



Differentiated Instruction: Retail Council of Canada

Module 2, Customer Service

2.5 Maximize the sale

1.1 Give customer an appropriate greeting

1.2 Make the Shopping Experience enjoyable for customers

RSA Student Resource Pg 26, 27, 41

TEACHER INSTRUCTIONS:

Although this section is intended to address how a sales associate can create customer loyalty after a sale, we have moved it to the beginning of the unit so that students can learn about customer loyalty, and customer service.

PART 1

- Ask students if there is a store, or stores that they are loyal to.
- *Some students at this stage may not be loyal to any one store, you will have to ask them to think about what would make them loyal.
- Create a list on flipchart paper and post on the board.
- Give each student dot stickers. Ask them to put dots beside the ideas on the list that represent customer service.
- Draw attention that good customer service creates customer loyalty and often does not cost the store money.

PART 2

Watch the following clips representing customer service, both good and bad. You will want to check the links to make sure they are working and so that you can draw out the main ideas you would like to discuss.

5 Pieces diner scene

<http://www.youtube.com/watch?v=6wtfNE4z6a8>

Meet the parents Flight Attendant scene

<http://www.youtube.com/watch?v=LgkvlbsJrD0>

Ace Ventura Pet Detective – Opening scene

<http://www.youtube.com/watch?v=ZD2jprT8fLg>

Seinfeld – Jerry rents a car

<http://www.youtube.com/watch?v=9FIpLWUT3yw>

Pretty Woman – First attempt at shopping

http://www.youtube.com/watch?v=g_rlhF8NmKE&feature=related Start at the 9:00 minute mark

Pretty Woman – second attempt at shopping

<http://www.youtube.com/watch?v=j-6YCYFH2lY&feature=related> The whole segment

Pretty Woman – Vivian goes shopping with Edward

<http://www.youtube.com/watch?v=LGPbvOirz8I> The whole segment

Scenes from Fawlty Towers – British Television show – episodes available on youtube.

After each clip discuss as a class the elements of customer service. Some ideas for discussion:

- Summarize what the clip was about
- Do the students feel it was good customer service or bad customer service?
- How did the customer react?
- How might the customer service representative handle the situation to make it a more enjoyable experience?

PART 3

As a class create a list of how-to's for great customer service for new employees. By watching the videos first students without experience will be able to participate.

Students should complete the worksheet for their notes.

Module 2, Skill 1

1.3 Determine customer needs and wants

RSA Student Resource Pg 28 – 29

TEACHER INSTRUCTIONS

Have students complete the following activities to learn about needs and wants and different types of questions.

ANSWERS TO NEEDS, WANTS AND QUESTIONS!!!

2) *Do you know your questions?*

Match the following question types with their definitions

LETTER	QUESTION TYPE	DEFINITION
c)	Open-ended	a) Repeat statements as questions for clarifications
d)	Closed	b) Ask for more details
b)	Probing	c) Do not limit answers
a)	Mirror	d) Limit answers to yes, no, or other short responses

3) *Read the following examples and label what type of question each is:*

- What do you plan to use it for? Open-ended
- So you will need that by 8:00am on Monday August 6th? Mirror
- When do you need that by? Probing
- Will the software run on this network? Closed

Module 2, The Selling Process

1.4 – Present the product

1.5 – Overcome objections

1.6 – Offer alternative sales options

- 1.7 – Referring customer to other retailers
 - 1.8 – Upsell
 - 1.9 – Offer additional or related products
 - 2.3 – Inform customer of exchange and return policies
 - 2.4 – package the product appropriately
 - 2.6 – complete special orders
 - 2.7 – ship or deliver products to customers
- RSA Student Resource Pg 29 – 35, 40, 42

TEACHER INSTRUCTIONS

- Students will be presenting a product to the rest of the class.
- Students will be given a customer profile and a selection of three possible products. They will have to choose the best product to sell to their customer. As products that are offered by companies change, I have done one scenario to give you an idea. Before this lesson you would need to complete the scenarios by providing the three product alternatives for students to choose from. You are welcome to create new scenarios or modify the existing ones to better match your students.
- There are a total of 5 possible customers. If you have a class of 20, four students will have the same scenario. Students will most likely choose different products to sell based on their research and prior knowledge/experience.
- It is up to you how you want to assign scenarios.
- Students will research and create a presentation using guidelines from Pg 29/30
- Students will have to sell their product to the class, including responding to objections and upselling

Scenario 1

You are a retail sales associate at Canadian Tire. A female customer, approximately 35 years old, comes in looking for a toaster. Through discussion you find out she is married and has two children. She wants the toaster for her cottage. She tells you her cottage does not have a stove. Price is not an issue.

