

Date:		Credits	3 Credits
Course Title	Disney Practicum / Introduction to Customer	Course Number	MNA 1161
Pre-requisite		Co-requisite (s)	None
Hours	45 Hours		

Place and Time of Class Meeting

The program will start at San Ignacio University with an orientation and training where all students will receive instructions and become familiarized with the online course using the SIU Online Platform.

To start the course, students must go to: sanignaciouniversity.instructure.com/login/saml

The Distance Learning portion is through SIU Canvas.

The Practicum portion is coordinated through Disney.

Dates: Tuesday October 15th – Sunday December 8th, 2019

Name and Contact Information of Instructor

Professor Alicia Stern Intro to Customer Service: Section A astern@sanignaciouniversity.edu
Professor Marcela Guzman Intro to Customer Service: Section B Marcela.guzman@sanignaciouniversity.edu

Book required

(The Institution 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.)

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Classroom expectations for students

Attendance Policy

The program will allow participants to learn specific skills by doing assigned activities and task at the Disney facilities and use this experience as an academic course if the student is registered in the course. Instruction hours are replaced with real life work experience and enhanced with additional work assigned in the Disney Practicum Syllabus. The course is called “Disney Practicum” and is accompanied by a 16-week distance learning course.

All students will participate in an 8-week distance learning class AND 37.5 hours per week Practicum.

- Option A: Rotating into two “clerical” positions during their six-month academic training (practicum): merchandizing, attraction and operations, food and beverage, recreation, and bell services. These options are assigned by Disney and SIU based on a combination of factors that includes: SIU Interviews, Disney interviews, the student’s interest and the student’s program of study.

For online classes, the full attendance week is defined as started at 12:00 a.m. Eastern Standard Time (EST) on Monday until 11:59 p.m. EST the following Sunday.

Students must be active within the course to be considered present for the particular week of class. For attendance purposes, an academically related posting can include, but may not be limited to, posting an assignment submission, posting to a discussion forum, and taking an exam. For attendance purposes, logging into an online class does not count toward attendance.

Students who fail to meet the attendance requirements for a week will be given an absence for that attendance week. 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 6 classes will result in failure of the course regardless of grade average.

Course Description

This course is a practical experience where students will learn by doing specific clerical tasks related to their field of study. The course allows students to apply concepts learned in the classroom at the Disney's workplace. Students will be able to live at the Disney Residences, administer their own budget, increase their interpersonal communication skills and work with others at the workplace.

Course Description: This course is created to allow the students demonstrate the learned core competencies needed in the service industry by participating on a supervised real-life work experience. Students will be able to apply customer service to real customers, take decision to overcome guest problems, practice their communication skills and work in teams enhancing their interpersonal skills. The students will also have the opportunity to learn about the importance of profitability, while exceeding customer expectations. By the end of this course, the students will be able to understand the importance of service as a differentiator factor while increasing their decision-making process and evaluate their performance in their workplace. 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 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 discuss strategies and techniques for promoting customer loyalty.
- How to build a service framework is based in: Innovation, Leadership, Vision, Strategies and Culture
- How to have relentless focus upon understanding the needs, perceptions, and expectations of customers and guests.
- How to improve the overall experience for the customers, exceed their expectations, and keep them coming back for more.
- How to apply different methods to research information useful in satisfying customers and guests by understanding their needs, wants, stereotypes, and emotions and by having tools for personalizing the customer and guest experience

- Describe the specific problem you encountered.
- How to determine what's most important to customers and guests; for example: Feeling special, being treated as an individual, respecting people, knowledge
- How to develop and apply quality standards, like courtesy(involves knowing the needs, wants, stereotypes and emotions of each person), efficiency (involves providing for the smooth operation of facilities, systems, and personnel), safety (provides for the welfare of the customer, guests and personnel) and show (creates and demonstrates an excellent experience for customers and guests)
- How to achieve a level of service customers want based on: Respect, productivity, dignity, efficiency, sympathy, organization's reputation, concern, attitude, privacy, comfort, technology skills, safe and clean environment, knowledge, information accessibility and previous experiences.

Topical Outline and Schedule

DATE: Oct 15 – Oct 20		WEEK ONE
SPECIFIC OBJECTIVES		<ul style="list-style-type: none"> • 1-1 Define customer service. • 1-2 Describe factors that have impacted the growth of the service sector in the United States. • 1-3 Identify societal factors that have influenced customer service. • 1- 4Recognize the changes in consumer behavior that are impacting service. • 1- 5List the six major components of a customer-focused environment. • 1-6 Explain how some companies are addressing the changes impacting the service sector.
TOPIC (S)		Chapter One: The World of Customer Service
LEARNING ACTIVITIES		Review Online Lecture: Chapter One Participate in Forums
HOMEWORK & ASSIGNED READINGS		Introduction Forum Weekly Discussion Forums Read Chapters One and Two
DATE: Oct 21- Oct 27		WEEK TWO
SPECIFIC OBJECTIVES		<ul style="list-style-type: none"> • 2-1 Explain the elements of a successful service culture. • 2-2 Define a service strategy. • 2-3 Recognize customer-friendly systems. • 2-4 Implement strategies for promoting a positive service culture. • 2-5 Separate average companies from exceptional companies. • 2-6 Identify what customers want.
TOPIC (S)		Chapter Two: Contributing to the Service Culture
LEARNING ACTIVITIES		Review Online Lecture: Chapters Two HW Assignment

