanks (without peeking at the original file) with your own answers.
2. Copy the table into your own file and remove the definitions. Write a definition in your own words – it doesn’t have to word perfect but should show you understand the concept.
3. You could add an example of this term or concept which is relevant to the retail environment. If the key term was ‘open questions’ your business example might be ‘What brought you to us today?’

|  |  |
| --- | --- |
| Key term or concept | and Definition |
| Active listening | A structured way of listening and responding to another person to ensure they have understood what was said. | |
| Allocated duties and responsibilities | The general tasks and expectations of a person working in a particular position. | |
| Benefits of good customer service | Include repeat sales, loyal customers and increased sales and profits. | |
| Closed questions | Require the customer to give specific information. These questions can be answered with a yes/no or one-word answer. | |
| Communication | The process of transferring information from one person to another. | |
| Customer dissatisfaction | Occurs when a customer is unhappy with a product or the level of customer service received. | |
| Customer expectations | Refers to the benefits the customer wants from the product or service. | |
| Customer feedback | Good or bad comments received from customers regarding the product or service. | |
| Customer needs | Are the requirements that a customer has of a product. | |
| Customer preferences | Refers to the order of choice a customer places on a product(s). | |
| Customer satisfaction | The customer’s positive impression from the service they received from the retail store. | |
| Customer service | Delivering products or services to customers including dealing with complaints and processing customer feedback. | |
| Customer special needs/requirements | When customers have a special request for a particular purchase. | |
| Customers/clients | A person, either internal or external to a business, who needs assistance with information or purchasing goods or services. | |
| Etiquette | Proper behaviour in the workplace, making the environment where people work a polite, respectful, pleasant place to be. | |
| External customers | People who do not belong to your workplace that use your services. They include shoppers, visitors, tradespeople and contractors. | |
| Follow-up action | May take the form of formal documentation or be as simple as a phone call to check the customer is happy. | |
| Handling customer complaints | The process followed to resolve customer complaints effectively and efficiently. | |
| Internal customers | Internal customers are employees who purchase goods or services from your business. They include employees, supervisors and managers. | |
| Interpersonal skills | Skills that facilitate the accurate and relevant exchange of information between an employee and a customer. | |
| Level of authority | The structure of the management hierarchy in the store. | |
| Lines of reporting | This specifies who is responsible for each department within the organisation. For example, manager, supervisor, employee etc. | |
| Needs and preferences | Needs are necessities whereas preferences are those items that are favoured over others. | |
| Non-verbal signs | Include body language, signs and symbols used to communicate such as folding arms, gesturing etc. | |
| Open questions | Open questions gather detailed information from the customer. They begin with words such as what, when, where, why and how. | |
| Personal attributes and work ethics | A range of skills and qualities required of a sales assistant to interact effectively in the workplace. | |
| Personal presentation | The image an employee presents by the type of clothes worn, level of personal hygiene and grooming, attitude and etiquette displayed. | |
| Quality service | Prompt, friendly and professional service that meets customer expectations, so they will want to deal with you again and recommend the business to others. | |
| Recording information | All details must be accurately recorded to enable effective follow-up, particularly when a customer is lodging a complaint. | |
| Reflective questions | Reflective questions are asked to clarify what the customer has said and to ensure that the message has been understood. | |
| Scope of responsibility | Specific work duties that are the responsibility of the employee. | |
| Seeking assistance | Asking someone for help or advice | |
| Workplace policy and procedures | Policies and procedures outline the requirements for complying with both external and internal compliance requirements. | |

# Activities

### Activity 1 Short answer questions

Read the article at the Change Factory website, [The Elements of Customer Service](https://www.changefactory.com.au/our-thinking/articles/customer-service-elements/)*Selecting this link will take you to an external site.* then answer the following questions.

1. Identify examples of good customer service.
2. Identify the times when the customer service was not up to your standards.
3. If this were your business, how would you insist your staff treat the guests?

### Activity 2 Read to understand

Read the article [Dealing with Customer Complaints](http://www.ranone.com/files/Dealing%20with%20Customer%20Complaints%20Article.pdf) *Selecting this link will take you to an external site.* then fill in the PMI chart below.

|  |  |  |
| --- | --- | --- |
| Plus | Minus | Interesting |
|  |  |  |

### Activity 3 Research from your notes

Answer the following questions:

1. A certain level of personal presentation, image and hygiene is expected in the business services work environment. Outline the appropriate standard of dress that is required of you when on work placement.
2. Differentiate between discretion and confidentiality.
3. Define rapport.
4. Explain why rapport is necessary when dealing with customers.
5. When dealing with customers, explain how interpersonal skills facilitate accurate and relevant exchange of information.
6. How can receiving customer complaints be valuable to a business?

### Activity 4 Role plays

Discuss then act out the following situations in order to show your understanding of quality customer service.

