BT Group

AI & Customer Service:

Lesson 3
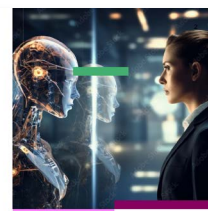
Introduction

Use the slides to introduce the lesson, the module overview, and learning objectives. Make sure to recap the 'Big Thinking' statement on slide 3: How is AI **impacting human interaction** in the world of work? **This will be touched on throughout the module.**

- PowerPoint presentation
- Pens and paper
- Chatbot planning template
- Internet-connected devices (1 per group)

Slides 8-9:

Recap the scenario and project that students will be working on.

- Get the students into their groups (3-4 students per group)

Slide 10:

- <u>Play this video about Landbot AI</u>
- Explain that in today's lesson, they will be creating an AI chatbot. They will be writing a set of instructions and providing background information, much like they would if they were training a new member of human staff.
- Encourage students to think about everything they learned in previous lessons about the pros and cons of human vs machine interaction and whether finding a solution is the only outcome for good customer service.
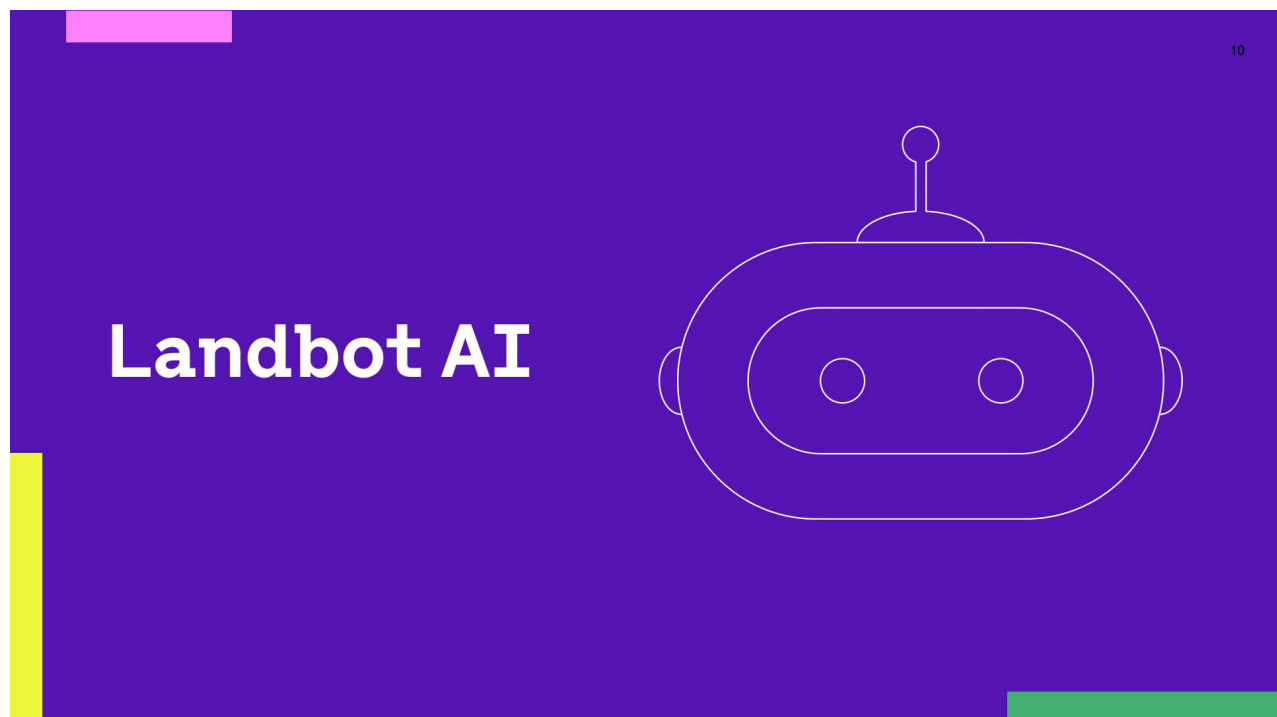
Project prep

Project prep

Before they start writing instructions for their AI chatbot, they will need to write some background information which their AI chatbot can refer to when coming up with responses. Students will be using their critical thinking skills to ensure the background information they write enables their chatbot to provide the best and most appropriate level of service:

- Ask students to write imaginary customer enquiries using their 'Building a chatbot challenge' handout.

- Next they will need to write down background information that will help the AI reply to that customer enquiry.

- E.g. customer enquiry "I can't finish the game." Background information: "In order to finish the game a user must have completed levels 1 – 10 and collected all 7 magic keys and defeated the final boss."

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Customer enquiries

Write an imaginary player enquiry that your bot will need to respond to.

