



<b>Date</b>		<b>Credits</b>	3
<b>Course Title</b>	Introduction to Customer Service	<b>Course Number</b>	MNA 1161
<b>Pre-requisite (s)</b>	MAR 1011	<b>Co-requisite (s)</b>	None
<b>Hours</b>	45		

### Place and Time of Class Meeting

**San Ignacio University**  
**3905 NW 107 Avenue, Suite 301**  
**Miami, FL 33178**

### Name and Contact Information of Instructor

### Book required

*(San Ignacio University recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)*

Customer Service Skills for Success, Fifth Ed.  
 Lucas, Robert W.  
 ©2012 | McGraw-Hill | Published: 01/20/2011  
 ISBN-13: 978-0-07-339711-5 | ISBN-10: 0-07-339711-3

### Classroom expectations for students

### Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.

### Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full



absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

**NOTE:** Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

**Course Description (must correspond exactly to Catalog description)**

The purpose of this course is to provide students with the basic knowledge and customer service techniques to exceed guest’s expectations. Among the topics studied we have: communication skills, building and maintaining relationships, customer service via technology and encouraging customer loyalty.

**Learning Objectives**

At the end of this course student will be able to:

- To study the customer service profession.
- To assess the factors which influence the service culture.
- To understand how verbal and nonverbal communication skills can be used to strategically improve customer satisfaction.
- To analyze customer behavior in order to better identify their needs and patterns.
- To recognize examples of service breakdowns and strategies for recovery.
- To identify the challenges and considerations involved in a diverse world.
- To examine the benefits and drawbacks of technology-assisted customer service.
- To discuss strategies and techniques for promoting customer loyalty.

**Topical Outline and Schedule**

DATE	WEEK 1
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Describe the course.</li> <li>• Determine what is meant by the term “customer service.”</li> <li>• Factors that have impacted the growth of the service sector in the United States.</li> <li>• Point out the socioeconomic and demographic changes that have influenced customer service.</li> <li>• Identify the changes in consumer behavior that are impacting service.</li> </ul>

	<ul style="list-style-type: none"> <li>List the six major components of a customer-based environment.</li> <li>Understand how some companies are addressing the changes impacting service.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Discuss Library Orientation Course, Instructor to verify completion.</li> <li>Review the Real World case on p 5 and participate in class discussion.</li> <li>Understand the strengths of customer-focused organization.</li> <li>Survey the historical applications of customer service.</li> <li>Assess the growth of the service sector and its economic implications.</li> <li>Point out cultural and environmental factors that affect customer service.</li> <li>Analyze how businesses address to changes in customer service.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Discussion of Syllabus</li> <li>Consider the ways in which schools are, or could potentially begin, preparing future professionals.</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p>Review the Syllabus</p> <p><b>Complete the Library Orientation Course.</b> Instructor to verify completion.</p> <p><b>Homework:</b> Chapter 1, pp. 4-34</p>
<b>DATE</b>	<b>WEEK 2</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Recognize the elements of a service culture.</li> <li>Describe the nature of a service strategy.</li> <li>Identify customer-friendly systems.</li> <li>Discuss strategies for promoting a positive service culture.</li> <li>Distinguish average companies from exceptional companies.</li> <li>Assess what customers want.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>Discuss Final Class Project &amp; Presentation,</li> <li>Identify the service culture considerations in the Ben &amp; Jerry's ice cream retail.</li> <li>Analyze how real companies reflect a customer-focused attitude.</li> <li>Review the elements of a service culture.</li> <li>Define the service components of RUMBA and businesses create organizational culture</li> <li>Understand how service providers establish strategies that account for multiple aspects of their business and their environment.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Participate in a forum discussion of chapter topics</li> <li>Respond to the ethical dilemma on p.51</li> <li>Review the Face to Face case study on p 73</li> </ul>

