

## **UNIT 5265: Applied Customer Service**

### **Recommended Prior Knowledge**

Completion of the core module is recommended prior to commencing the Applied Customer Service unit. This will ensure that customer service skills are embedded within a travel and tourism context. Completion of the Standard level Diploma (particularly Module 5255: The Hospitality Sector) is preferable, but not a requirement.

### **Context**

This unit can be studied on its own. Alternatively Centres may wish to deliver this unit in conjunction with Event Planning and Promotion. The assessment of candidate's customer service skills (Assessment Objective 4) could be done during the Event. Centres are strongly advised to refer to *Guidance on assessment and evidence requirements* on pages 57-60 in the 2006 Syllabus document.

### **Outline**

By completing this unit candidates will develop an understanding of the importance of customer service to the travel and tourism industry. Candidates will investigate travel and tourism organisations to examine how different customer needs are met and how technology has contribute to customer service. Candidates will demonstrate their own customer service skills. Staff induction and evaluation of customer satisfaction will also be examined.

| AO | Learning Outcomes                                                                                                        | Suggested Content/Teaching Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning hours | Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|    | To identify unit and assessment requirements.                                                                            | Customer service as a key requirement of travel and tourism employees. Outline of specification. Internal assessment – how and when this will be done.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                | Copy of specification.<br>Details of assessment methods.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1  | To explain the impact of excellent service on customers.<br><br>To explain the importance of customers to organisations. | <p>Tutor led discussion:</p> <ul style="list-style-type: none"> <li>▪ candidates' recent experiences of customer service; was it excellent or poor?</li> <li>▪ what aspects of the service made it excellent/poor?</li> <li>▪ how did this make them feel?</li> <li>▪ how will the customers experience of the service received impact on the organisation (sales/turnover, repeat business, company image)?</li> <li>▪ how will the customers experience of the service received impact on the organisations' staff (morale, bonuses)?</li> <li>▪ the costs of attracting new customers (five times as much as retaining existing ones). why? what does this imply?</li> </ul> <p>Video to demonstrate impacts of customer service, for example, 'how to lose a customer without really trying'. Concluding discussion: what is the impact of excellent/poor service on travel and tourism organisations? Outcome/Homework: mind maps/flow charts to summarise importance and impacts of excellent/poor customer service.</p> | 2 - 4          | <p>Dale, G. (2005). <i>Travel and Tourism</i>. London: Heinemann (p.139).</p> <p>Marvell, A. et al. (2005). <i>GCE AS Travel and Tourism for Edexcel: Double Award</i>. London: Heinemann.</p> <p>Smith, J. et. al. (2005). <i>GCE AS Travel and Tourism for OCR: Single Award</i>. London: Heinemann.</p> <p>Training Manuals for Airline Cabin Crew or Resort Representatives.</p> <p>Video: How to lose a customer without really trying' (VideoArts).</p> <p>Case study material.</p> <p>Worksheets.</p> |
| 6  | To demonstrate the role of a mystery shopper.                                                                            | <p>Mystery Shopper Activity: students to visit a travel and tourism provider (local visitor attraction or travel provider) and make notes on the customer service they receive. Feedback to class.</p> <p>Class discussion: evaluation of customer service skills in the locality.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1-3            | Access/visit to local travel and tourism providers. Prompt sheet for students to evaluate customer service levels.                                                                                                                                                                                                                                                                                                                                                                                           |

