

# Unit CU809 Deal With Customers Across a Language Divide

## Aims

Customer service is frequently delivered across a language divide. Customer service centres may be located in one country but deal mainly with another. In a multi-cultural society many customers may have a different first language from those delivering customer service to them. This language divide can present a real challenge to those who deliver customer service. This unit is about preparing to deliver customer service across a language divide and seeing through that delivery. The unit covers the steps that are needed to deal with customers with different language preferences without having full access to the learner's customer's first language. The learner should choose this unit if they frequently deal across a language divide. The learner should not choose this unit if they come across customers who do not share their first language only occasionally.

Level: 2

Credit value: 8

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Prepare to deal with customers with a different first language	1.1 Identify the language or languages other than their own that they are most likely to come across when dealing with customers 1.2 Learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter 1.3 Identify a source of assistance with a language they expect to encounter when delivering customer service 1.4 Agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language 1.5 Log useful words and phrases to support their dealings with a customer with a different first language 1.6 Learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently

<p>2. Deal with customers who speak a different first language from their own</p>	<p>2.1 Identify their customer's first language and indicate to the customer that they are aware of this</p> <p>2.2 Establish the expectations of the customer regarding whether they expect to deal in the learner's first language or theirs</p> <p>2.3 Speak clearly and slowly if using a language which is not the first language for either them or their customer</p> <p>2.4 Maintain a consistent tone and volume when dealing with somebody across a language divide</p> <p>2.5 Listen closely to their customer to identify any words they may be using in a way that differs from the way the learner would generally use the same words</p> <p>2.6 Check their understanding of specific words with their customer using questions for clarification</p> <p>2.7 Seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers</p> <p>2.8 Reword a question or explanation if their customer clearly does not understand their original wording</p> <p>2.9 Use a few words of their customer's first language to create a rapport</p>
<p>3. Know how to deal with customers across a language divide</p>	<p>3.1 List the languages that they are most likely to encounter among groups of their customers</p> <p>3.2 State how to greet, thank and say farewell to customers in their first languages</p> <p>3.3 Explain the importance of dealing with customers in their first language if possible</p> <p>3.4 Describe how to explain to a customer that they cannot hold an extended conversation in their first language</p> <p>3.5 Explain the importance of tone, pace and volume when dealing with customers across a language divide</p> <p>3.6 Identify possible sources of assistance to use when a language barrier demands additional language skills</p>

## Evidence Requirements

1. Your evidence should be collected when carrying out 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 collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this Unit. (*Guidelines for a Realistic Working Environment can be found in the Assessment Strategy for Customer Service S/NVQs at Levels 1,2,3 and 4 – 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. You must provide evidence of dealing with customers across a language divide:
  - a during routine delivery of customer service
  - b during a busy time in your job
  - c during a quiet time in your job.