



Call Centre

A partnership project of Quinte Adult Day School
and
Literacy Link Eastern Ontario

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and
the East Central Ontario Training Board

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Call Centre Essential Skills Training

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Reference Group

Cathy Belisle
Education Lead

Troy Talbot
Technical Support Analyst/Trainer

Debbie Parks
Human Resources Staff Assistant

Crystal Thompson
Customer Service Representative

Murray Slack
Customer Service Representative

Denise Williams
Operations Manager

Other Acknowledgements

Andrea Strachan
Director Curriculum Design/Senior Consultant
LCRT Consulting

Linda Conley
Executive Director
Prince Edward Learning Centre

Julie Stuart
Program Coordinator and Project Manager
PORT CARES Literacy Plus

Lori Farrington
Facilitator
Prince Edward Learning Centre

Call Centre Essential Skills Training

Written by: Jenn Bishop & Kristin Acker (QADS)
Project Manager: Doug Noyes, LLEO Network
Edited by: John Mark Robertson

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Recommended Resources

Real Learning Resource Package

Literacy Plus of Port Colborne & Wainfleet

Tel: 905-834-3629

www.portcares.on.ca

This easy-to-use resource package provides manuals for Excel, Powerpoint, Windows XP and Word XP. Demonstrations and answer keys for each level, and a basic computers upgrading training plan have been included in the package as well. This resource CD is selling for \$80.00.

Steps to Employment in Ontario

www.stepstoemployment.net

This website offers a Workbook, Instructor's Guide and a Implementation Guide for a wide variety of occupations. These manuals cost you only the price of the paper. Although these manuals are primary geared toward newcomers to Canada, the materials are still very relevant and useful for literacy candidates. Some of these manuals include but are not limited to:

- Call Centre
- Computers
- Contruction
- Home Health Care
- Industrial Trades
- Sales Occupations

Learner Demonstrations

Call Centre Demonstration: Professionalism

LBS Level 4

Overview of Demonstration

<p>Description of Demonstration Activity: In this demonstration learners are required to show that they can work as a team (two or three people), put together a presentation and then present that information to a small group.</p>
<p>Main Goal Path: Employment</p>
<p>Theme: Professionalism and Presenting Information in a workplace setting.</p>
<p>Short Term Goal: To research Workplace Health and Safety Regulations in your province and to present the information to a small group.</p>
<p>Primary Outcome: Speak and Listen Effectively</p>
<p>Secondary Outcome: Read with Understanding for Various Purposes Write clearly to Express Ideas</p>
<p>Essential Skills Demonstrated: Writing Level 1 Writing Level 2 Oral Communications Level 2 Decision Making Level 2 Finding Information Level 2</p>

Materials Required:

- computer with Internet and printer
- bristol board and/or construction paper
- markers, pens or pencils
- tape or glue sticks
- magazines for pictures

Adaptation:

This demonstration may be completed individually. More time should be allowed for an individual than a team effort. The set time line may vary according to the number of people involved. For one person, three hours of preparation time would be recommended. For two or three people, 1 1/2 - 2 hours (maximum) is recommended.

Call Centre Demonstration: Professionalism

LBS Level 4

Practitioner Instructions

Make sure the learner understands the information and instructions for this demonstration.

- 1) Go over the evaluation section with the learners to ensure they understand what skills, knowledge, and/or actions are being assessed and how these skills will be demonstrated. Each group member should be evaluated individually. (An additional assignment may follow, in order to ensure a successful and complete demonstration if one group member does not perform to expectations.
- 2) Set an agreed amount of time with the learners within the time ranges provided. Record this on the assessment forms.
- 3) You may provide the learners with examples of appropriate presentation materials (visuals, videos, etc.), in order to increase their comfort and understanding of the demonstration.
- 4) Encourage the learners to read carefully to ensure that the information they are recording is accurate and for the appropriate province.
- 5) When the learners have completed the demonstration, provide a way for each learner to self reflect on the experience. Complete the assessment form with each learner, enter the date completed, and note whether it was successful or needs to be tried again.

