Introduction to Careers in Hospitality and Tourism

Unit 3 - Skills Needed for Customer Service

**Formative Assessment – Rubric**

**Work Skills for Customer Service PowerPoint Rubric**

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|  | **MISSING THE MARK!** | **GOOD JOB!** | **EXCELLENT!** |
|  | (Several pieces missing. Student requires more information regarding the work skills necessary for customer service.) | (Missing one piece of information. Student has a good grasp of the work skills necessary for customer service.) | (All information presented. Student clearly understands the work skills necessary for customer service.) |
| **POWERPOINT SLIDES** | **1 – 5 Points** | **6 – 8 Points** | **9 – 10 Points** |
| **Slide 1.** Introduce yourself. Include a present photo. |  |  |  |
| **Slide 2.** Highlight four of your personality traits that are desirable in a career in customer service. Explain how these traits are strengths and how you will benefit from them. |  |  |  |
| **Slide 3.** Showcase your interests. Two examples of each: People, Data and Things |  |  |  |
| **Slide 4.** Highlight two careers from your Career Information Assessment Inventory/ Missouri Connections. For each career include education required and starting salary. Determine if customer service is a component in each and provide an example |  |  |  |
| **Slide 5.** Highlight three (3) of each of your: aptitudes, abilities, and values. Provide an example of how these will help you in a position requiring customer service. |  |  |  |
| **Slide 6.** Choose a career from Slide 4. What are the expectations for your appearance and uniform for that career? Use a photo or graphic to represent the expectations. |  |  |  |
| **Slide 7.** Highlight the value of communication in customer service by providing one example of nonverbal and verbal communication. Be sure to include why being a good listener is important. |  |  |  |
| **Slide 8.** Sum it up! How are my personality traits, interests and abilities preparing me for a career in customer service? |  |  |  |
| TOTAL POINTS POSSIBLE - 80 |  |  |  |