



Unit 3: Customer Service Provision in Hospitality

Delivery guidance

This unit gives your learners the opportunity to explore the principles of customer service within the hospitality industry. Your learners will develop an understanding of how to develop customer service in a hospitality organisation. They will learn how to make customers feel welcome and relaxed by meeting their needs and expectations. They should recognise the impact that excellent customer service can have on customers, staff and a hospitality business. Your learners will also develop methods for monitoring the delivery of customer service and methods for recommending improvements to customer service provision.

To complete this unit, your learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books.

You could use a range of delivery methods in this unit, such as:

- discussions, including, for example, class and small group discussions on customer service in hospitality
- individual or group presentations, covering, for example, different types of customer service provision
- role play scenarios, allowing learners to practise delivering various types of customer service provision
- videos or internet clips to illustrate a range of customer service situations.

Group work is an acceptable form of delivery, but you must ensure that each learner produces enough evidence on their own for assessment.

Learners will benefit from visits to different hospitality businesses and from involvement by local hospitality businesses in the course, so that they can gain an insight into how the businesses work. You could involve local employers by:

- inviting them as guest speakers
- asking them to be members of the audience for learner presentations
- asking them to contribute to case study material
- asking them to provide work experience for learners
- asking them to provide business materials as exemplars
- asking them to mentor your learners.

Approaching the unit

Learning aim A helps learners to understand how to supervise staff in a customer care situation. Encourage learners to investigate the different types of customers and their complex and diverse needs through research and visits. Learners need to understand the role of the supervisor in promoting excellent customer service and apply this knowledge in a practical customer service situation. Learners would benefit from listening to a guest speaker who has detailed knowledge about customer service operations. Where possible, introduce learners to the work setting in which they will be carrying out the practical assignment and refer to this for information for the role play exercises. You could also use real case studies from the work setting. Encourage learners to research local businesses to gain a better understanding of different customer service styles.

Learning aim B begins to focus on the skills learners need when working in a functional customer service setting, and learners will need to have access to a work setting through a simulated environment or a real workplace to complete this learning aim. Learners will be observed working in a team as a supervisor, and their performance will be recorded by the tutor. Customer feedback will also be encouraged and this, together with the tutor observations and self-reflection, will allow learners to make recommendations for improvement.

Learning aim C equips learners with the skills and tools needed to improve customer service. Learners will apply performance review techniques and suggest improvements to customer service provision. This learning aim follows on from the practical assignment in learning aim B and learners' suggestions for improvement should be based on their experiences in a work setting. Learners will benefit from researching similar businesses.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p>A Understand how to develop customer service in a hospitality organisation</p>	<p>A1 Customer service in hospitality</p> <p>A2 Customer service and meeting organisational objectives</p> <p>A3 Role of the supervisor in customer service</p>	<p>Written documentation evidencing how customer service operations must function and the benefits to customers and the business.</p>
<p>B Carry out supervision of customer service in different situations, using appropriate behaviours to meet expectations</p>	<p>B1 Customer service for diverse types of customer</p> <p>B2 Anticipate different customer needs and expectations</p> <p>B3 Customer service skills and behaviour</p> <p>B4 Deal with different customer requirements effectively</p>	<p>Observation records of delivering customer service to a diverse range of customers in a customer service setting.</p>
<p>C Explore methods to monitor and improve customer service performance</p>	<p>C1 Monitor and evaluate customer service performance</p> <p>C2 Indicators of improved performance</p> <p>C3 Implement measures to improve customer service</p> <p>C4 Improvement of future delivery of customer service</p>	<p>Written evidence of monitoring, implementing and improving customer service to include customer feedback forms, comment cards.</p>

Assessment guidance

An assignment is a distinct activity, completed independently by each learner, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors. All learners must independently generate individual evidence that can be authenticated.

The assessment for this unit is internal. The recommended assessment is through a maximum of three assignments

For learning aim A, provides an introduction to customer service in the hospitality sector; its link to hospitality organisation, organisational objectives and the role of the supervisor in customer service. Learners should be encouraged to investigate and produce independent written work explaining the key factors that affect customer service provision in a hospitality business. Learners should explore the impact of excellent customer service on a business and give a realistic explanation of the reasons why a hospitality business should manage customer expectations. Learners should demonstrate an understanding of the role of the supervisor in promoting excellent customer service.

To gain a Distinction, learners must evaluate and justify their explanations in detail. Learners will also show a thorough knowledge and understanding of how to develop customer service in a hospitality organisation and apply it in context.