Help Allowed:

The learners may ask questions to clarify the assignment instructions. You may provide the learners with additional presentation skills information, if deemed necessary.

Call Centre Demonstration: Professionalism

LBS Level 4

Learner Information and Instructions

This demonstration will show how well you understood and can apply the content of the Professionalism Module, specifically the presentation, appearance and grooming, and working as a team units.

In the call centre setting, you may be required to present information to a small group of people, possibly in a small training session or to your supervisor. These presentation skills could be helpful during an interview where you would be presenting or “selling” yourself instead of a research project.

- 1) Review the presentation, appearance and grooming, and working as a team units of the Professionalism Module.
- 2) Write down four points from each section that you believe are very important points. Taking turns, each group member will share their ideas with the rest of the group.
- 3) Decide on three or four basic guidelines that all group members should follow while working together. For example, everyone will take turns speaking or sharing ideas and will not interrupt each other. Take notes, as they need to be included as part of your demonstration.
- 4) Look up your province’s Workplace Health and Safety organization. For example, in Ontario, this organization is called the “Workplace Safety Insurance Board (WSIB)”. In New Brunswick, it is called the “Workplace Health and Safety Compensation Commission”.

- 5) Choose one of the following topics for your presentation.
 - a) Prevention of injury in a call centre (or similar) setting
 - b) The Fair Practices Commission
 - c) Worker Rights vs. Employer Rights
 - d) Some other article approved by your instructor

- 6) Your group is responsible for selecting an approved topic. Once you choose, you need to research more specific details about your topic, keeping in mind the amount of time you have and the relevancy of the details.

- 7) As a group, discuss what you discovered about your health and safety organization. Share some key ideas or concepts that you believe should be shared with the audience.

- 8) Prepare a three to five minute presentation based on the information you have found.

- 9) Your presentation will be evaluated on clarity and accuracy of the information, use of props and visual pieces, as well as a peer and self evaluation. Appearance, grooming and body language are also key to an effective presentation. Please see the skills checklist provided to see how you will be assessed.

- 10) Each group member will be evaluated individually and as part of the group. Therefore, if a group member does not perform as well what is expected, an additional assignment may follow in order to ensure a successful and complete demonstration.

Call Centre Demonstration: Professionalism

LBS Level 4

Presentation Skills Checklist

	Skill	YES	NO
	Learner appeared to be an active participant in the group and showed a willingness to work.		
	Learner showed up for presentation on time and was ready to work.		
	Learner was able to both give and accept orders from other group members.		
	Learner consistently used positive language.		
	Learner appeared comfortable in front of the audience (i.e. Learner was smiling, pacing, fidgeting, relaxed, stiff, etc.)		
	Learner was conscious of non-verbal cues from the audience (i.e. yawning, sleeping, fidgeting, etc.)		
	Learner was dressed appropriately. (Clean clothes and hair)		
	Learner was scent free.		

**Call Centre Demonstration:
Professionalism****LBS Level 4****Learner's Self Reflection**

Date: _____

I re-read the recommended units of the Professionalism Module. Yes No

I carefully read the demonstration instructions. Yes No

As a group, we discussed what made a team work well together and agreed on some basic rules and guidelines to follow. Yes No

Each group member contributed equally. Yes No

I was able to easily find information relating to our chosen topic.

I felt comfortable during both group discussions and class discussion (audience). Yes No

I was able to answer audience questions. Yes No

Our group discussed good presentation skills. Yes No

I found this demonstration challenging. Yes No

I found this demonstration enjoyable. Yes No

**Call Centre Demonstration:
Professionalism**

LBS Level 4

Learner's Self Reflection Continued

This demonstration is related to my
employment goal(s).

Yes

No

There are some things I would change about
this demonstration.

Yes

No

Other Comments:

**Call Centre Demonstration:
Professionalism****LBS Level 3****Assessment**

Date: _____

This demonstration must be completed in the satisfactory or outstanding column.