Product 1:

<http://www.canadiantire.ca/AST/browse/8/KitchenBath/2/Appliances/ToasterOvens/PRDOVR~0430856P/Bravetti%2B6-slice%2BConvection%2BToaster%2BOven.jsp>

Product 2:

<http://www.canadiantire.ca/AST/browse/8/KitchenBath/2/Appliances/ToasterOvens/PRDOVR~0430842P/Black%2B%2B4-slice%2Btoaster%2BOven.jsp>

Product 3:

<http://www.canadiantire.ca/AST/browse/8/KitchenBath/2/Appliances/Toasters/PRDOVR~0430834P/Hamilton%2BBeach%2BToaster%252C%2B4-Slice.jsp>

Scenario 2:

You are a retail sales associate at Canadian Tire. A male customer, approximately 20-25 years old comes in looking for a tent. Through discussion you find out that he wants to go camping for the long weekend with his girlfriend, who is not so fond of the camping idea. He doesn't have a lot of money, his maximum price is \$200 but he would love to spend less!

Scenario 3:

You are a retail sales associate at Canadian Tire. A teenage girl comes in. She is looking to buy her father a new car stereo for Father's Day. She tells you her dad has recently fixed up an older car, and that it only has a tape deck (and who has tapes anymore!) She has a part time job, so she has some money saved, about \$400, but would love to have some left over so she can go to Wasaga Beach with her friends at the end of the school year.

Scenario 4:

You are a retail sales associate at Canadian Tire. A teenage boy comes in. He needs to purchase a tool set for school. His dad has given him a \$100 to buy the best set with everything he needs.

Scenario 5:

You are a retail sales associate at Canadian Tire. A young couple comes in. They have recently bought a new house, with a spare bedroom. Which is great because her mother is coming to stay for a couple of weeks to help them get settled. They do not, however, have a bed for the spare room and her mother will not sleep on the floor. Buying the house was expensive and they do not have money to buy a real spare bed at this time. You need to help them find a suitable portable bed that they can afford.

SELLING A PRODUCT: MARKING SCHEME

REQUIREMENT	MARKS
Knowledge	6 marks total
Brief description of who the customer is	3
The three possible products	3
Application	20 marks total
Your chosen product: <ul style="list-style-type: none"> a. demonstrating the product features and benefits b. showing how this product matches your customers needs c. discuss any additional information that would encourage a customer to purchase, sales (including sale end date), warranties, sales promotions etc d. make sure the customer is aware of company exchange and return policies 	12
Evidence of Up selling OR Cross selling	5
Getting the product home: <ul style="list-style-type: none"> ▪ packaging ▪ shipping 	3
Thinking	12 marks total
Ability to overcome objections	8
Alternatives available to customers?	4

Module 2, Skill 2

2.1 Respond to Positive Buying Signals

2.2 Process the sale

RSA Student Resource Pg 39-40

TEACHER INSTRUCTIONS:

Go Venture offers a free POS simulation software that can be downloaded onto your computer. If you are on a networked computer you can contact Go Venture and they will send you a trial CD that has the POS software on it.

Using this software you can show students what a basic POS system looks like and have them work through payment scenarios.

You can make pretend money and have your students practice making change, or taking credit card information.

Option:

Some students may not have an understanding of how credit cards work. If you have the time you may want to have them complete the Understanding and Exploring Credit Cards assignment (based on a Visa Choices and Decisions lesson).

Module 2, Skill 3

- 3.1 Follow through on commitments to customers
 - 3.2 Maintain key information about customers
 - 3.3 Maintain customer contact
 - 3.4 Schedule personal appointments with customers
 - 3.5 Honour Manufacturers' Warranties
- RSA Student Resource Pg 44-47

TEACHER INSTRUCTIONS:

This section is primarily for those students who will be writing the exam. All students in the class can complete this exercise for their notes.

- Have students read the RSA Student Resource Pg 44-47.
- Students will complete the chart by writing down four things they have learned from the readings.
- When instructed, students will move around the room and find one student to talk with. They will share their four things, listen to the other persons four things and write down one of their partners ideas that they don't have and that they find relevant.
- This is repeated three more times.

The Share four, get one activity engages the brain as they are talking about what they have learned.

Module 2, Skill 3

- 3.6 Handle customer concerns and complaints
 - 3.7 Handle customer returns
- RSA Student Resource Pg 47 – 49

TEACHER INSTRUCTIONS*Part 1*

Group students into suitable groups for your class.

Read the following:

Even if you provide the best possible service, there will be times when customers will be unhappy. You will need to handle customer concerns and complaints well in order to be sure your customer's needs are met.

1. Give each group a piece of flipchart paper with the heading "Why would customers be unhappy and complain? Groups are to create a list of why customers would complain. Give a set time limit of 5 minutes. Play background music while students are working – this will assist the musical learners and make it difficult for groups to overhear each other!
2. Post these on the board and discuss as a class. Note the similarities and highlight unique ideas.
3. Give each group a piece of flipchart paper with the heading "How can you properly handle concerns and complaints?" Groups are to create a list of how they could handle the concerns and complaints. Give a set time limit of 5 minutes. Play background music while students are working – this will assist the musical learners and make it difficult for groups to overhear each other! Some ideas are:
 - Treat the customer professionally and with respect
 - Remain impartial, not showing favouritism for the customer or the store
 - Avoid arguing with the customer
 - Empathize with the customer
 - Handle a complaint with the same amount of interest as a sale
 - Allow the customer to fully explain the problem
 - Ask the customer to clarify what he or she wants done

- Contact your manager
- 4. Allow students to fill out worksheet for their notes.
- 5. Discuss as a class and create a list as to why a customer would want to return a product (if possible draw on their ideas if they or their friends or families have returned a product). Some ideas are:
 - Faulty
 - Decided they could no longer afford it
 - Found it cheaper somewhere else
 - Not exactly what they were looking for
 - Received it as a gift and already have one, or don't want it
 - Wrong size, colour etc
- 6. Discuss what the goals of the sales associate are when a customer returns a product and how they can achieve this.
 - Goals:
 - Use returns to maintain customer loyalty
 - Ensure each customer is treated fairly
 - Avoid negative word of mouth
 - How to accomplish these:
 - Determine the reason for the return
 - Adhere to the company's return policy
 - Turn the return into a new sale if appropriate
 - Allow students to fill out worksheet for their notes.

Part 2

Have students complete the customer service assignment. This assignment looks at posts to a CBC article about customer service. Students are to summarize posts and provide solutions as to how a company could fix, or avoided the situation.

Module 2, Skill 4

4.1 Balance responsible telephone service with in-store service

4.2 Convert telephone calls to sales

4.3 Take Telephone orders

RSA Student Resource Pg 50 - 54

Based on Tribes Activity: Novel in an Hour
Pg 305. Discovering Gifts in Middle School, Jeanne Gibbs

OBJECTIVES

- To work co-operatively in small groups to present what respect looks like in different situations by using drama, pictures, storytelling or other multiple intelligences
- To practice listening, respecting, and working together creatively

TEACHER INSTRUCTIONS

Have students glance over text book readings so they are familiar with the content.

INSTRUCTIONS

1. Play music
2. Have students "milling" around
3. When the music stops tell them they need to be in groups of 2/3/4 (change it up!) Pick the number of students you want to be in the final groupings ahead of time.
4. Have them discuss a topic related to the main topic. Give them 1, 2 or 3 minutes to discuss
 - a. What challenges have students had communicating over the phone?
 - b. How can you show good customer service over the telephone?
 - c. Who do you think is more important, an in-store customer or a customer on the phone?

5. Repeat 2 or 3 times
6. After the last one, ask groups to stay together. Give each group a topic related to the main topic.
7. From the resource book:
 - a. What to do when answering the telephone
 - b. Balance responsive telephone service with in-store service
 - c. Convert telephone calls into sales
 - d. Take telephone orders
8. Students are to read the information and decide on a way to present their section to the class.
9. Each group is responsible for presenting their section to class – most groups will all present in a different manner!
10. Be ready to discuss the different presentations – should something inappropriate be presented discuss what would be appropriate with the group and the class. Give them a chance to re-present their topic.

EXAM ONLY SECTIONS:

- 1.10 Inform Customer of Additional Services
- 1.11 Encourage Customer to Open Credit Account