For learning aims B and C, allow learners to demonstrate their customer service skills by using appropriate behaviours to meet the expectations of customers. Learners will also explore the methods used to monitor and improve customer service performance.

Learners should work in a customer service setting and demonstrate the communication skills required to meet customer needs. Learners will need access to a customer service setting and the correct paperwork and equipment for that setting. Learners will need to apply their knowledge and skills to deal appropriately with customer service situations. They will need to demonstrate an understanding of the key aspects of customer problems or complaints and show an understanding of the key methods and factors used by the business to deliver customer service. Learners will also need to explain how customer service is monitored and reviewed to improve the customer experience.

To gain a Distinction, learners will need to consistently demonstrate initiative, professionalism, responsibility and good communication and interpersonal skills to resolve customer situations successfully as they arise. Learners will need to deal effectively with customer behaviour and show a high degree of empathy within the limits of their responsibilities and accepted guidelines. Learners should consistently demonstrate initiative in understanding and solving problems in customer service situations in order to ensure an effective outcome for both the customer and the hospitality business. Learners should also make reasoned judgements to justify recommendations as to how customer service can be improved.

Evidence should be in the form of observation records and written evidence of their monitoring and improvement activities.



Getting started

This gives you a starting place for one way of delivering the unit, based on the recommended assessment approach in the specification.

Unit 3: Customer Service Provision in Hospitality
<p>Introduction</p> <p>Begin by providing an overview of the unit, what your learners will study, and how they will be assessed.</p>
<p>Learning aim A: Understand how to develop customer service in a hospitality organisation</p> <ul style="list-style-type: none">• You can begin the delivery of this learning aim by having a class discussion on what learners think the definition of customer service is. You can then explain the definition of customer service to learners. This could be in the form of a presentation showing examples of customer service and you could consolidate this by including a short video clip (there are quite a few available on YouTube and various company websites).• As a class, discuss learners' experience of customer service in hospitality. This will allow you to establish the existing knowledge of your learners. Ask how they feel good and bad customer service affected their experience. You can record the learner responses to see if the good experiences outweigh the bad experiences or vice versa. This record can be reintroduced in later lessons to reinforce the consequences of poor customer service. Discuss why the learners think that they remembered these particular situations.• Using a presentation, explain the different types of customers in hospitality (internal and external), and the needs and expectations of each type of customer, showing the learner how these needs and expectations may differ.• Ask learners to work in pairs to list as many different types of internal and external customers for a given hospitality businesses as they can. Then ask learners to present this information to the class. More customer types can be added to the lists during the presentation. You can use this information to design a handout for the class for private study.• Discuss each of the hospitality businesses previously given to learners and talk about the needs and expectations of each type of customer they identified. Ask learners to record their thoughts on the different service needs of each type of customer. Learners can then discuss the main differences between the types of customers and their service needs. Collate this information and give it to learners as a class handout.• Ask learners to write a report on the difference between customers and their service needs and why they differ. As an extension, learners can evaluate the different service needs.• Introduce learners to the changing needs of customers and explain how this could impact on their needs.• Ask learners to write a report on why customer needs are changing and the effect this will have on customer service.• Have a class discussion on the main aims of customer service. Use a presentation to show the aims of customer service (there are found in the specification). You can add more aims to make the presentation locally relevant. Large companies often provide training videos on their approach to customer service and what customer service means for their customers, and you could share some of these with the class.

