

Collice K

Service with A Smile; A Student Worker's Guide to Good Customer Service

Instructional Design Worksheet

PART I:

Lesson No: 1

Lesson Title: Course Introduction

Lesson Learning Objectives: Upon completion of this lesson, the participant will be able to

| | |
|----|---|
| 1. | Demonstrate a knowledge of what is expected throughout the course |
| 2. | Ability to demonstrate knowledge of the syllabus and orientation |
| 3. | Develop communication with classmates |
| 4. | Demonstrate a knowledge of netiquette |
| 5. | Demonstrate a knowledge of blackboard tools |
| 6. | Develop and understanding of why customer service is important |

Content Resources:

| Resource | Learning Objective(s) Addressed |
|--------------------------------------|---------------------------------|
| Read Syllabus and Orientation | 1 |
| Syllabus and Orientation Quiz | 2 |
| Netiquette Reading | 4 |
| Lecturette | 1 |
| Video "Why Customer Service Matters" | 6 |

Supplemental Resources:

Syllabus and Orientation

Lecturette

References

Learning Heroes. (2015, March 18). *Why Customer Service Matters* [Video file]. Retrieved

from <https://www.youtube.com/watch?v=nxtaMdu55Ug>

Teaching Tip. (2016). "Netiquette" in online courses. Retrieved from

<http://carleton.ca/edc/wp-content/uploads/Netiquette.pdf>

Part II: Learning Activities: Student-Content Interactions

| Learning Activity | Group (G) or Individual (I) Activity | Learning Objective(s) Addressed |
|--|---|--|
| Read Syllabus and Orientation Students will read the syllabus and orientation to review what is expected throughout the course. They will be expected to know the requirements of the course and the course layout. | I | 1,2,5 |
| Icebreaker – Two Truths and One Lie Students will write an original post giving a paragraph description of themselves and at the end of the post the student will write two things that are true about themselves and one thing that is a lie. The students will then interact with each other by posting to the discussion board and trying to guess the other persons lie. On Sunday evening the students will then reveal the lie in their original post. | I | 3,4,5 |

Part III: Learning Activities: Student-Student Interactions**Blog**

| Topic/Activity (Note: | Group (G) or Individual (I) Activity | Learning Objective(s) Addressed | Assessment of Learning | If Assessed, No. of Points Assigned |
|----------------------------------|---|--|-----------------------------------|--|
| | | | | |

Discussion Board:

| Topic/Activity | Group (G) or Individual (I) Activity | Learning Objective(s) Addressed | Assessment of Learning | If Assessed, No. of Points Assigned |
|--|---|--|-----------------------------------|--|
| Icebreaker – Two Truths and One Lie | I | 3,4,5 | No | N/A |

Part IV: Assessments (Other than Items in Part III Described Above)

| Quiz/Exam | | | |
|---|--------------------------------------|---------------------|-------------------------|
| Type of Quiz | Learning Objectives Addressed | Total Points | Special Features |
| Syllabus and Orientation – Multiple Choice | 1,2,4 | 10 | |

| Additional Learning Assessment | | | |
|---------------------------------------|------------------------------------|--------------------------------------|---------------------|
| Description of Assignment | Group (G) or Individual (I) | Learning Objectives Addressed | Total Points |
| | | | |

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PART I:

Lesson No: 2

Lesson Title: "Never Let Backstage Come Onstage"

Lesson Learning Objectives: Upon completion of this lesson, the participant will be able to

| | |
|----|---|
| 1. | Explain what constitutes backstage in an organization |
| 2. | Explain what constitutes onstage in an organization |
| 3. | Demonstrate ways to keep backstage in the background of an organization |
| 4. | |
| 5. | |
| 6. | |

Content Resources:

| Resource | Learning Objective(s) Addressed |
|---|---------------------------------|
| <i>Lessons from the Mouse</i> Lesson 1 "Never Let Backstage Come Onstage" | 1,2,3 |
| Onstage vs. Backstage: The Behavior of a Service Superhero | 1,2,3 |
| | |
| | |
| | |

Supplemental Resources:

References

Jones, E. (2016). Onstage vs. Backstage: The behavior of a service superhero. Retrieved from

<http://ericjonesonline.com/onstage-vs-backstage-the-behavior-of-a-service-superhero/>

Snow, D. (2010). *Lessons from the mouse: A guide for applying Disney World's secrets of*

success to your organization, your career, and your life. Orlando, FL: Snow &

Associates, Inc.

