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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Hospitality Services |
| **Lesson/Unit Title** | Hospitality Services: Professional Customer Service |
| **TEKS Student Expectations** | **130.260. Knowledge and Skills.**  (6) The student applies leadership, teamwork, and critical-thinking skills in collaboration with others to accomplish organizational goals or objectives. The student is expected to:  (A) demonstrate qualities that contribute to employee retention;  (B) formulate staff training plans to create an effective working team.  (12) The student uses technological knowledge and skills required in travel and tourism. The student is expected to:  (A) develop technical vocabulary for lodging, food and beverage service, recreation, and travel. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * identify and define vocabulary words used to enhance customer service * discuss the importance of common vocabulary and its effect on customer/business relationships * manipulate and demonstrate knowledge of the lesson’s vocabulary through creation of an original skit |
| **Rationale** | Every industry has their own technical vocabulary; it is how they operate under common context. The hospitality industry thrives on providing good customer service. In preparation for careers in the field of Hospitality Services, this lesson will provide an excellent opportunity to better understand that it is imperative hospitality employees “speak the same language” in order to provide service which either meets or exceeds customer expectations. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Added value:** Over and above the basic product or service offer provided to customers by an organization  **Client/customer/patron:** A person who pays a professional person or organization for services  **Code of Practice:** Guides employees on how they should conduct business  **Complaint:** A statement that you are unhappy or not satisfied with something  **Continuous improvement:** Improving customer service in order to stay ahead of competitors  **Customer experience:** The sum of all experiences a customer has with a supplier of goods and/or services  **Customer service:** The total customer experience with that business  **Customer service procedure:** Routines and detailed steps used to deliver its customer service  **Customer service transaction:** When the customer and service deliverer exchange information, product, or service  **External customer:** A customer from outside the company that provides a service or product  **Guest:** A person who pays for the services of an establishment (as a hotel or restaurant)  **Internal customer:** Person in the same organization as the service provider  **Mission statement:** A brief statement of the main purpose of an organization  **Pleasant:** Causing a feeling of happiness or pleasure  **Prompt service:** Carried out or performed without delay  **Quality service:** Service that meets or exceeds customer satisfaction  **Queue:** When several customers want customer service at the same time a queue (a line of people) may form  **Risk assessment:** Identifying all risks which may exist and evaluating them for seriousness and the likelihood an incident  **Services:** The work performed by one that serves |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**  **Supplies:**   * Cash register * Front desk sign * Guest receipts * Hotel bell * Hotel brochures * Luggage * Maps * Restaurant menus * Survey card from a business * Table setting for formal dinner meal * Vacation destination brochures   **Other appropriate lessons**   * The Importance of Customer Service Skills Principles of Hospitality Services * How May I Help You? Communication and Telephone Strategies Culinary Arts * Copies of all handouts   **PowerPoint:**   * Hospitality Services: Professional Customer Service * Presentation notes for Hospitality Services: Professional Customer Service   **Technology:**   * Free iPad App:   + Walkie-Talkie  Turns your iPhone or iPad into a walkie-talkie<https://itunes.apple.com/us/app/walkie-talkie/id406885682?mt=8> * Infographic:   + Ten Things Your Customers Wish You Knew About Them What does it take to deliver outstanding and above and beyond customer service? The simple answer we’ve found: An incredible understanding of how your customers think. Spending lots of time with your users and customers every day is one of the most important things you can do.<https://blog.bufferapp.com/10-things-your-customers-wish-you-knew-about-them-infographic> * Tedx Talk: Sherry Turkle: Connected, but alone? As we expect more from technology, do we expect less from each other? Sherry Turkle studies how our devices and online personas are redefining human connection and communication and asks us to think deeply about the new kinds of connection we want to have.<http://www.ted.com/talks/sherry_turkle_alone_together>   **Graphic Organizer:**   * Note-taking – Hospitality Services: Professional Customer Service   **Handouts:**   * Anticipation Guide – Getting to Know Customer Service Vocabulary * Customer Service Vocabulary Match * Customer Service Vocabulary Skit/Role-Play * Facts I Learned * (Key) Customer Service Vocabulary Match * Rubric for Customer Service Skit/Role-Play * Teacher Resource – Customer Service Skit/Role-Play |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to activity:**  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room.  