PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

Customer Service
Curriculum

5.0 Credits

Unit Four

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

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.

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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

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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

Time/General	Processing	Comprehension	Recall
• 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	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Online Google Assessments • Google classroom • Spell-checker • YouTube • Translation tools	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• 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 PowerPoins

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.
- 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.9 Describe career opportunities and qualifications in the restaurant and food service industry.
- 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.6 Use common travel and tourism terminology used to communicate within the industry.

Common Career Technical Core (CCTC)

HT-TT 04 – Assess the potential (real and perceived) hazards related to multiple environments and recommend appropriate safety, health and security measures for travelers.

- HT-TT 04.1 – Recognize potential, real and perceived natural, social, or terrorism emergency situations in order to respond appropriately.
- HT-TT 04.2 – List safety, health and security issues for individuals and groups traveling to multiple environments to minimize risks.

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

- HT-TT 09.3--Identify local and regional tourism issues to determine the impact of each issue on related businesses/organizations.

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

Presentation of Knowledge and Ideas

- CCSS.SL9-10. 4Present 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.

- 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

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

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Course: Customer Service Unit: 4: Customer Service and Careers in Hospitality and Tourism Grade Level: 9-12	Unit Overview: Unit 4 will cover Customer Service and Careers in Hospitality and Tourism by demonstrating their working skills in the industry, the potential to learn from the experts, and the ability to utilize their public speaking skill through professional presentation experiences.
New Jersey Student Learning Standards (NJSLS): 9.3.HT.1, 9.3.HT.2, 9.3.HT.3, 9.3.HT.4, 9.3.HT.6, 9.3.HT-TT.6, 9.3.HT-RFB.9, 9.3.HT-RFB.10	
Common Career Technical Core (CCTC): HT-RFB 04.2; HT-RFB 04.3; HT-RFB 04.2; HT-TT 08.1; HT-TT 09.3	
Common Core State Standards (CCSS): SL.9-10.4; SL.9-10.5; W.11-12.7; W.11-12.10	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Describe and assess the key elements and skills to work in the Hospitality and Tourism Industry **NJSLS:** 9.3.HT.1; 9.3.HT.2; 9.3.HT.3; 9.3.HT.6; 9.3.HT-RFB.9; **CCTC:** HT-RFB 04.2; HT-RFB 04.3; HT-RFB 04.2; HT-TT 08.1	What are some of the careers and jobs that you learned about in this course? If you had to choose one customer-facing job from hospitality and tourism to have in the future, which one would you pick? Why? What do you think would be the best part of	▪ Explore specific job opportunities in the customer service field. ▪ Apply the key concepts of customer service skills to a professional role. ▪ Identify the types of jobs that are available in the industry	**Think, Pair, Share:** Considering Professional Roles **Reading:** Customer Service Roles in Hospitality and Tourism **Worksheet:** Job Wish List	**PowerPoint: AOHT Delivering Great Customer Service** Customer Service Roles in Hospitality and Tourism Copyright © 2007–2010 National Academy Foundation. All rights reserved **Careers by Field** http://www.careerprofiles.info/careers.html

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCSS: SL.9-10.5; W.11-12.10; HSS.IC.B.6	working in customer service? What do you think would be the most challenging?	▪ Outline a plan for an effective job search. ▪ Write a resume that lists skills and competencies.		**Resume Builder** **https://www.myperfectresume.com/**
Evaluate which jobs are most suitable based on personal interests and skills **NJSLS:** 9.3.HT.1; 9.3.HT.2; 9.3.HT.3; 9.3.HT.6; 9.3.HT-RFB.9; **CCTC:** HT-RFB 04.2; HT-RFB 04.3; HT-RFB 04.2; HT-TT 08.1; HT-TT 09.3 **CCSS:** SL.9-10.5; W.11-12.10; HSS.IC.B.6	What job did you choose to apply for, and why? Which prompts did you choose to write answers for? What did you say? How have the typical skill sets for employment in customer service changed over time?	▪ Describe entry-level jobs and corresponding qualifications ▪ Defining and prioritizing, and completing tasks without direct oversight ▪ Develop effective responses to common job interview questions ▪ Role play a job interview. ▪ Explain follow-up steps for a job interview.	**Vocabulary Wall** **Job Descriptions and Interview Prompts** This activity will introduce students to job descriptions for real entry-level jobs and get students thinking about the preparation involved in devising good responses to interview prompts **Interview Questions:** Research most common interview questions and answers those questions.	**PowerPoint: Delivering Great Customer Service** Job Interview Prompts **About.com: Your Lifetime Income Potential** (**http://humanresources.about.com/od/salaryandbenefits/a/life_earnings.htm**) **Salary.com Salary Calculator** (**http://www.salary.com/**) **PayScale.com Salary Calculator** (**http://www.payscale.com**) **About.salary.com Salary Comparison and Salary Calculator**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				(http://about.salary.com/) **JobStar Profession-Specific Salary Surveys: Meeting Planners (http://jobstar.org/tools/salary/sal-prof.php#Meeting)**
Display understanding of potential employment opportunities in the customer service industry **NJSLS:** 9.3.HT.1; 9.3.HT.2; 9.3.HT.3; 9.3.HT.6; 9.3.HT-RFB.9; **CCTC:** HT-RFB 04.2; HT-RFB 04.3; HT-RFB 04.2; HT-TT 08.1 **CCSS:** SL.9-10.5; W.11-12.10; HSS.IC.B.6	What is excellent about this resume's organization? About its format? Based on how the sample resume, lists experience, how would you include the project on your resume? Where would it go? What would you say about it?	▪ Evaluate personal experience and qualifications for potential employment opportunities ▪ Make a list of qualities of successful food service employees. ▪ Describe major duties/tasks for each job option. ▪ Develop effective questions for an interview based on	**Think, List, Group:** What Makes a Good Resume? **Reading:** Sample Hospitality Resume **Resume Analysis** **Group Discussion:** Preparing to Meet an Industry Expert **Reflection: Reviewing the Industry Expert Interview** Reflect individually and as a class about what	**PowerPoint: Delivering Great Customer Service** Sample Hospitality Resume **Customer Service Interview Questions** http://www.careertrotter.eu/top-tips/interview-questions/customer-service-interview-questions **Customer Service Interview Example** https://www.youtube.com/watch?v=Ppnp7v0F

