

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 PowerPoints

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 (HT9.3.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.
- 9.3.HT.4 Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.
- 9.3.HT.6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

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

- 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.
- 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 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 05 -- Develop a safety and security plan containing proactive and reactive solutions to manage emergency situations for travelers and staff.

- HT-TT 05.1-- Formulate methods of resolution and/or alternatives to eliminate potential safety hazards.
- HT-TT 05.2--Identify sources of assistance to utilize in emergency situations for self, co-workers and customers/guests.
- HT-TT 05.3--Develop procedures to educate customers about identified safety and security issues.

HT-TT 07 -- Customize travel with diverse transportation, lodging, cruise and food options.

- HT-TT 07.1--Compare and contrast diverse transportation options to increase customer choices.
- HT-TT 07.2--Compare and contrast diverse lodging options to increase customer choice.
- HT-TT 07.3--Examine elements of a dining experience expected to satisfy guests at varied facilities such as a boardwalk vendor, cruise ship, chain restaurant and five-star dining facility.
- HT-TT 07.4--Integrate various and diverse elements of the travel and tourism industry to create a personalized travel experience for a customer.

HT-TT 09 -- Identify the community elements necessary to maintain cooperative tourism development efforts.

- HT-TT 09.1--Identify local and regional tourism activities that involve more than one business or organization to develop a resource base.
- HT-TT 09.2--Identify the primary resources or core competencies of tourism-related organizations or businesses to best utilize available resources.
- HT-TT 09.3--Identify local and regional tourism issues to determine the impact of each issue on related businesses/organizations.

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-TT 11 -- Design promotional packages to effectively market travel and tourism.

- HT-TT 11.1. Create promotional messages that appeal to various market sub-sector members.
- HT-TT 11.2. Modify products for your audience using key information elements.

HT-TT 12 -- Select the most effective communication technique and media venue to convey travel marketing information to a target audience.

- HT-TT 12.1. Communicate details and points of attraction with enthusiasm.
- HT-TT 12.2. Utilize alternate media venues to promote the product or service to the customer/guest.
- HT-TT 12.3. Utilize alternate communication services to assist customers with specialized needs.

- HT-TT 12.4. Utilize phrasing and other methods for communication that dispel misunderstandings and diffuse difficult situations.

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

- HT-RFB 04.1 Model leadership and teamwork qualities to aid in employee retention.
- HT-RFB 04.2 Formulate staff development plans to create an effective working team.
- HT-RFB 04.3 Make staffing decisions based on proven managerial skills to improve staff performance.
- HT-RFB 04.4 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).

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.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Common Core State Standards (CCSS)

CCSS - Mathematics

Summarize, represent, and interpret data on two categorical and quantitative variables:

- CCSS.MATH.CONTENT.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data

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

- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

<p>Course: Customer Service</p> <p>Unit: 3: Company’s Role in Customer Service</p> <p>Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>Unit 3 will cover company’s role in customer service through how company manage excellent customer service, analyzing customer service, find recommendation for customer service issues in Hospitality and Tourism, and methods to improve customer service.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.3.HT.2; 9.3.HT.3; 9.3.HT.4; 9.3.HT.6; 9.3.HT-TT.8; 9.3.HT-TT.10; 9.3.HT-RFB.4; 9.3.HT-RFB.5; 9.3.HT-RFB.10</p>	
<p>Common Career Technical Core (CCTC): HT-RFB 04; HT-RFB 04.1, HT-RFB 04.2; HT-RFB 04.3; HT-RFB 04.4; HT-TT 03; HT-TT 05.2; HT-TT 05.3; HT-TT 7; HT-TT 07.4; HT-TT 09; HT-TT 10 ; HT-TT 11.1; HT-TT 12.4</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; SL.9-10.6; W.9-10.7; W.11-12.10.; HSS.IC.B.6</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Compare and contrast the characteristics of good and bad managers</p> <p>NJSLS: 9.3.HT.2; 9.3.HT.3; 9.3.HT.4; 9.3.HT.6</p> <p>CCTC: HT-RFB 04; HT-RFB 04.3; HT-RFB 04.4; HT-TT 05.2; HT-TT 05.3</p> <p>CCSS: RL.9-10.4;</p>	<p>What makes a good manager?</p> <p>How to establish a customer-focused culture?</p> <p>How to hire and keep the best employees for customer service?</p>	<ul style="list-style-type: none"> ▪ Identify the responsibilities common to most management positions as it relates to customer service. ▪ Categorize the responsibilities common to most management positions as it relates 	<p>Sticky Note Discussion: If I owned a business</p> <p>Class Activity: A Day in the Life of a Small Business Owner Worksheet-- Students read about a real day-in-the-life of a small business owner and compares that to their</p>	<p>Are You a Good Boss or a Bad Boss? https://www.youtube.com/watch?v=Lc3xxpQW67c</p> <p>PowerPoint: AOHT Delivering Great Customer Service Manager Qualities PowerPoint Copyright © 2007–2010</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<p>to customer service.</p> <ul style="list-style-type: none"> ▪ Identify common problems with in-person customer service and learn how to create customer loyalty. ▪ Establish and maintain effective working relationships with all levels of personnel and other departments to provide effective services to guests ▪ Identify sources of assistance to utilize in emergency situations for self, co-workers and customers/guests. ▪ Develop procedures to educate customers about identified safety and security issues. 	<p>own ideas and expectations.</p> <p><u>Reading: What Makes a Good Manager?</u></p> <p><u>Activity</u> – Students provide an example of a memorable manager (teacher, coach, or employer)</p> <p><u>Activity – SR9.2 – Qualities of a good manager</u> – Student use their example to compare to the qualities of a good manager and make notes/comments.</p>	<p>National Academy Foundation. All rights reserved</p> <p><u>Customer Service: Problems with in-person customer service</u> http://www.djuhsd.org/view/10621.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Evaluate the potential impact of good internal customer service on employee morale, external customer service, and the overall success of the business.</p> <p>NJSLS: 9.3.HT.2; 9.3.HT.3; 9.3.HT.6; 9.3.HT-RFB.4; 9.3.HT-RFB.10; 9.3.HT-TT.10</p> <p>CCTC: HT-RFB 04.1, HT-RFB 04.2; HT-RFB 04.3, HT-RFB 04.4</p> <p>CCSS: RL.9-10.1; RI.9-10.5; SL.9-10.5; W.11-12.7; W.11-12.10</p>	<p>What is internal customer service?</p> <p>Why is internal customer service so important?</p> <p>When we discuss internal or external customer service is on more crucial to the business success? Are they connected to one another? How? Explain.</p> <p>Can you think of an example of internal customer service at a hospitality company?</p> <p>What is a Fishbowl Discussion?</p>	<ul style="list-style-type: none"> ▪ Explain the importance of internal customer service to internal customers ▪ Demonstrate the ability to discuss issues of customer service management and internal customer service ▪ Articulating disagreement in a courteous, constructive manner 	<p><u>Vocabulary Wall</u></p> <p><u>Worksheet: Defining Format</u> Use the format on this sheet to help you define these important terms related to internal customer service</p> <p><u>Reading:</u> Internal Customer Service in Action</p> <p><u>Fishbowl Discussion</u></p>	<p><u>PowerPoint: Delivering Great Customer Service</u> PowerPoint Presentation – Internal Customer Service</p> <p><u>Essential Elements of Internal Customer Service</u> https://www.youtube.com/watch?v=dwZLEr2ZThg</p> <p><u>What Is an Internal Customer & a External Customer?</u> http://smallbusiness.chron.com/internal-customer-external-customer-11698.html</p>