1. A customer is not happy with the level of service, as she has been waiting for several minutes and no-one has attended to her yet. How would you deal with this situation?
2. You are running an induction training session. Explain the characteristics of quality service and the ethics of professional service behaviour. Then run a question/answer session on the information just covered.
3. You work in a health insurance office. Four customers come in at the same time - an elderly woman, a thirty-year-old man with his young son, a trendy-looking woman in her early twenties and a surfer on his way to the beach. How would you serve each customer in order to maintain sensitivity to customer specific needs and individual differences?
4. You are supervising a new staff member. Explain the procedures to be followed when handling customer complaints.

### Activity 5 Case study

Go to the Australian Public Service Commission website [Australian Public Service Commission](https://www.apsc.gov.au/code-conduct) *Selecting this link will take you to an external site.* and read the APS Code of Conduct.

* Write a list of points that relate to customer service.
* Write a list of what you expect for quality customer service.
* Compare the two lists.

### Activity 6 True and false

Answer **True** or **False** for the following statements

1. Good customer service leads to client loyalty.
2. When busy, walk away so the customers don't see you.
3. Personal interests may affect an employee’s understanding of customer needs.
4. Ironed jeans are appropriate to wear when dealing with customers face to face in the business services industry.
5. Confidence is important in understanding customer needs and expectations.

### Activity 7 Multiple choice

Select the most correct answer for each of the following

1. Who would be an external customer?
   1. Workmates
   2. Service users
   3. Part-time colleagues
   4. Worker from another department
2. What communication skill enables quality customer service?
   1. Being sincere when speaking
   2. Showing empathy with customer
   3. Standing in an area with little noise
   4. Seeking feedback to confirm understanding
3. What personal attribute would assist employees to be responsive to customer needs?
   1. Enthusiasm
   2. Good health
   3. Active listening
   4. Being well dressed
4. What is a benefit of good customer service?
   1. Being courteous
   2. Promoting goodwill
   3. Good product knowledge
   4. Able to answer questions
5. What is appropriate when dealing with a difficult customer?
   1. Remain calm and focused
   2. Pass them on to a colleague
   3. Record information for later reference
   4. Give them the complaints phone number

### Activity 8 Mix ‘n match

From the following list of terms, select the one that best fits each definition below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Use these words |  |  |  |  |
| feedback | empathy | active listening | credibility | consistency |
| packaging options | image | interpersonal | initiative | electronic |

|  |  |
| --- | --- |
|  | With these definitions |
|  | Method of recording client requests |
|  | A skill when using appropriate body language |
|  | A benefit of good customer service |
|  | A communication skill needed to understand customer needs |
|  | An employee must have a good knowledge of this. |
|  | Personal hygiene and grooming are important for this. |
|  | Important when establishing a relationship with a client. |
|  | Clients expect this of good customer service. |
|  | Important to use this when making decisions. |

### Activity 9

Research ‘[tips for assisting customers with disability’](https://www.and.org.au/articles.php/12/9-tips-for-assisting-customers-with-disability) and make your own checklist or poster. Include other pertinent information from your own notes.

Activity 10

1. List TWO examples of each of the following methods of communication used in the retail environment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Verbal communication | Non-verbal communication | Written communication | |
| Example 1 | |  |  |  |
| Example 2 | |  |  |  |

1. Provide a workplace scenario showing how the following can be used well or poorly.

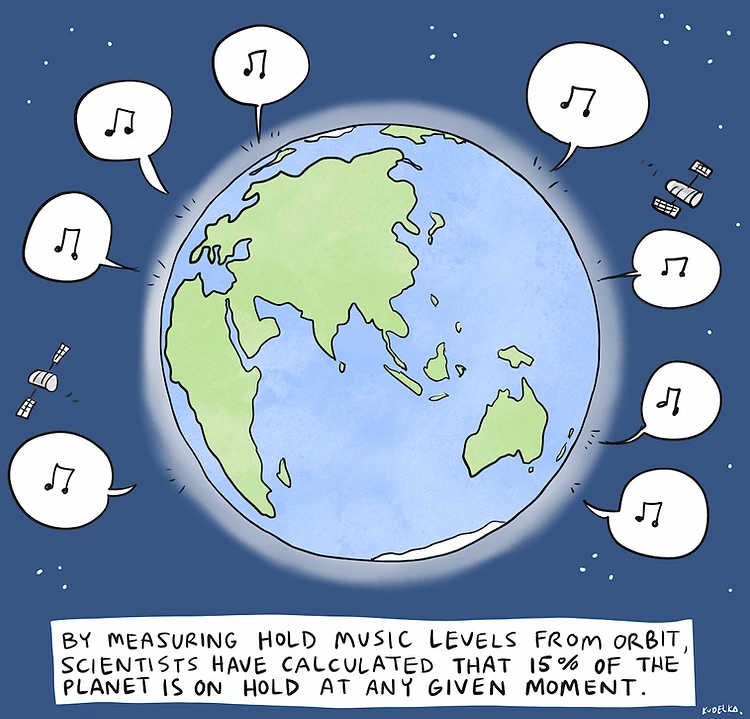
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Verbal communication | Non-verbal communication | Written communication | |
| Used well in the workplace |  |  |  |
| Used poorly in the workplace |  |  |  |

### Activity 12

These two cartoons each make a comment about customer service.   
Consider how you might use each one as part of staff training.