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		their knowledge and research	they learned from the expert(s)	**Qgg**
Develop an effective cover letter for a potential job opportunity **NJSLS**: 9.3.HT.3, 9.3.HT-RFB.10 **CCTC**: HT-TT 08.1, **CCSS**: RI.9-10.5; SL.9-10.5; W.11-12.10	What is a cover letter? What information do you need to include in a cover letter? How will you prepare yourself to be successful in the career path of customer service?	▪ Develop a personal educational and career path for the customer service industry ▪ Identify the key components in writing an effective cover letter. ▪ Create a cover letter based on real life hospitality and tourism job qualifications	**Analysis: What Makes a Good Cover Letter?** Analyze a good cover letter **Pre-Writing:** Matching Up Qualifications **Reading: The Cover Letter** **Vocabulary Wall**	**AOHT Delivering Great Customer Service Copyright © 2007–2010 National Academy Foundation. All rights reserved PowerPoint: What Makes a Good Cover Letter?** **"Cover Letters." http://www.career.vt.edu/JobSearchGuide/CoverLetterSamples.html** **Writing Effective Cover Letters. http://jobsearch.about.com/od/coverletters/a/aa030401a.htm** **About Cover Letters**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				http://jobstar.org/tools/resume/cletters.php
Demonstrate the ability to give a professional presentation **NJSLS**: 9.3.HT.3; 9.3.HT-TT.6; 9.3.HT-RFB.10 **CCTC**: HT-TT 08.1, **CCSS**: SL.9-10.4; SL.9-10.5; W.11-12.10	Any new questions or problems they discovered? For example, did the presentation run too long or too short during practice? Any good ideas you came up with for how to do this presentation more effectively? What is the most difficult things that you encounter during this project?	▪ Provide feedback to management in order to enhance operations. ▪ Demonstrate the ability to practice their public speaking skill ▪ Demonstrate teamwork and cooperation through their culminating project	**Sticky Note Comments**: What We Learned **Reading Guide:** Planning for the Presentation **Culminating Project Work: Preparing for Final Presentation Assessment** Gives students opportunity to understand what elements of their oral presentations will be assessed.	**Customer Service Copyright © 2007–2010 National Academy Foundation. All rights reserved** Reading Guide: Planning for the Presentation **NAF Internship Toolkit** http://x.naf.org/internship toolkit/Student/Student/ **Tips For Delivering A Great Presentation - How To Speak In Front Of Others - Public Speaking Tips** https://www.youtube.com/watch?v=x9E8yaFCX0Y

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Summarize key learning across the whole subject of customer service **NJSLS:** 9.3.HT.1; 9.3.HT.2; 9.3.HT.3; 9.3.HT.6; 9.3.HT-RFB.9; **CCTC:** HT-RFB 04.2; HT-RFB 04.3; HT-RFB 04.2; HT-TT 08.1 **CCSS:** SL.9-10.5; W.11-12.10; HSS.IC.B.6	Which parts of the course you liked the most? Why did you like that part? Which parts did you thought was most difficult? What made it difficult? What would you want to improve if you are to teach this class?	▪ Evaluate personal experience and performance in the course ▪ Monitor personal success in learning about customer service ▪ Organize steps in order to prepare for the professional world. .	**Presentation** **Culminating Project Work: Reviewing Peer Feedback** **Writing Journal Entry End of the Course Reflection**	**Customer Service Copyright © 2007–2010 National Academy Foundation. All rights reserved** Rubric: Delivery of Customer Service Presentation **15 Customer Service Skills that Every Employee Needs** **https://www.helpscout.net/blog/customer-service-skills/** **Top 100 Companies for Customer Service Jobs** **https://www.flexjobs.com/company-guide/customer-service-jobs**

Unit 4 Vocabulary

commensurate	graduate school
concierge	major
entry level	master degree (MA or MS)
hands-on experience	minor
on-the-job training	PhD or doctorate
sommelier	postsecondary education
college	undergraduate
cover letter	unit
bachelor degree (BA or BS)	university

Suggested Unit Projects
Choose At Least One

Culminating Project- Continue PowerPoint Presentation Students will revise and refine the culminating project and prepare to give a professional presentation for the end of the year closure.	

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