



CHIPOLA COLLEGE

COURSE SYLLABUS

MAN 4162 Customer Relations for Managers

Summer Term
May 13-August 10, 2009
Wednesdays 5:00-9:30 P.M.

INSTRUCTOR INFORMATION:

Ann M. Wells
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Chipola College
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PREREQUISITES:

MAN 3025

ENTRANCE COMPETENCIES:

The student must possess the knowledge and skills of an AA business student and the capability to perform at a baccalaureate level. The student should also possess the computer skills required to navigate web sites, use Excel to do basic spreadsheet operations and construct documents using Word.

CATALOG DESCRIPTION:

This course examines relationship building for all customers of an organization. The impact of culture and diversity on business relationships, successful negotiation strategies, and promotion of the organization through media relations are discussed. The ideas and practices this course focuses on includes: understanding and identifying customers wants and needs, customer orientation, product or service differentiation and value-creating processes to attract, satisfy and retain customers through relationship management.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:

The major objectives of the course are for the student to understand the importance of customer relations in today's business environment. In the 21st century, the businesses that survive will be

the businesses that place significant value on the customer. The customer relations objective of the firm will be a valuable asset to the business and an integral part of the strategic plan.

MAJOR LEARNING OUTCOMES

Upon completion of the Customer Relations for Managers course, BAS students should be prepared to:

1. Identify internal, external, and interface customers of business organizations.
2. Discuss how the components of customer value in quality, service, pricing, and image interact as the building blocks for customer satisfaction.
3. Demonstrate the ability to use strategies successfully.
4. Demonstrate the skills needed for building relationships for all customers of an organization.
5. Demonstrate successful promotion of an organization through media relations.
6. Demonstrate written and oral communication skills.
7. Integrate concepts from other Bachelor of Applied Science courses.

PURPOSE

To stress to the student the importance of designing and delivering superior customer value as it is the key to successful business strategy in the 21st century. Since value reigns supreme in today's marketplace and marketspace, the student should have an awareness of the importance of customer relationships.

TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED:

Johnson, W. & Weinstein, A., *Superior Customer Value in the New Economy: Concepts and Cases*, 2nd Edition, 2004, CRC, ISBN-13; 9781574443561

COURSE REQUIREMENTS:

- Upon Enrollment: Check to assure that the e-mail address in D2L is your current e-mail address. You must check your Chipola e-mail no less than every two days in the event an assignment has been added.
- Post a short biography on the discussion board and inform the students in the class what you expect to learn in this class.
- You will have discussion board activities that will be announced in a timely manner along with a date for their completion. You will be referred to assignments which must be completed by the date cited on the syllabus. Being on time with your assignments will play an important role in your final grade. Some assignments will be posted on the discussion board and some will be deposited in the drop box. These instructions will be given either on the syllabus or in the assignment section of D2L.
- Required Examinations: There will be two examinations including the final. These examinations will be done on line.

- This course is a blended course where at least half of the class hours will be in the classroom and the remainder done on line. There will be seven “live” class sessions. Attendance is mandatory at these sessions.
- Cases will be assigned for analysis using the Value Funnel Approach. The analysis will be due at the time noted on the syllabus. Along with the analysis, the student will answer in writing at least two of the questions that accompany the case using information gained from the chapter for which the case is applied. Students should be prepared to present cases assigned orally in the first class following the assignment of the cases. Students will be selected at random to present the case and a grade will be given for that oral presentation.
- Questions for discussion will also be placed on the discussion board and must be answered according to the due dates. Students will also comment on two other discussion streams by fellow students. Assignments will be made on Thursday and the answers must be posted on or before Sunday at 5:00 p.m. to allow for fellow students to be able to post comments prior to their being due on Tuesday at 10:00 p.m.
- There will be a team research project which will consist of the analysis of a business. In doing this analysis, research must be done on the business and a written analysis presented. The analysis will include at least three outside sources. The report will be a minimum of five typewritten pages in addition to a title page and an outside resource page. An oral presentation will also be required in relation to the case and must be accompanied by a PowerPoint presentation with a minimum of 5 slides. Slides should consist of bullet points, charts, etc. Presentations should not be read but presented in a discussion type format. The oral presentation should be limited to no more than 15 minutes.

ATTENDANCE POLICY:

Class attendance is required. If the number of absences exceeds 3, a grade of F will be assigned for the course unless there is convincing evidence that these absences are beyond the control of the student. At best, failure to attend class will adversely affect your Participation grade.