| AO  | Learning Outcomes                                                                                                     | Suggested Content/Teaching Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Learning hours | Resources                                                                                                                                                                                                                                                                                                                                                                          |
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| 1,4 | To identify the elements of excellent service.                                                                        | Follow-up activity: students to list those things that contributed towards the provision of excellent service (when Mystery Shopping).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                |                                                                                                                                                                                                                                                                                                                                                                                    |
| 1   | To explain the importance of customer service to travel and tourism organisations.                                    | <b>Assessment:</b> students to produce evidence to meet Assessment Objective 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                |                                                                                                                                                                                                                                                                                                                                                                                    |
| 2   | To identify the range of different customers and their differing needs.                                               | <p>Tutor led input and discussions: introduction to customer types. Discussion of local travel and tourism providers; who do they cater for (which customers)? Which customers are not catered for? Investigate local facilities (e.g. hotels, leisure facilities). How are different needs catered for? What products and services are provided? Who are they provided for?</p> <p>Research/Case Study: Virgin Atlantic. What does it provide for business travellers, people with special needs and children?</p> <p>Research/Case Study: Sandals Resorts. What products and services do Sandals provide for honeymoons and weddings?</p> <p>Guest speaker: how travel and tourism organisations cater for customers different needs.</p> | 4 – 6          | <p>Brochures/publications/ leaflets from local providers.</p> <p>Press kit available at <a href="http://www.virgin-atlantic.com/en/gb/allaboutus/pressoffice/presskit.jsp">http://www.virgin-atlantic.com/en/gb/allaboutus/pressoffice/presskit.jsp</a></p> <p><a href="http://www.sandals.com">www.sandals.com</a></p> <p>Guest speaker from travel and tourism organisation.</p> |
| 2   | To investigate the products and services provided by a travel and tourism organisation for a range of customer types. | <p>Visits to travel and tourism organisations (organised by tutor). Ideally key staff will provide information to students during the visit. Supplementary information can also be gathered through observation and Internet research.</p> <p>Examples of student tasks:</p> <ul style="list-style-type: none"> <li>▪ observe what is provided for different customers (e.g. landside at an airport)</li> <li>▪ compare the facilities offered for leisure and business travellers (e.g. at a hotel or by an airline)</li> <li>▪ identify what provision is made for travellers with special needs</li> </ul>                                                                                                                               | 4-6            | <p>Access /visit to local travel and tourism providers. Examples may include:</p> <ul style="list-style-type: none"> <li>• airports</li> <li>• hotels</li> <li>• visitor attractions</li> <li>• visitor services</li> <li>• airlines.</li> </ul>                                                                                                                                   |

| AO | Learning Outcomes                                         | Suggested Content/Teaching Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Learning hours | Resources                                                                                                                                                                                                                                                                                                                               |
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|    |                                                           | <p>(any travel and tourism organisation)</p> <ul style="list-style-type: none"> <li>▪ are families provided with additional products and services (any travel and tourism organisation)?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                |                                                                                                                                                                                                                                                                                                                                         |
| 3  | To review the changes in technology.                      | <p>Tutor led input:</p> <ul style="list-style-type: none"> <li>▪ historical perspective on use of technology to include; manual booking systems, fax and teletext, annual publications of hard copies of data e.g. OAG flight schedules, hotel guides, world travel guides and other documentation</li> <li>▪ range of technical equipment available today: generic equipment, CRS, operational systems, Visitor management technology.</li> </ul> <p>Visit to a travel provider: observation of the use of a computer reservation system within an airline call centre or other travel provider.</p> <p>Guest speaker: technology to enhance customer satisfaction at visitor attractions.</p> | 1-4            | <p>Holloway, J. C. (2002). <i>The Business of Tourism</i>. Harlow: Prentice Hall.</p> <p>Hard copies of OAG Flight Guides and manuals.</p> <p>Access to a computer reservation system within an airline, or other travel provider.</p> <p>Guest speaker from a visitor attraction. Alternatively case study material could be used.</p> |
| 3  | To identify the impact of technology on customer service. | <p>Telephone systems, email, Internet, computer reservation systems, databases, spreadsheets, information boards, electronic signage, audio-visual displays.</p> <p>Group work:</p> <ol style="list-style-type: none"> <li>(a) identify where the above technology is used and</li> <li>(b) consider its impact on the delivery of customer service (skills, product knowledge, speed of service, accuracy, customer satisfaction, health and safety).</li> </ol> <p>Feedback to whole group.</p>                                                                                                                                                                                               | 1              |                                                                                                                                                                                                                                                                                                                                         |