The agreed upon amount of time for the learner (s) to complete this task was the following:

(The presentation should be no more than 3 to 5 minutes and no more than 4 class hours should be allowed for group preparation.)

This time line was met. Yes No

This demonstration was successfully completed. Yes No

Comments:

**Call Centre Demonstration:
Professionalism****LBS Level 4****Peer Evaluation**

Date: _____

We were able to delegate tasks fairly.	Yes	No
Everyone contributed equally.	Yes	No
We were able to resolve disagreements.	Yes	No
Each group member took turns contributing and presenting information.	Yes	No
Participants used a clear voice and expressed ideas and opinions confidently.	Yes	No
Each participant was able to answer audience questions appropriately.	Yes	No
Our group worked well together.	Yes	No

Call Centre Demonstration: Professionalism

LBS Level 4

Marking Rubric

	Needs Work	Satisfactory	Outstanding
Speak and Listen Effectively			
Rehearses and revises material before making a presentation (records ideas, changes the conclusion)			
Is aware of the audience while presenting (notices if people are not listening, responds appropriately)			
Expresses ideas and opinions confidently, justifying them with details and evidence, facts and examples			
Uses interaction strategies to facilitate understanding, such as inviting others to contribute, asking questions to clarify a point and negotiating to find a basis for agreement			
Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary			
Evaluates information contained in formal talks and presentations			
Uses more complex strategies to check and increase understanding (takes detailed notes to help organize)			

Read with Understanding for Various Purposes			
Skims to get an overview of the content; scans to find specific information			
Identifies the main idea and purpose in writing			
Cites details that support the main idea			
Follows increasingly complex written instructions			
Write Clearly to Express Ideas			
Selects supporting ideas for effect; may use opinions/quotes and statistics			
Revises independently, seeking feedback when needed			
May use word processing applications (i.e. fonts, graphics to enhance writing)			
Essential Skills Demonstrated			
Writing Level 1			
Writes notes to organize and remind			
Writing Level 3			
Writes pieces to inform and explain using an established format.			
Writes extensive content from readily available, established content.			
Oral Communications Level 2			
Gives a short talk or directions to a small group of people			
Selects an appropriate format and style			
Follows a clearly defined role			

Decision Making Level 2			
Considered several well defined factors to decide on a topic and on which factors to present.			
Finding Information Level 2			
Finds information from an easily identified source.			
Processes and selects information according to predetermined criteria.			

Call Centre Demonstration: Computer Skills

LBS Level 3

Overview of Demonstration

Description of Demonstration Activity:

In this demonstration learners are required to show that they can use readily available resources (i.e. Internet, store locator websites, phone book, 411 directory) to assist them in completing daily job tasks.

Main Goal Path: Employment

Theme: Computer Skills, Telephone Skills

Short Term Goal: To research or locate customer specific information and then relay that information back to the customer in a timely and professional manner.

Primary Outcome:

Speak and Listen Effectively (Levels 3 and 4)

Secondary Outcome:

Read With Understanding for Various Purposes (Levels 3 and 4)
Use Number Sense and Computation

Essential Skills Demonstrated:

Numeracy - Scheduling or Budgeting or Accounting Math - Level 1
Oral Communications - Level 1
Finding Information - Level 2
Computer Use - Level 2

Materials Required:

- computer with Internet and word processing program
- pen and paper
- phonebook and phone line (optional)

Adaptation:

This demonstration works best with a learner-instructor match but may be completed by two learners instead. It can be easily adapted for a level 4 demonstration by allowing less time to locate the information and by having the learner practice a “hold” script instead of calling the customer back. A level 4 demonstration should take no longer than 5 minutes. If the learner is uncomfortable with the level 4 demonstration, have them practice the level 3 scenario and then complete the level 4 scenario as the “true” demonstration.

Call Centre Demonstration: Computer Skills

LBS Level 3

Practitioner Instructions

Make sure each learner understands the information and instructions for this demonstration.