INCOMPLETE GRADE POLICY:

Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an incomplete grade.

Note: A grade of incomplete or “I” is not automatically assigned to students, but rather must be requested by the student by submitting a *Petition for and Work to Remove an Incomplete Grade* Form. Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. A grade of “I” does not replace an “F” and will not be awarded for excessive absences. An “I” will only be awarded to students presenting a valid case for the inability to complete coursework by the conclusion of the term. No grade of “I” will be awarded unless the student has made a successful attempt on at least 80% of the course. *It is ultimately the instructor’s decision to grant or deny a request for an incomplete grade, subject to the policy rules below.*

Policy/Rules for granting an Incomplete (I):

- An incomplete cannot be issued without a request from the student.
- To qualify for an incomplete, the student **must**:

- a. have completed over 80% of the course material and have a documented reason for requesting the incomplete. (80% means all exams, quizzes and/or assignments.)
- b. be passing the course at the time of their request.

If both of the above criteria are not met an incomplete cannot be granted.

- **An I is not a substitute for an F. If a student has earned an “F” by not submitting all the work or by receiving an overall F average, then the F stands.**

METHOD OF INSTRUCTION:

This class is a blended class with seven class meetings consisting of a total of 24.5 hours and on line work in the amount of 20.5 hours. Because there are fewer live classes, it is imperative that all students make every effort to be in class when the class is “live.” Things that cannot be done on line will be experienced in the live setting making it impossible for a student to participant in live experiences if not present. This is **not** a distance learning class and it is **not** a “correspondence course” in which students may work at their own pace. Each week there will be assignments, on-line discussions, or exams with due dates. Refer to the schedule at the end of this syllabus for more information. Due dates and times are very important and grades will be representative of deadlines that are not met.

METHOD OF EVALUATION:

Exam 1	100 points
Exam 2	100 points
Case Analysis	100 points
Group Scenario and Presentation	100 points
Class Attendance and Participation*	50 points
Discussion Board Activities	50 points
	500 total points

*Participation is more than registering for the course. The participation grade is subjective (to a degree) reflecting my perception of the degree of your involvement in this course. Communication with the instructor and other students is the most important component of this grade. Contributions to the topic being covered through participation in the online Discussion Board are ways to demonstrate participation.

ASSIGNMENT OF GRADES:

All grades will be posted in the student grade book in D2L and will be assigned according to the following or similar scale:

A	93 – 100%	465-500 points
B	83 – 92%	415-464 points
C	70 – 82%	350-414 points
D	60 – 69%	300-349 points
F	59% and below	299 and below

Grade Requirements

Average	Grade	Requirements
93 – 100	A	An understanding of the concepts, calculations and application of the concepts covered in the course. Must be able to extend applications beyond those presented in course material. Must demonstrate the ability to write/speak at the baccalaureate level with correct grammar and punctuation and original thoughts.
83 – 92	B	An understanding of many of the concepts, calculations, and applications with some extension beyond examples presented in course material. Must demonstrate the ability to write/speak at the baccalaureate level with correct grammar and punctuation and original thoughts.
70 - 82	C	An understanding of some of the concepts, calculations, and applications with some extension beyond examples presented in course material. Failure to demonstrate the ability to write/speak at the baccalaureate level or express original thoughts. Grammar and punctuation are poor.
60 – 70	D	An understanding of some of the concepts, calculations, and applications with no extension beyond examples presented in course material. Failure to demonstrate the ability to write/speak at the baccalaureate level or express original thoughts. Grammar and punctuation is poor.
<60	F	Exhibit little or no understanding and minimal ability to apply concepts in class or extend beyond course material. Failure to demonstrate the ability to write/speak at the baccalaureate level or express original thoughts. Grammar and punctuation are poor.

The above weights and grade assignment rules are subject to change, at the sole discretion of the instructor. However, changes will be made only to benefit the students.

SUBMITTING ASSIGNMENTS:

- Assignments will be submitted through the drop box or in class only. I don't accept e-mail attachments due to the threat of viruses.
- If you send your assignment through the drop box, your file name should consist of the Assignment name followed by your name and the date.

EXAMINATION SCHEDULE & INSTRUCTIONS:

- See schedule at the end of this syllabus for examination dates.
- The exam questions will have varying formats.
- They will be available for a specific time period. See the Course Schedule in the back of this syllabus for the dates during which time the exams will be available.

