A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 3
Lab Hours/Week: *.*
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

Increasing numbers of retail organizations are recognizing a need to deliver quality customer service to their customers. Learners enrolled in this course are familiarized with the steps to managing a quality service environment. The emphasis in this course is on application of quality service concepts.

B. COURSE EFFECTIVE DATES: 03/13/1998 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Identify and analyze the six major components of quality customer service found in organizations.
2. Contrast positive and negative verbal, non-verbal, and listening skills.
3. Translate quality customer service concepts into a skills training session.
4. Identify the tools commonly used for service measurement
5. Examine effective strategies for dealing with difficult customers and/or service breakdowns.
6. Distinguish the factors that make people diverse and relate service techniques that can enhance quality customer service.
7. Explore how technology is used to enhance service delivery.
8. Assess and report on a "real-life" customer service organization; identify areas to improve customer service.
9. Explain how quality customer service differentiates organizations and creates employee and customer loyalty.

D. LEARNING OUTCOMES (General)

1. The learner will demonstrate an understanding of the service economy and can compare and contrast the components that differentiate quality customer service organizations. Learners must be able to identify, diagram and present the components found in customer service organizations.
2. The learner will exhibit an understanding of the managerial roles and responsibilities required for leadership in a quality customer service organization. Learners must demonstrate competency in performing managerial roles such as interviewing, training, and leading subordinates in a quality customer service organization.
3. The learner will analyze positive and negative communication, including their own behavioral preferences as they relate to management skills and customer service. Learners must be able to role-play the principles of positive communication in a variety of scenarios, demonstrating the delivery of quality customer service.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None
F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted