



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 3.7: Handling Customer Complaints



INTRODUCTION

Annotation:

This lesson focuses on providing good customer service in difficult situations. Students will learn the types and effects of customer complaints, the importance of good customer service, and how to respond when customers complain.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

2 hours

Author:

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

- **CTAE-FS-3 Communications.** Learners use various communication skills in expressing and interpreting information
- **CTAE-FS-4 Problem Solving and Critical Thinking.** Learners define and solve problems, and use problem-solving and improvement methods and tools.
- **CTAE-FS-9 Ethics and Legal Responsibilities.** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Customers are critical for any company, business, or organization. It is important to provide excellent customer service. Customer service skills include being able to properly handle customer complaints to ensure customer satisfaction.

Essential Questions:

- What is customer service and why is it important?
- What is a customer complaint and why is it important to remedy complaints?
- What are the possible ramifications of failure to remedy complaints?
- What can be done to avoid or minimize customer complaints?

Knowledge from this Unit: Factual information.

- Students will be able to:
 - Define customer service.
 - List the effects of good customer service.
 - Explain how failure to remedy customer complaints affects the organization or business.
 - Describe the types and actions of customers who complain.
 - List common customer complaints.

Skills from this Unit: Performance.

- Prescribe ways to handle a customer complaint.
- Respond appropriately to customer complaints.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title:

- Handling Customer Complaints Unit Exam
- Handling Customer Complaints Roleplay
- Handling Customer Complaints Work Sheet
- Handling Customer Complaints Word Scramble

Assessment(s) Description/Directions:

Attachments for Assessment(s): Please list.

- Handling Customer Complaints Unit Exam
- Handling Customer Complaints Roleplay
- Handling Customer Complaints Work Sheet
- Handling Customer Complaints Word Scramble



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

- **CTAE-FS-3 Communications.** Learners use various communication skills in expressing and interpreting information
- **CTAE-FS-4 Problem Solving and Critical Thinking.** Learners define and solve problems, and use problem-solving and improvement methods and tools.
- **CTAE-FS-9 Ethics and Legal Responsibilities.** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

2. Review Essential Questions.

- a. What is customer service and why is it important?
- b. What is a customer complaint and why is it important to remedy complaints?
- c. What are the possible ramifications of failure to remedy complaints?
- d. What can be done to avoid or minimize complaints?

3. Identify and review the unit vocabulary.

Aggressive Customer – a customer who readily complains, often loudly and at length.

Chronic Complainer – a customer who is never satisfied and feels that there is always something wrong.

Clientele – the clients of a company or a business.

Coaching Session – when a manager trains employees how to properly handle given situations

Complaint – communication from a customer that alleges deficiencies after a purchase has been made

Customer Service – a company's ability to supply wants and needs to customers

Customer Service Representative – the person in a business or company that most often interacts with the customer before and after a transaction has occurred.

High-Roller Customer – a customer who expects the absolute best and is willing to pay for it; generally complains in a reasonable manner.

Manager – a person who has control or direction of a company or business.

Meek Customer – a customer who will generally not complain; most dangerous to businesses because they will complain to other people

Rip-Off Customer – a customer who wants to get something they are not entitled to receive; often responds with a repetitive “not good enough” response.

Troubleshoot – to determine what problems exist and how to correct them

4. Show the PowerPoint on Handling Customer Complaints and discuss the importance of good customer service.

5. After the PowerPoint, ask the students to identify the steps of creating good customer service. Discuss these with the students:

- Make eye contact and greet a customer to show you are available to provide them service as needed.
- You should have a good understanding of the product or service you provide, so that if a customer needs assistance, you are able to deliver a satisfactory response.
- Assume attentive posture to convey confidence and a helpful attitude.
- Smile often, if appropriate, or model the emotion that is suitable to the situation.

6. What is a customer complaint and what are the steps to handle one?

- Customer Complaint – communication from a customer that alleges deficiencies after a purchase has been made
- 8 Steps to Handle a Customer Complaint:
 1. Provide customers with the opportunity to complain.
 2. Give customers your full and undivided attention.
 3. Listen carefully.
 4. Ask key questions to fully understand the complaint.
 5. Agree that a problem exists; never argue.
 6. Apologize for the problem.
 7. Resolve the complaint.
 8. Thank the customer for bringing the complaint to your attention.

7. Show the Handling Customer Complaints Roleplay PowerPoint and review student responses in class.

8. Hand out Handling Customer Complaints Worksheet to students and place them in groups or pairs. Have two students volunteer to role play an example before the class. Have students practice what they would do in each given situation and be graded by the attached scorecard.

9. Lead students to discuss how customer service affects organizations and businesses based on what they have learned in the lesson.

- It is really important to provide good customer service that ensures most, if not all, customers are happy and become repeat customers.
 - Unhappy customers are not repeat customers and, worse, tell many others about their unhappy experience.
 - Arguing with a customer is a no-win situation and provides no profits – remember making a profit in business is the objective.
 - Unhappy customers reduce profits.
 - In organizations such as clubs, unhappy people leave and weaken the organization.
 - Not all customers can be satisfied – but most can be.
 - All employees should be trained in handling customer complaints – however, an employee should know when to consult their supervisor if a complaint escalates.

Attachments for Learning Experiences: Please list.

1. Handling Customer Complaints PowerPoint
2. Handling Customer Complaints Roleplay PowerPoint
3. Handling Customer Complaints Worksheet
4. Handling Customer Complaints Word Scramble

Notes & Reflections:

- Role playing in this activity can be a great learning tool. However, the teacher should monitor this activity closely.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title: Role Play Activity

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

- An extended role play activity should be used as a cumulating activity.
 - Ask administration, teachers, or other adults during their planning period to come to the class and assist. They should present a complaint to volunteer students. The students should work through the complaint for the best possible solution.
 - Students in the class should use the score card to score the volunteer students' responses.
- **Optional:** The teacher may ask the student to write a short paper on how good customer service is important to their future career field. This paper is intended for the student to determine that customer service is essential to all career fields.

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		