<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<b>Homework:</b> Chapter 2, pp. 38-72
<b>DATE</b>	<b>WEEK 3</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Recognize the importance of effective communication in customer service.</li> <li>• Analyze the elements of effective two-way interpersonal communication.</li> <li>• Understand the importance of avoiding language that could send a negative message and harm the customer service relationship.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Discuss student topic selection, library research, tentative bibliography.</li> <li>• Determine the importance and characteristics of effective communication.</li> <li>• Analyze the interpersonal communication model.</li> <li>• Recognize methods for avoiding negative communication.</li> <li>• Identify customer-focused language and how to use it.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Investigate concepts and kinds of objectives.</li> <li>• Library Research. Develop Tentative Bibliography</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<b>Due: Project Topic</b> <b>Due: Tentative Bibliography</b>  <b>Homework:</b> Chapter 3, pp.79-93
<b>DATE</b>	<b>WEEK 4</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Determine how to project a professional customer service image.</li> <li>• Discuss what comprises effective feedback.</li> <li>• Apply assertive communication techniques to enhance service.</li> <li>• Highlight key differences between assertive and aggressive behavior.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• <b>Due: Project Topic</b></li> <li>• <b>Due: Tentative Bibliography</b></li> <li>• Study how to elicit customer feedback and participation.</li> <li>• Review the guidelines for providing positive feedback and effective conflict management.</li> <li>• Differentiate between assertive versus aggressive service.</li> <li>• Observe Assertive behavior examples.</li> <li>• Identify causes and responses to conflict.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Participate in the collaborative learning activity on p.109</li> <li>• Discuss chapter topics.</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<ul style="list-style-type: none"> <li>• Continue research and work on final project</li> </ul> <b>Homework:</b> Chapter 3, pp.94-108

<b>DATE</b>		<b>WEEK 5</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Describe the characteristics of nonverbal communication.</li> <li>Identify various nonverbal cues and their effect on customers.</li> <li>Discuss the effect that gender has on communication.</li> <li>Explain the effect of culture on nonverbal communication.</li> </ul>	
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>Examine the ways in which nonverbal communication can override verbal messages.</li> <li>Understand the characteristics of nonverbal behavior.</li> <li>Determine how background, culture, physical conditions, communication ability, and many other factors influence whether and how well people use body cues.</li> <li>Consider the various aspects of physical and vocal cues.</li> </ul>	
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Respond to the spatial perceptions activity on p.131</li> <li>Discuss the use of nonverbal communication and the factors that influence its interpretation.</li> </ul>	
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<ul style="list-style-type: none"> <li>Discuss the nature of nonverbal communication and how to strategically navigate customer service using this skill.</li> <li>Continue research and work on final project</li> </ul> <p><b>Homework:</b> Chapter 4, pp. 113-128</p>	
<b>DATE</b>		<b>WEEK 6</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>EXAM I</li> <li>Examine unproductive behaviors.</li> <li>Apply a variety of nonverbal communication strategies.</li> <li>Study specific customer-focused nonverbal behavior.</li> </ul>	
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>Describe spatial, environmental, and miscellaneous cues.</li> <li>Discuss how cues are interpreted or misinterpreted.</li> <li>Consider the emotional messages communicated by color.</li> <li>Analyze the impact of culture on nonverbal communication.</li> <li>Highlight negative nonverbal behaviors and how they are perceived by customers.</li> <li>Identify strategies for improving nonverbal communication and seeking clarification.</li> </ul>	
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Discuss the description of the ways men and women differ in their approach to relationships on p.135.</li> <li>Learn to interpret and address customer behavior.</li> </ul>	
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Chapter 4, pp. 129-144	
<b>DATE</b>		<b>WEEK 7</b>
<b>SPECIFIC</b>	<ul style="list-style-type: none"> <li>Explain why listening is important to customer service.</li> </ul>	