- 1) Go over the evaluation section with each learner to ensure understanding of what skills, knowledge, and/or actions are being assessed and how these skills will be demonstrated.
- 2) Set an agreed amount of time with the learners, within the time ranges provided, to complete the role play. Record this on the assessment forms.
 - a) A level 3 demonstration should take no more than 9 to 13 minutes. The agent is allowed to call the customer back with the information following a script similar to the one provided.
 - b) A level 4 demonstration should take no more than 5 to 6 minutes and the customer should be put on hold following a script similar to the one provided. As part of the level 4 demonstration, the learner is expected to adapt or write his/her own script.
- 3) You may provide the learner with additional examples of call hold scripts and call back scripts, if necessary.
- 4) Here is the scenario/role play. You may clarify the instructions with the learner, if deemed necessary.

The customer will call trying to locate the following information. The learner must complete either (a) or (b), as well as (c).

- a) The price of a Hewlett Packard Officejet All-In-One Ink cartridge, as well as the best price for a paper shredder. (Staples, Best Buy, Office Place or Business Depot)

- b) The best price of an AC/DC Universal Adapter for no more than \$80.00 and the phone number and address of the store from where it can be purchased.
(Staples, Future Shop, Canadian Tire, Sears, Business Depot)
- c) A customer is trying to locate an ***Authorized Support Provider*** who can fix his/her Hewlett Packard Pavilion Monitor. Use the store locator on the web site to find two stores closest to the **three** of the following postal codes and then relay that information back to the customer in a professional manner.
- M5T 1S2
 - N2J 2B1
 - K8N 5V7
 - K7L 5T3
 - L4W 5A1

Here is how to use the web site:

- 1) Go to www.hp.ca
 - 2) Find and click “Support and Drivers”.
 - 3) Find and click “Authorized Support Providers”.
 - 4) Save this page in your favorites.
 - 5) For *type* and *description*, choose “monitor”.
 - 6) For *model*, choose “Pavilion”.
 - 7) Enter the area code and click “Find”.
- 5) When the learner has completed the demonstration, provide a way for the learner to self-reflect on the experience. Complete the assessment form with the learner, enter the date completed, and note whether it was successful or needs to be tried again.

Help Allowed:

The learner(s) may ask questions to clarify the assignment instructions.

You may provide the learner with additional call scripts. You may also help the learner locate the appropriate web sites. Agents in call centres would be familiar with and trained to use them.

Call Centre Demonstration: Computer Skills

LBS Level 3

Learner Information and Instructions

This demonstration will show how well you understood and can apply the content of the Computer Skills and Telephone Skills Modules, specifically the Internet and call scripting sections.

In the call centre setting, you will be required to locate customer specific information such as product codes, service plans or deals, or store locations and contact information. This demonstration will allow your instructor to see that you have understood and can apply the information you have learned within these two modules.

1. Review the call opening script provided for you in the Telephone Skills Module.

Here is the scenario/role play. You may clarify the instructions with the learner if deemed necessary.

The customer will call trying to locate the following information. The learner must complete either (a) or (b), as well as (c).

a) The price of a Hewlett Packard Officejet All-In-One Ink cartridge, as well as the best price for a paper shredder. (Staples, Best Buy, Office Place or Business Depot)

b) The best price of an AC/DC Universal Adapter for no more than \$80.00 and the phone number and address of the store it can be purchased. (Staples, Future Shop, Canadian Tire, Sears, Business Depot)

c) A customer is trying to locate an **Authorized Support Provider** who can fix his/her Hewlett Packard Pavilion Monitor. Use the store locator on the web site to find two stores closest to the **three** of the following postal codes and then relay that information back to the customer in a professional manner.

- M5T 1S2
- N2J 2B1
- K8N 5V7
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Here is how to use the web site:

- 1) Go to www.hp.ca
- 2) Find and click “Support and Drivers”.
- 3) Find and click “Authorized Support Providers”.
- 4) Save this page in your favorites.
- 5) For *type* and *description*, choose “monitor”.
- 6) For *model*, choose “Pavilion”.
- 7) Enter the area code and click “Find”.

Once you have found the information, relay it back the customer using your best customer service and telephone skills. Close the call according to the script provided or using your own.

Call Centre Demonstration: Computer Skills

LBS Level 3

Skills Checklist

	Skill	YES	NO
	Agent answered call in warm, welcoming tone.		
	Agent introduced himself/herself.		
	Agent thanked the customer for calling.		
	Agent asked for customer's full name.		
	Agent asked for customer's telephone number.		
	Agent asked for reason for the call.		
	Agent spoke in a firm and professional manner.		
	Agent was or appeared to be confident and appropriately assertive.		
	Agent put the customer on hold.		
	Agent called the customer back.		
	Agent used appropriate vocabulary.		
	Agent completed demonstration within the set amount of time.		
	Agent maintained professionalism throughout the call.		

**Call Centre Demonstration:
Computer Skills****LBS Level 3****Learner's Self-Reflection**

Date: _____

I carefully read the demonstration instructions.	Yes	No
--	-----	----

I have read and understood the call scripts.	Yes	No
--	-----	----

I created my own call script. (Level 4 only)	Yes	No
--	-----	----

I was able to easily navigate the web sites.	Yes	No
--	-----	----

I was able to answer the customer's questions.	Yes	No
--	-----	----

Our group discussed good presentation skills.	Yes	No
---	-----	----

I found this demonstration challenging.	Yes	No
---	-----	----

I found this demonstration enjoyable.	Yes	No
---------------------------------------	-----	----

This demonstration is related to my employment goal(s).	Yes	No
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There are some things I would change about this demonstration.	Yes	No
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Other Comments:

**Call Centre Demonstration:
Computer Skills**

LBS Level 3

Assessment

Date: _____

- This demonstration must be completed in the satisfactory or outstanding column.
- The agreed upon amount of time for the learner (s) to complete this task was:

_____ (Level 3 - 9 to 13 minutes Level 4 - 5 to 6 minutes)

- This time line was met. Yes No
- This demonstration was successfully completed. Yes No

Comments:

Call Centre Demonstration: Computer Skills

LBS Level 3

Marking Rubric

	Needs Work	Satisfactory	Outstanding
Speak and Listen Effectively			
Rehearses and revises material before making a presentation (records ideas, changes the conclusion)			
Is aware of the audience while presenting (notices if people are not listening, responds appropriately)			
Expresses ideas and opinions confidently, justifying them with details and evidence, facts and examples			
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Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary			
Evaluates information contained in formal talks and presentations			
Uses more complex strategies to check and increase understanding (takes detailed notes to help organize)			

Read with Understanding for Various Purposes			
Skims to get an overview of the content; scans to find specific information			
Identifies the main idea and purpose in writing			
Cites details that support the main idea			
Follows increasingly complex written instructions			
Write Clearly to Express Ideas			
Selects supporting ideas for effect; may use opinions/quotes an statistics			
Revises independently, seeking feedback when needed			
May use word processing applications (i.e. fonts, graphics to enhance writing)			
Essential Skills Demonstrated			
Numeracy - Scheduling or Budgeting or Accounting Math - Level 1			
Compares the costs of various items to provide the customer with information about the best value.			
Oral Communications - Level 1			
Greets the customer and answers questions about products			
Finding Information - Level 2			
Navigates to appropriate web sites to find the information the customer needed			
Computer Use - Level 2			
Uses a familiar process to find the appropriate web sites and the required information.			

INTRODUCTION TO CALL CENTRES

ANSWER KEY

Activity 1

- 1) a
- 2) c
- 3) d
- 4) b

Activity 2

- 1) c
- 2) a
- 3) d
- 4) b

Activity 3

- 1) c
- 2) b
- 3) a
- 4) d

Activity 4

1. c
2. e
3. a
4. b

Activity 5

1. *A worker might answer 100 or more calls a day.*
2. *Workers are monitored to identify training needs and measure performance.*

3. A CSR can advance to team leader or supervisor (manager).

Activity 6

The language performance task of this activity is to describe call centre work processes, focusing on how these particular processes contribute to workplace stress. Learners are also given an opportunity to share their personal experiences with job stress. This is a listening/speaking activity (relating a short familiar event).

