Course Title “Service with a Smile; A Student Worker’s Guide to Customer Service

Online courses require a great deal of details when it comes to the design process. “Service with a Smile; A Student’s Worker’s Guide to Customer Service will be a course designed for college students who plan to work on campus as student workers. This course will be designed to give the student’s the basic customer service skills needed to work in an office setting on campus. Some of the details online course designers must think about are learner and non-learner issues, assessments, which include both formative and summative assessments, and student-content interactions, student-student interactions, and student-instructor interaction. Throughout this paper, you will be able to understand how I plan to combat the typical issues associated with designing online classes.

**Course Overview**

**Course Goals/Objectives:**

Upon completing the course, students will be able to:

1. Identify a customer’s need for help and guidance and assist with those needs without being prompted.
2. Demonstrate actions that show they care about the customer’s experience with their company.
3. Identify excellent internal service
4. Evaluate one’s own customer service skills and identify ways in which they can be improved.
5. Identify opportunities for success and ways in which these opportunities can be applied in their career.
6. Apply strategies to better deal with challenging customers
7. Develop personal action plans to improve customer service
8. Explore how service is defined by customers

**Lesson Outline:**

The book I will be incorporating in my course is “Lessons from the Mouse” by Dennis Snow.

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.

The lessons below are incorporated in conjunction with the text my students will be reading in “Lessons from the Mouse.”

Lesson 1: Course Introduction

* Syllabus and Orientation
* Ice breaker – Two Truths and One Lie
* Quiz - Syllabus

Lesson 2: “Never Let Backstage Come Onstage”

This lesson enforces the importance of keeping the imperfections of the company out of customer’s views. This could be negative attitudes, storage areas, arguments with coworkers. These are things customers should never see. They should only see the good impressions of the company.

* Discussion questions
* Replies by Sunday - midnight

Lesson 3: “What time is the 3 o’clock parade is not a stupid question”

This lesson will detail how to answer questions we may think are “dumb questions.” What is the customer really trying to ask? How can you make it easier for them to ask the question without making them feel silly?

* Discussion questions
* Replies by Sunday – midnight

Lesson 4: “Never Ever Say, “That’s Not My Job” – Don’t Even Think It!”

This lesson will help customer service representatives understand that each job is important and we all have a responsibility to the customer to make sure the job is done, and done right, even if it’s not your job.

* Discussion questions
* Replies by Sunday – Midnight
* Blog – Lessons 2 – 4

Lesson 5: “Pay Attention to the Details – Everything Speaks”

This lesson explores the importance of the little things. What attracts of deters a potential customer? How can I make sure the customer is not deterred for something minor?

* Discussion questions
* Replies by Sunday – midnight

Lesson 6: “Have Fun with the Job No Matter How Miserable You Feel”

This lesson details the importance of having fun on the job, even if you are having a bad day and ways to accomplish this.

* Discussion questions
* Replies by Sunday – midnight

Lesson 7: “Don’t Be a Customer Service Robot”

This lesson details the importance of putting expression into your everyday duties.

* Discussion questions
* Replies by Sunday – midnight
* Blog – Lessons 5 – 7
* Midterm – Lesson 2 – 7

Lesson 8: “Little Wows Add Up”

Impressing your customers with the little things can make the customer become a regular.

* Discussion questions
* Replies by Sunday – midnight

Lesson 9: “Everyone Has a Customer”

This lesson stresses the importance of employees who only have contact with other employees. Internal help is just as important as external help to our customers.

* Discussion questions
* Replies by Sunday – midnight

Lesson 10: “Figure Out What Ticks Off Your Customers – And Do Something About It”

This lesson details the importance of finding out customer complaints and ways they can be fixed.

* Discussion questions
* Replies by Sunday – midnight

Lesson 11: “Take Responsibility for Your Own Career”

This lesson explores the importance of taking responsibility for your future. Techniques you can use to make your career blossom.

* Discussion questions
* Replies by Sunday – midnight
* Blog – Lesson 8 – 11

Lesson 12: Closure

* Essay Due 3 – 5 Pages Detailing the importance of customer service, what I have learned that I can apply in my current job, and how might this help me in my future career goals.
* Final Exam Lesson 2 - 11

The course will be delivered in a Community College or a Four-Year University,

This course is intended for undergraduate and graduate students who are interested in developing customer service related skills to gain employment in a customer service environment on campus while enrolled in school

This course will be delivered on a local course management system such as WebCT and the course will be taught fully online.

