

Course Title: Service with a Smile; A Student Worker's Guide to Good Customer Service.

Index #: CUSV 101

Credit: 3 Credit Hours

Instructors Name: Collice King

Course Description: Introduces students to the fundamentals of developing good customer service skills to obtain a student worker position or any customer service related position.

Prerequisites: Currently enrolled Undergraduate or Graduate Students

Restrictions: Students must have access to a recent model (within the past 3 years) computer with online capabilities. High speed Internet access (broadband) is highly recommended.

Rationale: Many students who are attending their first year of college have never had a job dealing with the public. This course allows students the opportunity to gain the knowledge needed in obtaining and maintaining a customer service related position.

Intended Audience: Students who are interested in obtaining a job in customer service.

Learning Objectives:

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.

Text: "Lessons from the Mouse" 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.

This book is available online at Amazon (ISBN:978-0615372419)

Other learning material will be available online.

Students should click

https://help.blackboard.com/Learn/Administrator/Hosting/Browser_Support/Browser_Checker

to make sure they have the right browser support to succeed in the course. This checker will open in a new window.

Overview:

This course requires participation in the discussion board, journal entries, and quizzes/exams. Discussion posts are worth 165 points and therefore extremely important to your grade. You must post to the discussion board by the due date, respond to all parts of the discussion questions, and respond to at least two other students posts to receive full credit. Each of these discussion posts are designed to help students learn from each other, therefore the more you engage the more you will learn. Journals will be completed by the student each week to help you process what you have learned. You will be given three summative assessments. One will cover the syllabus and orientation, there will be a mid-term exam and a final exam. Please make sure you are well prepared for these exams.

Lesson Outline:

| Week | Lesson Focus |
|--------|--|
| Week 1 | Course Introduction |
| Week 2 | "Never Let Backstage Come Onstage" |
| Week 3 | "What time is the 3 o'clock parade is not a stupid question" |
| Week 4 | "Never Ever Say, "That's Not My Job" – Don't Even Think It!" |
| Week 5 | "Pay Attention to the Details – Everything Speaks" |
| Week 6 | "Have Fun with the Job No Matter How Miserable You Feel" |
| Week 7 | "Don't Be a Customer Service Robot" |
| Week 8 | "Little Wows Add Up" |

| | |
|---------|--|
| Week 9 | "Everyone Has a Customer |
| Week 10 | "Figure Out What Ticks Off Your Customers – And Do Something About It" |
| Week 11 | "Take Responsibility for Your Own Career" |
| Week 12 | Closure |

Evaluation:

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

Lesson 1: Course Introduction

The course start by going over the basics. This includes the course syllabus and orientation, and netiquette rules.

- Syllabus and Orientation
- Ice breaker – Two Truths and One Lie -**15 points**
- Quiz – Syllabus – **5 points**
- Blackboard Orientation Certificate – **5 points**

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 -**15 points**
- Replies by Sunday – midnight
- Journal – **30 points**

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 - **15 points**
- Replies by Sunday – midnight

- Journal – **30 points**

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 - **15 points**
- Replies by Sunday – Midnight
- Journal – **30 points**

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

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

- Discussion questions - **15 points**
- Replies by Sunday – midnight
- Journal – **30 points**

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 - **15 points**
- Replies by Sunday – midnight
- Journal – **30 points**

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

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

- Discussion questions - **15 points**
- Replies by Sunday – midnight
- Journal – **30 points**
- Midterm – Lesson 2 – 7 – **50 points**

Lesson 8: “Little Wows Add Up”

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

- Discussion questions - **15 points**
- Replies by Sunday – midnight
- Journal – **30 points**

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 - **15 points**
- Replies by Sunday – midnight
- Journal – **30 points**

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 - **15 points**
- Replies by Sunday – midnight
- Journal – **30 points**

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 - **15 points**
- Replies by Sunday – midnight
- Journal – **30 points**




Last Lesson (Final Week of the Course): 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. – **30 points**
- Journal – **30 points**
- Final Exam Lesson 2 – 11 – **50 points**

| | |
|--------------------------------|----------------------------|
| Points Possible | 585 points possible |
| 11 discussion post | 165 points possible |
| 11 journals | 330 points possible |
| Quiz and Exams | 55 points possible |
| Essay | 30 points possible |
| Orientation certificate | 5 points possible |




| Grade | Points |
|----------|---------------|
| A | 585 - 527 |
| B | 526 - 469 |
| C | 468- 411 |
| D | 410 - 353 |
| F | 352 and below |

Discussion Rubric

| Criteria | Levels of Achievement | | |
|--|---|---|---|
| | Outstanding | Meets Requirements | Needs Improvement |
| Post Quality  | 4 to 5 points Student addressed the question fully and provided detailed information and/or description. | 2 to 3 points Student addressed the question but did not provide any detail and/or description. | 0 to 1 points Students response did not answer question and show their knowledge of the material or student did not post to the discussion board. |
| Contributed to the learning environment  | 4 to 5 points Student responded to two or more of his/her classmates with substantial feedback which contributed to the discussion. | 2 to 3 points Student responded to only one classmate or did not contribute a substantial post which contributed to the discussion. | 0 to 1 points Student responded but did not provide a quality response to the student. Student did not respond to the discussion board. |
| Timeliness  | 4 to 5 points Student posted their original post by Thursday, 11:59pm and their follow-up posts by Sunday, 11:59 | 2 to 3 points Student was late posting their original post or late responding to their classmates posts. | 0 to 1 points Student was late posting and responding to their classmates posts. Student did not post. |

