

Title	Employ customer service techniques to accommodate customer behavioural styles in a workplace		
Level	3	Credits	2

Purpose	People credited with this unit standard are able to: describe and apply customer service techniques to accommodate customer behavioural styles; and evaluate the effectiveness of the techniques used.
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Classification	Service Sector Skills > Service Sector - Core Skills
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Available grade	Achieved
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Explanatory notes

- 1 This unit standard can be assessed against in a real or simulated workplace.
- 2 Definitions

Active listening refers to the skills of listening such as questioning, reading and responding to body language, use of silence, paraphrasing, reflecting feelings, summarising.

Customer refers to both internal and external customers and refers to the recipient of goods and/or services.

Customer service refers to any action taken to meet customer needs and expectations in relation to provision of goods and/or services.

Customer service techniques refer to methods used to promote effective communication between customer and service provider.

Customer behavioural styles refer to observable, specific ways of customers interacting with the service provider. Customer behavioural styles may include but are not limited to:

 - *passive behaviour* refers to non-assertive behaviour whereby a person does not readily express his or her own feelings, thoughts, and opinions;
 - *aggressive behaviour* refers to behaviour whereby a person expresses his or her own feelings, thoughts and opinions forcefully, often without respect for the rights and needs of other people,
 - *passive-aggressive behaviour* refers to behaviour whereby a person signals feelings (usually anger), thoughts, and opinions in an indirect way;
 - *assertive behaviour* refers to behaviour whereby a person expresses his or her own feelings, thoughts, and opinions clearly and with ease.

Personal behavioural style refers to the candidate's predominant way of behaving in certain situations.

Workplace refers to any workplace, worksite and/or training or educational establishment.

Workplace requirements refer to documented policies and procedures or established protocols for workplace performance.

- 3 The following legislation and subsequent amendments provide reference, where needed, for this unit standard:
Privacy Act 1993
Human Rights Act 1993.
- 4 References
Katherine Fraser, Barbara Anderson. *Interaction for Action*, [NZIM Management Resource Series](#), New Zealand Pearson Education New Zealand Limited, 1995.
Mary Thoreau, Josephine Ellis, *Communication in Practice: Skills for the Workplace*, New Zealand. Pearson Education New Zealand Limited, 2001
Gillian Tasker. *Taking action: life skills in health education*, Ministry of Education (Wellington: Learning Media, 1994).
- 5 An assessment resource to support this unit standard can be found on the NZQA website at: <http://www.nzqa.govt.nz/for-providers/resources/index.html>.

Outcomes and evidence requirements

Outcome 1

Describe customer service techniques required to accommodate customer behavioural styles.

Evidence requirements

- 1.1 Characteristics of customer behavioural styles are described in terms of their effect on communication.
- Range passive, aggressive, passive-aggressive, assertive.
- 1.2 Candidate's personal behavioural styles are described.
- Range usual behavioural style, behavioural style when under stress.
- 1.3 Service techniques are described in terms of accommodating customer behavioural styles.
- Range customer service techniques may include but are not limited to – choice of language, active listening, conflict management, use of humour, body language;
evidence is required for two techniques for each behavioural style – passive, aggressive, passive-aggressive, assertive.

Outcome 2

Apply customer service techniques to accommodate customer behavioural styles and evaluate the effectiveness of the techniques used.

Range two different situations each with a different behavioural style.

Evidence requirements

2.1 Customer service techniques are applied in accordance with workplace requirements.

Range customer service techniques may include but are not limited to – choice of language, active listening, conflict management, use of humour, body language.

2.2 The effectiveness of the selected customer service techniques is evaluated in terms of accommodating different customer behavioural styles.

2.3 Adaptation of candidate's own behavioural styles is evaluated in terms of effectiveness in accommodating customer behaviours.

Planned review date	31 December 2015
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	16 June 1993	N/A
Review	2	25 October 1995	N/A
Review	3	24 March 1998	N/A
Revision	4	12 September 2002	N/A
Review	5	16 July 2010	N/A
Review	6	18 August 2011	N/A

Consent and Moderation Requirements (CMR) reference	0023
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.