<p>Analyze customer service challenges and recommend ways to</p>	<p>How do you decide on the methods of researching challenges</p>	<ul style="list-style-type: none"> ▪ Identify methods of researching challenges in customer service 	<p><u>Culminating Project</u> Students apply the basic concepts and tools of customer service to</p>	<p><u>PowerPoint: Delivering Great Customer Service</u></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>solve those obstacles.</p> <p>NJSLS: 9.3.HT.2; 9.3.HT.3; 9.3.HT-TT.8</p> <p>CCTC: HT-TT 03, HT-TT 7, HT-TT 09; HT-TT 10</p> <p>CCSS: RI.9-10.5; SL.9-10.5; HSS.IC.B.6</p>	<p>in customer service?</p> <p>What do you have to take into consideration when developing interview questions?</p> <p>What kind of information do you need to gather before begin your project?</p>	<ul style="list-style-type: none"> ▪ Summarize research findings about customer service challenges in the hospitality and tourism industry ▪ Develop questions and conduct interviews with local business contacts ▪ Decide how best to manage project tasks effectively 	<p>create a comprehensive proposal addressing customer service challenges for a specific hospitality and tourism business or destination.</p> <p>Reading: Letter from the CEO</p> <p>Worksheet: Choosing a “Client” Business</p> <p>Assignment: Writing Interview Questions</p>	<p>PowerPoint: How to Interview</p> <p>Customer Service Interview Questions http://www.careertrotter.eu/top-tips/interview-questions/customer-service-interview-questions</p> <p>Conflict Challenges file:///C:/Users/Serena/Downloads/Conflict%20Resolution%20Scenarios%20&%20Role%20Plays.pdf</p> <p>Analyzing Your Company's Customer Service https://www.universalclass.com/articles/business/customer-service/analyzing-your-customer-service.htm</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Summarize customer service issues in Hospitality and Tourism</p> <p>NJSLS: 9.3.HT.2; 9.3.HT.3; 9.3.HT-TT.8; 9.3.HT-RFB.5</p> <p>CCTC: HT-TT 03, HT-TT 7, HT-TT 07.4; HT-TT 09; HT-TT 10;</p> <p>CCSS: RI.9-10.5; SL.9-10.5; HSS.IC.B.6</p>	<p>Can you think of another reason why high prices are connected to expectations of good service?</p> <p>What customer service issues do you think you would face if you worked on a cruise ship?</p> <p>How are those issues similar to or different from issues you would face if you worked at a hotel?</p>	<ul style="list-style-type: none"> ▪ Identify common customer service challenges for cruise ships ▪ Compare and contrast customer service policies on a cruise ship and a land-based hospitality business ▪ Identify the problem and possible solutions and decide on a course of action to resolve unexpected situations ▪ Describe the specifics of customer service on a cruise ship. 	<p>Think, Group, Share: Customer Service and Cruise Ships</p> <p>Worksheet: Cruise Customer Service Topics.</p> <p>Reading: Cruise Customer Service Topics</p> <p>Comparing Great Customer Service After you have read or viewed the luxury cruise customer service case study, use the questions below to compare the cruise ship’s approach to customer service to Manny’s Pizzeria</p>	<p>AOHT Delivering Great Customer Service Copyright © 2007–2010 National Academy Foundation. All rights reserved PowerPoint: The luxury cruise customer service case study</p> <p>Customer service importance on cruise ships http://www.cruiseshipacademy.co.za/resource/s/download-library/126-customer-service-importance.html</p> <p>Day in the Life of a Guest Services Manager - Disney Cruise Line Jobs https://www.youtube.com/watch?v=PPEnI0NIVAM</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Evaluate how customer feedback sites work for customers and businesses</p> <p>NJSLS: 9.3.HT.3; 9.3.HT-RFB.10</p> <p>CCTC: HT-RFB 04; HT-TT 11.1; HT-TT 12.4</p> <p>CCSS: RI.9-10.5; SL.9-10.5</p>	<p>What should Yelp’s policy be about handling bad reviews? Where should bad reviews be listed? Why?