Journal Rubric

Levels of Achievement

| Criteria | Excellent | Acceptable | Needs Improvement | Unacceptable |
|---|---|---|--|---|
| Content  | 8 to 10 points The journal incorporates the content of the lessons and the student demonstrates a knowledge and understanding of the content | 5 to 7 points Journal incorporates part of the lesson and demonstrates some understanding of the content. | 3 to 4 points Journal reflects very little understanding of the lesson. | 0 to 2 points Students journal did not reflect and understanding of the lesson or student did not complete journal. |
| | 8 to 10 points Exceeds the requirements for the journal by clearly stating what they are trying to say and putting effort into the quality of work turned in. | 5 to 7 points Meets the requirements of the journal by stating what they are trying to say. | 3 to 4 points Partly meets the requirements of the essay by answering the topic addressed. Does not state clearly their point and/or idea. | 0 to 2 points Student did not meet the requirements by not answering the topic or student did not complete journal. |
| | 8 to 10 points Student had no grammatical and/or spelling errors. | 5 to 7 points Student had less than 3 grammatical and/or spelling errors. | 3 to 4 points Student had 5 or less grammatical and/or spelling errors. | 0 to 2 points Student had 10 or more grammatical and/or spelling errors or the student did not complete journal. |
| Effort  | | | | |
| Details  | | | | |

Final Paper

| | Excellent | Acceptable | Needs Improvement | Unacceptable |
|----------------|--|---|---|---|
| Content | Points Range: 8 (26.67%) - 10 (33.33%) The paper discusses 3 or more concepts discussed throughout the course and the student | Points Range: 5 (16.67%) - 7 (23.33%) The paper discusses 2 concepts discussed throughout the course and the student | Points Range: 3 (10%) - 4 (13.33%) The paper discusses only 1 concept discussed throughout the course and the paper reflects very little | Points Range: 0 (0%) - 2 (6.67%) Student did not discuss any concepts learned throughout the course or student did not submit a paper. |

| | Excellent | Acceptable | Needs Improvement | Unacceptable |
|--------------------|---|--|--|--|
| | demonstrates a knowledge and understanding of the content | demonstrates a knowledge and understanding of the content | understanding of the lesson. | |
| | Points Range: 8 (26.67%) - 10 (33.33%) | Points Range: 5 (16.67%) - 7 (23.33%) | Points Range: 3 (10%) - 4 (13.33%) | Points Range: 0 (0%) - 2 (6.67%) |
| Development | 3 or more principles of customer service were outlined in the paper. | At least 2 principles of customer service was outlined in the paper. | Only 1 principle of customer service was outlined in the paper. | Student did not outline a principle of customer service or student did not submit a paper |
| | Points Range: 8 (26.67%) - 10 (33.33%) | Points Range: 5 (16.67%) - 7 (23.33%) | Points Range: 3 (10%) - 4 (13.33%) | Points Range: 0 (0%) - 2 (6.67%) |
| Format | Student had no grammatical and/or spelling errors. Student used APA citation 12 point font, and had a clear title page. | Student had less than 3 grammatical and/or spelling errors and used APA citation, 12 point font, and had a clear title page. | Student had 4 or 5 grammatical and/or spelling errors. Student did not complete one or more of the following: APA format, 12 point font, and a clear title page. | Student had 6 or more grammatical and/or spelling errors or the student did not complete essay |

Plagiarism in this class:

This class takes a serious stand on plagiarism. Students whose work (discussion posts, journals, and final papers) that contain verbiage that has been plagiarized will be penalized by the receipt of a "0" points for the first assignment in which the plagiarism is detected. Students who subsequently submit a second assignment containing plagiarized content will receive an "F" in the course.

Students with Disabilities:

GSU is committed to providing all students equal access to university programs and facilities. Students needing an accommodation based on disability should contact the Director of Access Services for Students with Disabilities (ASSD). Students must register with ASSD before faculty is required to provide appropriate accommodations. For more information or to register, please contact the Director of ASSD (Room B1215 or assd@govst.edu or **708-235-3968). To ensure that learning needs are met, contact ASSD the first week of classes.**

I am committed to making sure that all students have a positive learning experience and that the presentation of content or learning activities does not create a barrier to learning. Please contact me as soon as possible if you encounter problems accessing this course materials or activities so we can work together to come to a solution.

Your Instructor

The instructor for this course is Collice King. I am extremely excited to work with you this semester. If you come across any problems, don't hesitate to contact me via the discussion board or my email cking@student.govst.edu (please see the instructions below before sending an email).

If you need to communicate with me, you have several options available to you.

- Post a question to the Course Questions discussion topic. This is the best choice if you have questions about the course or assignments that others in the class might also be inquiring.
- Send an email using the Blackboard Messages function. (This is the best choice for personal matters). To send an email, just click on the Messages link in the left menu.
- Request that we meet in 'real time' via Collaborate (our audio conferencing tool). I do not have regularly-scheduled office hours. However, we can easily set up a time to meet 'live' if needed. All you need to do is to email me and request a live meeting (please provide several time slots that would work for you). We will set up a meeting at the earliest possible time.

Send "snail mail" to me at:

Collice King

Office of Admission

1 University Parkway

University Park, IL 60484