

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo
February, 2017
RECREATION, PARKS, & TOURISM ADMINISTRATION

1. **Catalog Description**

RPTA 221 – Professionalism and Customer Service (4)

Emphasis on professional service qualities and behaviors in a variety of recreation, parks, and tourism environments. Focus on development and delivery of customer service strategies to create a service-focused organization. Development of competencies to enhance participant experience. Open only to RPTA majors, sophomore standing.

2. **Instructor(s)**

Susan Mackenzie

3. **Learning Objectives**

This course is designed to provide students with a basic overview and working knowledge of customer service and professionalism across a variety of recreation, parks, and tourism environments. Upon successful completion of the course, students will be able to:

- Describe and demonstrate professional *qualities, behaviors, and practices*. (7.03)
- Explain the impacts of professionalism and consumer service on organizational success in recreation, parks, and tourism domains. (7.03)
- Explain customer and employee motivations and behaviors related to experience quality. (7.02)
- Assess the effectiveness of customer service delivery across different mediums in recreation, parks, and tourism organizations. (7.02)
- Formulate effective responses to specific customer service issues. (7.03)
- Create targeted customer service strategies for *recreation, parks, and tourism environments*. (7.03)
- Explain the significance of cultural differences in service delivery. (7.02)
- Communicate effectively (in a written and oral capacity);
- Work productively as individuals and in groups;
- Think critically and creatively;
- Engage in lifelong learning.

4. **Text and References**

Hudson, S. & Hudson, L. (2013). *Customer service for hospitality and tourism*. Oxford, England: Goodfellow.

Kinni, T. (2011). *Be our guest: Perfecting the art of customer service*. New York, NY: Disney Editions.

5. **Topical Schedule**

- 1)Intro to Professionalism, Ethics & Importance of Customer Service
 - (a) Characteristics of a profession
 - (b) Characteristics of a professional
 - (c) Certification and licensure
 - (d) Professional behavior and etiquette
 - (e) Financial Impacts of customer service
 - (f) Behavioral impacts of customer service
 - (g) Issues in customer service
- 2)Role of Employees in Customer Service & Essential Customer Service Skills
 - (a) Good versus Services
 - (b) 4 unique characteristics of service industry
 - (c) Importance of internal employees
 - (d) Service profit chain
 - (e) Case studies of renowned service providers
 - (f) 15 essential customer service skills
 - (g) Intercultural considerations in service experiences
- 3)The Gaps Model: Customer Expectations & Emotions
 - (a) Role of emotions and expectations vs. perceptions in customer service
 - (b) Gaps model & applications
 - (c) Knowledge gap
 - (d) Policy gap
 - (e) Deliver gap
 - (f) External communication gap
 - (g) Customer gap
- 4)Role of Servicescape & Processes in Customer Service & Customer Journey Mapping
 - (a) Elements of servicescape
 - (b) Effects of servicescape on customers and employees
 - (c) Onstage vs. backstage
 - (d) Service processes & 'combustion' points
 - (e) 'Storytelling' and the customer experience
 - (f) Using customer journey mapping to improve customer service processes
- 5)Developing a Service Culture & Internal Marketing
 - (a) Links between service culture, service quality and profits
 - (b) Employee motivation, performance, and impacts on customer service
 - (c) Creating a service culture & case studies
 - (d) Empowerment
 - (e) Marketing to employees
 - (f) Communication mediums for employees
 - (g) Reward and recognition systems
- 6)Positive Psychology: Findings & Implications for Professionalism & Service Culture
 - (a) Principles of positive psychology
 - (b) Major research findings/areas

- (c) Positive psych applications to professional philosophy
- (d) Positive psych applications for employees and customers
- 7) Assessing Customer Service
- 8) Building Customer Relationships & Loyalty
 - (a) Importance of assessing service quality
 - (b) Qual and quant approaches to assessment, pros and cons
 - (c) ServQual measures
 - (d) Relationship marketing and 4 types of relationship marketing bonds
 - (e) Customer Loyalty: what is it and how to cultivate it
 - (f) Loyalty Programs
- 9) Service recovery processes
 - a) Importance of service recovery and impacts
 - b) Service recovery paradox
 - c) Service recovery strategies (e.g., HEARD)
- 10) Authenticity & Co-Creation in the Experience Industry
 - a) What is the 'Experience Industry' ?
 - b) Importance of authenticity and co-creation in the Experience Industry
 - c) Co-creation strategies
 - d) Future trends in Customer Experiences

