

Customer Service

Course Description

Customer Service introduces students to the concept of service as a critical component of a hospitality or tourism business. It combines learning current theory and practice with observations of customer service in action, role-play, and critical analysis of models to provide a comprehensive perspective on this subject. By the end of the course, students come to realize that the principles of great customer service have wide-ranging implications for all professional endeavors.

Topics include trends in customer service; the psychology governing interactions between customers and providers; the phases of the customer service encounter; common mistakes; internal customer service; customer feedback; the role of management; and customer service issues that are specific to particular industries, such as cruises. Students are confronted with everyday business situations and are asked to use what they've learned from models of excellent customer service to make suggestions for resolving problems. They also study examples of businesses that depart from conventional practices by using cutting-edge customer service techniques to rise to the top of their fields.

Customer Service

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Course Introduction/Customer's Experience of Customer Service	approx. 10 weeks
Unit 2	Communicating Effectively with the Customers	approx. 10 weeks
Unit 3	The Company's Role in Customer Service	approx. 8 weeks
Unit 4	Customer Service and Careers in Hospitality and Tourism	approx. 7 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture notes/outline 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Online Google Assessments Google classroom Spell-checker YouTube Translation tools 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Enhanced leadership skill
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, Writing Skits, Write an original advertising
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field
- Create and design PowerPoint

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.3– Career and Technical Education

CAREER CLUSTER®: HOSPITALITY & TOURISM (HT)

- 9.3.HT.1 Describe the key components of marketing and promoting hospitality and tourism products and services.
- 9.3.HT.2 Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
- 9.3.HT.3 Demonstrate hospitality and tourism customer service skills that meet customers' needs.

PATHWAY: RESTAURANTS & FOOD/ BEVERAGE SERVICES (HT-RFB)

- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT-RFB.6 Explain the benefits of the use of computerized systems to manage food service operations and guest service.
- 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities

PATHWAY: TRAVEL & TOURISM (HT-TT).

- 9.3.HT-TT.8
Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.
- 9.3.HT-TT.10 Develop a travel product that matches customer needs, wants and expectations.

Common Career Technical Core (CCTC)

HT-TT 01-- Apply information about time zones, seasons and domestic and international maps to create or enhance travel.

- HT-TT 01.3--Gather information from a variety of domestic and international sources using tools such as the Internet and maps.

HT-TT 03-- Analyze cultural diversity factors to enhance travel planning.

- HT-TT 03.1-- Recognize potential, real and perceived natural, social, or terrorism emergency situations in order to respond appropriately.
- HT-TT 03.2-- Summarize the significance of body language and personal space in different cultures.
- HT-TT 03.3-- Research behaviors and dress in other areas, regions and countries to appreciate lifestyle preferences.
- HT-TT 03.4-- Research cultural expectations of other areas, regions and countries to help avoid social improprieties.

HT-TT 08 -- Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.

- HT-TT 08.1--Describe the role of the service provider to ensure customer satisfaction.
- HT-TT 08.2--Collaborate with related industries to provide an inclusive product to the customer.

HT-TT 10 -- Develop a travel product that matches customer needs, wants and expectations.

- HT-TT 10.1--Research and summarize discretionary factors that influence travel decisions.
- HT-TT 10.2--Identify customer preferences and limitations to create the best package for the vendor and the customer.

HT-RFB 04 Demonstrate leadership qualities and collaboration with others.

- Model leadership and teamwork qualities to aid in employee retention.
- Formulate staff development plans to create an effective working team.
- Make staffing decisions based on proven managerial skills to improve staff performance.
- Establish and maintain effective working relationships with all levels of personnel and other departments to provide effective services to guests.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Craft and Structure

- CCSS.RL9-10. 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.RI9-10. 5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Comprehension and Collaboration

- CCSS.SL9-10. 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCSS.SL9-10. 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.SL9-10. 5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Common Core State Standards (CCSS)

CCSS - Mathematics

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

<p>Course: Customer Service</p> <p>Unit: I: Course Introduction/Customer's Experience of Customer Service</p> <p>Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>Unit I will cover the Introduction to Customer Service, trends in customer service, psychology to customer service, guidelines for great customer service, and the phases of customer service.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.3.HT.1; 9.3.HT.2, 9.3.HT.3, 9.3.HT-TT.8, 9.3.HT-RFB.10, 9.3. HT-RFB.6</p>	
<p>Common Career Technical Core (CCTC): HT-TT 01.3 HT-TT 03, HT-TT 03.4, HT-TT 08.1, HT-TT 08.2, HT-TT 10, HT-RFB 04</p>	
<p>Common Core State Standards (CCSS): RL.9-10.4; RI.9-10.5; SL.9-10.1; SL.9-10.4; SL.9-10.5; W.11-12.7; HSS.IC.B.4, HSS.IC.B.6</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Evaluate the basic concepts of customer service and the communication skills of dealing with customers.</p> <p>NJSLS: 9.3.HT.1; 9.3.HT.2, 9.3.HT.3</p> <p>CCTC: HT-TT 01.3HT-TT 03, HT-TT 10,</p> <p>CCSS: RL.9-10.4; HSS.IC.B.4; HSS.IC.B.6</p>	<p>Do you think companies spend most of the time and energy attracting new customers or keeping existing customers?</p> <p>Which one is more crucial to a company, attracting new customers or keeping existing customers? Why?</p> <p>What are the consequences of your</p>	<ul style="list-style-type: none"> ▪ Deduce the skills and knowledge about customer service needed to be successful in an authentic project ▪ Identify general customer service terms with which to build a taxonomy ▪ Explain the 	<p>Anticipation Guide: Customer Service Write down what the students' prior knowledge of customer service.</p> <p>The Good, The Bad And The Ugly Write the experience that the students get when they visit a store/restaurant within the week.</p>	<p>Video: Meeting Customer Service Expectations https://www.youtube.com/watch?v=qGKSruMzYgo</p> <p>https://www.youtube.com/watch?v=RyrjeDWQ0Vw</p> <p>http://www.helpscout.net/blog/customer-service-skills/</p> <p>PowerPoint: AOHT</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<p>delightful and annoying customer service experiences?</p> <p>What are some rules for good customer services can you summarize?</p>	<p>advantages of keeping the customers happy.</p> <ul style="list-style-type: none"> ▪ Identify three strategies to build customers loyalty. ▪ Describe five ways to provide good customer service. ▪ Evaluate how to deal with five different types of customers. 	<p><u>Alphabet Taxonomy on Customer Service</u> Create a list of a-z taxonomy of customer service words that the students encounter before.</p> <p><u>Vocabulary Wall</u></p>	<p><u>Delivering Great Customer Service</u> Copyright © 2007–2010 National Academy Foundation. All rights reserved</p> <p><u>Talking about Restaurant Problems:</u> http://www.eslflow.com/Talking_about_restaurant_problems.pdf</p> <p><u>PowerPoint: Delivering Great Customer Service</u></p> <p><u>Great Customer Service</u> http://webcache.googleusercontent.com/search?q=cache:u63bqRHdGvAJ:sites.csn.edu/cap/e/documents/Delivering%20Exceptional%20Customer%20Service%20SA%20Program%20(2).ppt+&cd</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Evaluate how industry trends reflect the importance of customer service today NJSLS: 9.3.HT.2, 9.3.HT.3</p> <p>CCTC: HT-TT 01.3; HT-TT 03, HT-TT 10,</p> <p>CCSS: RL.9-10.1; RI.9-10.5; SL.9-10.5</p>	<p>Did some of the same trends occur in the airlines, hotels and restaurant industries? Which ones?</p> <p>What changes cause these trends?</p> <p>How and when do people buy plane tickets today?</p> <p>What happens if a plane has mechanical difficulty? How do you get where you need to go?</p> <p>How do you think the Internet has changed competition among hotels? How has that affected the customer service delivered at various properties?</p>	<ul style="list-style-type: none"> ▪ Identify 5 concepts about trends in airline, hotel, restaurant industries relate to customer service. ▪ Discuss the current trends in society and how they affect hospitality and tourism. ▪ Describe the ways customer service has changed over the past 75 years ▪ Compare and contrast restaurant experiences today with those of the past ▪ Identify industry trends related to customer service 	<p>Trend Sorting Activity Put your pictures in order from oldest to newest</p> <p>Journal Write a journal entry from the perspective of a customer after visit a local establishment.</p> <p>Venn Diagram Create a Venn Diagram that compares and contrasts how the trends between, hotel, restaurant, and airline industries</p> <p>Trend Poster Choose three trends to include. Your poster should depict the trends with illustrations, photos, and graphics. Focus on creating a visual representation rather</p>	<p>=4&hl=en&ct=clnk&gl=us</p> <p>PowerPoint: Delivering Great Customer Service Trend PowerPoint Article https://customerservicepsychology.wordpress.com/2012/02/23/say-it-with-a-smile-if-it-lasts-more-than-4-seconds-i-will-know-youre-faking-it/</p> <p>Trends in Airline Industry http://www.strategyand.pwc.com/perspectives/2015-aviation-trends</p> <p>Trends in Restaurant Industry http://www.restaurantbusinessonline.com/ideas/innovations</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			than a textual (words) one, but use words to identify the three trends you are illustrating.	<p>Trends In Hotel Industry http://www.4hoteliers.com/features/article/8736</p>
<p>Evaluate the important of psychological aspect effecting customer service NJSLS: 9.3.HT.2, 9.3.HT.3, 9.3.HT-TT.8</p> <p>CCTC: HT-TT 03, HT-TT 10, HT-TT 03.4</p> <p>CCSS: RI.9-10.5; SL.9-10.5</p>	<p>What is one need that you perceive this customer to have and how you will address it so that the customer is “wowed.” Explain your reason.</p> <p>How do you think psychology can help you be a better customer service provider?</p> <p>How can a business stand out in a crowd?</p> <p>If customer service is so important, why do you think so many people</p>	<ul style="list-style-type: none"> ▪ Recall the significance of Maslow’s Hierarchy of Needs to understanding consumer motivation ▪ Describe aspects of psychology that have been developed since Maslow’s time that contribute to our understanding of consumer behavior. ▪ Evaluate the impact of psychology, behavior, and attitude on customer service 	<p>Maslow’s Hierarchy of Needs Activity Group Brainstorming Activity</p> <p>Handout Activity Identify the level (1-5) by applying Maslow’s theory to the following real life scenarios.</p> <p>Role Play-Service Vignettes Directions: With your partner, read one of these scenes out loud. After you finish, answer the questions at the end of your scene.</p>	<p>Maslow’s Hierarchy of Needs https://www.google.com/search?q=maslow+hierarchy+of+needs&espv=2&biw=1020&bih=534&source=Inms&tbm=isch&sa=X&ved=0ahUKewjGmZO-qPbNAhXCTCYKHU_8B8kQ_AUIBigB#imgrc=Sf4DJFo_unCrIM%3A</p> <p>Blank Maslow’s chart http://www.studenthandouts.com/1batch/graphic-organizers/blank-pyramid-charts.htm</p> <p>Lesson HI-2: Maslow’s</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	“get it wrong”?	<ul style="list-style-type: none"> ▪ Integrate psychological knowledge using Maslow's Hierarchy of needs to understand customer motivation through class discussion. ▪ Explain how attitude will affect the outcome of good customer service versus bad customer service through group work on analyzing scenario using Maslow's Hierarchy. 		<p>Hierarchy of Needs http://www.nj.gov/education/holocaust/911/curriculum/hsu1102.pdf</p>
<p>Analyze the guidelines that will provide great customer service.</p> <p>NJSLS: 9.3.HT.3, 9.3.HT-TT.8</p> <p>CCTC: HT-TT 08.1, HT-TT 08.2</p> <p>CCSS: RI.9-10.5; SL.9-</p>	<p>How did your rule compare to the experts?</p> <p>How do you think these rules would address the common mistakes we talked about?</p> <p>How do the rules reflect an understanding of consumer psychology?</p>	<ul style="list-style-type: none"> ▪ Evaluate the impact common customer service mistakes can have on a business • ▪ Demonstrate the ability to apply customer service guidelines to common service mistakes 	<ul style="list-style-type: none"> • Group Work - Poster Ranking – Customer Service Most Common Mistakes • Group Work – Student will rank mistakes based on various types of business (PowerPoint) 	<p>AOHT Delivering Great Customer Service Copyright © 2007–2010 National Academy Foundation. All rights reserved PowerPoint: 5 Common Mistakes 4 Great Rules</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
10.5	Are there any rules you think need to be added to the experts' list? If so, what are they and why do they need to be included?	<ul style="list-style-type: none"> ▪ Analyze 5 common mistakes in different businesses. ▪ Propose a solution for a customer service problem ▪ Role-play customer dissatisfaction scenarios. ▪ Identify the four customer service rules. ▪ Analyze the importance of the customer service rule in customer service. ▪ Summarize the relationship between customer psychology and the four rules of customer service 	<ul style="list-style-type: none"> • Reading Assignment - Rules "For Great Customer Service" • Role-Play-- Personal Complaint Menu Roleplay • Pair Group Work – Example Advise Letter – identify the customer service mistakes in the letter. Highlight and make notes. • Journal: students choose a non-hospitality profession or business and write a paragraph on how the four customer service rules apply to that profession or business. For example, a doctor needs both hard and soft skills (Rule #4), but a doctor with 	<p>Article: Top 10 Common Mistakes https://www.allbusiness.com/slideshow/top-10-customer-service-mistakes-16569183-1.html/2</p> <p>The 10 Commandments of Great Customer Service http://marketing.about.com/od/relationshipmarketing/a/crmtopten.htm</p> <p>Love Your Customers with John O'Hurley https://www.youtube.com/watch?v=ojOqUjbGsgQ</p> <p>Personal Complaint Menu Roleplay http://www.eslflow.com/complaintsandrequestlessonplans.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>great medical training and no bedside manner may not be very popular with his patients, so the other rules are also important.</p>	
<p>Characterize and incorporate the four phases of service into their daily life experiences NJSLS: 9.3.HT.3; 9.3.HT-RFB.10 CCTC: HT-RFB 04 CCSS: RI.9-10.5; SL.9-10.5</p>	<p>Why do you need to understand the 4 phases of customer service? What phase do you consider the most important phase? What do you know in order to master the 4 phases of customer service?</p>	<ul style="list-style-type: none"> ▪ Use people skills to build effective working relationships. ▪ Assess the importance of customer satisfaction. ▪ Devise strategies for maximizing customer satisfaction. 	<ul style="list-style-type: none"> • 4 Phases of Customer Service Activity – Students are provided several posted notes that describe a component of the service experience. Students will place their post under one of the phases of the service experience. • Journal: Observe a local business and write 1 paragraph of the phases of 	<p>Phases of Customer Service https://www.youtube.com/watch?v=gKhHGFrVQek. Customer Service Copyright © 2007–2010 National Academy Foundation. All rights reserved PowerPoint: Phases of Customer Service Creative Customer Service-How Far Will You Go to Wow a</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>customer service that you have notice during your experience.</p> <ul style="list-style-type: none"> • Group activity 4 Phases of customer Service through real life Scenarios 	<p>Customer?</p> <p>http://www.Proedgeskills.com</p>
<p>Describe and apply the four phases of customer service effective and efficient in managing the customer flow.</p> <p>NJSLS: 9.3.HT.3; 9.3.HT-RFB.6</p> <p>CCTC: HT-TT 05.1; HT-LOD 01.3; HT-RFB 09.2</p> <p>CCSS: RI.9-10.5; SL.9-10.5; W.11-12.7</p>	<p>Why is it important for businesses to plan how to handle their customer service flow?</p> <p>Why is customer service flow importance in regard to purchasing foods at a local restaurant?</p> <p>What are some ways to improve service flow in Hospitality and Tourism industries?</p>	<ul style="list-style-type: none"> ▪ Create a plan of action to manage guests with special needs (disabilities, handicap accessibility, etc.). ▪ Explain how internet services meet guest needs. ▪ Identify and give examples of positive work attitudes. 	<ul style="list-style-type: none"> • Activity – Service Efficiency Challenges (Scenarios) • Report Out (Group Activity)– Service Efficiency Challenges • Reading – Striving for Efficiency • Journal Entry: How can you improve the efficiency of the customer service flow in the cafeteria of your school? 	<p>Customer Service Copyright © 2007–2010 National Academy Foundation. All rights reserved</p> <p>PowerPoint: Striving for efficiency</p> <p>Article: Be Effective First, Then Strive For Efficiency</p> <p>https://www.lce.com/Be-Effective-First-Then-Strive-For-Efficiency-1275.html</p>

Unit 1 Vocabulary

communication
 customer
 expectation
 experience
 industry
 needs
 online
 opportunity
 service
 taxonomy
 automated checkout
 customization
 franchise
 standardization
 stewardess
 synchronization
 trend
 consumer motivation

 safety
 self-actualization
 social
 soft skills

ego
 halo effect
 hard skills
 Maslow's Hierarchy of Needs
 perception
 physiological
 psychology
 halo effect
 hard skills
 perception
 soft skills
 turnover
 budget
 conclusion
 efficient
 empathy
 flow pattern
 imbalance ripple effect
 proposal
 scheduling
 solution
 staffing
 summary
 training

Suggested Unit Projects

Choose At Least One

<p>Student will write an advice letter to reply to a complaint letter provided. The students will analyze the letter provided and will write an appropriate recommendation based on their understanding of customer service trends, psychology of customer service, the 4 customer service rules, the phases of customer service, and service efficiency.</p>	<p>Create a trend poster board for hospitality and tourism industry in order to promote greater service provider.</p>
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Suggested Structured Learning Experiences

<p>DECA Student Store 150 Park Ave Paterson, NJ Paterson Public School, EHS@CAHTS</p>	<p>Wabi Sabi Japanese Fusion 407 Broad St, Bloomfield, NJ 07003</p> <p>Carlyle Hotel NYC 76th /Madison Ave. 212-570-7173 Isha.Gulati@rosewoodhotels.com</p>
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