- In pairs, ask learners to complete a tutor-designed worksheet on the features of customer service. Learners should give an example of each feature. Learners can present their work to the rest of the class. This will allow you to gauge their understanding of this topic.
- Hold a class discussion on learners' experience of poor customer service, asking learners to explain the consequences of poor customer service.
- Ask learners to work in small groups to explore the consequences of poor customer service through a range of case studies or scenarios. The case studies and scenarios should include a range of situations handled badly by customer service staff. Learners can present their work to the class.
- Deliver a presentation about the importance of exceeding customers' expectations to help learners understand why this is an important part of customer service. The presentation could begin by showing learners a video clip about meeting and exceeding customer expectations.
- Ask learners to discuss the benefits to a business of exceeding expectations. Learners could, in pairs, design a flow chart to show how exceeding customer expectations links to increased profit or improved reputation for a business. Learners can present the flow charts to the class to demonstrate their learning.
- Ask learners to write a report on the aims of customer service. As an extension task, learners can evaluate the consequences of poor customer service.
- Ask learners to investigate trends in customer service and discuss examples of any current trends they have experience of. Learners could be given a large hospitality business to investigate on the internet and asked to record any trends in customer service they can identify. Learners can feed back to the class and, as a class, you can identify common trends.
- Deliver a presentation to cover the range of trends in customer service listed in the specification.
- In small groups, ask learners to consider the term 'customer service standards'. What do they think of it? Ask each group to present their ideas to the class for discussion.
- Using a presentation, introduce learners to the customer service standard that will be used in the work setting they will be working in for the practical element of this unit. Encourage learners to ask questions to clarify their understanding.
- A guest speaker from a well-known hospitality business could speak to learners. The discussion should cover business customer service standards and their impact on the business and customer service. Learners should be encouraged to check their understanding with the speaker. Learners can take notes and write a report about the impact of good and bad customer service on a hospitality business.
- If a guest speaker is not available, learners can investigate customer service standards of large businesses in the area and record their findings. These can be shared with the group and learners can take notes and write a comparison of the different customer standards.
- Introduce learners to service level arrangements and complaint handling procedures.
- Learners could design a short training leaflet on customer service standards and their importance to a selected business. They should cover the objectives of the customer service standards, service level arrangements and complaint handling. Display the leaflets for the class to review. As an extension task, learners could evaluate the effect on the business if complaints are not handled correctly.
- As a class, discuss what learners think the role of a supervisor should involve when delivering effective customer service. Ask learners, in pairs, to discuss and record any issues they foresee

working in a team as the supervisor. Learners can feed back to the class and you could record the common issues and use them as the basis for a class discussion or exercise.

- Give learners case studies based on the learner-suggested issues with working in a team as the supervisor. Ask learners to produce a report explaining how a supervisor will deal with these issues. As an extension task, learners could evaluate the benefits to the supervisor of dealing effectively with issues. This exercise can be a formative assessment.
- Issue learners a tutor-designed worksheet that identifies the good customer service skills a customer service supervisor should display. Ask learners to complete the worksheet by giving examples of these skills in action in the workplace. Learners can present their ideas to the class. A video clip can be used to show learners the different behaviours a supervisor needs to display.
- Ask learners to work in small groups to design and deliver a short presentation on team goals and their benefits to a business and a team. Learners could collate a master presentation covering all the points. You can add any missing factors to the presentation if necessary. The presentation can then be issued to learners to use as reflective private study.
- Give learners tutor-designed role play cards, containing scenarios in which a team member does not demonstrate good customer service skills. Ask learners to work in small groups or pairs, one person taking on the role of the supervisor and a second person taking on the role of the team member. The supervisor must respond appropriately to the poor customer service skills. Learners should take turns being the team member and the supervisor. The rest of the group can complete observation forms and the supervisors can use their feedback to write points for improvement.
- Have a class discussion about effective and appropriate communication. Use body language exercises to show learners how non-verbal communication is important when dealing with people. Discuss with learners the appropriate language that needs to be used when delivering effective customer service.
- Ask learners to work in small groups to design and carry out a short role play showing how effective customer service can benefit a business. Learners should perform the role play for the class and receive feedback on the effectiveness of the customer service skills. The role play could be recorded and played back to the class.
- Use a tutor-designed worksheet to check understanding of the learning outcome.
- Ensure all learners are prepared for assessment prior to providing them with the assignment brief.

Learning aim B: Carry out supervision of customer service in different situations, using appropriate behaviours to meet expectations

- Begin this learning aim by asking learners to list as many customer types as they can. You can make one list by asking learners to feed back to the class and collating the responses.
- Using the list from the previous exercise, ask learners to group the customer types into the following categories:
 - internal
 - external
 - people with specific needs.Learners can then discuss their lists, explaining to the class why each customer type was placed in the chosen category. Discuss any responses that are incorrect and why.
- Discuss the personal skills a supervisor needs to deal with customer service problems. Ask individual learners to suggest situations that could be problematic, and as a class discuss ways to deal with each issue. You could use a video clip to show learners some customer service problems and how they can be resolved appropriately.
- Ask learners to work in pairs to resolve a tutor-designed customer service problem and act out the best way to handle the situation in front of the class. The class can feed back on the appropriateness of the method used to deal with each situation. Learners can use this feedback to make recommendations for improvements. As an extension task, learners can also justify their actions and evaluate the feedback. This exercise will consolidate learning and allow you to give feedback that will improve learners' customer service skills.
- Use a presentation to introduce learners to the concept of diversity as it relates to customer needs and the different situations learners will have to deal with when delivering customer service.
- Ask learners to work in pairs to identify situations in which customer needs must be addressed. These could include:
 - timing (urgent, non-urgent)
 - special requirements
 - health and safety
 - functions.There are more examples in the specification.
- As a class, discuss the range of disabilities that customers may have and consider how good customer service would respond to customers with disabilities. You can ensure all aspects of this topic are covered according to the needs of your learners by using a presentation to consolidate understanding. You could also include cultural requirements.
- You could use a presentation about the range of cultural requirements customers may have, according to your location, to introduce learners to the needs and expectations of customers with different cultural requirements. You could hold a class discussion and a question and answer session to consolidate learning.
- You could design a worksheet where learners must match customers with different disabilities to the most appropriate way to communicate. Learners can then explain their responses to the group, and you can make notes to be used as a class hand out on the information submitted. This should cover disabilities and cultural requirements.

