

## Unit CU847 Plan and Organise the Development of Customer Service Staff

### Aims

Achieving excellent customer service depends on the skills and knowledge of the staff who provide it. To be effective, organisations need to review constantly how effective their customer service is and what improvements should be made. Sometimes customer service improvements will depend on the development of staff skills. New staff must be brought to the required standards of skills and knowledge and established staff need to be updated on new procedures and techniques or refreshed on existing ones. Senior customer service staff have an important contribution to make to this process. This unit is about identifying what development and training is needed for staff, organising its delivery and monitoring its success.

Level: 4

Credit value: 9

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Identify customer service staff development and training needs	1.1 Identify where customer service could be improved through staff training and development 1.2 Help staff providing customer service to identify their own development and training needs 1.3 Help staff to identify how they learn best 1.4 Agree the types of staff development and training activities that are needed 1.5 Report staff development needs to relevant people in your organisation
2. Organise customer service development and training	2.1 Agree the aims and objectives of the customer service development and training activities 2.2 Agree the type and style of customer service development and training that are appropriate 2.3 Agree the detailed design of customer service development and training activities 2.4 Organise customer service development and training activities 2.5 Monitor the performance of staff involved in the development and training activities to be sure that learning is put into practice 2.6 Organise additional help and training for staff where this is needed

<p>3. Understand how to plan and organise the development of customer service staff</p>	<p>3.1 Explain the importance of continuously developing staff that provide customer service</p> <p>3.2 Describe current objectives and targets that relate to customer service in their area of responsibility</p> <p>3.3 Identify when development and training could improve customer service performance</p> <p>3.4 Describe the range of types and styles of development and training and how to select those that are appropriate to customer service, their organisation, and specific training and development needs</p> <p>3.5 Explain why it is important that they should have an input into the design and delivery of customer service development and training for their staff</p> <p>3.6 Describe how they can help staff to put into practice what they have learned</p> <p>3.7 Explain how to assess the impact that development and training has had on customer service performance</p> <p>3.8 Describe the types of additional support they could provide to staff following development and training</p>
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## 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. Evidence collected in a realistic working environment or a work placement is not permissible for this Unit. Simulation is not allowed for any performance evidence within this Unit.
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 for your assessor to be confident that you are competent.
4. Your evidence must show that you have been involved with the training and development of staff from two of the following groups
  - a new staff
  - b existing staff
  - c front-line staff
  - d supervisors and team leaders
  - e part-time staff
  - f support staff
  - g service partners.
5. You must show that you monitor the performance of staff involved in development and training activities through:
  - a formal monitoring mechanisms such as appraisals and Key Performance Indicators (KPIs)
  - b informal and more immediate monitoring such as direct supervision.