| **Ensuring Student Engagement in a Technology-Enhanced Limited Face-to-Face Instruction** https://www.davemarcial.net/su-aspire2022.html | **PEAC** PRIVATE EDUCATION ASSISTANCE COMMITTEE Trustee of the Fund for Assistance to Private Education | **ASPIRE** through **ACSCU** ASSOCIATION OF CHRISTIAN SCHOOLS, COLLEGES AND UNIVERSITIES |

Performance Assessment Activity

TITLE (Performance Assessment / Activity)	**PROPER HANDLING DIFFICULT CUSTOMER (role-playing)**
DESCRIPTION	
Learning Outcomes / Objectives of the Activity	By the end of this activity, the students should be able to: 1. Explain why customers get upset. 2. Listen and indicate they have heard what their customers have said. 3. Choose client-centric language. 4. Manage service-related stress. 5. Quickly build rapport with customers.
The lesson, topic, and the course that this assessment belongs / Library Service	
Delivery Approach/es (Blended, Hybrid, or Hy-flex)	
DIGITAL TOOLS NEEDED	
1. Telephone/Cell phones 2. Laptop/Desktop computer	
QUESTIONS, MECHANICS OR INSTRUCTIONS	
Role-play a situation at work where you have to satisfy the needs of a difficult customer over the phone. Each group will select someone to assume the role of the customer. The customer will represent one of the following types of difficult customers: disagreeable, dishonest, domineering/superior, slow/methodical, or suspicious. To have a smooth interaction and to prepare for the encounter, the group will prepare a script. See to it that you will also provide supposed business policy and guidelines in good customer service. You will be evaluated using the rubric provided below.	

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RUBRICS

CATEGORY	DESCRIPTION
CONTENT (40%)	The group offered creative new insights on the topic.
ROLES (20%)	Every member of the group stayed in character and took the role seriously.
PREPARATION (20%)	The group prepared and researched their role-play and everything went smoothly.
OVERALL IMPRESSION (20%)	The presentation was entertaining and informative

TECHNOLOGY-ORIENTED FEEDBACKING STRATEGY & APPROACHES:

Using of emojis to give feedback to the performance of each group.

	Exceptional
	Admirable
	Acceptable
	Attempted

Prepared by:		Position/Designation:	
	MELODY M. GARIANDO		**INSTRUCTOR I**

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