</p> <p>What are common problems people complain about? What are common compliments or good points people identify about the business?</p> <p>What are two things you can do as a business owner to promote your business on Yelp?</p>	<ul style="list-style-type: none"> ▪ Provide feedback to management in order to enhance operations. ▪ Identify different types of feedback ▪ Utilize time efficiently when managing highly complex tasks and follow instructions precisely 	<p>K-W-L Chart: Customer Feedback 2.0</p> <p>Reading: Customer Feedback 2.0</p> <p>Exploring Online Customer Feedback Sites</p> <p>Assignment: Interview/Site Visit Summary</p> <p>Vocabulary Wall</p>	<p>How to Use Twitter for Customer Service http://mashable.com/2009/05/09/twitter-customer-service/</p> <p>Yelp http://www.yelp.com</p> <p>CitySearch http://www.citysearch.com/</p> <p>Trip Advisor http://www.tripadvisor.com/</p> <p>OpenTable http://www.opentable.com</p> <p>UrbanSpoon http://www.urbanspoon.com</p> <p>ChowHound http://www.chow.com/restaurants/regions</p> <p>Zagat http://www.zagat.com/</p> <p>Cruise Reviews</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				<p>Cruise Reviews (http://www.cruisereviews.com/) Cruisemates' Reader Reviews (http://www.cruisemates.com/articles/memreviews/#axzz0qBr1PkVm) Cruise Critics' Member Reviews (http://www.cruisecritic.com/memberreviews/)</p>
<p>Prepare different methods to improve Customer Service</p> <p>NJSLS: 9.3.HT.3; 9.3.HT-RFB.10</p> <p>CCTC: HT-RFB 04; HT-TT 11.1; HT-TT 12.4</p> <p>CCSS: RI.9-10.5; SL.9-10.5</p>	<p>What elements make up a good presentation?</p> <p>Why did your group pick that particular business for your project?</p> <p>While conducting your research for your project, what were some obstacles that your groups encounter?</p>	<ul style="list-style-type: none"> ▪ Display understanding of the elements of an effective PowerPoint presentation ▪ Summarize the key components of an interview or site visit ▪ Develop the components of a presentation about customer service issues and recommendations 	<p>Thumbs Up, Thumbs Down: Students prepare to concentrate on their culminating projects with a quick assessment of their progress to date.</p> <p>Worksheet: Identifying Problems and Recommendations</p> <p>Planning the Presentation-- Use the table below to determine who will work on each section of the</p>	<p>Customer Service Copyright © 2007–2010 National Academy Foundation. All rights reserved</p> <p>http://memory.loc.gov/ammem/ndlpedu/educators/workshop/pizazz/</p> <p>http://www.iupui.edu/~webtrain/tutorials/powerpoint2000_basics.html</p> <p>http://cybersleuth-kids.com/sleuth/Compu</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> ▪ Frame, analyze, and solve difficult problems relate to customer service ▪ Prepare for creating their presentations by analyzing an example and determining the components they need to include. 	<p>presentation. Each person will create a minimum of two slides.</p> <p><u>Create PowerPoint: Culminating Project</u></p>	<p>ter/Tutorials/Power_Point_Tutorials/</p>

Unit 3 Vocabulary

business letter
confidential
emoticon
etiquette
memo or memorandum
rapport
thank you letter
attitude
body language
facial expressions
inflection
mirroring
monotone
nonverbal communication

pitch
proxemics
tone of voice
active listening
clarification
closed-ended question
code-switching
inflection
jargon
open-ended question
paraphrase
probing question
slang
Standard English

Suggested Unit Projects

Choose At Least One

Culminating Project

In this project, students apply the basic concepts and tools of customer service to create a comprehensive proposal addressing customer service challenges for a specific hospitality and tourism business or destination. The driving question for the project is, “How can we, as customer service consultants, advice a hospitality- or tourism-related business to improve its customer service?”

Interview Local Business Owners

Students will develop interview questions and contact local business owners for an interview relate to their customer service aspect of their business.

Suggested Structured Learning Experiences

DECA Student Store
 150 Park Ave
 Paterson, NJ
 Paterson Public School, EHS@CAHTS

Carlyle Hotel NYC
 76th /Madison Ave.
 212-570-7173
 Isha.Gulati@rosewoodhotels.com

Wabi Sabi
 Japanese Fusion
 407 Broad St, Bloomfield, NJ 07003