| AO | Learning Outcomes                                                                              | Suggested Content/Teaching Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning hours | Resources                                                                                                                                                                                                                                                                                 |
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| 5  | To explain why product knowledge is an essential part of providing excellent customer service. | <p>Tutor led discussion: review of mystery shopper experience. What information was provided? How good was the employee's product knowledge? What difference did this make? What information do employees need to know?</p> <p>“Employees cannot know everything – but they need to know where to find it out!” Activity: to identify where information can be found and develop students research skills e.g. use of manuals, guides, Internet (so that they are able to provide accurate information to customers).</p> | 2-5            | <p>Internet</p> <p>Electronic and hard copies of:</p> <ul style="list-style-type: none"> <li>• OAG Flight Guides</li> <li>• Manuals</li> <li>• World Travel Guide</li> <li>• Directories</li> </ul> <p>Travel Planning Workbook (Columbus 2002).</p> <p>Worksheets prepared by tutor.</p> |
|    | To carry out research for Assessment Objectives 2, 3 and 5.                                    | <p>Tutors to guide candidates in their selection of appropriate organisations to research. Research techniques could include:</p> <ul style="list-style-type: none"> <li>▪ visits to organisations</li> <li>▪ research of websites</li> <li>▪ interviews key staff within selected organisations</li> <li>▪ review of information/literature provided by the organisation.</li> </ul>                                                                                                                                     |                |                                                                                                                                                                                                                                                                                           |

| AO                          | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                    | Suggested Content/Teaching Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning hours | Resources            |
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| 2<br><br><br>3<br><br><br>5 | <p>To investigate the products and services of <b>two</b> travel and tourism organisations and show how they meet the needs of different customer types.</p> <p>To explain how technology contributes to improved customer service (at <b>one</b> of the organisations).</p> <p>To identify the information employees need in able to be able to provide excellent service (at <b>one</b> of the organisations).</p> | <p><b>Assessment:</b> students to produce evidence to meet Assessment Objective 2, 3 and 5.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |                      |
| 4                           | <p>To identify the importance of tone of voice and body language when communicating.</p>                                                                                                                                                                                                                                                                                                                             | <p>Tutor led input: tutor to silently role-play different expressions (e.g. a smile, thumbs up) and candidates to write down what is being expressed.</p> <p>Group work: tutor to prepare small cards/sheets of paper on which one word is written e.g. angry, happy, frustrated, desperate, cold, hot, sad, upset. Cards to be face down. Students to take turns to select a card and (<u>without using any words</u>) communicate the word written on the card to the group. The group must guess what the students is feeling/'saying'.</p> <p>Pair work: candidates to say one expression and see how many different things it can mean. For example, 'No' could mean 'absolutely not', 'I don't think so' or 'I don't believe you' depending on how it is said.</p> <p>Tutor to summarise key point: communication is through using words (7%), the tone of voice (38%) and body language (55%).</p> | 1              | Plain pieces of card |

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| 4  | To identify the importance of first Impressions.               | <p>"You never get a second chance to create a first impression."</p> <p>Brainstorm: What creates a first impression?<br/>Discussion: types of greetings, impact of body language and personal presentation, importance of cleanliness (of office and self); benefits of a uniform.</p> <p>Student activity: investigate the requirements of an airline for their cabin crew in respect of personal appearance (e.g. hair, nails, makeup, body piercing) and uniform.</p> | 2              | A set of pictures of customer situations, e.g. serving customers, queues, airport environment, check-in desk, hotel reception, hotel pool bar, etc. Students to give their first impressions.                                                                                                                                                                 |
| 4  | To demonstrate excellent questioning techniques.               | <p>Tutor led input: types of questions (open, closed, reflective and leading).</p> <p>Student activity: changing closed questions into open questions.</p>                                                                                                                                                                                                                                                                                                               | 2              | Dale, G <i>Travel and Tourism</i> , Heinemann, 2005, page 164/5.                                                                                                                                                                                                                                                                                              |
| 4  | To identify active listening techniques.                       | Questionnaire to establish listening skill. Role play – active listening.                                                                                                                                                                                                                                                                                                                                                                                                | 2              | Dale, G <i>Travel and Tourism</i> , Heinemann, 2005, page 163.                                                                                                                                                                                                                                                                                                |
| 4  | To demonstrate excellent face to face customer service skills. | <p>Review of mystery shopper activity and 'elements of excellent service'.</p> <p>Student activity: role-play customer service skills. Students can work in pairs to developed scenarios.</p>                                                                                                                                                                                                                                                                            | 2              | <p>Tutors should refer to the Guidance on assessment and evidence requirements on pages 58-59 in the 2006 Syllabus document.</p> <p>Appropriate props e.g. brochures, manuals, desks and chairs.</p> <p>Dale, G and Oliver, H. <i>Travel and Tourism</i>, Hodder, 2000.</p> <p>Dale, Marvell and Oliver GCE AS Travel and Tourism for Edexcel, Heinemann.</p> |

