

**CUSTOMER SERVICE TRAINING
CURRICULUM**
A Work Readiness Training Program
Utilizing PBS LiteracyLink's *Workplace Essential Skills*
Prepared by
Jefferson County Public Schools Adult and Continuing Education Division

- The following is a basic curriculum for a 12 ½ hour work readiness skill building, assessment-based program, designed to instruct and prepare older-youth and adults on the essential entry-level work readiness skills required to successfully get and keep a job.
- The program has five modular sessions plus an orientation that provide instructional assistance in the following key areas:
 - Preparing for work (orientation)
 - Customer service training
 - Communicating with coworkers and supervisors with emphasis on situational problem solving
 - Teambuilding, identifying and overcoming barriers to keeping a job
 - Ready for work – wrap up and review.
- An end of course assessment will be required of each participant in order to continue on to the WST (Work Search Training) portion of the program. 80% accuracy on the final assessment is required for advancement.
- Program completion will be based upon: attendance, completion of assignments, class participation, an 80% assessment score, and overall skill build knowledge base acquired from this 12 ½ hour course.
- The interpersonal, problem solving, and communications skills addressed in this program should enhance a participant's ability to succeed in earning the National Work Readiness Credential.

To order, or to request more information about **Workplace Essential Skills**, visit the LiteracyLink® website at www.pbs.org/literacy, or contact KET at 800.354.9067 or online at www.ket.org.

MODULE 1

PREPARING FOR WORK (Orientation)

- Participants are introduced to essential skills required to be ready for work, and to get acquainted with other students, the instructor, and the course overview.

Learning Objectives: Participants will:

- Learn ground rules for success in CST (Customer Service Training).
 - Register and preview (on-line) LiteracyLink.
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- Welcome, introductions, ice breaker, and ground rules. 15 minutes
 - Provide course description (days, time of class). Media used: video, discussion, workbook, LiteracyLink, and role-play activities. 5 minutes
 - What do employers expect workers to be able to do? Discuss **Work Readiness Credential** Profile (Handout) & National WRC Test. 10 minutes
 - What is customer service? How do we provide quality service? 10 minutes
 - Video selection: KET Workplace Essential Skills *Orientation* to Workplace Essential Skills Program. 15 minutes
 - Break 15 minutes
 - LiteracyLink: Register and preview Internet activities. 30 minutes
 - On-line (LiteracyLink) Activity. Unit 12: Communicating with Customers. 30 minutes
 - Handout and discussion: How can we improve customer service? 10 minutes
 - Exercise (A-Z) Quality Customer Service Attributes. How many can you get? 10 minutes
 - Wrap-Up and Preview Module 2 (Customer Service). 5 minutes

Approximate Time: 2 ½ hours

Supplies Needed:

- TV, VCR, DVD Player, computers with Internet access.
- White board or flip chart, and markers.
- Pens, pencils for each participant.
- Student workbooks for each participant.
- Spiral note paper for each participant.
- 3 ring binder, with session specific tabs, for each participant.
- Name tags (sticky) for each participant.

MODULE 2

CUSTOMER SERVICE TRAINING

- Participants are introduced to the concept of *CUSTOMER SERVICE*.

Learning Objectives: Participants will learn how to:

- Provide quality customer service.
- Observe and practice positive customer service skills developed through class participation, role-playing, video instruction, and workbook usage.

- Welcome and ice breaker. 5 minutes
- What is customer service? 15 minutes
(Positive characteristics, body language, active listening...)
- Video selection: KET Workplace Essential Skills Communication
Scene Select: Language of Work: Veronica's First Day 15 minutes
- Supporting workbook exercise: KET Workplace Essential Skills
Communication and Writing. Communicating with Customers. (40-41) 25 minutes
- Participant (team) role-play(s):
 - Telephone & in-person
 - Customer service issues20 minutes
- Break 15 minutes
- Supporting Workbook Exercise: KET Workplace Essential Skills
Communication and Writing. Communicating with Customers. (84-87) 25 minutes
- On-line (LiteracyLink) activity. Unit 12: Communicating with Customers 30 minutes
- Handout: Take Away Tips for Customer Service Providers.
- Wrap-up and preview of Module 3. 5 minutes

Approximate Time: 2 ½ hours

Supplies Needed:

- TV, VCR, DVD Player, computers with Internet access.
- White board or flip chart, and markers.
- Pens, pencils for each participant.
- Student workbooks for each participant.
- Spiral note paper for each participant.
- 3 ring binder, with session specific tabs, for each participant.
- Name tags (sticky) for each participant.

MODULE 3

COMMUNICATING WITH CO-WORKERS & SUPERVISORS (With Emphasis on Situational Problem Solving)

- Participants are introduced to the concepts of effective communication and situational problem-solving in order to develop essential skills necessary for being successful in any workplace environment.

Learning Objectives:

- Participants will learn how to:
- Express themselves clearly.
 - Become an active listener through class participation, role-playing, video instruction, LiteracyLink and workbook usage.

- Welcome, ice breaker, and reference to prior instruction. 5 minutes
- What is communication? Why do we need it at work? 10 minutes
- Supporting workbook exercise: KET Workplace Essential Skills *Before you Watch. Communication and Writing. Communicating with Customers. (31)* 2 minutes
- Video Selection: KET Workplace Essential Skills *Communication Communicating with Co-Workers: Story Segment (1-6) Ad Agency* 15 minutes
- Discussion and supporting workbook exercise: KET Workplace Essential Skills *After you Watch. Communication and Writing. Communicating with Co-Workers. (35-37)* 15 minutes
- Break 10 minutes
- LiteracyLink. Unit 10: Communicating with Co-Workers & Supervisors 30 minutes
- Vocabulary for Communicating with Co-Workers & Supervisors. *Communication and Writing. Communicating with Co-Workers. (34)* 5 minutes
- Tips for Focusing. & Exercise. *Communication and Writing. (37)* 15 minutes
- Active Listening (Tips...Focusing)
Role Play (Pages 42 & 43) 20 minutes
- Resolving Conflict (Co-Workers & Supervisors)
Exercise (Pages 44 & 45) 20 minutes
- Wrap-up and preview of Module 4. 5 minutes

Approximate Time:

2 ½ hours

Supplies Needed:

Consistent with other sessions.

MODULE 4

TEAM BUILDING, IDENTIFYING AND OVERCOMING BARRIERS TO KEEPING A JOB

- Participants are introduced to the concepts of effective team building, as well as understanding the importance of identifying and overcoming barriers not only to keep a job, but to gain essential skills necessary for upward mobility in any workplace environment.

Learning Objectives: Participants will learn how to:

- Work as part of a successful *TEAM*.
- Identify “success” barriers, and ...
- Develop positive solutions to success barriers.

- Welcome, ice breaker and review prior instruction. 5 minutes
- Video Selection: KET Workplace Essential Skills *Communication*
Communicating with Co-Workers: Looking for Solutions. 15 minutes
- Discussion (Video Selection) 10 minutes
(Listen Actively, Trust & Respect, Stay on Task)
- Developing Team Skills Exercise. *Communication and Writing*.
Communicating with Co-Workers. (56 & 57) 20 minutes
 - Six Steps to Teamwork
 - Building a Teamwork Approach
 - Evaluating your teamwork qualities
- Break 10 minutes
- Being Part of an Effective Team. *Communication and Writing*. (64) 20 minutes
 - Leadership Skills
 - Interpersonal & Problem Solving Skills
- Work Skill Exercise. *Communication and Writing*. (66 & 67) 20 minutes
- Overcoming the Barrier of the Difficult Customer. *Communication and Writing*. (84 & 85) 25 minutes
- Take charge of your own training. Employment Workbook. (148 & 149) 15 minutes
- Wrap Up and Preview 5 minutes

Approximate Time: 2 ½ hours

Supplies Needed: Consistent with other sessions.

MODULE 5

READY FOR WORK (WRAP UP & REVIEW)

- Participants will be an active part of class discussion as each session is reviewed. Specifically, the review and focus will remain on the importance of “*good*” customer service. In addition, there will be an emphasis on effective problem solving, active listening, team building, and conflict resolution skills in order to be successful on our program completion assessment and to become an effective member of our entry-level workforce.