HOMEWORK & ASSIGNED READINGS	HW Assignment Read Chapters Three and Four
DATE: Oct 28 – Nov 3 WEEK THREE	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • 3-1 Explain the importance of effective communication in customer service. • 3-2 Recognize the elements of effective two-way interpersonal communication. • 3-3 Project a professional customer service image through positive communication. • 3-4 Provide feedback effectively. • 3-5 Avoid language that could send a negative message and harm the customer relationship. • 3-6 Use assertive communication techniques to enhance service. • 3-7 Identify key differences between assertive and aggressive behavior. • 4-1 Define nonverbal communication. • 4-2 Recognize various nonverbal cues and their effect on customers. • 4-3 Explain the effect that gender has on communication. • 4-4 Describe the effect of culture on nonverbal communication. • 4-5 Identify unproductive behaviors. • 4-6 Use a variety of nonverbal communication strategies. • 4-7 Demonstrate specific customer-focused nonverbal behavior.
TOPIC (S)	Chapter Three: Verbal Communication Skills Chapter Four: Nonverbal Communication Skills
LEARNING ACTIVITIES	Review Online Lecture: Chapters Three and Four Participate in Forums
HOMEWORK & ASSIGNED READINGS	Weekly Discussion Forums Read Chapters Five
DATE: Nov 4 – Nov 10 WEEK FOUR	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • 5-1 Describe why listening is important to customer service. • 5-2 Define the four steps in the listening process. • 5-3 List the characteristics of a good listener. • 5-4 Recognize the causes of listening breakdown. • 5-5 Develop strategies to improve your listening ability. • 5-6 Use information-gathering techniques learned to better serve customers. • 5-7 Apply concepts discussed to generate meaningful responses to your questions from customers.
TOPIC (S)	Chapter Five: Listening to the Customer
LEARNING ACTIVITIES	Review Online Lecture: Chapters Five HW Assignment

HOMEWORK & ASSIGNED READINGS	HW Assignment Read Chapters Six and Seven
DATE: Nov 11- Nov 17	WEEK FIVE
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • 6-1 Explain what behavioral styles are and why you should be concerned with them. • 6-2 Identify four key behavioral styles and the roles they play in customer service. • 6-3 Develop strategies for communicating effectively with each behavioral style. • 6-4 Respond to customer problems effectively while building relationships. • 6-5 Use knowledge of behavioral styles to help manage perceptions of others. • 7-1 Define what a service breakdown is. • 7-2 Apply knowledge of behavioral styles in difficult customer situations. • 7-3 Recognize different types of difficult customers and effectively deal with them. • 7-4 Use the emotion-reducing model to help keep difficult situations from escalating. • 7-5 Explain why customers defect. • 7-6 Develop effective strategies for working with internal customers. • 7-7 Identify strategies for preventing customer dissatisfaction and problem solving. • 7-8 Explain the six steps of the problem-solving model. • 7-9 Implement a frontline service recovery strategy and spot roadblocks to service recovery. • 7-10 Discuss the importance of disaster planning initiatives in the service recovery process.
TOPIC (S)	Chapter Six: Customer Service and Behavior Chapter Seven: Service Breakdowns and Recovery
LEARNING ACTIVITIES	Review Online Lecture: Chapter Six and Seven Participate in Forums
HOMEWORK & ASSIGNED READINGS	Weekly Discussion Forum Read Chapters Eight and Nine
DATE: Nov 18- Nov 24	WEEK SIX
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • 8-1: Recognize that diversity is not a bad thing. • 8-2: Describe some of the characteristics that make people unique. • 8-3: Embrace the need to treat customers as individuals. • 8-4: Determine actions for dealing with various types of people. • 8-5: Identify a variety of factors that make people diverse and that help to better serve them.

	<ul style="list-style-type: none"> • 8-6: Communicate effectively with a diverse customer population. • 9-1 Recognize the role of technology-effective service delivery. • 9-2 Describe ways in which technology enhances an organization's service delivery capabilities. • 9-3 Discuss ways in which companies are integrating the evolving web-based and mobile technologies into their service strategies. • 9-4 Communicate effectively via e-mail, the Internet, and fax. • 9-5 Deliver quality service through effective telephone techniques.
TOPIC (S)	Chapter Eight: Customer Service in a Diverse World Chapter Nine: Customer Service via Technology
LEARNING ACTIVITIES	Review Online Lecture: Chapter Eight and Nine HW Assignment
HOMEWORK & ASSIGNED READING	HW Assignment Read Chapters Ten
DATE: Nov 25 – Dec 1	WEEK SEVEN
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • 10.1 Establish and maintain trust with customers. • 10.2 Relate the role of customer and brand loyalty to organizational success. • 10.3 Explain customer relationship management and explain its importance to quality service. • 10.4 Develop the service provider characteristics that will enhance customer loyalty. • 10.5 Describe the provider's responsibility for establishing and maintaining positive customer relationships. • 10.6 Identify strategies that can be used to make customers feel like they are number one. • 10.7 Discuss strategies that can enhance customer satisfaction.
TOPIC (S)	Chapter Ten: Encouraging Customer Loyalty
LEARNING ACTIVITIES	Review Online Lecture: Chapter Ten Participate in Forums
HOMEWORK & ASSIGNED READINGS	Weekly Discussion Forum Review for Exam
DATE : Dec 2 – Dec 8	WEEK EIGHT
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • To review the material discussed throughout the course
LEARNING ACTIVITIES	Final Reflection Final Comprehensive Exam

Assessment Criteria and Methods of Evaluating Students

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

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 (3 HWs)	30%
Class Discussion (4 Discussions)	40%
Final Reflection Essay	15%
Comprehensive Exam (FINAL)	15%
Total	<u>100 %</u>

Date Syllabus Was Last Reviewed: July 15, 2019