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# Putting the theory into practice

The following questions are [**from past years’ NSW HSC examination papers for this subject.**](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) HSC exams are intended to be rigorous and to challenge students of all abilities. To better understand a question, you should look for key words and identify the aspect of the course to which these relate. You are then in a position to formulate your answer from relevant knowledge, understanding and skills.

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### Multiple Choice

1. To ensure they have understood a customer’s enquiry, an employee outlines the main points of their conversation. This is an example of
   1. negotiating.
   2. questioning.
   3. summarising.
   4. decision making.
2. A manager has contacted a customer who has made a complaint. The manager has organised a meeting where she will seek to discover common ground and reach an agreement. The manager is demonstrating which complaint-handling skill?
   1. Negotiating
   2. Active listening
   3. Decision making
   4. Creative thinking
3. Which workplace procedure would be most effective when dealing with a customer who has a visual impairment and uses an assistance dog?
   1. Provide brief, verbal directions to the customer.
   2. Direct customer to touch screens to enter their enquiry.
   3. Have customer take a numbered ticket and wait to be called.
   4. Greet customer personally and assist them to the relevant staff member.
4. An employee noticed a colleague experiencing difficulty with the computer. In order to provide assistance, the employee asked, ‘What are you trying to do?’ Which combination of questioning techniques is being used by the employee?
   1. Clarifying and open
   2. Clarifying and closed
   3. Summarising and open
   4. Summarising and closed
5. A customer often returns to a business to purchase goods. This is an example of a
   1. new and internal customer.
   2. new and external customer.
   3. repeat and internal customer.
   4. repeat and external customer.
6. A workplace expects all employees to carry out their work in a way that maintains the highest standard of service. What is this an example of?
   1. A careers-focused workplace
   2. A customer-focused workplace
   3. A workplace focused on meeting legislative requirements
   4. A workplace based on equal employment opportunity strategies
7. Emma, Bob and Cathy are clients of Business Printing Services. Emma is a self-employed interior designer, Bob works in the Human Resources department of Business Printing Services and Cathy is a cleaner at a business that supplies stationery to Business Printing Services. Which row of the table correctly classifies Emma, Bob and Cathy as internal or external customers of Business Printing Services?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Emma | Bob | Cathy |
| a | internal | internal | internal |
| b | external | internal | external |
| c | external | external | internal |
| d | internal | external | external |

1. A receptionist answers a phone call from an angry client who says that he has not received a response to a letter of complaint addressed to the manager. How should the receptionist best respond?
   1. Admit fault and offer compensation
   2. Offer to investigate if there is time
   3. Acknowledge the issue and request details
   4. Deny receiving the letter and ask for a new copy

### Questions from Section II

These questions should be answered in the suggested number of lines (handwritten) as it gives a guide to the length of your response.

Plan out your answer and key points before you commence writing.

You may need to bring together knowledge from several areas of study/competencies to do justice to the answer.

Question 1

Explain how both positive and negative customer feedback can improve service delivery. (5 marks)

Question 2

Explain why a range of skills is required to handle complaints within the business services industry. (5 marks)

Question 3

* 1. Outline how a business can provide quality customer service. (2 marks)

* 1. A business services employee receives a phone call from a customer wanting to change their payment plan as a result of recent financial difficulty. How could the employee show discretion in dealing with this information? (3 marks)

### Questions from Section IV

In the Business Services HSC exam –

* there will be one structured extended response question in Section IV worth 15 marks.
* the question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words) in total.

This will provide you with the opportunity to:

* demonstrate knowledge and understanding relevant to the question
* communicate ideas and information using relevant workplace examples and industry terminology
* present a logical and cohesive response

You will note that these questions usually require you to bring together knowledge from several areas of study/competencies to do justice to the answer. You should allow about 25-30 minutes for a question in Section III and the same for Section IV of the exam.

In each of the following, map out your answer using post-it notes or a sheet of paper. Pay particular attention to incorporating a variety of aspects of your Business Services curriculum into the plan. Consider why we have included this question within this **customer service** module and what other areas of study you would need to draw upon.

Question 1

A customer is dissatisfied with the service provided by a business. Explain why quality customer service is important in addressing this complaint.

Question 2 – each part was to be answered in a separate writing booklet.