Language indicators for this level of listening/speaking are:

- Give information about employment background
- Past tense on familiar verbs
- Conjunctive links
- Adverbs of time, frequency and duration
- Uses comparative structures
- Have to, able, sure, didn't know, she doesn't like it but he does, if

Activity 7

- 1) b
- 2) c
- 3) a

Activity 8

- 1) b
- 2) d
- 3) a
- 4) c

Call Centre QUIZ:

1. (c)
2. (b)
3. (a)
4. (c)
5. (b)
6. (b)
7. (c)
8. (c)

PROFESSIONALISM ANSWER KEY

Activity 1

Answers will vary depending on personal experiences.

Activity 2

(P) Can (P) Will (N) Don't (P) Happy (N) Won't

(P) Pleased (N) Can't (P) Do (N) Not (N) Problem

Activity 3

1. negative
2. positive
3. negative
4. positive

Activity 4

Answers will vary. Some examples are:

Although this jacket doesn't come in red, it does come in black, blue and green. Which of those colors would you like?

I'll watch for your payment and process your application as soon as I receive it.

Activity 5

1. Mike lies
2. Gord cheats people
3. Michelle is a time thief
4. Janet steals product

Activity 6

Answers will vary depending on personal experiences.

Activity 7

1. c
2. c

Activity 8

Jim – did not smile, give a positive response or do the job right away
Sammy – smiled, gave a positive response and did the job right away
Brenda – smiled, did the job right away but did not give a positive response
Mike – gave a positive response but did not smile or do the job right away

Activity 9

Answers may vary but should be similar to:

1. Busy, active, involved
2. Find, create, make
3. Humour
4. Customers
5. Bad, poor
6. Fun
7. Customers, co-workers
8. Yourself

Activity 10

I called in and said:	Good Reason	Poor Reason
I was in a car accident last night	X	
I am sick in bed with the flu	X	
My child is sick in bed with the flu	X	
I have no way to get to work		X
I have to go to the Doctor's today		X
I was up late last night and need to sleep		X
There was a death in my family	X	
My friend is here from out west		X

Activity 11

Reasons	ASAP	1-2 Weeks
We are going on vacation		X
My son was just taken to the hospital	X	
I have a Dentist appointment		X
My cousin is getting married		X
I broke my arm	X	
I am sick in bed with the flu	X	
There was a death in the family	X	
I have to help my friend move		X

Activity 12

1. No, Ken did not give enough notice. He should have told his boss when the appointment was made at least 1 week in advance.
2. Yes, Sara gave as much notice as she possibly could.
3. No, John did not give enough notice. He should have informed his boss on Tuesday.
4. Yes, Geri gave enough notice.

Activity 13

Answers will vary. Look for positive words and friendly tone.

Activity 14

Jane's reaction: make excuses

Tom's reaction: blame someone else

Sam's reaction: complain about being picked on

Casey's reaction: argue that it was not his fault

Kim's reaction: pout

Good ways to accept criticism

1. Casey
2. Kim
3. Tom
4. Sam
5. Jane

CUSTOMER SERVICE ANSWER KEY

Activity 1

Answers will vary based on personal experiences.

Activity 2

Answers will vary.

Activity 3

The three false statements are:

- #4 *Few executives start out in customer service jobs.*
Many executives claim that customer contact work helped them become executives.

- #8 *Customer relations work is less demanding than other jobs.*
Customer relations work is more demanding because you must stay positive all the time.

- #9 *You meet fewer members of the opposite sex in most customer service relations jobs.*
Most customer service jobs are ideal for those who enjoy contact with the opposite sex.

