

## CFACSA8 (SQA Unit Code – H9XN 04) Make customer service personal



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### Overview

This Standard is part of the Customer Service Theme of Impression and Image. This Theme covers the Customer Service behaviours and processes that have most impact on the way your customer sees you and your organisation. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers.

Research has shown that customer satisfaction increases if your customer feels that they have been treated in a way that recognises their own personal needs. When you are delivering customer service you often deal with a large number of customers who seem to be the same, but it is important to remember that each customer is an individual. Anything you can do to make each customer feel that they have had your complete attention and have been dealt with personally increases their sense of satisfaction. This Standard is about how you can help your customers feel that they have experienced a service that focuses on them as an individual. When you work with a customer you need to make them feel that it is on a 'one to one' basis, that you care what happens to them and that you respect them as an individual.

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#### Performance

#### criteria

*You must be able to:*

#### Identify opportunities for making customer service personal

- P1 identify which of your organisation's systems or procedures allows you to add a personal touch to your service
- P2 observe and listen to your customer carefully for signs that will guide how you personalise the service
- P3 let your customer know that you understand and that you are there to help
- P4 identify opportunities to help or direct your customer outside of normal routines and procedures
- P5 identify customers with particular needs who would especially appreciate personal service
- P6 balance the time you take when giving individual attention to one customer with the needs and expectations of other customers
- P7 make extra efforts to show how willing and able you are to give a more personal service

#### Treat your customer as an individual

*You must be able to:*

- P8 greet and deal with your customer in a way that respects them as an individual
- P9 focus your attention on the customer you are dealing with
- P10 always communicate with your customer in a friendly and open way
- P11 use your customer's name when it is known and appropriate
- P12 follow your organisation's guidelines about giving your customer your own name and contact details
- P13 concentrate on building a 'one to one' relationship with your customer by making them feel valued and respected

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#### Knowledge and understanding

*You need to know and understand:*

- K1 how use of your customer's name makes service more personal
- K2 personality types and their receptiveness to personalised services
- K3 types of personal information about customers that should and should not be kept on record
- K4 features of personal service that are most appreciated by customers with individual needs
- K5 body language and approaches to communication that are generally interpreted as open
- K6 your organisation's guidelines on actions that are permissible outside of the normal routines and procedures
- K7 your own preferences and comfort levels relating to how you are willing and able to personalise service
- K8 the boundaries beyond which personal customer service may be seen as inappropriate
- K9 how to assess your customer's reaction to personalised customer service
- K10 how to gain information about a customer's preferences, including through social media

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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](http://www.sqa.org.uk)

## **CFACSA8 (SQA Unit Code – H9XN 04)**

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<b>Developed by</b>	Skills CFA
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<b>Version number</b>	2
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<b>Originating organisation</b>	Skills CFA
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<b>Original URN</b>	CFACSA8
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<b>Relevant occupations</b>	Customer Service Occupations
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## **CFACSA8 (SQA Unit Code – H9XN 04)**

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**Suite**

Customer Service (2013)

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**Key words**

Communicating; giving respect; personal touch; customer service; communication; problem solving; behaviours; work with others; team working; balancing time; relationship building