Script: Look at the items on the table. How do the items relate to customer expectations at the workplace?  Allow time for class discussion.  Distribute the Anticipation Guide – Getting to Know Customer Service Vocabulary handout prior to viewing the PowerPoint. The handout has customer service vocabulary terms listed in pairs. In the last column, individually, students will write his or her opinion, explaining what effect(s) the first set of vocabulary terms have on the second set of terms. They may use available resources to retrieve introductory definitions. Inform the students to be prepared to share their opinions with the class. |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, review, preview and select the appropriate multimedia for your classes.  Introduce objectives, terms, and definitions.  Distribute the handout Note-taking Hospitality Services: Professional Customer Service. Teacher will determine the notes to be recorded by students. Inform students that they will be expected to take notes and participate in discussions while viewing the slide presentation.  Introduce and discuss the PowerPoint Hospitality Services: Professional Customer Service. Allow time for questions, answers, and classroom discussion.  Use appropriate notes from Presentation Notes for Hospitality Services: Professional Customer Service for discussion.  Using the Note-taking Hospitality Services: Professional Customer Service handout, students will have an opportunity to reflect upon, review and respond to the information pertaining to the PowerPoint. They will write a summary of topics or statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in a career in Hospitality Services?   Allow for questions and answers to check for understanding.  Video included in slide presentation:  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing a copy of the slide presentation * allowing students to make illustrations instead of writing out information |
| **Guided Practice \*** | Distribute the Customer Service Vocabulary Match handout. Individually, the students will complete the handout with the appropriate vocabulary words. (Key) Customer Service Vocabulary Match has been provided for your use to check students’ answers.  Allow time to complete the handout and for a class discussion.  Completion of handout can be assessed as a daily grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * providing extra time for assignments * reducing assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Prior to activity:**  Divide class into groups of four to five.  Refer to Teacher Resource – Customer Service Skit/Role-Play (see All Lesson Attachments tab) handout for instructions on activity. Print and cut apart the customer service vocabulary words cards.  Read the following scenario:  You are one of several employees at a … (see the options below). Your team has been asked to participate in a mandatory customer service training. Your team’s main objective is to develop and perform a short skit or role-play on the importance of providing quality customer service in the hospitality industry.  Students will select one option to develop their short skit/role-play:   * Casino * Hotel * Motel * National or state park * Professional sports teams/sporting event * Restaurant * Theater/stage production * Theme park   Distribute the Customer Service Vocabulary Skit/Role-Play handout and one customer service vocabulary words card to each group. In teams of four to five, students will develop and perform a short two- to three-minute skit or role-play on the importance providing quality customer service in the hospitality industry. Be sure that each team member is involved.   * The focus of the skit will be modelling qualities in employees to create a pleasant customer service experience for clients * Manipulate and demonstrate knowledge of the lessons vocabulary through creation of an original skit. Must use a minimum of five vocabulary terms in skit/role-play * Use of at least one prop   Distribute and review Rubric for Customer Service Skit/Role-Play prior to the start of the assignment so that students are aware of assessment procedures.  Keep students focused and on task. Provide assistance if needed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extending wait time * providing praise and encouragement |
| **Lesson Closure** | Review terms, definitions, and lesson objectives.  Students will present their skits/role-play activities. Allow time for questions and discussion.  Distribute handout Facts I Learned. Individually, students will complete the handout with interesting facts he or she learned from the lesson. Fill in the areas with their ideas and save what they think is the most important fact they have learned, and write it in the box at the bottom. |