Part II: Learning Activities: Student-Content Interactions

| Learning Activity | Group (G) or Individual (I) Activity | Learning Objective(s) Addressed |
|---|---|--|
| Read Lesson 2 "Never Let Backstage Come OnStage" Students will read Lesson 1 in "Lessons from the Mouse" | I | 1,2,3 |
| Discussion question post Student will answer the discussion questions on the readings and reply to two other students regarding discussion questions. Students will also respond by Sunday night to someone who responded to their original post. | I | 1,2,3 |
| | | |

Part III: Learning Activities: Student-Student Interactions

Blog

| Topic/Activity (Note: | Group (G) or Individual (I) Activity | Learning Objective(s) Addressed | Assessment of Learning | If Assessed, No. of Points Assigned |
|---|---|--|-----------------------------------|--|
| Blog At the end of lesson 4 the student will create a part 1 blog reflection on what was read, discussed, and learned throughout these three lessons. | I | 1,2,3 | Yes | 30 |

Blog Rubric

| Blog _ Lesson 2 – 4 | Excellent - 10 - 8 | Acceptable – 7 – 5 | Needs Improvement 4 – 3 | Unacceptable 2 – 0 |
|---------------------|---|---|--|---|
| Content | The blog incorporates the content the three lessons and the student demonstrates a knowledge and understanding of the content | Blog incorporates the content of two of the three lessons and demonstrates a knowledge of understanding | Blog incorporates the content of one of the three lessons and demonstrates some knowledge of understanding | Blog does not incorporate any content from the three lessons and does not demonstrate understanding of the lessons |
| Description | The blog description of the three learning units are clear and understandable to the learner | Blog incorporates descriptions of two of the three learning units and the learner show understanding of the units | Blog only incorporates descriptions of one of the lessons and demonstrates some understanding of the lessons | Blog does not incorporate a description of the lessons and does not demonstrate understanding of any of the three lessons |

| | | | | |
|-----------------|---|--|--|---|
| Details | The learner includes details of the three lessons learned | The learner includes details of two of the three lessons learned | The learner includes details of one of the three lessons learned | The learner does not include details of the three lessons learned |
| Points possible | 30 - 24 | 21-15 | 12-9 | 6-0 |

Discussion Board:

| Topic/Activity | Group (G) or Individual (I) Activity | Learning Objective(s) Addressed | Assessment of Learning | If Assessed, No. of Points Assigned |
|--|---|--|-------------------------------|--|
| "Never Let Backstage Come OnStage"- Discussion Post | I | 1,2,3 | N | N/A |

Part IV: Assessments (Other than Items in Part III Described Above)

| Quiz/Exam | | | |
|---|--------------------------------------|---------------------|---|
| Type of Quiz | Learning Objectives Addressed | Total Points | Special Features |
| <p>Midterm</p> <p>At the end of week seven, students will take a midterm exam on lessons 2 – 7. This test will be multiple choice and fill in the blank.</p> | 1,2,3 | 50 | Submitted and graded through blackboard |

| Additional Learning Assessment | | | |
|---------------------------------------|------------------------------------|--------------------------------------|---------------------|
| Description of Assignment | Group (G) or Individual (I) | Learning Objectives Addressed | Total Points |
| | | | |

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PART I:

Lesson No: 3

Lesson Title: "What time is the 3 o'clock parade is not a stupid question"

Lesson Learning Objectives: Upon completion of this lesson, the participant will be able to

| | |
|----|---|
| 1. | Develop ways to understand the question behind the question |
| 2. | Determine appropriate ways to respond to unusual questions |
| 3. | Develop ways to avoid internal speak with customers |
| 4. | Demonstrate how to listen to the need behind the question |
| 5. | Determine ways to let customers know they are wrong without embarrassment |
| 6. | |

Content Resources:

| Resource | Learning Objective(s) Addressed |
|--|---------------------------------|
| <i>Lessons from the Mouse</i> "What time is the 3 o'clock parade is not a stupid question" | 1,2,3,4,5 |
| 20 Essential Customer Service Skills | 1,2,4,5 |
| Video - What is customer service ? The 7 Essentials To Excellent Customer Service | 1,2,4,5 |
| | |
| | |