<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Outline the four steps in the listening process.</li> <li>Assess the characteristics of a good listener.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>Define what listening entails and why it is important.</li> <li>Apply the listening process step model on p.154</li> <li>Identify the characteristics of a good listener.</li> <li>Recognize the traits of ineffective listening.</li> <li>Understand the causes of listening breakdown.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Discuss what customer service professionals should do to achieve the goal of active listening.</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Continue research and work on final project <b>Homework:</b> Chapter 5, pp.149-163
<b>DATE</b>	<b>WEEK 8</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Identify the causes of listening breakdown.</li> <li>Develop strategies to improve listening ability.</li> <li>Understand how the use of information-gathering techniques helps better serve customers.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>Develop strategies for improved listening.</li> <li>List information-gathering techniques.</li> <li>Analyze how to use questions to further your feedback.</li> <li>How to demonstrate genuine interest and avoid faulty assumptions about customer ideas.</li> <li>Consider personal and external obstacles towards improved listening.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Respond to the exercise on p.165, applying chapter concepts.</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Continue research and work on final project <b>Homework:</b> Chapter 5, pp. 164-177
<b>DATE</b>	<b>WEEK 9</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Understand what behavioral styles are and why you should be concerned with them.</li> <li>List four key behavioral styles and the roles they play in customer service.</li> <li>Identify strategies for communicating effectively with each behavioral style.</li> <li>Interpret how to respond to customer problems effectively while building relationships.</li> <li>Apply knowledge of behavioral styles to help manage perceptions of others.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>Observe how an organization's value statement can direct the</li> </ul>

	<p>employee approach to the concept of service excellence.</p> <ul style="list-style-type: none"> <li>• Recognize why interpreting actions and reactions is important for customer service professionals.</li> <li>• Identify strengths in behavioral styles while dealing with customers.</li> <li>• Determine how to build stronger customer relationships.</li> <li>• Discuss how to discover customer needs, seek opportunities for service, and respond to behavioral styles appropriately.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Analysis of the examples raised in class.</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p>Continue research and work on final project <b>Homework:</b> Chapter 6, pp.184-209</p>
<b>DATE</b>	<b>WEEK 10</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Understand what a service breakdown is.</li> <li>• Recognize how to use knowledge of behavioral styles in difficult customer situations.</li> <li>• Different types of difficult customers and how to effectively deal with them.</li> <li>• Apply the emotion-reducing model to help keep difficult situations from escalating.</li> <li>• Explain why customers defect</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Describe effective strategies for preventing customer dissatisfaction and problem solving.</li> <li>• List the six steps of the problem solving model.</li> <li>• Practice front-line service recovery strategy, and spot roadblocks to service recovery.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Study and discuss the examples of service breakdown on p. 217</li> <li>• Propose strategies for service recovery.</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<p>Continue research and work on final project <b>Homework:</b> Chapter 7, pp. 214-246</p>
<b>DATE</b>	<b>WEEK 11</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Discuss why diversity is not a bad thing.</li> <li>• Identify some of the characteristics that make people unique.</li> <li>• Describe the need to treat customers as individuals.</li> <li>• Present actions for dealing with various types of people.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Recognize a variety of factors that make people diverse and that help to better serve them.</li> <li>• Understand methods of effective communication with a diverse customer population.</li> <li>• The impact of diversity on expanding knowledge of others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Defining and managing cultural diversity</li> <li>• Customer awareness</li> <li>• The impact of cultural values on serving the customer.</li> <li>• Providing quality service to diverse customer groups</li> <li>• Customers with disabilities</li> <li>• Elder versus younger customers</li> <li>• Considerations involved in communicating with diverse customers</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Form groups and come up with responses to the Real World case on p. 252</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	<b>Due: First Draft of Final Project</b> Chapter 8, pp. 251-281
<b>DATE</b>	<b>WEEK 12</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• MIDTERM EXAM II</li> <li>• Analyze the extent to which customer service is facilitated by the effective use of technology.</li> <li>• Recognize how technology can be used to advance service delivery capabilities.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Assess the role of technology in customer service.</li> <li>• Study electronic commerce as a new way to employ technology in business.</li> <li>• Examine applications of technology in real businesses.</li> <li>• Review types of technology and their uses.</li> <li>• Inspect the advantages and disadvantages of technology use.</li> <li>• Discuss technology strategies.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Identify real world examples of the use of technology in business.</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Chapter 9, pp. 286-305
<b>DATE</b>	<b>WEEK 13</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Discuss ways to communicate effectively via email, the internet, and fax.</li> <li>• Determine how to deliver quality service through effective telephone techniques.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Discuss technology etiquette and strategies.</li> <li>• Apply ethics to the use of technology.</li> <li>• Review the considerations involved in email and instant messaging.</li> <li>• Consider the telephone as an important link in customer service.</li> <li>• Identify effective communication skills.</li> <li>• Determine how to create a positive telephone image.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learn how to operate call transfers and holds properly.</li> <li>• Understand methods of communicating and taking telephone messages professionally.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Study strategies towards incorporating technology to address changing customer needs.</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Editing & Revision of Final Project Chapter 9, pp. 306-326
<b>DATE</b>	<b>WEEK 14</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Learn to establish and maintain trust with customers.</li> <li>• Describe customer relationship management and explain its importance to quality service.</li> <li>• Assess the service provider characteristics that will enhance customer loyalty.</li> <li>• Explain the provider's responsibility for establishing and maintaining positive customer relationships.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Discuss the factors that contribute to establishing a relationship of trust with customers.</li> <li>• Determine the reasoning behind personalizing service.</li> <li>• Analyze ways in which service can reflect caring and concern.</li> <li>• Assess how service providers take responsibility for their customers.</li> <li>• List ways to communicate respect and keep an open mind.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Form groups and respond to the problem solving exercise on p. 340</li> <li>• Recognize methods of relationship management that promote customer retention.</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Editing & Revision of Final Project Chapter 10, pp.331-349
<b>DATE</b>	<b>WEEK 15</b>
<b>SPECIFIC OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Final Project</li> <li>• Final Presentation</li> <li>• Final Exam</li> <li>• Identify strategies that can be used to make customers feel like they are number one.</li> <li>• Find strategies that can enhance customer satisfaction.</li> <li>• Describe what comprises quality service.</li> </ul>
<b>TOPIC (S)</b>	<ul style="list-style-type: none"> <li>• Highlight strategies that address customer need.</li> <li>• Recognize the use of adaptability and communication skills.</li> <li>• Study the role and effect of decisiveness, enthusiasm, and ethical behavior.</li> <li>• Observe examples of ethical behavior.</li> </ul>