6. **Delivery Mode**

Lecture, role playing, group problem solving, discussion, case studies, peer teaching, and guest speakers

7. **Course Resources**

Classroom, Smart Room with projector, internet connection, online resources and videos, PolyLearn

8. **Assignments & Learning Experiences**

Company Customer Service Improvement Project

In this class, each student is part of a 4-6 person company team. Throughout the term, company groups complete a customer service improvement project to analyze customer service issues from a range of perspective and develop tools to improve their company's customer service. This project consists of weekly assignments and a presentation, and culminates in three final deliverables: (1) a staff training infographic that identifies key values, mission, touch points and service behaviors, (2) an engaging customer service training video that also reflects these key elements, and (3) a customer service assessment tool.

Professional Philosophy Paper

Throughout the term, students work on smaller assignments and drafts that culminate in a final professional philosophy paper. Students are asked to create a professional philosophy that identifies the values that will guide their future practice and to clearly articulate how and why the services they will offer in their future careers are essential to quality of life in our society. Students are asked to do this so that their practice is congruent with promoting well-being and the common good for society, and to provide them with standards by which they can judge

behavior, select programs, and select methods for program delivery. Students are also expected to draw upon external sources to support their key points.

Weekly Assignments & Quizzes

Each week, students complete either in class reading quizzes or a weekly assignment, such as writing a mystery shopping reflection, creating a customer journey map, or writing a reflection on selected positive psychology talks. Quizzes may be unannounced, vary in structure, and are worth 5-10 points each.

Leading Class Activity & Discussion

Each company group selects one topic on which to lead a class activity and discussion during the term. The activity must be designed to help students apply and engage with the weekly topic, identify applications to their company term project, and engage all students in critical discussion and reflection on the topic.

Peer Evaluation & Professional Excellence

In this course, students are collaborators in a professional learning community. Therefore, they are expected to conduct themselves as professional representatives of the diverse EIM organizations that they select for their company project. Students are expected to fully and professionally engage in all activities and class sessions. To encourage professionalism, students begin the course with 100% in this category. Unprofessional behaviors can result in loss of these points. This category also incorporates peer evaluations of student contributions to group work. In this course, students are expected to behave professionally with peers and the instructor in class and in outside of class work time and communications. Detailed rubrics are provided.

9. Policies

Late assignments are only accepted within 48-hours of the deadline with a 25% deduction for each 24 hour interval. This means: 1 min to 23hrs 59 min late = 25% deduction. 24-48 hrs late = 50% deduction. No partial credit is possible for late credit/no credit assignments. This means: 1 min late = no credit. Extensions may be granted on an individual basis, but only if a student makes arrangements before the due date.

If a student misses a reading quiz due to an excused absence, the student is excused fully from that quiz. The grade for the excused absence quiz grade will be the average quiz score for the remaining quizzes. Therefore, there are no makeup quizzes.

Academic Integrity. Academic integrity is expected of every student. I expect that submitting an assignment means that you neither gave nor received unauthorized aid. Most students recognize that cheating is a major offense, but some students fail to recognize the severity of plagiarism. Plagiarism is treated very seriously on college campuses, and my aim is to help ease your anxiety about plagiarism and APA (our style/format structure) by empowering you with knowledge about writing and research. Students are responsible for knowing the policy regarding academic honesty: [Academic Honesty Policy](#).

APA Resources. It is your responsibility to become proficient with APA style and to use APA resources on PolyLearn. Failure to do so will result in poor grades for written work throughout your academic career. I also provide an APA style guide to assist students.

Students with Disabilities. Reasonable accommodations will be made for students with verified disabilities. In order to receive accommodations, please contact me by the end of the second week of classes to discuss. Students who wish to request disability-related accommodations should contact the Disability Resource Center (DRC) in Building 124, Room 119. Phone: (805) 756-1395. DRC website is <http://drc.calpoly.edu/>

FERPA Students. We will use on-line social media, discussion, and collaborative tools that show students' details. If you are concerned about FERPA privacy rights and do not wish for your name or email to be visible to other students, please email me the first week of class so I can provide an alternative for you.