TECHNOLOGY REQUIREMENTS:

Students should have or have access to:

- An e-mail account that you can access on a regular basis. One is available through D2L.
- E-mail software capable of sending and receiving attached files.
- Access to the Internet with a 56.9 kb modem or better.

- A personal computer capable of running Netscape Navigator 7.0 or above, Internet Explorer 6.0 or above or current versions of Firefox or Mozilla.
- Microsoft WORD software. (I cannot grade anything I cannot open! This means NO MS-Works, NO Wordpad, NO Wordperfect)
- Virus protection software, installed and active, to prevent the spread of viruses via the Internet and email. It should be continually updated!
- Microsoft Excel
- Adobe Acrobat Reader (latest version).

Internet Access:

- Students should have access to a working computer and access to the internet. Students can use the Chipola computer lab, a public library, etc., to insure they have access.
- “Not having a computer” or “computer crashes” are not acceptable excuses for late work.

TECHNICAL SUPPORT INFORMATION:

If you experience technical problems, you should contact the D2L Support Center. You can do this in two ways. First if you can log onto the course simply look at the tabs at the top of the page. You will see one entitled, “Tech Support.” If you click on this tab, you will see the information below. You can click on the “D2L Support Center” link and receive assistance. If you cannot log onto the course, simply contact the center by calling toll free the number listed below. Assistance is available 24 hours a day/7 days per week.

For assistance if you are having problems with D2L, please contact the help desk at Chipola at **1-850-718-4357 for live assistance.**

Or, you may contact the help desk at the following e-mail address.

D2L Help Desk: helpdesk@chipola.edu

Also, there is a link to the help desk in D2L. Just look at the opening screen of D2L at the upper right hand corner and you will find the link.

NON-HARASSMENT, HOSTILE WORK/CLASS ENVIRONMENT:

Chipola College expects students to treat fellow students, their instructors, other Chipola faculty, and staff as adults and with respect. No form of “hostile environment” or “harassment” will be tolerated by any student or employee.

AMERICANS WITH DISABILITY ACT (ADA):

Students with disabilities are requested to voluntarily contact Ms. Gayle Duncan in the Office of Students with Disabilities, which is located in A106, to complete the intake process and determine their eligibility for reasonable accommodations. Any student whose disabilities fall within ADA guidelines must inform me at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course. Students must also provide written proof of their disability to the instructor.

HONESTY AND PLAGIARISM:

The awarding of a college degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (see

Academic Honor Code in the Handbook). Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any college/university employee.

*Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else's intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one's own. Proper quoting, using strict APA formatting, is required, as described by the instructor.

- Students must properly cite any quoted material. A term paper, business plan, term project, case analysis, or assignment may have **no more than 20% of its content quoted** from another source.
- I intend to utilize **plagiarism-detection software**, through which *all* written student assignments are/may be processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned in by students in the same *and* other classes in this *and all previous terms*. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation in the student's permanent file.

LIBRARY SUPPORT:

The library here at Chipola provides access to materials and services that support the academic programs. You are encouraged to utilize the resources in the library to complete assignments and for study purposes.

FACULTY EVALUATION:

Sometime during the term, students will be required to fill out a course evaluation form. These evaluations are completely anonymous but are used to help improve delivery of the course materials.

HOW TO LEARN ONLINE:

In order to be successful, you should be organized and well motivated. You should make sure you log in to our course on D2L several times each week. Check all "announcements" that have been posted. Start early in the week to complete the weekly assignment. You should also go to the Discussion Board early in the week and view the topic and question/s for the discussion exercise. Make your "initial" posting and participate in the discussion. Begin reviewing for the exams early in the term. Do not wait until the last minute and "cram" for these exams. You should review the material frequently, so you will be prepared to take the exams.

COURSE SCHEDULE:

Class Date	Class Activities	Assignments
<p>*May 13 In Class</p>	<p>Discussion Chapter 1 **Value Funnel Assessment</p> <p>Assignment of Teams</p>	<p>Case 5: <i>Fedex Corporation— A Customer Value Funnel Assessment</i></p>
<p>May 13-May 19</p>		<p>Place in drop box prior to May 19 at 10:00 p.m., the assessment of Case 5: <i>Fedex Corporation</i></p> <p>Check announcements and assignments for any additional assignments.</p> <p>Do value funnel assessments in writing on the following:</p> <p>Case 3: <i>Dow Corning— Customer Value and Segmentation</i></p> <p>Case 1: <i>Boston Market— Process Flow Outcomes</i></p> <p>Be prepared to discuss each case in class on May 27. Students will be called upon at random and a grade will be given.</p> <p>Place in drop box no later than 5:00 p.m. on May 25.</p> <p>Read Chapters 2 and 3 and be prepared to discuss in class on May 27.</p>