| **Summative/End of Lesson Assessment \*** | Projects will be presented in class and assessed with Rubric for Customer Service Skit/Role-Play.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * shortened, simplified instructions |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Photos obtained through a license with Shutterstock.com®.   **Websites:**   * Institute of Customer Service Resources, glossary and guidance notes on customer service.<https://www.instituteofcustomerservice.com/1848/all/2/Glossary.html> * Wordle Ideas for creating vocabulary or a personal Wordle. [www.wordle.net](http://www.wordle.net) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representation of terms on word wall * Add terms and definitions to personal dictionary * Check for understanding * Have students repeat instructions |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events Assign students to read about enhancing the customer service experience. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * Proper Business Phone Etiquette Whether you’re calling clients, responding to customers, or trying to get a job, telephone communication is an important part of modern business.<http://www.ehow.com/info_7743665_proper-business-phone-etiquette.html> * Tips for Talking to Customers<http://www.forbes.com/sites/patrickhull/2013/05/08/tips-for-talking-to-customers> * Top three reasons to Improve your vocabulary<https://litemind.com/top-3-reasons-to-improve-your-vocabulary> * 20 Expert Customer Service Tips to Try Right Now<http://www.forbes.com/sites/micahsolomon/2014/10/10/20-ultimate-tips-for-customer-service-week-2014> * Draw connections between content and real life. * Allow students to highlight texts, passages, key words, or concepts * Explain idioms that appear in reading passages |
| **Quotes** | Vocabulary is a matter of word building as word using. **-David Crystal**  Don’t use a five-dollar word when a fifty-cent word will do. **-Mark Twain**  The purpose of a business is to create a customer who creates customers. **-Shiv Singh**  People don’t want to communicate with an organization or a computer. They want to talk to a real, live, responsive, responsible person who will listen and help them get satisfaction. **-Theo Michelson, State Farm Insurance**  If you want to be creative in your company, your career, your life, all it takes is one easy step… the extra one. When you encounter a familiar plan, you just ask one question: What ELSE could we do?” **-Dale Dauten** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * When working in the service industry, common vocabulary is important because … * As you get older, your vocabulary increases. Please state your opinion on the importance of learning and increasing your vocabulary – especially in the work place. * Qualities staff members should possess which can produce a pleasant working atmosphere can include …   **Writing Strategy:**   * RAFT (Role/ Audience/Format/Topic) writing strategy:   + Role: General manager of a hotel   + Audience: Staff at home   + Format: Memo   + Topic: The importance of a professional customer service |
| **Communication**  **90 Second Speech Topics** | * I can create a pleasing work environment by … * Understanding customer service vocabulary is important because … * Technology can aid in providing quality customer service by … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Customer service survey – Meet with a local hospitality business. Ask them if you can create a customer service survey and ask if you can give it to various customers and introduce as a school project. Once the survey is done, create a graphic which can communicate the results to the business management and ask to sit down and discuss the results. Be sure to use some customer service vocabulary in your survey questions.   **TEDx Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.   * Sherry Turkle: Connected, but alone? As we expect more from technology, do we expect less from each other? Sherry Turkle studies how our devices and online personas are redefining human connection and communication and asks us to think deeply about the new kinds of connection we want to have.<http://www.ted.com/talks/sherry_turkle_alone_together> |
| **Family/Community Connection** | * Invite a community industry leader to come and discuss their opinion of the most important vocabulary words in their business, as it relates to customer service and employees. * Ask three to five family members, teachers, or co-workers to list five to ten vocabulary words they feel are the most important for their line of work, and why. Bring back your lists and share with the classroom. Be sure to identify the line of work for each person. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  STAR Events:   * Chapter Service Project (Display and Manual): A team event – recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see:<http://www.nylc.org>   * Create a presentation on how to be a good customer. Provide information on customers’ rights and responsibilities, role play situations, business perspective of customers and discuss a common customer service vocabulary.   + The presentation may be given at a community library, middle/junior high school or before a community organization such as the Rotary Club. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)