

ASSESSMENT CHECKLIST

Role Play : Deliver Service to Customers

| OBSERVATION CHECKLIST | | | | |
|--|---|----------|------------|----------------|
| Performance Criteria | Assessment Outcomes/Evidences | C | NYC | Remarks |
| PC 1.1 Customers are greeted & acknowledged in a professional & courteous manner | 1.1a Acknowledged customer with eye contact and a warm smile spontaneously (i.e. within 5 seconds) | | | |
| | 1.1b Greeted customers in a friendly tone when approached for service or purchase, for example: "Good morning/afternoon/evening Sir/Madam" "Good morning, Mrs _____" "Merry Christmas." | | | |
| | 1.1c Offered to help customer. Eg: when not attending to customers or observed a customer who needs help or Invited customers to browse around, when customer indicated that they preferred to look around. | | | |
| PC 1.3 Customer service requirements are established through use of appropriate questioning and active listening techniques | 1.3a Used active listening to find out customer requirements, eg. Give full attention and observe customer's body language for cues, or Respond with verbal or body language eg. nod, "yes", "I see", maintain eye contact, or Rephrase to confirm what was heard | | | |

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| | <p>1.3b Asked questions to find out, clarify and confirm customer's needs, eg. Open questions to find out eg. What, When, Who, Where, Why and How</p> <p>or</p> <p>Closed questions to confirm eg. beginning with "Did..." "Can..." "Will..." "Is..." "Would" "Should", etc</p> | | | |
| <p>PC 1.7 Contact with customer is maintained until sale is completed</p> | <p>1.7a Maintained contact with customer until a sale is completed eg. attend to or inform customer where to find him or where he can look for assistance.</p> | | | |
| <p>PC 1.8 Customer is sent off appropriately and courteously according to store policy</p> | <p>1.8 Thanked customer and bid customer farewell with a friendly smile and tone of voice. Example: "Thank you." or "Thank you and see you again"</p> | | | |
| <p>PC 1.9 Verbal and non-verbal communications are used to develop rapport with customers during service delivery</p> | <p>1.9a Appropriate service friendly words are used during contact with customer, eg. Please, thank you</p> | | | |
| | <p>1.9b Displayed positive body language eg. smile when appropriate, warm tone of voice, maintain eye contact appropriately during the service delivery smile</p> | | | |
| | <p>1.9c Listened attentively and respond accordingly eg. nod when in agreement,</p> | | | |
| | <p>1.9d Ask questions to clarify customer requirements</p> | | | |

ASSESSMENT CHECKLIST**Oral Questioning: Deliver Service to Customers**

| ORAL QUESTIONS RECORD | | | | |
|--|---|---|-----|----------|
| Performance Criteria | | C | NYC | Comments |
| PC 1.2 Strategies are developed & used for dealing sensitively with customers from other cultures, countries & with other languages | <p>Q1) What are 2 ways that you can communicate with customers who are unable to understand your language?</p> <p>Ans) Able to describe 2 ways to communicate with customers: Examples are:</p> <ul style="list-style-type: none"> • Speak slowly and clearly • Use simple words/sentences • Use hand gestures to show what is meant • Listen attentively (such as key words) • Do sketches with paper/pencil • Bring and show products <p>Q2) What are 2 ways that you would not embarrass or offend customers from other cultures/countries?</p> <p>Ans) Able to describe 2 ways to deal sensitively with customers who are from other cultures, countries. Examples are:</p> <ul style="list-style-type: none"> • Do not use unhygienic habit, body language that seems rude eg. point finger at customer, touch inside nose/mouth before handling items of purchase, etc • Do not stand too close or too far • Do not appear impatient | | | |

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|--|--|--|--|--|
| | <ul style="list-style-type: none"> • Do not stare • Careful with choice of words. | | | |
| <p>PC 1.4 Customer service requirements are acted upon or referred to supervisor if necessary</p> | <p>Q3) Give 2 examples of services requested by customers that you must always check with your supervisor first?</p> <p>Ans) Was able to state 2 examples of services that should be referred to supervisor such as those that are beyond own limits of authority for approval or that are not stated in the store operating procedures eg. open a sealed product, refund, discount.</p> | | | |
| <p>PC 1.5 Possible problems are identified, anticipated and actions are taken to minimise the effect on customer dissatisfaction</p> | <p>Q4) What is a possible problem that might cause customer dissatisfaction?</p> <p style="text-align: center;">or</p> <p>Q5) What action can you take to prevent this problem from causing the customer to be dissatisfied?</p> <p>Ans) Able to state one possible problem and action in the product and service candidate would offer eg.</p> <ul style="list-style-type: none"> • Not advising extra charges that are not included in displayed price of purchase – advise customer and seek agreement • Not aware of waiting time for delivery or installation – advise customer and seek agreement on waiting time at home/office. • Not aware of product allergies/ side effects – check and advise customer • Not knowing how to use Loyalty cards – | | | |

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|---|---|--|--|--|
| | <p>check with customers for membership.</p> <p>Any other problem and appropriate action plan</p> | | | |
| <p>PC 1.6 Opportunities to deliver additional levels of service beyond the customers immediate request is recognised and acted upon</p> | <p>Q) Can you tell me 2 customer requests that you can turn into an opportunity to go the extra mile to delight the customer? (May prompt with "for example when customer request for items that are out of stock", if candidate needs further clarifications.</p> <p>Ans) Able to state at least 2 customer requests that could be turned into opportunity to delight customer eg.</p> <ul style="list-style-type: none"> • Offer to check with other branches for out-of-stock items • To help customer search for item required • Help customer carry the items to the cashier counter • Check for further information on merchandise • Or any other appropriate ways or personal experience in delighting customers | | | |