<p>May 27</p>	<p>Business Selection</p> <p>Discussion Chapter 2 Chapter 3</p> <p>Oral Presentations and Discussion Case 3: <i>Dow Corning</i> Case 1: <i>Boston Market</i></p>	
<p>May 28-June 9</p>		<p>Check announcements and assignments for discussion board activities.</p> <p>Do value funnel assessments on the following:</p> <p>Case 10: <i>Lexmark International-Creating New Marketspace</i></p> <p>Case 11: <i>Nantucket Nectars—Perceived Quality</i></p> <p>Place in drop box no later than June 8 at 5:00 p.m.</p> <p>Be prepared to discuss each case in class on June 10.</p> <p>Read Chapters 4 and 5 and be prepared to discuss chapters in class on June 10.</p>
<p>June 10</p>	<p>Discussion Chapter 4 Chapter 5</p> <p>Oral Presentations and Discussion Case 10: <i>Lexmark International</i> Case 11: <i>Nantucket Nectars</i></p> <p>Test I (Chapters 1-5) Will be posted on June 11 and will be due in digital drop box by 5:00 p.m. on June 14.</p>	

<p>June 11-June 23</p>		<p>Deposit test in drop box no later than 5:00 p.m. on June 14.</p> <p>Check announcements and assignments for discussion board activities.</p> <p>Do value funnel assessments on the following:</p> <p><i>Case 7: Harrah's Entertainment, Inc. Loyalty Management</i></p> <p><i>Case 6: The Grateful Dead—Creating Deadheads by Providing Drop-Dead Customer Service</i></p> <p>Place in drop box by June 22 at 5:00 p.m.</p> <p>Read Chapters 6 and 7 and be prepared to discuss in class on June 24.</p>
<p>June 24</p>	<p>Discussion Chapter 6 Chapter 7</p> <p>Oral Presentations and Discussion <i>Case 7: Harrah's Entertainment, Inc.</i> <i>Case 6: The Grateful Dead</i></p>	
<p>June 25-July 7</p>		<p>Check announcements and assignments for discussion board activities.</p> <p>Do value funnel assessments on the following:</p> <p><i>Case 16: StatePride Industrial Laundry—Value Chain</i></p>

		<p><i>Analysis</i></p> <p>Case 9: <i>JetBlue Airways—Adding Value</i></p> <p>Read Chapters 8 and 9 and be prepared to discuss in class on July 8.</p>
July 8	<p>Discussion Chapter 8 Chapter 9</p> <p>Oral Presentations and Discussion Case 16: <i>StatePride Industrial Laundry</i></p> <p>Case 9: <i>Jet Blue Airways</i></p>	
July 9-21		<p>Check announcements and assignments for discussion board activities.</p> <p>Do value funnel assessments on the following:</p> <p>Case 14: <i>Pizza Hut—A Customer Loyalty Program</i> Case 15: <i>Publix Super Markets, Inc. – Achieving Customer Intimacy</i></p> <p>Read Chapters 10 and 11 and be prepared to discuss in class on July 22</p>
July 22	<p>Discussion Chapters 10 Chapters 11</p> <p>Oral Presentations and Discussion Case 14: <i>Pizza Hut</i> Case 15: <i>Publix Super Markets, Inc.</i></p> <p>Team Meetings</p>	<p>Prepare written and oral presentations to be presented on July 29, 2009.</p>
	Oral Presentations	

July29	Final Test (Chapters 6-11) Will be posted on July 30 and due in drop box by 5:00 p.m. on August 5, 2009.	
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The Instructor reserves the right to change items in the syllabus if necessary after the beginning of the class.

***All class dates listed in red will be “live in class” sessions. Other work will be done through D2L.**

****The analysis of the assigned case will be due the date that it is assigned in the above chart. The analysis will be written and placed in the drop box according to the dates above. Discussion of the cases will be conducted in the “live” classroom setting. All students will be prepared to discuss the case when called upon in class. Grades will be given for the participation in the class discussion in regard to the analysis of the case. Therefore, students must read the chapter and do the analysis on the case prior to each class meeting.**

Case analysis will consist of a short case summary using the value funnel analysis. Also, fundamentals in the chapter for which the case applies should be discussed in the summary.