- Set learners a role play exercise based on tutor-designed customer scenarios which covers cultural requirements. Learners must role play how they will deal with this situation to the class. The class can give feedback and positive reinforcement. You can collate this information to use as a class hand out or record the session for learner reflection. Learners can use this feedback to make recommendations for improvement. As an extension task, learners can justify their actions and evaluate the feedback.
- Introduce learners to the range of communication styles given in the specification through a class discussion. A presentation can then reinforce the importance of recognising each of these different communication methods.
- Ask learners to work in pairs to complete a tutor-designed worksheet to match communication methods to situations. Each pair could work on a different situation and present the reasons for their choice of communication method to the class. Their reasons could be recorded and given out as a class handout.
- Use a presentation to inform learners of the different barriers to communication and the importance of listening skills.
- As a class, discuss learners' experiences of barriers to communication or times when they have not been listened to. Encourage learners to explain how they felt and why this is an issue for effective customer service.
- You could have a class discussion on the importance of accuracy when dealing with customer requirements. The learners can feedback to the group, and this will allow you to check learning.
- Introduce the class to the work setting in which they will be working for the practical element of this unit. This will either be a simulated work setting or a real workplace. Encourage learners to ask questions and give them time to become familiar with the work setting. Demonstrate how to use any equipment correctly.
- Learners should practise working in the chosen work setting and be shown how the equipment works. Learners should be encouraged to ask questions to ensure understanding.
- Give the class examples of the paperwork used in the work setting where the practical element of the unit will be carried out. Explain how to fill out each form, give examples of potential situations and ask learners to complete the paperwork according to a given scenario. The forms should be collected in to ensure they have been completed correctly. Paperwork given out could include:
 - reservation forms
 - complaint forms
 - forms to record specific customer needs.
- Deliver a presentation on the situations learners will encounter during the practical element of this unit. This will allow learners to understand what they will be expected to do when working in a customer service situation. Learners should be reminded that they will be working as a supervisor. These situations could include:
 - different customer situations learners might face
 - the ability to keep accurate records
 - acting within the limits of the job role
 - dealing with problems that might arise
 - dealing with customer behaviour.

(More information is available in the unit specification.)

Encourage learners to ask questions in the class to confirm understanding.

- Please ensure all learners are prepared for assessment prior to providing them with the assignment brief. The next part of this learning aim is the practical assessment.
- Your learners should work in a functional customer service setting, leading a team to deliver excellent customer service. Learners should work during an event or function supervising customer service staff. Learners should keep copies of all paperwork they complete and a record of any jobs they undertake in this role. Inform learners about the skills they will need to show during the observation, including:
 - active listening
 - good questioning techniques
 - positive verbal and non-verbal communication skills
 - attention to detail
 - product knowledge
 - personal presentation.

The observation should be an accurate record of each learner's efforts. Encourage learners to ask questions to ensure their understanding before the practical task begins.

- Learners will need to be observed and a record of their performance, reflecting the work they do, should be kept. The observation records should be retained and given to learners to allow them to complete the final part of the assessment for this unit.
- Please ensure all learners are prepared for assessment prior to providing them with the assignment brief. The reflective account forms part of the assessment and learners should be given time to complete it before handing in to the assessor.
- Learners should work individually on a reflective account of their performance as a customer service supervisor. They should draw on their experiences of dealing with staff and customers to discuss the customer service skills they demonstrated. This reflective account could form part of the assignment for the unit. It should be marked, and feedback is given to the learners.