Assessment Outcome

This candidate performance was

COMPETENT

NOT YET COMPETENT

Assessor Name: _____

Assessor Signature: _____

Candidate Name: _____

Candidate Signature: _____

(by signing, the candidate is agreeing to accept the Assessment Outcome)

Feedback on Outcome: _____

Unit Code: RE-SCS-102

Unit Title: Interaction with Customers

Competency Element: Deliver Service to Customers

Instructions to Assessor

Background

Candidates are participants of the WSQ Interaction with Customers module:

This 30 minutes assessment session serves to confirm the competency of the candidate for the competency element of "Deliver Service to Customers"

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Overview of the Assessment

- The participants have been briefed on the criteria's expected from the performance of the role play under stimulated workplace environment.
- This is followed by the answering of the oral questions for ascertaining the knowledge part of the relevant PC's.
- The assessor is to assess the participant against all the Competency Elements (CE) and Performance Criterias (PC) outlined in the module (refer to Evidence Gathering Plan for more details).
- At the end of the assessment, the assessor is to give feedback on the performance of the candidate prior to awarding "C" or "NYC" status to the candidate
- The reasons for NYC status must be explained to the candidate and an appeal form must be submitted by the candidate in the event of any dispute
- The assessor must complete all documentations and submit relevant documents to the administrative officer.

Preparation

- The assessment is to be conducted in separate room or quiet place away from noise and eavesdroppers. It should be free from distraction and disturbances
- Ensured adequate resources are available for the conduct of role play and oral questioning session
- Familiarise yourself with the required performance criteria's, observation checklist, answers to oral questionings:
- Brief participants on role play script:
 - I. All the candidates are to be divided into groups of twos. One to role play as the service provider while the other to act as the customer.
 - II. Each candidate has to perform the 2 role plays and each should last for at least 3 minutes long.
 - III. After which, they are to swap places, and do it again.
 - I. Brief participants on oral questionings: Candidate will be considered competent if they can answer the oral questions correctly without prompting.

Brief candidates on expected outcome of assessment (C or NYC) and the procedures for appeal

Unit Code: RE-SCS-102

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Competency Element: Deliver Service to Customers

Instructions to Candidates

As part of the assessment, each candidate is required to:

- i. Perform 1 role play for 5 minutes each based on the script below.
- ii. Each candidate will be asked several oral questions to check on their understanding of the contents covered in the module.
- iii. Candidate will be considered competent when all the learning outcomes/ evidences are fulfilled as per assessment checklist.

Role Play Scenario

You are a service staff at a retail outlet. While arranging product display you notice a customer walk into your store. You acknowledge the customer and determine the customer requirements. The customer indicate his interest in buying a product, you share your product knowledge and suggest/recommend a suitable item matching the customer requirements.

The customer agrees to buy and you assist with the sales transaction. From the credit card, you find out that her name is Mrs Tan. You hand over her purchase, see her to the door and bid her farewell.

**** The End ****

Learning Guide Assessment 3

| Assessment Validation Report | |
|---|--------------------------------------|
| Name of Training Organization | SIRS |
| Course/qualification | WSQ Certificate in Retail Operations |
| Competency unit | Interact with Customer |
| Competency element | Deliver Service to Customers |
| <p>1. The purpose, focus, context of the validation exercise</p> <ul style="list-style-type: none"> To evaluate the quality of the assessment tools used for Interact with Customers Module Ensure the assessment decision is based on evidence criteria's established in the assessment checklist is consistent, accurate and valid Ensured Assessor are using consistent assessment method and judgment | |
| <p>2. People participating in validation process</p> <ul style="list-style-type: none"> Assessor Candidate SIRS lecturer Program Manager Director SIRS SIRS administrative staff WDA auditors Client organizations representatives | |
| <p>3. The Validation Approach(es)</p> <ul style="list-style-type: none"> Assessment Panel: For reviewing policy and operational matters <p>SIRS assessment team</p> <p>WDA auditors</p> <ul style="list-style-type: none"> Client Satisfaction Surveys: For collating feedback from end users on validity, reliability of assessment from: | |

Candidates
 Organisation

4. Materials needed for validation

- SIRS assessment policies and procedures
- Copies of Module learner / training / assessment guide
- PCs and CEs of module under WSQ framework
- Assessment Report
- Video of candidate role play, oral questionings

Assessment Validation Report

5. Assessment Method and Tools:

- Are the assessment methods appropriate to the candidates i.e oral, written skills, physical aspect
- Validity and Reliability of assessment method
- Are there reasonable adjustment inbuilt in the assessment i.e profile of candidates, physical and mental needs of candidate

6. Samples of Evidence

- How is the information on timing and method of assessment communicated
- Preparation of candidate
- How is the evidence criteria's collected and judged by the assessor
- How does the assessor provide feedback to the candidate
- Recording and reporting the assessment results
- Appeal procedures and reassessment process

Assessment Validation Report

Outcome of Validation:

Are the assessment tools ready for used in their current form? YES / NO

If NO, state the reasons for:

Validity eg The tool provides adequate opportunity for the candidate to demonstrate the underlying dimensions of competency..

Reliability eg. Assessor is consistent in administering methods to all candidates

Flexibility eg Accommodative to candidate special needs eg pregnancy

Fairness eg Assessor is objective and does not prejudice candidates eg race, religion

Recommendations: