

# Customer Service Strategies

(DCSD – BUS 234

NICC – MKT 183)

Mr. Poling

## COURSE DESCRIPTION

This course is designed to introduce students to the concepts of customer service and learn the skills and techniques necessary to provide best practices to internal and external customers of the organization for which they work. These skills are vital for every job since satisfying customers is an essential part of every business organization.

## STANDARDS

**Function as economically literate citizens through the development of personal consumer economic skills a knowledge of social and government responsibility, and an understanding of business operations, including a global perspective.**

*Benchmark #1:* Understand the interrelationships of different functional areas of business and the impact of one component on another.

*Benchmark #2:* Develops the ability to participate in business transactions in both the domestic and international areas.

*Benchmark #3:* Understands the impact of business decisions upon the global economy.

**Demonstrate interpersonal teamwork and leadership skills necessary to function in multicultural business settings.**

*Benchmark #1:* Communicates effectively as writers, listeners, and speakers in social and business settings.

*Benchmark #2:* Understands the knowledge and skills to manage business relations.

*Benchmark #3:* Knows how to manage conflict within the workplace.

*Benchmark #4:* Understands the cultural differences in the global marketplace.

**Develops career awareness and related skills to enable them to make viable life-long career choices and sustain employability in a variety of careers.**

*Benchmark #1:* Develops the ability to market the assets each individual has in the labor market.

*Benchmark #2:* Understands a variety of career options and how they are influenced by personal strengths, weaknesses, interests, and wants.

*Benchmark #3:* Uses a variety of resources to learn about career opportunities

*Benchmark #4:* Demonstrates communication, problem-solving, and decision-making skills which allow the student to work effectively within an organization.

### **ASSESSMENTS**

There will be an objective test given at the end of each chapter, following instruction and discussions. Additional papers, assignments, and projects may be given to help students apply the information to real life situations.

### **PRIMARY STUDENT LEARNING OUTCOME ASSESSED**

- Value Self and Others

### **CONTENT**

#### **Unit 1 – Understanding the Service Experience**

- Define the Customer.
- Identify internal and external customers.
- Define customer service.
- Identify socioeconomic changes that have influenced customer service.
- Describe job responsibilities of customer service employees.
- Identify the six major components of a customer-focused environment: customer, organizational culture, employees, products/deliverables, delivery, service.
- Define service culture.
- Identify the six elements of a service culture: service philosophy, employee roles and expectations, policies and procedures, management support, motivators and rewards, and training.
- Identify strategies for promoting a service culture.

#### **Unit 2 – Employer expectations**

- Recognize the four key behavioral styles and the roles they play in customer service.
- Determine strategies for communicating effectively with customers in each of the four style categories.
- Identify employee behaviors and employee attitudes that have an effect on customer satisfaction.
- Define listening.
- Explain the differences among marginal listening, passive listening, and active listening.
- Explain the importance of good listening skills in providing quality customer service.
- Identify the characteristics of a good listener.
- Identify the main factors that contribute to ineffective listening.
- Identify strategies to improve listening effectiveness.
- Demonstrate appropriate questioning techniques for gathering information about customer needs.
- Interpret customer nonverbal cues effectively.

### **Unit 3 – Professionalism in the Service Environment**

- Describe the importance of a strong work ethic.
- Cite the importance of effective and efficient time management skills in the work place.
- Describe techniques and behaviors that project a positive customer-focused image.
- Define feedback and explain how it can impact customer interactions.
- Give examples of verbal and nonverbal feedback.
- Explain the importance of having interpersonal and intrapersonal human relations skills in the work place.
- Explain the importance of building and maintaining positive morale in the work setting.
- Describe techniques and strategies that help ensure positive verbal communication with customers.
- Describe techniques that help ensure positive oral communication with customers.

### **Unit 4 – Challenges of Customer Service**

- Differentiate between assertive and aggressive customer service.
- Explain the advantages of customer-focused behavior.
- Describe strategies for dealing with unusual customer encounters: dissatisfied, indecisive, angry, rude, or demanding.
- Demonstrate effective problem-solving strategies for dealing with difficult customer.
- Define diversity.
- Describe the impact of cultural values on customer needs and behavior.
- Describe strategies for providing quality service to diverse customer groups.
- Recognize the importance of developing strong relationships with customers.
- Identify factors that impact customer loyalty.
- Describe strategies that will promote customer loyalty which will lead to repeat business.
- Define service recovery.
- Define service breakdown.
- Identify causes of service breakdowns.
- Identify the reasons for customer defections.
- Describe strategies for preventing customer dissatisfaction.
- Describe the five phases of the service recovery process.
- Identify obstacles to service recovery and explain how the obstacles can be overcome.
- Identify key trends that will impact customer service in the future.
- Identify the key skills, attitudes, and abilities that customer service professionals will need in the future
- Describe strategies for coping with job-related stress.

### **Unit 5 -The Challenge of Technology in the Service Environment**

- Demonstrate proper procedures for answering the telephones in a business setting.
- Use the correct tone of voice, pitch, and pace when using the telephone.
- Utilize the proper procedures when putting customers on hold.
- Understand the unique demands of telephone communication as compared to face-to-face communication.
- Recognize the importance of effective telephone usage techniques in delivering quality customer service.

- Identify and demonstrate effective telephone usage techniques.
- Evaluate telephone usage techniques and provide suggestions for improvement.

### **STUDENT COURSE EVALUATION:**

Prior to course completion you will receive an email providing a link to share your feedback.

### **INSTRUCTIONAL STRATEGIES**

As this is a college credit class, students will be expected to read and prepare before arriving to class. Our time together will be used to clarify terms and questions, and discuss the materials in small and large groups. Assignments and projects both in and out of class will be used to further present and clarify the materials.

### **RESOURCES**

“Seven Keys to Delivering Great Customer Super Service”, Val and Jeff Gee, *McGraw Hill*  
“Customer Service Skills for Success”, 5<sup>th</sup> Ed., Robert W. Lucas, *McGraw Hill*

### **CHEATING/PLAGIARISM**

Refer to the Dubuque Community School District Policy 5200 and the Hempstead High School Student and Parent Information Student Planner.

### **ATTENDANCE POLICY**

It is important that you are in class, on time, every day. This will help the class to be productive and efficient in our time together. I will not wait for students to get to class before I start. Once the bell rings, it is class time. Any day or part day of instruction missed, whether excused or unexcused impacts a student’s learning. ***If you do miss class for any reason, it is your responsibility to find out what you missed.*** Students who are absent from school miss instruction which could negatively impact the student’s grades. You are required to do make-up work within a reasonable amount of time for all absences.

Absences may impact grades in the following ways:

- Failure to attend make-up sessions as assigned.
- Failure to complete make-up assignments satisfactorily within a reasonable time is a separate act and constitutes grounds for reduced grades.

Refer to your planner and the student handbook for DCSD Policy 5200 for additional details.

### **NOTES OF INTEREST**

- When preparing/completing homework, please include your full name, date, period, and assignment at the top of the page.
- Take notes and participate in class discussions! This will GREATLY benefit you when you study for the tests.
- You are responsible for any material covered in the chapter and/or discussed in class. If you miss a class, you will need to get the notes ***from a classmate*** as well as the assignment for that day. We will have a test after every chapter. If you miss a test, it is your responsibility to set up a make up time; you must make arrangements with me to make it up as soon as possible. (Maximum of one week!) Quizzes and tests will ***not*** be made up during class time.

## **GENERAL GUIDELINES**

1. I can treat everyone in the classroom the way you want to be treated. P R I D E
2. I can dress appropriately for class.
3. I can use the available technology responsibly.
4. I can be on time and prepared for class with supplies and personal business completed.
5. I can complete my own work in a timely manner. I will only turn in work that I have completed, and will not allow other students to use my work for themselves.
6. I will not be distracted by personal devices in class – this includes, but is not limited to headsets, iPods, MP3 Players, Walkmans, pagers, cell phones, laser lights, etc.
7. I will not eat in class.
8. I will not have anything other than water in class, and I will keep my water bottle away from the computer.

## **GRADING PLAN**

Your semester grade will be determined using a straight point system. Grades will be earned through successful completion of daily assignments, quizzes, tests, citizenship, attendance, and participation.

Your semester grade will be calculated from the total points earned in the semester comprising 90% of your overall grade. The other 10% of your grade will be based on your semester final project.

Homework will be assigned on a daily basis. It is due the following day, unless specifically announced. Homework must be turned in when it is due. Assignments turned in late may be reduced up to half credit. After the test for that chapter, late work will NOT be accepted.

A...94-100	B+...87-89	C+...77-79	D+...67-69
A-... 90-93	B.....84-86	C.....74-76	D.....64-66
	B-....80-83	C-.....70-73	D-....60-63

## **COMMUNICATION PLAN**

You can reach me via email at [rpoling@dbqschools.org](mailto:rpoling@dbqschools.org) or call Hempstead High School at 563-552-5159, and leave a message. I check both of these every day. I am also available in L001 before school, or during 7<sup>th</sup> period (1:33-2:20). PowerSchool will be updated at least every two weeks. Due to the nature of some of the projects, there may not always be an update when we are working on a larger project, and not every practice activity will be graded. If you have questions, please email me. Syllabi, resources, and course information can also be found on my website [www.tinyurl.com/hhspoling](http://www.tinyurl.com/hhspoling).

## **STATEMENT OF NON-DISCRIMINATION**

Northeast Iowa Community College prohibits discrimination in educational programs, employment, and activities on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, pregnancy or genetic information as required by the 1964 Civil Rights Act, Titles VI and VII; the 1972 Education Amendments, Title IX; the Age Discrimination in Employment Act of 1975 (ADEA); the Federal Rehabilitation Act of 1973, Section 504; the Americans with Disabilities Act (ADA) of 1990, Title II; Titles I and V; the Civil Rights Act of 1991, the Genetics Information Nondiscrimination Act of 2008 and the Iowa Code, Chapter 216.

It is also the policy of this District that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and variety of careers, roles and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion or disability. The curriculum should foster respect and appreciation for cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.

Inquiries and grievances regarding compliance with applicable state and federal laws may be directed to the executive director of human resources, P.O. Box 400, Calmar, Iowa 52132, or to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.