11. Grading Criteria

<i>Weighting</i>	<i>Assignment Description</i>
<i>10%</i>	<i>Peer Evaluation & Professional Excellence</i>
<i>15%</i>	<i>Weekly Assignments & Quizzes</i>
<i>15%</i>	<i>Leading Class Activity & Discussion</i>
<i>20%</i>	<i>Professional Philosophy Paper</i>
<i>40%</i>	<i>Group: Company Project:</i> <i>30% Infographic</i> <i>30% Assessment Tool</i> <i>40% Training Video</i>
<i>100%</i>	<i>Total</i>

Grade Scale

93-100%	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	<59	F

RPTA 221 Course Schedule & Assignments: Winter 2017

Note. Schedule is subject to change – see PolyLearn for most up-to-date information.

Date	Topic	Reading	Assignments Due & Speakers
Week 1 Jan 9	Introduction, welcome, syllabus	<i>*All assigned reading should be completed prior to class listed*</i> All non-textbook resources are posted on PolyLearn	Secure a textbook Students should be prepared for reading quizzes
Jan 11	Intro to Professionalism, Ethics & Impacts of Customer Service	PolyLearn: McLean Chp. 10 (pp. 180-192) Hudson: Chp. 1 & 2	In class: Sign up for group activity dates
Week 2	Jan 16: MLK DAY - NO CLASS		
Jan 18	Magic of Service & Cast: Essential Customer Service Skills	Hudson pp. 91-93 Disney Chp. 2 & 3	Company Profiles due by midnight Jan 18
Week 3 Jan 23	The Gaps Model: Customer Expectations & Emotions	Hudson Chp 3 Hudson pp.120-123	
Jan 25	The Magic of Setting & Servicescapes	Hudson Chp 8 Disney Chp. 4	Group 1 activity Mystery Shopping due by midnight Jan 24 Customer Journey Mapping due by midnight Jan 29
Week 4 Jan 30	Customer Experience Mapping Gaps Model (cont.)	Disney Chp 5 <i>Dr. Goosebump Article (PolyLearn)</i>	Speaker: GPJ Group 2 activity
Feb 1	Intercultural Service Experiences	See PolyLearn for readings	Speaker: Dr. Lin Group 3 activity

Week 5 Feb 6	Developing a Service Culture	Hudson Chp 4 Hudson pp 94-98 & pp 105-107	Group 4 activity Positive Psych Reflection due by midnight Feb 7
Feb 8	Positive Psychology in Professionalism & Service Culture	PolyLearn: Positive Psych Videos	
Week 6 Feb 13	Assessing Customer Service	Hudson Chp 6	Group 5 activity
Feb 15	Assessing Customer Service cont. Peer Review: Company Project		Bring company project drafts to class
Week 7 Feb 21	*TUESDAY CLASS* Building Customer Relationships & Loyalty	Hudson Chp 7	Group 6 activity
Feb 22	Loyalty, Relationships & Co-creating Customer Experiences	Hudson pp 99-104 Review 'Co-Created Experiences' Prezi (Link on PolyLearn)	Group 7 activity Optional: Submit company project drafts by midnight Feb 23
Week 8 Feb 27	Professionalism in EIM		Speaker: Amie Hammond
March 1	Service Recovery Processes	Hudson: Chp 10	Group 8 activity
Week 9 March 6	Authenticity & Co-Creation in the Experience Industry	Reading: PolyLearn	Reflection on in-class activity due by midnight March 6
March 8	Future of Customer Experiences & Review Peer review of Prof. Phil Papers		Bring professional philosophy drafts to class

Week 10 March 13 March 15	Company Project Presentations Submit hard copies of Infographic & Assessment Tool to Dr. Mac in class <ul style="list-style-type: none"> • Electronic Company Products due online by midnight March 15 • Peer Evaluations due by midnight March 16 • Professional Philosophy paper due by midnight March 17
Week 11	March 24 Final Assessment 7:10-10am