Activity 4

The three types of service are rude, indifferent and hospitable. Explanations will vary.

Activity 5

(F) 12 gigabyte hard drive	(B) can make new music CD's
(B) can connect printers or cameras	(F) 17" monitor
(F) CD burner	(B) can store lots of documents
(B) less strain on the eyes	(F) 4 USB ports

Activity 6

Answers will vary but should include either who, what, where, when, how or which.

Activity 7

1. Three of the following: expectations are not met, already upset about something, tired and stressed, feel the victim, feel no one listens to them, promises not kept, someone in business is rude or impolite, told two different things by staff, prejudice, wrong assumption, told had no right to be angry, given a smart reply, screened on the telephone, embarrassed about doing something incorrectly, integrity has been questioned, staff member argued with them.
2. Five of the following: to be taken seriously, treated with respect, immediate action, compensation, someone to be reprimanded, to have problem cleared up, to be listened to.

Descriptions will vary.

3. A customer service professional should not respond with a similar negative attitude toward the customer who is upset or angry.

Explanations will vary.

4. Respond slowly, help the customer feel that they have a choice. Do not stoop to their level. Recognize that they are an individual and not just another customer, and put yourself in their position.

5. You should seek help from your co-workers whenever you feel you need to.
Situations will vary.

Activity 8

1. Check mark beside:
 - Stay cool and be patient; let the customer talk away his or her anger.
 - Consider the customer in an objective manner and refuse to take anything that happens personally.
 - Immediately put a pleasant smile on your face and say to yourself, “I will show everyone that I can handle this.”

2. Explanations will vary.

TELEPHONE SKILLS ANSWER KEY

Activity 1

Answers will vary. This is a speaking/listening exercise and should be monitored by the instructor.

Activity 2

Answers will vary. Based on personal experience as well as reading comprehension.

Activity 3

This is a speaking/listening exercise and should be monitored by the instructor.

Activity 4

1. Ok, Sandy, I'll send the contract out to you today via overnight delivery.

When you receive it, sign all three copies, then keep one and return the other two to my attention.

(Thanks again.)

[I'm really looking forward to working with you on this project.]

2. I'll fax you a copy of our Client Needs Sheet;

it would be great if you could go ahead and fill that out before we meet. That way, we'll be ready to talk about which option will work best for your company.

☐(Thank you for your time today, Bill).

[I'm looking forward to our meeting; see you Tuesday at 10:00 a.m.!]

3. Shawn, in order to make the deadline for our next issue, I need to have the payment and ad copy in my hands by Friday the 12th. Then I'll have the art staff work up a design and I'll fax it to you for approval.

We ask that you turn that around within one day.

(Thanks for your business!)

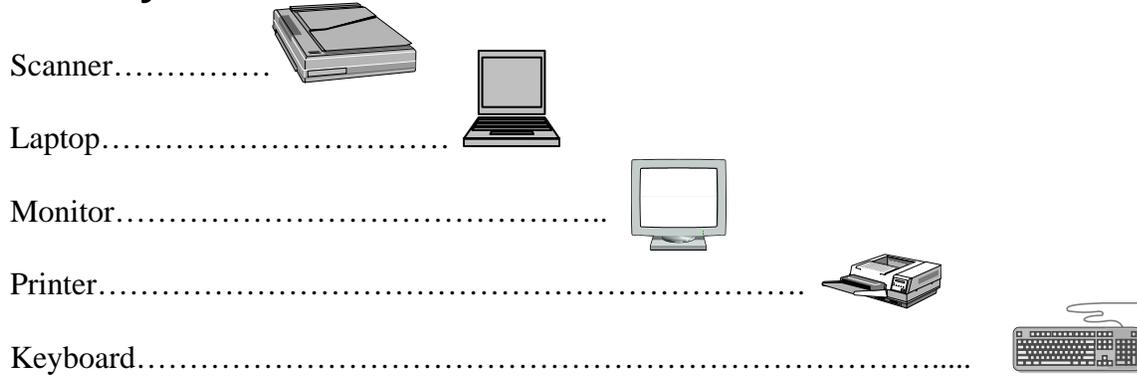
[I think this ad is going to be a real success for you.]

