



Customer Service

2024 SkillsUSA Michigan State Championships Contest Description Task and Materials List

CONTEST LOCATION:

Amway Grand Plaza Hotel 187

Monroe Avenue NW Grand

Rapids, MI 49503, US

(616) 774.2000

<http://www.amwaygrand.com/>

RESUME:

Each student must submit a one-page printed resume before the contest starts at the contest site (present to contest coordinator, not judges). This is the only time that resumes can be turned in. Failure to do so will result in a 10 point penalty.

Task to be performed:

Contestants will be asked to demonstrate in 8-10 minutes their ability to provide customer service in both written and oral form within a live, role-play scenario(s). The tasks include communications, telephone skills, problem solving, conflict resolution and business etiquette.

Mandatory Orientation: Friday, April 12th before Opening Ceremony room and time tba

Supplied by the technical committee:

Workspace with table, chair, telephone, and all necessary forms and/or props, scenerio.

Supplied by the contestant:

- One page written resume
- Pencil and ballpoint pen
- Paper (legal pad or spiral notebook)
- Calculator

Dress Code:

- Polo shirt, tucked in
- Dress pants (no cargo pants)
- Dress shoes
- Dress belt
- Dress socks
- No jewelry (dress watch acceptable)

FRAMEWORK REQUIREMENT

Students will be expected to display or explain how they used some of the SkillsUSA Framework Essential Elements.

