



JPPF Customer Service - Managers aid for staff assignment assessment

Assignment assessment:

If you have given staff an assignment to complete as part to their training, you will need to decide how that assignment is to be assessed.

It could be assessed by the manger or trainer, so you will need to know the answers. It could be part of the pre-training session work that a learner needs to merely think about before attending the session.

Here we suggest that managers discuss the completed assignment with staff directly and to support them have the following assignment aid giving model answers and possible considerations to the questions posed in the staff assignment.

A completed assignment provides a manager with both the information for assessment as well as opportunities for coaching and to identify any additional customer service training needs that could be incorporated into a training workshop.

Why is customer service important to you and your organisation?

What policies or objectives does your organisation have that address customer service?

Please describe

Managers will have to research and identify the policies or objectives that exist within their own organisation.

You will need to list these and be able to explain them to staff

These could be legislative articles, government policy or local goals and initiatives.
Consider why you wanted staff to undertake this training.

Who are your customers?

List all your customers. Think about both internal and external relationships.

Describe the difference between customers and clients.

Consider whether you treat people differently and why.

Standard customers/clients will be:

- Public
- Parties to proceedings
- Judiciary
- Police
- Crown
- Lawyers
- Stakeholders
- Other staff
- Ministry and ministers

Some models of customer service consider the customer to be the end recipient of the service i.e. the public or parties to the proceedings. Stakeholders involved in that process like lawyers or Police are classified as clients – they enable us to achieve an outcome for the customer.

Unlike the private sector, the public are compelled to use and adhere to Ministry processes and have no choice but to use our services.

Irrespective of whether they are a customer or a client, they should receive the same *level* of customer service and we should only treat people differently according to their needs.

What does good customer service look like?

Describe a time when you have received good customer service. Describe a time when you have received poor customer service.

Describe what made each interaction good/bad.

There are no right or wrong answers here – this is their perspective, but you should be looking for identification of the qualities or behaviours that affect customer service e.g. friendly, efficient, timely, cost effective, quality, helpful, knowledgeable and leads into the next question.

What are the components of quality customer service?

List and describe the components of quality customer service. What communication skills and techniques can you use, what attitudes or behaviours or actions.

Use the learner's scenarios from the question above about good or bad customer service experiences to tease out why they felt the experience to be good or bad. They should identify some of the following:

- Friendly, welcoming, polite
- Dealt with quickly and efficiently
- Respected
- Being listened to, paid attention
- Explaining things in easy to understand manner
- Presenting options
- Knowledgeable and willing to share
- Integrity – delivering on promises, same rules for everybody
- Honesty
- Consistency – same processes
- Attitude – willing to help, non-judgemental, can do attitude
- Active listening skills
- Empathetic, acknowledging the emotion
- Good value

What opportunities do you have to model quality customer service?

Think about the different opportunities you have to provide customer service –over the phone, by emails, at the counter, while in court, in writing by correspondence, within the office, directly or indirectly.

List each interaction and the different customers, then describe what they need or want from you.

Learners should present you with a list of interactions that will depend on their role. Each interaction will have similar customer service needs with only minor variation.

Use the table below as a guide:

Judicial officer	Respectful, helpful, quick and efficient, knowledgeable, honest, act with integrity
Public	Respectful, helpful, quick and efficient, knowledgeable, explains things in easy to understand language, presents options, empathetic, honest, act with integrity, willing to help
Stakeholder	Respectful, helpful, quick and efficient, knowledgeable, honest, act with integrity
Other staff	Respectful, helpful, quick and efficient, honest, act with integrity, willing to help

How do you know if you deliver quality customer service?

Have you received feedback? Do you seek feedback? Have you tried to copy some-one who is good?

After serving a customer, think about that interaction and reflect on how it went. Describe what you can improve on?

To get the best from staff, be ready to provide feedback on their performance.

If you are going to provide feedback, remember to be specific and describe what they were observed doing/not doing.

Have a list of training options or resources for self-improvement.