

For more information about
This program, please contact:
The Resource Connection
525 Sheridan Blvd.
Orlando, FL 32804
Phone: 407-426-0511
Fax: 407-426-0552
leilani@resourceconnection.com

AccuVision™ SUPERMARKET SYSTEM Customer Service Section

From AlignMark

Feedback Report - Applicant

for
John Doe
111-11-1111

RESULTS

5 out of 10 people
with the same score as
John Doe have been successful
in performing their supermarket
customer service jobs.

The AccuVision™ Supermarket Customer Service System measures the skills of: Establishing Customer Loyalty, Commitment to Quality, and Decision Making/Judgment. Technical knowledge and experience of the applicant are not measured by the system and are not considered when compiling the information in this report. This individual's overall performance is based on his/her specific responses to the situations presented in the AccuVision™ test.

AccuVision™ SUPERMARKET SYSTEM

DEVELOPMENTAL INFORMATION

For

John Doe

111-11-1111

This report provides feedback on the individual customer service skills measured in the evaluation, as well as additional developmental information. The information included is as follows:

SECTION I: SKILL RANKING

This section provides a definition of each of the three skills and ranks the participant's performance in each skill from the strongest (rank order 1) to the weakest (rank order 3). Those skills in which the participant's performance was above average are denoted by an 'X' This information can be used to direct the training activities of the participant. Training should be considered for any skill without an "X" and the lowest ranked skills should be trained first.

SECTION II: SKILL AND TASK ANALYSIS

This section provides a definition of each of the three skills and ranks the participant's performance in each skill from the strongest (rank order 1) to the weakest (rank order 3). Those skills in which the participant's performance was above average are denoted by an 'X' This information can be used to direct the training activities of the participant. Training should be considered for any skill without an "X" and the lowest ranked skills should be trained first.

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

This section provides suggested activities the participant can engage in to improve performance in the skill areas most in need of development. These performance development strategies can be shared with others in the organization that are in a position to assist in implementing a developmental plan. When considering a developmental plan, keep in mind that these suggestions are intended to supplement rather than replace other formal developmental activities. Keep in mind that there are numerous training programs, local college courses, books, and additional resources that are available to assist you in your developmental efforts.

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Customer Service Section

SECTION I: SKILL RANKING

SKILL	Rank * Order	Performance ** Level
ESTABLISHING AND MAINTAINING CUSTOMER LOYALTY		
To optimize customer satisfaction and increase customer retention through positive interactions with customers. Included here is accurately perceiving customer needs and/or problems and choosing a course of actions that will promote a positive store image.	2	
COMMITMENT TO QUALITY		
Proactively initiates action to provide customers and peers with assistance.	3	
DECISION MAKING/JUDGMENT		
Making sound decisions regarding the application of store policies, the prioritization of work activities, and the need to refer sensitive or difficult customer situations to management personnel.	1	X

* Rank Order: 1 represents the individual's strongest skill - comparing him/her only to him/herself. Note that one person's best skill may be less strong than another person's weakest skill.

** Performance Level: X indicates that on this skill the participant scored better than 65% of the people in the AccuVision™ database.

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SECTION II: SKILL AND TASK ANALYSIS

Effective performance in the situations depicted in the tape required the application of different skills. Below is a listing of the simulated work activities, clustered according to the skill most needed to effectively perform them. Also, the individual's performance level (acceptable or needs development) is indicated for each work activity associated with the skill.

ESTABLISHING AND MAINTAINING CUSTOMER LOYALTY:

To optimize customer satisfaction and increase customer and retention through positive interactions with customers. Included here is accurately perceiving customer needs and/or problems and choosing a course of action that will promote a positive store image.

Situations In Which the Participant's Performance Was Acceptable

- Maintains customer satisfaction by providing specific product information in response to perceived or stated needs.
- Increases customer loyalty by addressing concerns regarding product quality and pricing practices.

Situations In Which The Participant's Performance Needs Development

- Interacts patiently and appropriately with customers having special requirements or needs (e.g., aged customers, handicapped customers, etc.).
- Interacts with demanding or dissatisfied customers in a polite and helpful manner.

COMMITMENT TO QUALITY:

Proactively initiates action to provide customers and peers with assistance.

Situations In Which the Participant's Performance Was Acceptable

- Explains store policies and procedures to customers for the purpose of managing customers' future expectations.