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|    |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                | Blackman, Smith, Rowe and Stewart, <i>Travel and Tourism AS for OCR</i> , Heinemann.                                                                                                                                                                                |
| 4  | To identify and demonstrate excellent written communication skills.                          | <p>Tutor led input:</p> <ul style="list-style-type: none"> <li>▪ types of documentation - letters memos, reports</li> <li>▪ use of different documents</li> <li>▪ structure of documentation</li> <li>▪ language, terminology</li> <li>▪ formality.</li> </ul> <p>Emails – their use, advantages and disadvantages as a communication method. Students to annotate errors on documents supplied by tutor. Student activity: production of documentation in response to scenarios prepared by tutor.</p> | 4-6            | <p>Dale, G and Oliver, H. <i>Travel and Tourism</i>, Hodder, 2000.</p> <p>A selection of memos, letters, reports, faxes, emails.</p>                                                                                                                                |
| 4  | To identify and demonstrate excellent telephone skills.                                      | <p>Tutor input: telephone skills. Visit to school/college reception area to see demonstration of switchboard and telephone communication skills.</p> <p>Video: Telephone behaviour.</p> <p>Student activity: role play travel and tourism situations to demonstrate telephone skills.</p>                                                                                                                                                                                                               | 2              | <p>Tutors should refer to the Guidance on assessment and evidence requirements on pages 59 in the 2006 Syllabus document.</p> <p>Dale, G and Oliver, H. <i>Travel and Tourism</i>, Hodder, 2000.</p> <p>Telephone behaviour (VideoArts).</p> <p>Two telephones.</p> |
| 4  | Demonstrate excellent customer service skills in <b>three</b> travel and tourism situations. | <b>Assessment:</b> students to produce evidence to meet Assessment Objective 4.                                                                                                                                                                                                                                                                                                                                                                                                                         |                |                                                                                                                                                                                                                                                                     |



| AO | Learning Outcomes                                                                                                                                                             | Suggested Content/Teaching Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learning hours | Resources                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 6  | <p>To identify the methods used by travel and tourism organisations to evaluate their customer service levels.</p> <p>To identify why each evaluation method may be used.</p> | <p>Tutor led discussion: why must organisations evaluate their customer service levels? How do they do this?</p> <p>Use of case study to exemplify use of Focus groups.</p> <p>Group task: What are the advantages and disadvantages of each method of evaluation?</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>▪ collection of customer cards, feedback sheets and questionnaires from travel and tourism providers</li> <li>▪ comparison of evaluation criteria</li> <li>▪ production of a questionnaire for a travel and tourism provider.</li> </ul> <p>Internet research: research of complaints procedures from one airline, one hotel and one tour operator. How do they vary? Students to write a complaints procedure for a local provider.</p> | 2 - 4          | <p>Dale, G and Oliver, H. <i>Travel and Tourism</i>, Hodder, 2000.</p> <p><a href="http://www.amstat.org/sections/srms/brochures/focusgroups.pdf">www.amstat.org/sections/srms/brochures/focusgroups.pdf</a></p> <p>Internet access<br/> <a href="http://www.virgin.com/aboutvirgin/gettingintouch/howtocomplain/default.asp">http://www.virgin.com/aboutvirgin/gettingintouch/howtocomplain/default.asp</a></p> |
| 6  | Investigate how travel and tourism organisations evaluate their customer service levels.                                                                                      | <b>Assessment:</b> students to produce evidence to meet Assessment Objective 6.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |                                                                                                                                                                                                                                                                                                                                                                                                                  |