Activity 5

1. b
2. f
3. c
4. e
5. a
6. d

COMPUTER SKILLS ANSWER KEY

Activity 1



Activity 2

- | | |
|---------------------|----------------|
| (I) Mother Board | (E) Monitor |
| (E) Keyboard | (I) CPU |
| (E) Printer | (E) Mouse |
| (E) Scanner | (I) RAM |
| (E) Tower/Case | (E) Laptop |
| (E) Speakers | (E) Headphones |
| (I) Expansion Cards | (I) Ports |
| (I) Hard Drive | |

Activity 3

- | | | |
|--------------|--------------------|----------------|
| (I) Keyboard | (O) Monitor | (I) Mouse |
| (I) Scanner | (O) Printer | (O) Microphone |
| (O) Speakers | (I) Digital Camera | (I) Joystick |

Activity 4

Answers will vary based on reading comprehension.

Activity 5

- | | | |
|-----------------|----------------|-----------------------|
| (O) Windows 98 | (A) Photoshop | (A) Internet Explorer |
| (O) OS X | (O) DOS | (A) Bejeweled |
| (A) Printmaster | (O) Windows XP | (A) Microsoft Word |

Activity 6

Answers will vary based on reading comprehension.

Activity 7

True **False** - A computer virus is a program that helps you fix computers.

True **False** - Not all viruses are destructive.

True **False** - Most viruses now come through email.

True **False** - Norton Virus Scan and PC Fix are types of antivirus software.

True **False** - A firewall protects computers from hackers.

Activity 8

- 1) Downloading
- 2) Browser
- 3) Bookmark
- 4) Domain Name
- 5) JPEG
- 6) GIF

Activity 9

- 1) All of the Staff
- 2) Change in Policies
- 3) Wednesday, September 22nd, 1pm, 6th floor lunch room
- 4) No, only respond if you cannot make it
- 5) Email Linda for a copy

Computer Skills QUIZ

1. (a), (c), (e)
2. (c), (d)
3. (a)
4. (b)
5. (b)
6. (b)
7. (b)
8. (a)
9. (d)
- 10.(a)
- 11.(b)
- 12.(a)
- 13.(a)
- 14.(a)
- 15.(a)

HEALTH AND SAFETY ANSWER KEY

Activity 1

Employment Standards Act

Activity 2

Answers will vary province to province

minimum wage in Ontario is \$7.15

2 weeks of vacation

Remembrance Day is not a public holiday

There are 8 public holidays

Employers can deduct income tax from your cheque

Workers get 4% vacation pay

Overtime pay is 1.5 times

A meal break must be given after 5 hours of work

Activity 3

+ Detach Cheque Here +							
EARNINGS			DEDUCTIONS				NET PAY
Time	Overtime	Gross pay	Income Tax	EI	GPP	Union Dues	
72.5 hr	2.5 hr	75hr					
\$ 870.00	\$ 45.00	\$ 915.00	\$ 228.75	\$ 18.30	\$ 27.45	\$12.00	\$ 628.50

Activity 4

- 1) c
- 2) b
- 3) d
- 4) e
- 5) a

Activity 5

- 1) e
- 2) d
- 3) c
- 4) f
- 5) g
- 6) a
- 7) b

Activity 6

- 1) W
- 2) E
- 3) W
- 4) W
- 5) E
- 6) W
- 7) E
- 8) W

Activity 7

Practice speaking each word and emphasize the syllables.

Activity 8

Answers will vary

Activity 9

Physical activity – watch to ensure they are doing it properly.

Activity 10

- 1) compensation
- 2) accident
- 3) accident
- 4) accident
- 5) accident
- 6) compensation
- 7) compensation
- 8) accident
- 9) accident
- 10) compensation
- 11) compensation