Situations In Which The Participant's Performance Needs Development

- Proactively assists customers in order to make their shopping experiences pleasant and easy.
- Seeks to find alternative solutions to customer's requests when the customer's direct request cannot be performed.
- Proactively assists peers for the purpose of increasing the overall quality of store operations.

DECISION MAKING/JUDGMENT:

Making sound decisions regarding the application of store policies, the prioritization of work activities, and the need to refer sensitive or difficult customer situations to management personnel.

Situations In Which the Participant Is Performance Was Acceptable

- Recognizes when to personally handle customer concerns versus when to refer customers to store management personnel.
- Prioritizes conflicting work activities and time demands.
- Uses sound judgment when applying store policy to individual situations.

Situations In Which The Participant's Performance Needs Development

- In all situations for this skill, performance was acceptable. (See Above)

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: ESTABLISHING AND MAINTAINING CUSTOMER LOYALTY

TASK: INTERACTS PATIENTLY AND APPROPRIATELY WITH CUSTOMERS HAVING SPECIAL REQUIREMENTS OR NEEDS (E.G., AGED CUSTOMERS, HANDICAPPED CUSTOMERS, ETC.).

- **Recognize that in order to be of assistance, you must first understand the specific needs and requirements of your customers.**
- Remember that your customers each have different needs and represent a variety of situations and backgrounds. In other words, what may be an effective way of interacting with a teenage customer may not be the best way to deal with an elderly person. For example, an elderly person may require special assistance in finding items.
- In certain cases it may be necessary for you to go beyond what you normally consider to be your job duties in order to assist a customer with special needs. For example, you may have a customer who can't read labels or signs, or a customer that doesn't speak English and who is having trouble telling you what he needs. Take the time to help the customer and remain patient and courteous.
- When determining a customer's special needs, try not to ask questions that elicit a simple "yes" or "no" response. You'll get further by asking questions such as "What do you need the product for...", "How often do you..." or "What is the occasion..."
- Keep in mind that it is sometimes useful to restate in your own words what you see as the customer's description of his/her situation, stated needs and/or concerns. This helps prevent misunderstandings and ensures that the assistance you provide is on target.
- Become familiar with how different products and services offered by your store can benefit customers with special needs. For example, a customer who is on crutches may appreciate being told about the availability of motorized shopping carts.

Note: Pages in Section III can be customized to include credit and non-credit course and training program information.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: ESTABLISHING AND MAINTAINING CUSTOMER LOYALTY

TASK: INTERACTS WITH DEMANDING OR DISSATISFIED CUSTOMERS IN A POLITE AND HELPFUL MANNER

- When confronted by a demanding or difficult customer attempt to establish a positive atmosphere by introducing yourself and letting the customer know that you are responsive to his needs.
- When a customer voices a complaint or problem, apologize and demonstrate concern for any inconvenience caused the customer. Remember that what might seem like a slight or minor problem to you may be a very significant issue to the customer.
- In some instances, the actions of the customer may have contributed to a problem occurring. Be careful to avoid placing blame when providing suggestions for how the problem can be avoided in the future.
- Recognize the need to show empathy for your customers' problems. Customers will calm down significantly if they believe you understand and appreciate their situation. Allow angry customers to vent their frustrations before attempting to offer assistance or question them further. In most cases, a customer will tell you how you can help them if you allow them the opportunity to work through their initial exasperation.
- Occasionally, an angry customer may verbally attack you for a real or imagined problem. As soon as possible, begin probing the problem further. Asking questions will help focus the customer on the real issue and help you determine the extent/cause of the situation so that the proper type of assistance can be provided.
- Keep in mind that if a customer's demands are unreasonable or if frustration turns into aggressiveness then it's time to solicit help and alert the manager to the problem.
- In situations where it is necessary to refer the customer to another employee for assistance, and when time demands permit, escort the customer to the other employee and make appropriate introductions.

