

# **Unit CU795 Communicate Effectively with Customers**

## **Aims**

To provide good customer service the learner needs to understand what customers want and how they feel. This means that they need to share information with them and listen carefully to them. Customers need to understand what the learner is telling them and what they are able to do for them. Communication is an essential skill for delivering good customer service.

Credit value                    5

Level                            2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Communicate effectively with customers	<ul style="list-style-type: none"><li>1.1 Listen actively to what customers are saying</li><li>1.2 Identify the most important things that customers are telling them</li><li>1.3 Respond appropriately to what customers are telling them</li><li>1.4 Check that they understand what customers are telling them and make sure it is really what they mean</li><li>1.5 Summarise information for customers</li><li>1.6 Explain in a way that is clear and does not cause offence when they cannot help a customer</li><li>1.7 Use appropriate body language when communicating with customers</li><li>1.8 Read customers' body language to help them understand their feelings and wishes</li><li>1.9 Deal with customers in a respectful, helpful and professional way at all times</li><li>1.10 Help to give good customer service by passing messages to colleagues</li></ul>

<p>2. Understand how to communicate effectively with customers</p>	<p>2.1 Identify the difference between hearing and listening</p> <p>2.2 Explain how to listen actively</p> <p>2.3. Describe how to read both positive and negative body language</p> <p>2.4 Explain how to use body language effectively</p> <p>2.5 State how to use questions to check that they understand what customers are telling them</p> <p>2.6 Identify the difference between negative and positive language</p> <p>2.7 Explain how to summarise</p> <p>2.8 Explain why it is important to speak clearly</p> <p>2.9 Explain why it is important to use words that the customer will understand</p> <p>2.10 Describe how to communicate with customers who have language, dialect or accents that are different from theirs</p> <p>2.11 Explain why the way things are said, and the tone of voice, affects the way a customer experiences customer service</p> <p>2.12 Identify what information is helpful to pass on in messages to colleagues so that customers receive good service</p>
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## **Evidence Requirements**

1. Wherever possible your evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this Unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any evidence within this Unit. (*Guidelines for a Realistic Working Environment can be found in the Customer Service Assessment Strategy for S/NVQ Level 1 – February 2010*)
2. You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3. You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
4. Your communication with customers may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), intranet or by any other method you would be expected to use within your job role.
5. You need to include evidence that you have communicated effectively with customers:
  - a during routine delivery of customer service
  - b during a busy time in your job
  - c during a quiet time in your job.
6. You need to include evidence that you have communicated effectively with different customers who:
  - a have an easy-going attitude
  - b have a difficult attitude
  - c are easy to understand
  - d are difficult to understand.
7. The messages you pass on to colleagues may be verbal, in writing or passed on by any other method you would be expected to use within your job.