

I. COURSE DESCRIPTION:

This course will provide the CICE student with basic knowledge and skills needed to deal with customers in a hospitality environment. Each student with support from a learning specialist will develop their communication, interpersonal, and diplomacy skills to successfully accommodate tourists and ensure customer satisfaction. A customer-focused approach will underline all aspects of this course.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. Discuss the role of customer service in business success.

Potential Elements of the Performance:

- Define customer satisfaction
- Research and discuss the importance of customer service to the overall success in the Hospitality business
- Relate the importance of customer service skills to career and personal success

This learning outcome will constitute approximately 10% of the final mark.

2. Identify and discuss the need for customer service in the resort environment.

Potential Elements of the Performance:

- Research and outline industry standard customer service skills
- Research and discuss how to create customer loyalty
- Identify and discuss how customer service contributes to the overall resort experience

This learning outcome will constitute approximately 30% of the final mark.

3. Develop a positive and humble attitude towards the customer and employer.

Potential Elements of the Performance:

- Research employer customer service requirements
- Analyze and assess his/her personality and determine areas of strength and risk in order to improve overall customer service skill development

This learning outcome will constitute approximately 15% of the final mark.

4. Apply their customer service knowledge and skills throughout their daily activities in the Northern Ontario Hospitality and Tourism Institute.

Potential Elements of the Performance:

- Demonstrate and practice customer service skills through faculty, peer and customer interaction
- Document, reflect and analyze prior customer service experiences

This learning outcome will constitute approximately 20% of the final mark.

5. Continually improve their performance as customer service professionals on an ongoing basis within and beyond the classroom environment.

Potential Elements of the Performance:

- Develop and implement a customer service improvement plan which will address: personal development objectives, short and long term goals, pro-active problem-solving and decision-making skills, personal attitude and behaviour, diplomacy skills, motivation, verbal and non-verbal communication skills, recovery skills, and exceeding people's expectations

This learning outcome will constitute approximately 20% of the final mark.

6. Develop ongoing personal professional development strategies and plans to enhance leadership and management skills for the resort environment.

Potential Elements of the Performance:

- Solicit and use constructive feedback in the evaluation of his/her knowledge and skills
- Identify various methods of increasing professional knowledge and skills
- Apply principles of time management and meet deadlines
- Recognize the importance of the guest, the server-guest relationship, and the principles of good service

This learning outcome will constitute approximately 5% of the final mark.

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

- The role of customer service in a successful career
- Fostering positive attitudes
- Maintaining a customer focus to ensure customer satisfaction
- Prevention in customer service
- The importance of consistent professionalism
- Recognize and deal with customer turnoffs
- Deal with dissatisfied customers
- Exceed customer expectations
- The role of the supervisor / manager / leader
- Telephone and email skills
- Behaviour that wins customer loyalty
- Continuous customer service improvement plan - changing conventions in customer service

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Timm, Paul R., Customer Service: Career Success Through Customer Satisfaction. 3rd ed. Prentice Hall Upper Saddle River, New Jersey, 2005.

V. EVALUATION PROCESS/GRADING SYSTEM:

3 Tests (24% each)	72%
Project/Assignments	20%
Classroom Attendance/Participation/Professionalism	<u>8%</u>
Total	100%

Guidelines re grading:

Assignments:

Since one of our goals is to assist students in the development of proper business habits, assignments will be treated as reports one would provide to an employer, i.e. in a timely and businesslike manner. Therefore, assignments will be due at the beginning of class and will be 100% complete. All work is to be typed, properly formatted, assembled and stapled prior to handing in. No extension will be given unless the student and the professor have come to an agreement prior to the due date.

Tests:

If a student is not able to write a test because of illness or a legitimate emergency, that student must contact the professor prior to the test or as soon as possible and provide an explanation which is acceptable to the professor. In cases where the student has contacted the professor and where the reason is not classified as an emergency, i.e. slept in, forgot, etc., the highest achievable grade is a "D". In cases where the student has not contacted the professor, the student will receive a mark of "0" on that test.

The following semester grades will be assigned to students in postsecondary courses:

Grade	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit) Credit for diploma requirements has been awarded.

S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:

Dress Code

All students are required to wear their uniforms while in the hospitality and tourism institute, both in and out of the classroom.

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.