



COURSE OUTLINE

Course Number	Course Title	Credits
BUS 202	Customer Orientation	3
Hours: lecture/Lab/Other 3	Co- or Pre-requisite	Implementation Fall 2011

Catalog description

Explores the fundamentals of customer service, with focus on the "human" side of business and the importance of understanding and supporting those who depend on your business. Students develop core competencies necessary for providing excellent customer service, including an appreciation of diversity, developing loyalty, and dealing with customers.

3 lecture hours

Required texts/other materials:

The World of Customer Service, Pattie Gibson,
Publisher: Cengage

Revision date: Fall 2021

Course coordinator: Professor Eva Csige, csigee@mccc.edu
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Course Goals:

The student will be able to:

- Manage customer-centric service
- Compare and contrast the various tools used in quality customer service.
- Comprehend the concepts of customer's value and the role of customer service in defining those values
- Discuss the emerging tendencies toward global competitiveness and the role of the customer.
- Understand diversity of consumers
- Discuss the role of ethics in marketing to the consumer.
- Resolve customer complaints
- Discuss the relationship of personality and consumer diversity.
- Enumerate personality factors, consumption, and possession traits.

Unit 1 Introduction To Customer-Centric Service Learning Objectives - The student will understand....

- The importance of the customer retention
- External and Internal Customers

Unit 2 Serving a Diverse Population of Customers Learning Objectives - The student will understand....

- diversity in the workplace relative to the needs of a business enterprise
- customer service activities among the four generational groups
- how to communicate effectively with disabled persons

Unit 3 Customer Behavior, Customer Loyalty, and Exceptional Service Learning Objectives - The student will understand....

- Customers' buying behavior relative to their basic needs.
- How to distinguish between customer satisfaction and customer loyalty.
- The relationship between customer expectations and customer perceptions.

Unit 4 Attitude, Angry Customers, and Relationship Building Learning Objectives - The student will understand....

- How to describe a customer-oriented attitude
- To recognize situational examples that elicit rage reactions in customers

- How to describe the customer service benefits of the teamwork approach in organizations

Unit 5 Resolving Customer Problems and Complaints

Learning Objectives - The student will understand...

- How to describe the activities involved in proactive problem solving
- How list reasons that customers complain and describe the process for handling those complaints
- How to discuss approaches to use when handling angry customers

Unit 6 Recovering from and winning back the customer

Learning Objectives - The student will understand...

- How to describe the five types of customers who defect and why they do so
- How to describe the various types of feedback survey instruments
- To identify ways to recover from an angry customer
- To identify the key points of a win-back message

No Unit 7

Unit 8 Communication essentials

Learning Objectives - The student will understand...

- Each of the elements in the communication process
- Identify the behaviors of people who communicate using different communication styles
- Compose examples of open, probing, closed, alternative choice, leading, and direct questions
- The fundamentals of business writing

Unit 9 Customer-Focused Listening Skills

Learning Objectives - The student will understand...

- The importance of active listening.
- The techniques for becoming an effective listener.
- Barriers of effectively communicating and listening.
- Techniques for communicating with ESL speakers

Unit 10 Nonverbal Communication, Dress, and Manners

Learning Objectives - The student will understand....

- Understand the elements and interpretations of body language
- Recognize the importance of having a dress code in the workplace
- Cite examples of business etiquette and manners

Unit 11 Effective Telephone Communication

Learning Objectives - The student will understand....

- The student will understand....
- Detail the essential customer service skills needed when communicating over the phone
- Understand the purpose of voicemail and how to leave a customer-friendly message
- Learn how to evaluate the quality and delivery of your voice, especially when speaking on the phone
- Distinguish between outbound and inbound telemarketing

Evaluation of student learning:

The student must research three reaction papers pertaining to customer service and be able to review four full-length videos as part of these reaction papers.

Paper Preparation:

The video reviews must be in the student's own words with recommendations and analysis of the subject matter and its relationship to customer service and consumer behavior.

Course Grade Evaluation:

3 hourly exams [as announced]	50%	
3 Reaction Paper/Video Review		30%
Attendance/class participation	20%	

Exam Schedule:

1st exam to be announced by instructor

2nd exam to be announced by instructor

3rd exam to be announced by instructor

Numerical Grade Equivalents

Letter Grade	Nominal %
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
F	00-59

Academic Integrity Statement:

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.

- completing a graded academic activity or taking an exam for someone else.

- giving answers to or sharing answers with another student before, during or after
- an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.

- submitting a paper or other academic work for credit which includes words, ideas,
- data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without
- paraphrasing them or without citing the source appropriately.
- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the
- permission of the instructor.
- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

D. Inappropriately or unethically uses technological means to gain academic advantage.

- Inappropriately or unethically acquiring material via the Internet or by any
- other means.
- Using any electronic or hidden devices for communication during an exam.
- Each instructor and academic support service area is authorized to establish
- Specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.]