**Design Considerations**

Designing an online course may create some challenges and it is up to the designer to consider these challenges before launching an online course. These may be issues which will affect the learner or the non-learner (facilitator). Since I have never designed an online course, I plan to simplify the design of the course until I have a better understanding of what will actually work in the course. This will allow me the flexibility to add more difficult projects as the course develops structure and I sense the proficiency of the learners. Below you will find the design considerations for my course “Service with a Smile; A student worker’s guide to good customer service.”

**Non-Learner Issues**

Content changes are usually something most classes, whether offered online or traditionally, have trouble with maintaining. It would be up to the instructor to make sure the content of the class is up to date and there are no changes needed for the design before the class starts. I don’t anticipate having many content changes since customer service is a standard practice that has been around for years. To make sure I don’t have any changes I plan to review my course every year and make sure all content is up to date and all links are active.

The resources on the web are useful and can be beneficial to my course. This will allow me to use other resources besides the book that I have incorporated into the course. Before I begin teaching each semester I plan to review all the web links in the current course design to make sure they are still accessible to me and the students. This will eliminate confusion and the instructor having to scramble for alternate web resources to use in the course design.

Once my course has been developed for a while, I plan to add video content and power point presentations. Once I learn the course even better and the type of students enrolling in the course, I will try to incorporate social media, such as, Facebook and Twitter. My plan for incorporating this into my design is to first determine if the technologies are beneficial to the course for me to use. I will also be determining if the technologies I choose will cause confusion to the learner and if I can structure them into my design without any problems. This will not be determined until I have taught the class for at least two consecutive semesters.

Technologies such as power point and videos I am very comfortable with using. I am not as comfortable with using social media in the classroom because of privacy issues. I don’t have any prior experience with using social media in the classroom, except for the one class I participated in as a student. I plan to complete more research on using social media in the classroom before I decide if it is something I would consider incorporating into my course design.

Having funds for purchasing development tools and learning resources will be dependent upon the college or university where I plan to teach. I plan to make a proposal for the funds from the college or university with my design plan and the amount I would need to purchase development tools and learning resources. If I am not able to receive funding I will keep my design plan simple by incorporating an inexpensive book the learners will be required to purchase. I can also use free online websites which will offer important information in which the learner will be able to access easily and receive the information needed for the course.

Sometimes designers incorporate to much work for the student to complete during a semester. I will have 15 weeks to design and develop my course. This will be enough time for me to go through all of the lessons thoroughly and effectively. Each student will walk away from the course more knowledgeable about the requirements of the course than when they first enrolled.

Developing a course is not an easy process because it requires a design plan that will be suitable for multiple learning styles. Since I have never designed an online course this will be a trial and error project for me. I may make some decision that won’t work for the design plan and that I may have to change later. My strategy will be to keep my design plan simple. I will focus mainly on the readings, discussion questions, and blog entries until I have an idea of how to incorporate more complicated projects into the design to fit multiple learning styles.

Teaching is an important aspect of facilitating an online course. I have not taught previously and I have only facilitated an online course in the facilitation course of the Online Teaching Certificate. The strategies I will use to address this issue is to keep my design plan simple, I will log on to the course three times a day to check course messages and emails, and I will continue to learn and to look for teaching strategies that will help me to navigate and develop online courses.

Having support in the design process is important for a new online course designer. I am fortunate to have the support of my instructor, my peers, and my coworkers. This gives me more confidence while developing my online course. I will continue to share my design ideas with my support team in order to develop an effective online course. This will allow me to be more confident in my design. I will be able to get multiple prospective on the course design. I will also be able to reflect on the suggestions given from my support and decide if the decisions are important or necessary for the design.

When teaching at the college or university level you have colleagues that will sometime facilitate a course you are not able to facilitate during a semester. I don’t plan to have anyone else teach this course for at least one year. I would like to make sure the design does not need any changes before I hand it off to my colleagues. Once I am ready to have others teach the course I will meet with them to explain the course. I will provide all materials needed to successfully facilitate the course. I would also like to shadow the class so I will be able to provide the new instructor with ideas for a smoother course. Creating a teaching guide will also be something I will do in order to provide the instructor with the tools needed to facilitate the course.

**Learner Issues**

Student proficiency in technology could be an issue in an online course. There are students who don’t have much experience in an online course and others who have an enormous amount of experience. I will need to learn my student’s proficiency and determine what works best for them. My strategy for addressing this issue is to require all students to complete the tutorial for the schools learning system. Second, I will encourage my students to ask question on the discussion board. This will allow me to answer the question for the entire class and it will also give students the opportunity to answer the question to help their fellow classmates. I may need to offer extra support to those students who are not computer savvy. If it begins to be a distraction for the entire class I will need to suggest that the student receives some tutoring help to successfully complete the course.

Determining how experienced my students are with online learning will be important to the learner. This may range from students who have never taken an online class to students who have completed all their class online. I will begin with an orientation of the course to get the students familiar with the course and the syllabus which will outline my expectations in the course, and a learning agreement each student will need to sign in order to participate in the second week of classes. The students will also have an icebreaker and I am hoping this icebreaker will encourage them to engage with one another to finish the course.

Depending on the university we may have students in class from across the nation or there may be students who are trying to understand customer service in the U.S. and want to join the course. I would not be able to stop students from enrolling in the course so I will make sure all of the students are familiar with netiquette and cultural differences. The icebreaker will help the students become familiar with each other and I will monitor the discussion board and students group projects to make sure netiquette is followed by every student.

Summer courses are options for students who want to complete their degree quicker. Colleges usually offer summer courses in a shorter 11-week timeframe. Since my course design is 15 weeks long I will require a quicker pace for my summer courses. This may be difficult for some students to keep up with because the amount of work due will be doubled for some weeks. A strategy I will use to address this issues will be giving the students the course schedule in the syllabus. I will also give them the opportunity to start early in the weeks with the double assignments. Lastly, I will provide reminders via email and the course shell of upcoming assignments so student will be able to keep up with the course.

**Assessments**

Assessments are an important part of the learning process for both the student and the instructor. An assessment is important because it evaluates the student’s learning throughout the semester. It is important for an instructor to provide multiple assessment opportunities to determine how much the student understands the material before the final summative assessment is given. This can be done through formative assessments.

Throughout my course, I plan to offer both formative and summative assessments. The formative assessments are provided throughout the discussion questions and replies and through the blogs. This will give me an idea of what the student is learning in the class and what needs to be reinforced to gain a better understanding before the summative assessment. During my course, the students will answer discussion questions based on the required reading for the week. They will also provide feedback to two other students to complete the discussion portion. The student’s will also write a blog during weeks four, seven, and eleven. These blogs will detail their understanding of their learning throughout the previous weeks through to the blog week.

The summative assessments I plan to use during my course are the mid-term exam, the final exam, and the final essay. These three assignments will determine the student’s understanding of the information given throughout the course and I will be able to base a large portion of the final grades on these three assessments. The mid-term and final exam will be graded through the blackboard system. I will be using a true/false and multiple choice based testing system. The final essay will be graded by using a rubric. The students will know exactly what is expected from their assignment to receive full credit for the assignment. Below you will find an assessment worksheet that will outline the assessments I plan to include in my course.