- Avoid the temptation to try to explain the cause of the problem (e.g., "the accounting department probably just made a mistake") or recommended a solution (e.g., "we'll fix the problem immediately") without knowing all the facts.
- Accept ownership for problems or complaints. Keep in mind that even though you, personally, may have had nothing to do with a problem, you represent the store/organization to the customer. Avoid blaming "others" or "procedures" for problems that occur.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: COMMITMENT TO QUALITY

TASK: PROACTIVELY ASSISTS CUSTOMERS IN ORDER TO MAKE THEIR SHOPPING EXPERIENCES PLEASANT AND EASY

- Maintain ownership for handling the customer's needs. Even though you may be required to involve others in gathering information or obtaining approval for certain actions, indicate to the customer that you will take the actions necessary to ensure his/her satisfaction with the purchases as well as the service they received.
- Learn to approach your customers without having to be asked for assistance. A customer in need of your help will often indicate that they want your assistance through subtle cues and body language. For example, a customer who can't find an item may look distressed, stare at the signs over the aisles and look in your direction several times without ever actually asking for help.
- In certain cases it may be necessary for you to go beyond what you normally consider to be your job duties in order to assist a customer with special needs. For example, you may have a customer who can't read labels or signs, or a foreign speaking customer who is having trouble telling you what he needs.
- If you don't possess the knowledge or background required to personally assist a customer be proactive by referring them to someone who can help them. There is nothing more unpleasant than for a customer to hear the phrase "I don't know" or "I can't help you with that".
- Bear in mind that many customers feel uncomfortable asking for help and that you may need to actively encourage them to ask questions. Assure them that you are there to provide information as well as assistance.
- Remember that assisting your customers is your first priority. Customers want to feel that you are sincere in your desire to help them and that they are not interrupting your "real" work.
- It will often be necessary for you to help customers locate certain products. When possible put in the extra effort to accompany them to the correct aisle and lead them to the product. If that is not feasible due to other constraints (e.g., need to assist other customers), then be very specific in your directions and guidance.

- Recognize that in order to be of assistance, you must first assess the specific needs and requirements of your customers.
- In some situations, policies or procedures may not allow you to comply with a customer's request. However, alternative courses of action may allow you to fully or partially meet the actual needs of the customer.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: COMMITMENT TO QUALITY

TASK: SEEKS TO FIND ALTERNATIVE SOLUTIONS TO CUSTOMER REQUESTS WHEN THE CUSTOMER'S DIRECT REQUEST CANNOT BE PERFORMED

- Attempt to thoroughly learn the store's product lines and services.
- Ask your supervisor for new information regarding services and products as it becomes available.
- Recognize that in order to be of assistance, you must first understand the needs and concerns of your customers.
- Avoid simply describing a long list of available products/services. Ask the customer questions to determine potential needs and interests, and then talk about the products/services that you think are best match the customer's needs/concerns.
- When determining a customer's needs, try not to ask questions that elicit a simple "yes" or "no" response. You'll get further by asking questions such as "What do you need the product for," "How often do you," or "What is the occasion..."
- Keep in mind that it is sometimes useful to restate in your own words what you see as the customer's description of his/her situation, stated needs and/or concerns. This helps prevent misunderstandings and ensures that the product/service you recommend is on target.
- Recognize that encouraging customers to try, experience and use new products and services not only benefits the store but also directly benefits them.
- Remember that your customers each have different needs and backgrounds. In other words, what may be the best product for one customer may not be best for another. For example, some customers may be very concerned about a product's price. Other customers may not be concerned about price, but are very concerned about a product's quality.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: COMMITMENT TO QUALITY

TASK: PROACTIVELY ASSISTS PEERS FOR THE PURPOSE OF INCREASING THE OVERALL QUALITY OF STORE OPERATIONS

- Recognize that when giving guidance to peers, it should be provided in a timely manner, is specific and done in a constructive manner.
- Take the initiative to offer help to your colleagues when needed, don't wait to be asked.
- Take the time to discuss non-work related issues, let your peers know when they are doing a good job and that you appreciate their assistance.
- Take the time to understand the roles and responsibilities of your coworkers, so that you are better able to anticipate their needs in terms of information or assistance.
- After discussing a problem or issue with a co-worker, ask the individual for his/her perceptions of the causes and what can be done to improve the situation.
- Make sure that others view you as approachable and helpful. Encourage others to ask you for assistance and advice.
- Seek opportunities to work with store personnel from other departments and areas to get to know them better. Establish positive working relationships.
- Through conversations with your supervisor and more experienced personnel, learn the general function of other departments.
- Try to see issues and situations from the perspective of your coworkers before you ask for assistance or place demands on them for help.

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