E.g. "I can't finish the game"

Background information

Create some background information that your bot can refer to in order to answer the customer enquiry

E.g. In order to finish the game a user must have completed levels 1 – 10 and collected all 7 magic keys and defeated the final boss.

Build a Bot: Version 1

Slide 12-14: Build a bot: version 1

- Direct students to log in to their Landbot account, they will have set these up in the last lesson and watched the tutorial video.
- Ask them to navigate to the bot builder, click 'build a chatbot' and select the 'FAQ' AI assistant model.
- Support students to fill out the information and instructions on the configure tab using the prompts provided by the platform, they will be able to go back and tweak these later .
- Ask students to add their background information in the knowledge tab.

Slide 14: Test the bot

- Direct students to view their assistant and test it by typing in their customer enquiry, and then continue the conversation as if they were a real user
- Each student in the group should have a go at doing this so that the bot is tested 3 or 4 times with a different conversation flow from the same starting question
- Encourage students to make notes about what's working and what isn't so they can reflect on their progress

Slide 15: Discuss

- Bring the class together to ask what they observed when designing the chatbot. Some groups may have discovered that if the background information is not sufficient the AI gets stuck or makes up a response

Build version 1 of your bot

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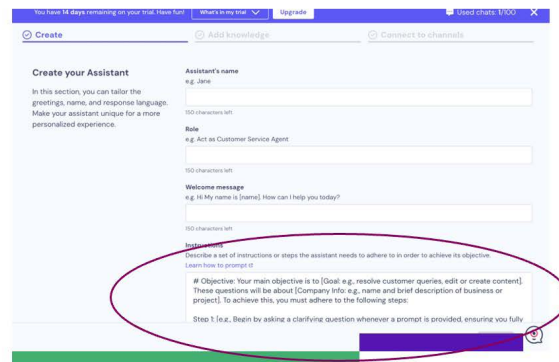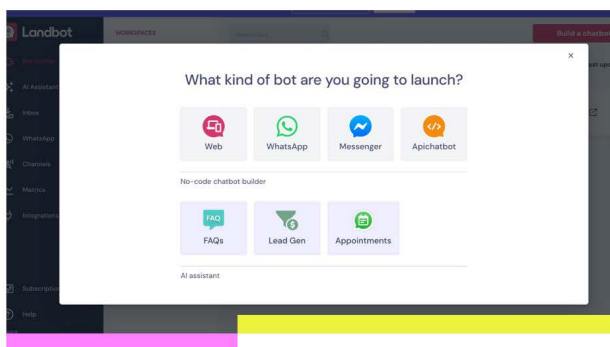
Build a Bot: Version 2

Slide 16: Build a bot: version 2

- Ask students to create four more customer enquiries so they have five in total. Ensure queries cover a range of scenarios so students are considering hypothetical situations, future planning, creative thinking and using their imagination.
- Tell them they have the rest of the lesson to add background information for those five enquiries, to test the bots and to adjust the instructions and background information to try and create the best chatbot they can within the time. They should think about:
  - Accuracy and how detailed the information is
  - How to write the instructions so the style of communication matches how they want to engage with their customers – remind them about how they can demonstrate emotional intelligence and empathy to improve the player experience

Slide 17: Reflect

Invite students to reflect on what they've created. What risks/benefits/limitations have they identified, and to what extent do they think their chatbot could replace human interactions?

Extension options

If students want to go one step further in refining their instructions, they can read this article, or do their own independent research and apply the principles https://landbot.io/blog/how-to-write-prompts-for-chat-gpt . They could also be creative and come up with a name and brand for their chatbot.

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Build version 2 of your bot

- ✓ Tell the chatbot what it needs to do and how

- ✓ Add more context and information - who is the audience, what is the goal of the bot etc.

- ✓ Be specific and clear - for example, if you want the chatbot to add personal details, like the customer's name, in responses, then include that in the instructions

- ✓ Think about the tone of voice or personality you want the chatbot to use - you can build this into the chatbot by providing examples of replies in the tone that you want

- ✓ Test and iterate - experiment with different phrases and approaches to understand what works best for your bot's goal. You should test your prompts as you go and observe how the chatbot responds. The more you repeat this process, the better outcome your chatbot will achieve, and the better you will become at writing effective prompts.

- PowerPoint presentation

Reflect on learning

Slide 18: Recap

- Why is it important to test and develop your ideas as you build a technical tool or product?
- What technical skills have you practiced?
- What human-centric skills have you practiced?
- How did your human-centric skills work alongside the technical skills to make building your bot more effective?

Recap

What have you learnt today?

- ✓ Why is it important to test and develop your ideas as you build a technical tool or product?

- ✓ What technical skills have you practiced?

- ✓ What human-centric skills have you practiced?

- ✓ How did your human-centric skills work alongside the technical skills to make building your bot more effective?