1. Explain why it is important for a business to provide quality customer service. (5 marks)
2. Explain how workplace policies and procedures can help maintain good customer service practices. Support your answer with relevant workplace examples (10 marks)

# HSC Focus Areas

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC and is drawn from the associated units of competency.

Students undertaking the 240 indicative hour course from the Business Services Curriculum Framework must address **all of the mandatory focus areas**:

* **Customer service**
* Financial records
* Innovation
* Safety
* Sustainability
* Working in the business services industry and workplace
* Workplace information

How to use the scope of learning for ‘customer service’ (which follows over).

* draw up your own mind map showing the connection between the various concepts listed; examples appear on the last page of this module
* use the key terms and concepts to add to your mind map
* add examples or case study prompts to show how the concept is applied in the information technology working environment

The following information is taken directly from page 24 ff of [Business Services  
Curriculum Framework Stage 6 Syllabus based on the BSB Business Services Training Package (version 5) for implementation from 2020.](https://educationstandards.nsw.edu.au/wps/wcm/connect/e5ea12b9-2d53-415c-bdc4-4b0da5ee6a7c/vet-business-services-11-12-syllabus-based-on-BSBv5.pdf?MOD=AJPERES&CVID=)

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|  |
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| customers |
| * types of customers typical to a business services environment:   + internal   + external   + new   + repeat |
| * customers with special needs and implications for customer service |
| * difference between customer needs, preferences and expectations |
| * establishing customer needs, preferences and expectations through:   + active listening   + open, closed and reflective questions   + observation and recognition of non-verbal cues |
| * communicating effectively with customers:   + verbal, written and non-verbal communication   + face-to-face, over the telephone and electronically   + importance of being accurate, clear, concise and courteous |
| quality customer service |
| * business and industry approaches to service delivery:   + standards of customer service for industry personnel   + how work is organised and undertaken   + timing and designated response times for service to workplace and industry standard |
| * the relationship between customer service and business success |
| * concept of a ‘customer focused’ workplace |
| * characteristics and benefits of quality customer service |
| * role of communication in the provision of quality customer service |
| * establishing quality customer service:   + detailed knowledge of a range of products and services offered within a business services industry workplace   + matching customer needs, preferences and expectations to appropriate product(s) and/or services(s): * meet customer need, preference and/or expectation * seek assistance from others as necessary in order to meet the customer need, preference and/or expectation * refer to appropriate person where unable to meet the customer need, preference and/or expectation |

|  |
| --- |
| quality customer service cont/d |
| * + seeking opportunities to deliver additional level of service beyond a customer’s immediate request or expectation   + developing collegial working relationships with others involved in the provision of customer service   + using/adopting a teamwork approach   + dealing with problems and/or delays in the delivery of products and/or services   + seeking feedback on customer service practices: * the value of feedback from staff and customers * its use in improving and enhancing service delivery |
| workplace policy and procedures for customer interaction |
| * workplace policy and procedures for establishing contact with customers:   + techniques for approaching a customer   + developing rapport |
| * workplace policy and procedures for dealing with:   + customers form diverse backgrounds   + customers with special needs   + difficult and abusive customers |
| * workplace policy and procedures for directing customers to relevant personnel and/or more experienced staff |
| customer inquiries |
| * a range of customer inquiries common to a business services industry workplace |
| * establishing the details of the inquiry by questioning, summarising and clarifying |
| * paper-based and electronic methods for recording customer inquiries |
| * sources of information that can be used when handling customer inquiries |
| * effective responses to a range of customer inquiries common to the business services industry within appropriate timeframes |
| customer complaints and feedback |
| * reasons for customer dissatisfaction, problems and complaints |
| * examples of dissatisfaction, problems and complaints common to the business services industry |
| * complaints-handling policy and procedures |
| * skills required for handling complaints, including:   + problem-solving |

|  |
| --- |
| customer complaints and feedback cont/d |
| * + decision-making   + negotiating   + conflict-resolution |
| * using conflict-resolution techniques when handling customer dissatisfaction, problems and complaints |
| * effective responses to a range of instances of customer dissatisfaction, problems and complaints |
| * the importance of:   + business services industry staff offering a range of viable solutions in accordance with workplace policy and procedures   + business services industry staff and the customer agreeing on what is to be done in regard to the problem or complaint   + implementing solution(s) within acceptable timeframes   + acting within level of authority and scope of responsibility when handing customer dissatisfaction, problems and complaints |
| * identify when it is appropriate to seek assistance and/or refer customer to other appropriate personnel for issues that cannot be resolved effectively |
| * an awareness of the importance of recording and/or reporting instances of customer complaints and feedback |
| * workplace practices for recording and reporting customer complaints and feedback:   + formal and informal   + verbal and written |
| * recognition of the value of customer complaints and feedback |