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**SERVICE SECTOR - CORE SKILLS**  
**Attend to customer enquiries face-to-**  
**face and on the telephone**

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<b>level:</b>	1
<b>credit:</b>	2
<b>final date for comment:</b>	December 2005
<b>expiry date:</b>	December 2006
<b>sub-field:</b>	Service Sector Skills
<b>purpose:</b>	<p>This unit standard is for entry level people to industries where customer contact skills are required, and for the service sector in particular. People credited with this unit standard are able to: demonstrate personal skills required for positions involving customer contact; greet customer and/or visitor face-to-face and meet initial needs; attend to customer and/or visitor enquiries face-to-face; attend to customer and/or visitor requests over the telephone; and respond to customer and/or visitor complaints face-to-face and on the telephone.</p>
<b>entry information:</b>	Open.
<b>accreditation option:</b>	Evaluation of documentation by NZQA.
<b>moderation option:</b>	A centrally established and directed national moderation system has been set up by NZQA.
<b>special notes:</b>	<p>1 In this unit standard <i>enterprise requirements</i> refer to documented instructions about policy and procedures (including service level agreements and the application of legislation to enterprise situations). These instructions are available in the workplace, work site and/or training or educational establishment. Enterprise requirements may include but are not limited to - health and safety requirements, service delivery requirements, special needs requirements, customer complaints requirements.</p>

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- 2 Definitions  
*enterprise* refers to any workplace, work site and/or training or educational establishment;  
*customer* refers to both internal and external customers and refers to the recipient of goods and/or services;  
*customer and/or visitor enquiries* refer to requests for help. Enquiries may include but are not limited to - requests for information, requests for help in dealing with a complaint, requests for orders;  
*personal skills* refer to the skills required for customer contact in relation to hygiene, grooming, communication, and presenting a positive attitude;  
*positive customer attitude* refers to a genuine concern to assist customers, empathy, and a “can do” approach to meeting customer needs;  
*active listening* refers to the skills of listening. These skills may include but are not limited to - questioning, reading and responding to body language, use of silence, paraphrasing, reflecting feelings, summarising.
- 3 Legislative requirements may include but are not limited to - Privacy Act, 1993; Health and Safety in Employment Act, 1992; Human Rights Act, 1993; and subsequent amendments.
- 4 The following unit standard may be considered relevant to, and/or supportive of this unit standard, but is not a prerequisite entry unit standard: Unit 62, *Maintain personal presentation in the workplace*.
- 5 Assessments for this unit standard can be conducted in an actual workplace(s) or in environment(s) that closely reflect an actual workplace.
- 6 An assessment resource to support this unit standard can be found on the NZQA website at:  
<http://www.nzqa.govt.nz/providers/resources/index.html>

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**Elements and Performance Criteria**

**element 1**

Demonstrate personal skills required for positions involving customer contact.

**performance criteria**

1.1 Personal hygiene and grooming skills are identified and used in accordance with enterprise requirements.

Range: skills may include but are not limited to - body cleansing, clothes maintenance, hair care, make-up.

1.2 Communication skills are identified and used in accordance with enterprise requirements.

Range: skills may include but are not limited to - body language, active listening, giving information.

1.3 Positive attitudes are used in accordance with enterprise requirements.

Range: attitudes may include but are not limited to - enthusiasm, interest, helpfulness.

**element 2**

Greet customer and/or visitor face-to-face and meet initial needs.

**performance criteria**

2.1 Customer and/or visitor is greeted in accordance with enterprise requirements.

Range: greeting may include but is not limited to - smile, polite language, appropriate welcoming phrase, appropriate non-verbal communication.

2.2 Purpose of visit is ascertained using communication skills to elicit information in accordance with enterprise requirements.

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- 2.3 Customer and/or visitor initial needs are ascertained in accordance with enterprise requirements.
- Range: initial needs may include but are not limited to - notification of arrival to specific person/s, directions, collection of material, delivery of material.
- 2.4 Customer and/or visitor initial needs are met in accordance with enterprise requirements.
- Range: requirements may include but are not limited to - timeliness, accuracy of directions, courtesy.
- 2.5 Customers with special needs are identified and strategies for meeting their needs are demonstrated in accordance with enterprise requirements.
- Range: customers with special needs may include but are not limited to - people with disabilities as defined by the Human Rights Act.

**element 3**

Attend to customer and/or visitor enquiries face-to-face.

**performance criteria**

- 3.1 Communication skills are demonstrated in accordance with enterprise requirements.
- Range: requirements may include but are not limited to - active listening, information giving.
- 3.2 Customer and/or visitor enquiries are identified and attended to in accordance with enterprise requirements.
- Range: requirements may include but are not limited to - timeliness, accuracy, courtesy.
- 3.3 Instances where enquiries should be referred to experienced staff are identified and acted upon in accordance with enterprise requirements.

**element 4**

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Attend to customer and/or visitor requests over the telephone.

**performance criteria**

- 4.1 Call is answered in accordance with enterprise requirements.
- Range: requirements may include but are not limited to - timeliness, courtesy, clarity, personal identification.
- 4.2 Telephone communication skills are demonstrated in accordance with enterprise requirements.
- Range: requirements may include but are not limited to - active listening, giving information.
- 4.3 Customer and/or visitor details of caller are recorded in accordance with enterprise requirements.
- 4.4 Details of enquiries are noted and message is checked for accuracy with caller.
- 4.5 Request is responded to in accordance with enterprise requirements.
- Range: requirements may include but are not limited to - promptness, call-back timeliness, customer and/or visitor needs met.
- 4.6 Call is closed in accordance with enterprise requirements.
- Range: requirements may include but are not limited to - farewell statement, use of customer's and/or visitor's name, offer of further service, documentation.

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**element 5**

Respond to customer and/or visitor complaints face-to-face and on the telephone.

**performance criteria**

- 5.1 Customer and/or visitor complaint is acknowledged in accordance with enterprise requirements.
- Range: requirements may include but are not limited to - promptness, courtesy.
- 5.2 Information is obtained and noted in accordance with enterprise requirements.
- Range: requirements may include but are not limited to - accuracy, relevance, clarity of expression.
- 5.3 Complaint is referred to experienced staff in accordance with enterprise requirements.

**Comments on this unit standard**

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

**Please Note**

Providers must be accredited by the Qualifications Authority or a delegated inter-institutional body before they can register credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

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Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for providers wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

This unit standard is covered by AMAP 0023 which can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.