Learning Objectives: Participants will *review* how to:

- Work as part of a successful *TEAM*.
 - Identify success barriers.
 - Develop positive solutions to success barriers.
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- What is quality customer service? 15 minutes
(Positive characteristics: active listening, empathy, body language)
 - Exercise (A-Z) How many customer service attributes can you name? 5 minutes
 - Reflect (various videos) Customer Service Mishaps & Affirmations (George & Nick compared to Gina & Hotel Reservationist) 5 minutes
 - Role-Play (“Student Elected” w/Partner or Group)
May be in-person or telephone scenario
(GOAL: To demonstrate technique & skills learned in CST) 20 minutes
 - Actively Listening, Speaking & Focus Skills Reminders (Communicating with Co-Workers & Supervisors. (16,17, 37&41) 5 minutes
 - Video Selection: KET Workplace Essential Skills *Employment Keeping A Job. Ready For Work.* 15 minutes
 - Discussion (Video Selection) 10 minutes
 - Video Selection: KET Workplace Essential Skills *Employment Keeping A Job. Learning At Work. It’s All About You!* 15 minutes
 - Motivational Remarks (support of above video selection). 5 minutes
 - * Administer final program assessment. 20 minutes

* Completion will be based upon: attendance, completion of assignments, class participation, 80% assessment score, and overall skill build knowledge attained from 12 1/2 hour JCPS program.

Supplies Needed: Consistent with other sessions.

CUSTOMER SERVICE TRAINING POST ASSESSMENT

Name _____

Date _____

Directions: Please circle the most appropriate answer.

1. Smiling is one way to make a positive impression with a customer. (True False)
2. Active listening is only required when working in a restaurant. (True False)
3. A “good” customer service representative will make alternative choices for their customer. (True False)
4. An effective way to approach a problem is:
 - (A) Complain to your boss.
 - (B) Ignore the customer’s odd requests.
 - (C) Offer a reasonable alternative solution to your customer or boss.
5. When working on a team:
 - (A) Only the project leader is responsible for success.
 - (B) Everyone on the team is responsible for success.
6. When learning a new job or working on a team project, it is important to:
 - (A) Ask your boss or team leader questions on anything that is not totally understood.
 - (B) Understand the importance of the order of steps to be completed.
 - (C) Find out where the break room is.
7. Communication is a give and take process. As a speaker it is your job to:
 - (A) Determine if the listener understands.
 - (B) Speak loudly and roughly in order to intimidate people into listening.
 - (C) Intentionally speak over a person’s ability to understand or communicate.
8. When using active listening skills, it is important to:
 - (A) Listen for key words, such as: (first, next, then and finally).
 - (B) Be thinking about what you’re going to eat for dinner.
 - (C) Interrupt the speaker’s focus by giving them examples of all of the other “stuff” you already know.
9. At work, many people use slang words, also known as “buzz” words or industry language. However, it is not important to know these terms in order to be successful in your workplace. (True False)

10. Supervisors criticize in order to:
- (A) Show you who's boss.
 - (B) Assist you in understanding a better or more effective way to do something.
 - (C) Feel good about themselves.
11. The main goal of resolving conflict at work is to achieve the company's goals. The first step to resolving conflict is:
- (A) Get mad and take it personally.
 - (B) Tell your boss or coworker that you don't like them any more.
 - (C) Identify the real underlying problem at hand.
12. A person's: (A) Age, (B) Gender, (C) Race, (D) Work Experience, or (E) All of the above, may effect the way he or she sees a problem. (True False)
13. When a misunderstanding occurs with a co-worker you should:
- (A) Be honest and admit there is a problem.
 - (B) Work together to come up with solutions.
 - (C) Avoid the co-worker you're having a problem with and talk to everyone else at work instead.
 - (D) Both A and B.
14. When a misunderstanding happens with a customer you should:
- (A) Apologize for the error and/or inconvenience and admit any mistake.
 - (B) Lie and tell them it was some else's fault.
 - (C) Ask them what you can do to make them happy with your product or service.
 - (D) Both A and C.
15. When working on a team it is important to:
- (A) Blame others when things go wrong.
 - (B) Take all the credit of a successful project for yourself.
 - (C) Share responsibility for both the success and challenges that occurred during the project.
16. When accepting a new job or project assignment, it is:
- (A) My supervisor's job to explain everything clearly to me.
 - (B) My co-worker's job to make sure I know what I'm doing.
 - (C) My responsibility to understand everything I am responsible for, and to ask questions when uncertain.

You have successfully answered _____ questions correctly for a score of _____ %.