TESTING REQUIREMENT

Online Professional Development

Revised 1/28/24

Customer Service Rubric

Contestant #

	Substantially Demonstrated	Moderately Demonstrated	Minimally Demonstrated	Score (0-5)	Weight	Awarded Points	Total Points
Greeting and Introduction CUS 2.0 — Exhibit professional demeanor and business etiquette in customer service scenarios 2.1. Display a confident handshake, proper greeting, and personal introductions 2.4. Make a formal introduction 2.7. Exhibit poise, eye contact and professional mannerisms	5 4 The student greeted interviewer with a hand shake and greeting, clearly introduces themselves (first and last name), and allows for the interviewer to introduce themselves.	3 2 The student omitted some of the greeting and introduction components.	1 0 The greeting and introductions were limited or not seen in the interview.		10	0	50
Awareness CUS 4.0 — Act out proper techniques in roleplay scenarios 4.2. Handle basic customer service functions 4.4. Apply skills to role-play service applications	5 4 The student was very knowledgeable about the product / subject matter.	3 2 The student possessed enough knowledge to assist the customer with his or her purchases.	1 0 The student possessed very little knowledge of the subject matter; therefore, he or she was of little to no assistance to the customer.		10	0	50
Take Responsibility CUS 4.0 — Act out proper techniques in roleplay scenarios 4.2. Handle basic customer service functions 4.4. Apply skills to role-play service applications	5 4 The student energetically volunteered his or her assistance to the customer.	3 2 The student agreed to be of assistance.	1 0 The student failed to show interest in being of assistance.		10	0	50
Additional Information CUS 3.0 — Solve problems common in customer service work 3.2. Discuss implementation of solutions and costs involved with choosing a solution	5 4 The student discussed multiple solutions (if applicable) and the benefit and risks, as well as costs involved with choosing a solution.	3 2 The student discussed a few solutions (if applicable) and the benefit and risks, as well as costs involved with choosing a solution.	1 0 The student gave few or no additional information for solutions. Nor, did they discuss the benefit, risks, or costs.		10	0	50
Empathy CUS 4.0 — Act out proper techniques in roleplay scenarios 4.2. Handle basic customer service functions 4.4. Apply skills to role-play service applications	5 4 The student showed great concern for the customer's needs and wants and used this information to help the customer appropriately.	3 2 The student showed some concern for the customer's needs and wants and was able to help the customer.	1 0 The student showed little to no concern for the customer's needs and wants and was not able to help the customer.		10	0	50
Active Listening Skills CUS 1.0 — Demonstrate ability to communicate effectively 1.4. Exhibit good listening skills and show sincere interest	5 4 The student applied effective listening and comprehension skills to successfully determine all the customer's needs and wants.	3 2 The student applied effective listening and comprehension skills to determine most of the customer's needs and wants.	1 0 The student was lacking in listening and comprehension skills and was unable to determine most of the customer's needs and wants, or was not neglected to demonstrate effective		10	0	50
Control of Conversation CUS 4.0 — Act out proper techniques in roleplay scenarios 4.2. Handle basic customer service functions 4.4. Apply skills to role-play service applications	5 4 The student maintained full control of the conversation.	3 2 The student maintained some control of the conversation.	1 0 The student had little to no control of the conversation.		10	0	50
Word Choice CUS 4.0 — Act out proper techniques in roleplay scenarios 4.2. Handle basic customer service functions 4.4. Apply skills to role-play service applications	5 4 The student effectively used appropriate job related vocabulary and professional grammar, and spoke with appropriate volume with clear enunciation.	3 2 The student had moderate use of job related vocabulary and good grammar, and was somewhat soft spoken with some enunciation difficulties.	1 0 The student had limited use of job related vocabulary and grammar, and was difficult to hear and understand.		10	0	50
Recommendation of Multiple Solutions CUS 3.0 — Solve problems common in customer service work 3.1. Demonstrate transforming techniques	5 4 The student provided the customer with two or more (or as appropriate for the product) correct solutions that would effectively and efficiently meet the customer's needs. Also, the student provided the customer with additional information pertinent to the subject matter.	3 2 The student provided the customer with one correct solution that met the customer's needs. Also, the student provided the customer with little additional information pertinent to the subject matter.	1 0 The student gave the customer an incorrect solution or did not have the background knowledge or basic understanding to come to a logical and correct solution. Or did, but neglected to provide the customer with additional information pertinent to the subject matter.		10	0	50
Ask Questions for Clarification CUS 4.0 — Act out proper techniques in roleplay scenarios 4.2. Handle basic customer service functions 4.4. Apply skills to role-play service applications	5 4 Effective clarifying questioning was used to get a full understanding of the situation and potential acceptable outcomes.	3 2 Some questioning was used to get a full understanding of the situation and potential acceptable outcomes.	1 0 Few or no questions were asked.		10	0	50
Expression of Appreciation CUS 4.0 — Act out proper techniques in roleplay scenarios 4.2. Handle basic customer service functions 4.4. Apply skills to role-play service applications	5 4 The student was truly sincere in the interactions with the customer(s).	3 2 The student was somewhat sincere in the interactions with the customer(s).	1 0 The student was not sincere in the interactions with the customer(s).		10	0	50
Adherence to Store Policy CUS 4.0 — Act out proper techniques in roleplay scenarios 4.2. Handle basic customer service functions 4.4. Apply skills to role-play service applications	5 4 The student substantially and politely adhered to the store policy during the interaction.	3 2 The student moderately adhered to the store policy during the interaction.	1 0 The student did not adhere to store policy.		10	0	50
Appearance / Grooming CUS 2.0 — Exhibit professional demeanor and business etiquette in customer service scenarios 2.2. Show confidence and a positive personal image 2.3. Show good grooming in dress and personal hygiene	5 4 The student substantially demonstrates a professional appearance through good grooming in dress and personal hygiene. The clothing fits well and is free from wrinkles.	3 2 The student moderately demonstrates a professional appearance through good grooming in dress and personal hygiene. The clothing fits well and is somewhat free from wrinkles.	1 0 The student does not demonstrate a professional appearance in dress and/or personal hygiene. The clothing does not fit well and appears unkempt.		10	0	50
Good Manners & Politeness CUS 2.0 — Exhibit professional demeanor and business etiquette in customer service scenarios 2.6. Maintain politeness at all times	5 4 The student exhibited excellent manners and was polite throughout the interactions.	3 2 The student exhibited good manners and was somewhat polite throughout the interactions.	1 0 The student sporadically exhibited good manners and politeness throughout the interactions.		10	0	50
Clear Verbal Communication CUS 1.0 — Demonstrate ability to communicate effectively 1.2. Demonstrate effective verbal communication 1.5. Speak in a clear, understandable manner CUS 2.0 — Exhibit professional demeanor and business etiquette in customer service scenarios 2.5. Use proper diction, grammar and pronunciation	5 4 The student maintained complete composure, even with multiple customers.	3 2 The student maintained some composure, even with multiple customers.	1 0 The student has difficulty maintaining composure.		10	0	50
Summarization CUS 3.0 — Solve problems common in customer service work 3.3. Explain the need for follow-up and modification	5 4 The summarization is strong and restates the problem and proposed solution, while tying in elements of modification for an effective outcome.	3 2 The summarization is recognizable and references the problem and proposed solution, while tying in elements of modification for an potential outcome.	1 0 The summarization was weak or no summarization was given.		10	0	50
Composure Throughout CUS 2.0 — Exhibit professional demeanor and business etiquette in customer service scenarios 2.8. Show enthusiasm in meeting customer needs 2.9. Display self-confidence and persuasiveness 2.10. Answer questions maturely CUS 3.0 — Solve problems common in customer service work 3.4. Apply conflict resolution skills	5 4 The student was well poised and had a positive relationship with the customer(s). The student was completely engaged with the customer(s) without being pushy, and consistently used appropriate tone.	3 2 The student maintained some poise and had an acceptable relationship with the customer(s). The student was moderately engaged with the customer(s) and was occasionally pushy. The student used appropriate tone sometimes.	1 0 Student had little to no poise and / or positive relationship with the customer(s). The student had little to no engagement with the customer(s) and had difficulty using appropriate tone.		15	0	75
PENALTY: Tardiness	Competitors must report to the competition area 30 minutes prior to their scheduled reporting time to check in with the competition official and receive final instructions. Penalty of -10 points.						
PENALTY: Framework	Maximum penalty of -50 points.						