Supplemental Resources:

References

Brownlee, D. (2013, May 21). *What is customer service ? The 7 essentials to excellent customer service* [Video file]. Retrieved from

https://www.youtube.com/watch?v=tn0veQ7_stI

Miller, I. (2016). 20 essential customer service skills. Retrieved from

<http://www.customerservicemanager.com/customer-service-skills/>

Snow, D. (2010). *Lessons from the mouse: A guide for applying Disney World's secrets of success to your organization, your career, and your life*. Orlando, FL: Snow & Associates, Inc.

Part II: Learning Activities: Student-Content Interactions

| Learning Activity | Group (G) or Individual (I) Activity | Learning Objective(s) Addressed |
|--|---|--|
| <p>Lecturette and Lesson 2</p> <p>Students will read the Lecturette and Lesson 2 "What time is the 3 o'clock parade is not a stupid question" from "Lessons from the Mouse"</p> | I | 1,2,3,4,5 |
| <p>Discussion Questions</p> <p>Students will answer discussion questions and while applying what they have learned to their current place of employment.</p> | I | 1,2,3,4,5 |
| <p>Reply</p> <p>Students will reply to two students regarding discussion questions. Students will also respond to at least one person who has responded to their original post.</p> | I | 1,2,3,4,5 |

Part III: Learning Activities: Student-Student Interactions

Blog

| Topic/Activity (Note: | Group (G) or Individual (I) Activity | Learning Objective(s) Addressed | Assessment of Learning | If Assessed, No. of Points Assigned |
|---|---|--|-----------------------------------|--|
| Blog At the end of lesson 4 the student will create a part 1 blog reflection on what was read, discussed, and learned throughout these three lessons. | I | 1,2,3,4,5 | Yes | 30 |

Blog Rubric

| Blog _ Lesson 2 – 4 | Excellent - 10 - 8 | Acceptable – 7 – 5 | Needs Improvement 4 – 3 | Unacceptable 2 – 0 |
|---------------------|---|---|--|---|
| Content | The blog incorporates the content the three lessons and the student demonstrates a knowledge and understanding of the content | Blog incorporates the content of two of the three lessons and demonstrates a knowledge of understanding | Blog incorporates the content of one of the three lessons and demonstrates some knowledge of understanding | Blog does not incorporate any content from the three lessons and does not demonstrate understanding of the lessons |
| Description | The blog description of the three learning units are clear and understandable to the learner | Blog incorporates descriptions of two of the three learning units and the learner show understanding of the units | Blog only incorporates descriptions of one of the lessons and demonstrates some understanding of the lessons | Blog does not incorporate a description of the lessons and does not demonstrate understanding of any of the three lessons |

| | | | | |
|-----------------|---|--|--|---|
| Details | The learner includes details of the three lessons learned | The learner includes details of two of the three lessons learned | The learner includes details of one of the three lessons learned | The learner does not include details of the three lessons learned |
| Points possible | 30 - 24 | 21-15 | 12-9 | 6-0 |

Discussion Board:

| Topic/Activity | Group (G) or Individual (I) Activity | Learning Objective(s) Addressed | Assessment of Learning | If Assessed, No. of Points Assigned |
|--|---|--|-------------------------------|--|
| Discussion Question: “What time is the 3 o’clock parade is not a stupid question” | I | 1,2,3,4,5 | No | N/A |

Part IV: Assessments (Other than Items in Part III Described Above)

| Quiz/Exam | | | |
|---|--------------------------------------|---------------------|---|
| Type of Quiz | Learning Objectives Addressed | Total Points | Special Features |
| <p>Midterm</p> <p>At the end of week seven, students will take a midterm exam on lessons 2 – 7. This test will be multiple choice and fill in the blank.</p> | 1,2,3,4,5 | 50 | Submitted and graded through blackboard |

| Additional Learning Assessment | | | |
|---------------------------------------|------------------------------------|--------------------------------------|---------------------|
| Description of Assignment | Group (G) or Individual (I) | Learning Objectives Addressed | Total Points |
| | | | |