	<ul style="list-style-type: none"> <li>Analyze appropriate approaches to taking initiative.</li> <li>Describe the planning process model and the use of contingency plans.</li> </ul>
<b>LEARNING ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Discuss methods of enhancing customer satisfaction.</li> <li>Recognize how to manage time and handle complaints effectively</li> </ul>
<b>HOMEWORK &amp; ASSIGNED READINGS</b>	Chapter 10, pp. 350-368

### Instructional Methods

The methods of instruction will be influenced by institutional constraints, class size, class meeting length, course length, and individual instructor style. Usually, student interest and learning is enhanced by the use of multiple instructional methods. Aside from the traditional assignment of textbook readings and presentation of lectures based on these readings, methods of instruction might include the following:

1. A review of the questions at the end of each chapter.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

### Additional Instructional Materials and References

- Strategic Customer Service by John A. Goodman (09)
- Be Our Guest: Perfecting The Art Of Customer Service by Disney Institute and Theodore Kinni (11)
- Uncommon Service by Frances Frei and Ann Morriss (12)

### Assessment Criteria and Methods of Evaluating Students

97 – 100% → A



96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F

### **Do not count on a curve!**

Generally, the grades “A” through “C-” are considered passing grades. Grades “W” and “I” indicate that no grades were earned for the course. A “W” grade indicates that the student withdrew from the course. An “I” grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an “I” grade instead of an “F”, pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

### **Distribution of Grade Elements**

Homework: 15%

Exams I, II, III: 30% (10% each)

Final Presentation: 30% (15% each)

Final Research Project: 25%

Total: 100 %

Date Syllabus Was Last Reviewed: Date: 07-01-2012