Learning aim C: Explore methods to monitor and improve customer service performance

- Begin this learning aim with a presentation discussing the importance of monitoring and evaluating customer service. Learners can then work in pairs to suggest who would give feedback on performance and in what format.
- Use a class discussion to establish the different methods that are used to monitor and measure feedback. You can also cover the importance of evaluating feedback to make improvements.
- Ask learners to work in small groups, with each group recording as many methods to monitor feedback as they can think of. The groups could then present their work to the class, and all the responses could be recorded to make a class handout.
- Ask learners to work in pairs to complete different types of feedback for a given role-play scenario. Pairs can then swap the feedback and discuss how they would deal with the information they have been given to improve customer service. The types of feedback should include:
 - mystery customers

- staff observations
- customer feedback
- informal comments.

More examples are available in the specification. Give learners feedback to ensure understanding.

- Hold a class discussion to consider how businesses can evaluate the effectiveness of customer service. You should discuss financial data, competitor activity and repeat business. Written questions and answers should be used to ensure understanding.
- Ask learners to research local companies that are similar to the one they will be working in for the practical element of this unit and investigate the feedback formats they use. Ask learners to share their research with the class. Learners can write about the different forms of feedback used and explain the benefit of each one. As an extension task, learners could evaluate each form of feedback and justify how they each benefit the business. This exercise will prepare learners for the assessment task.
- Use a presentation to introduce learners to the indicators of improved performance in customer service provision. Ask learners to design a diagram that shows all the factors that show improved performance of customer service. These diagrams can be displayed for comparison by learners.
- Use a presentation to introduce learners to the skills needed to effectively implement improvements in customer service. You can also talk to learners about how to support staff within their job role. Learners can then be informed about appraisal interviews, team meetings and staff feedback.
- Ask learners to work in pairs to record different communication methods that can be used to support staff. These methods can be discussed to ensure understanding and learners can be given a short role-play scenario to perform to the class. The class can then discuss how effective the communication was; for example, did it motivate the team and maintain team focus?
- A class discussion can be used to identify practices that can be used to improve customer service policies. A list should be collated and given to learners so that they can work in pairs to identify the pros and cons of each practice as an effective measure for improving customer service. Learners' thoughts should be discussed with the class.
- Use a presentation to introduce learners to core values and their importance. Learners can research the core values of local companies and share their findings with the class. Discuss the benefits of the different core values to a company, staff and customers and why core values are essential. Collate these core values for the following exercise.
- Give learners a list of core values. Ask them to work in pairs to adapt the values to meet different situations in hospitality businesses. Learners can then share their adapted values with the class, justifying the changes they have made. Discuss their ideas.
- Use a presentation to inform learners about mission statements and the importance of objectives to a business. Learners should be encouraged to review the centre's mission statement and discuss its purpose. Large companies in your area will have training videos or clips to explain these terms.
- Give learners a list of statements and ask them to work in small groups to identify whether they think each one is a customer service standard, a core value or a mission statement. This will allow you to gauge learners' knowledge.

- Please ensure all learners are prepared for assessment prior to providing them with the assignment brief.
- Learners should work individually to complete the final assignment. Learners should produce a written document discussing the most effective ways to improve customer care within the business that they were working in for the practical element of this unit. Learners should refer to the range of methods used to gather customer service information to support this assignment.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: The Hospitality Industry
- Unit 7: Supervise Food Service Operations
- Unit 8: Supervise Food and Beverage Service
- Unit 9: Supervise Alcoholic Beverage Service
- Unit 15: Front Office Operations
- Unit 16: Accommodation Operations
- Unit 18 Conference and Banqueting
- Unit 19 Events in Hospitality
- Unit 21: Technology and Digital Media in Hospitality
- Unit 23: Personal Selling and Promotional Skills for Hospitality.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International in Hospitality. Check the Pearson website at <http://qualifications.pearson.com/endorsed-resources> for more information as titles achieve endorsement.

Textbooks

Davis, B., Lockwood, A., Alcott, P. and Pantelidis, I., *Food and Beverage Management* (6th Edition), Routledge, 2018, ISBN: 9781138679313. An introductory textbook that provides coverage of financial aspects, including forecasting and menu pricing with examples of costings. This textbook is suitable for all learners.

Barrows, C., Powers, T. and Reynolds, D., *Introduction to Management in the Hospitality Industry* (10th Edition), John Wiley & Sons, 2011, ISBN: 9780470399743. An introductory textbook that provides an overview of all aspects of the hospitality industry. This textbook is suitable for higher-level learners.

Cousins, J. and Lillicrap, D., *Food and Beverage Service* (9th Edition), Hodder Education, 2014, ISBN: 9781471807954. An introductory textbook that covers customer service in practical hospitality areas. This textbook is suitable for all learners.

Videos

Customer service videos filmed in a realistic working environment are available on YouTube. They can illustrate customer service skills being played out in practice.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.