**Assessment Worksheet**

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| **Course Learning Objective** | **Formative**  **Assessment(s)** | **Summative  Assessment** |
| **1. Identify a customer’s need for help and guidance and assist with those needs without being prompted.** | **Discussion questions and replies** | **Essay**  **Mid-term exam** |
| **Blog #1** |
|  |
| **2. Develop personal action plans to improve customer service.** | **Discussion questions and replies** | **Essay**  **Mid-term exam** |
| **Blog #2** |
|  |
| **3. Apply strategies to better deal with challenging customers.** | **Discussion questions and replies** | **Essay**  **Mid-term exam** |
| **Blog #2** |
|  |
| **4. Demonstrate actions that show they care about the customer’s experience with their company.** | **Discussion questions and replies** | **Essay**  **Final exam** |
| **Blog #3** |
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| **5. Identify excellent internal service.** | **Discussion questions and replies** | **Essay**  **Final exam** |
| **Blog #3** |
|  |
| **6. Explore how service is defined by customers.** | **Discussion questions and replies** | **Essay**  **Final exam** |
| **Blog #3** |
|  |
| **7. Evaluate one’s own customer service skills and identify ways in which they can be improved.** | **Discussion questions and replies** | **Essay**  **Final exam** |
| **Blog #3** |
|  |
| **8. Identify opportunities for success and ways in which they can be improved.** | **Discussion questions and replies** | **Essay**  **Final exam** |
| **Blog #3** |
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Both formative and summative assessments are important to a student’s learning throughout the course and I look forward to providing ways for the students to build their customer service skills. Overall, I believe I will be able to gain an understanding of how my assessments throughout the course will challenge the student and make them even more knowledgeable regarding providing good customer service than when they first enrolled in the course.

**Student Interactions**

When developing an online course, it is important to include three different types of student interactions. These interactions are student-content, student-student, and student-instructor. Developing an online course involves introducing course content to students. While it is important to introduce students to the course content, it is equally important to develop material students can interact with. This interaction is called student-content interaction. Students must also feel a sense of community while enrolled in an online class. The best way to develop a sense of community in an online course is to make sure the course offers student-student interaction. This will eliminate a sense of isolation within the online course. There is also a need for student-instructor interaction. This interaction helps the student to understand how well they are doing in the course.

Throughout my course, I have developed ways for my students to interact with the course content. In lesson one the students will need to read the introduction and syllabus. They will be tested on these items for clarification. They will also post an introduction to the discussion post. During lesson two they will read the Lecturette for the course, read the first lesson in the book “Lessons from the Mouse,” and post in the discussion board their answers to the discussion questions. The students will complete a blog at the end of week four that must include information from lesson two. The midterm at the end of week seven will also allow the students to absorb more from this lesson. Lesson three will require students to read the Lecturette and read lesson two in “Lessons from the Mouse.” They will then answer the discussion questions, complete the blog at the end of lesson four, and take the midterm exam at the end of lesson seven. These activities will allow the student to interact with the content throughout this online course.

Students will not feel isolated during this course because I have implemented ways in which students will develop student-student interactions throughout the course. In lesson one the students will post to the introduction discussion post. They will introduce themselves to their classmates and post two truths and one lie about themselves. The students will then have fun trying to guess the lies of their classmates. This is a great way for students to interact with one another. In lessons two and three, students will be required to post their answers to the discussion questions on the discussion board and respond to at least two of their classmate’s discussion post. The students will also be required to respond to someone that responded to their original post. This is required to offer more interaction between students.

Student-instructor interaction is also extremely important during an online course. This is insured throughout the course with the grading of the blog, midterm and interaction within the discussion posts. I plan to make sure I am involved throughout the course and answering student questions and concerns in the course questions section of the online course. Students also have questions they may not want to include the whole class in. I plan to actively check my email and answer student emails and inquiries throughout the course.

It is extremely important to include student-content interaction to ensure the students are learning the course material, student-student interaction to ensure the students do not feel isolated throughout the course, and student-instructor interaction to ensure the students are receiving the feedback needed and deserved throughout the course. These things are important for different reasons, but it is important for them to all be included when dealing with an online course. Throughout this course the students will be given the interactions needed to succeed in the course.

I believe if I can follow the guidelines I have outlined above; the course will be a success for many years to come. Developing a course overview and course objectives are very important to the design process because it is important to have a clear outline of the purpose of the course. Being able to identify the non-learner issues associated with developing online classes, such as, content changes, technology issues and, funding issues is also very important to the design process. Identifying learner issues, such as, differences in learning speeds and netiquette issues are also very important to the design process. Assessments are important to the design process because students want to understand their grades throughout the course. It is important to know the differences between summative and formative assessments. Some of my formative assessments are my discussion boards and my blogs. The summative assessments include the midterm exam, final exam, and the final paper. Having appropriate interaction throughout the course is also important. There must be student-student interaction, student-content interaction, and student-instructor interaction. Including these throughout my course will be an important part of the learning process throughout the course. I plan to follow my design in an effort to make my course even smoother throughout the first two semesters.