

CFACSD5 (SQA Unit Code – FE2M 04) Buddy a colleague to develop their customer service skills



Overview

This Standard is part of the Customer Service Theme of Development and Improvement. This Theme covers activities and approaches that play a vital part in customer service by seeking and implementing improvements and developments. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers.

In customer service roles it is often useful to have a 'buddy' relationship with somebody who has more experience of the same customer service situation. If you are asked to buddy a colleague who is learning customer service aspects of their job, you need to approach that responsibility in an organised way. This Standard is about how to be a good buddy by working alongside your colleague and providing them with constructive feedback and support. You do not need to be more senior than your colleague or their supervisor to act as a customer service buddy.

CFACSD5 (SQA Unit Code – FE2M 04)

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Performance criteria

Plan and prepare to buddy a colleague

You must be able to:

- P1 agree with your colleague aspects of their work which may benefit most from your buddying support
- P2 your understanding of your colleague's job tasks and responsibilities using reliable sources
- P3 clarify the customer service image and impression your colleague should present in their job
- P4 arrange times when it will be most helpful to work alongside your colleague
- P5 plan details of a buddy session to support your colleague on the job

Support your buddy colleague on the job

You must be able to:

- P6 agree with your colleague where you will be placed near them when buddying them on the job
- P7 ensure your presence when your buddy is dealing with customers does not detract from effective customer service
- P8 carry out customer service tasks in the presence of your buddy colleague to set an example they can follow
- P9 observe your colleague closely to identify what they do well and areas in which they could improve
- P10 discuss each customer transaction briefly when there is time available between dealing with customers to identify approaches that work well and areas for improvement
- P11 praise your colleague on aspects of their work which they have carried out well
- P12 explain to your colleague ways in which they can improve their customer service performance
- P13 make notes on your colleague's strengths and areas for development that you can discuss with them

Provide buddy support off the job

You must be able to:

- P14 arrange suitable times to meet with your buddy colleague when they are not directly engaged with customers
- P15 identify areas of general interest that help to establish rapport with your buddy colleague
- P16 use notes made when observing your colleague to discuss positive and negative aspects of their performance
- P17 agree actions your buddy colleague can take to improve their customer service performance
- P18 offer hints and tips on effective customer service actions to your buddy colleague drawn from your own experience

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Knowledge and understanding

You need to know and understand:

- K1 the tasks in your buddy colleague's job
- K2 areas of the job that benefit most from buddying support
- K3 the customer service image and impression that should be presented in your buddy colleague's job
- K4 the best times at which to work alongside your buddy colleague
- K5 ways to work alongside your buddy colleague without intruding on the customer relationship
- K6 techniques for giving positive feedback and constructive criticism to your buddy colleague
- K7 the importance of establishing an effective rapport with your buddy colleague
- K8 options for actions your buddy colleague can take to improve their customer service performance

CFACSD5 (SQA Unit Code – FE2M 04)

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SQA Evidence Requirements to Support this Unit

This Unit is designed to assess the skills and knowledge of candidates in the workplace. Candidate evidence should be generated under workplace conditions (**either paid or voluntary**) and evidence must be generated with different customers on different occasions over a sufficient period of time.

Observation should be the primary and preferred source of evidence of competent performance wherever possible. Observation of candidate performance will be supported by other methods of assessment which may include:

- ◆ witness testimony
- ◆ questioning
- ◆ candidate statement
- ◆ professional discussion
- ◆ product and photographic evidence,
- ◆ relevant active documentation, reports, presentations and
- ◆ other valid evidence which relates directly to learner performance under workplace conditions

A combination of performance and knowledge evidence is required to enable the assessor to confirm that the learner is competent.

Simulation should only be used in exceptional circumstances and it should only be for small parts of the Unit. Simulated assessments **must** be undertaken in a realistic working environment (RWE). A RWE is 'an environment which replicates the key characteristics in which the skill to be assessed is normally employed'. The RWE must provide conditions that are the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in the Assessment Strategy for Customer Service SVQs at link: <http://www.sqa.org.uk/sqa/16732.html>

SQA's Guide to Assessment is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment. The Guide to Assessment can be downloaded free from SQA's website www.sqa.org.uk

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Developed by Skills CFA

Version number 2

Date approved January 2013

Indicative review date January 2016

Validity Current

Status Original

Originating organisation Skills CFA

Original URN CFACSD5

Relevant occupations Customer Service Occupations

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Suite

Customer Service (2013)

Key words

Buddying; colleagues; develop skills; relationships; learning; working together; constructive feedback; customer service; contact centres; improve; develop; communication; problem solving; behaviours; work with others; teamwork; giving information