



CHIPOLA COLLEGE

COURSE SYLLABUS

COURSE TITLE

Customer Relations for Managers

MAN 4162

COURSE 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. 3 semester hours credit

PREREQUISITES:

MAN 3025 and MAR 3023

NAME OF INSTRUCTOR:

Ann Wells

DATE OF LATEST REVISION:

August 2009

REQUIRED TEXTBOOKS:

Superior Customer Value in the New Economy: Concepts and Cases, 2nd Edition, Johnson and Weinstein, CRC Press, ISBN-13: 978-157-444356-1.

GRADING POLICIES:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system.

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%	558-600 points
B	83 – 92%	498-557 points
C	70 – 82%	414-497 points
D	60 – 69%	360-413 points
F	59% and below	359 and below

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.

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 some of the class hours will be in the classroom and the remainder done on line. There will be four "live" class sessions. Attendance is mandatory at these sessions. The live classes are August 26, September 23, October 28, and December 2, 2009.
- 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 all cases assigned prior to a live class setting. 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. There will also be assignments on the syllabus that relate to your project.

ATTENDANCE POLICY:

Class attendance is required. You will be given a grade for Attendance and Participation. In the event you are not in the live class setting, you will not be able to give an oral presentation of the cases nor will you be participating in that part of the class. This will be reflected in your 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 four class meetings. 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.

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.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment.

Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

CLASS SCHEDULE AND ASSIGNMENTS:

Class Date

Reading Assignment

Case Analysis*

The instructor reserves the right to make any changes to the syllabus prior to releasing the syllabus. Any change made will be communicated in the live classroom setting or through an e-mail to the student.

<p>August 26 <u>Live Class</u></p> <p>Consider teams</p>	<p>Chapter 1</p>	<p>Case 5: Fedex Corporation— A Customer Value Funnel Assessment Choose 2 questions from the end of the case. Put Case Analysis and questions in drop box prior to September 2 at 5:00 p.m.</p> <p>**Discussion Questions: Look for discussion questions on discussion board posted on Thursday August 27. Post answers by August 30 at 5:00 and responses by September 2 at 5:00 p.m.</p>
<p>September 2</p> <p>Report to me the members of your team.</p>	<p>Chapter 2</p>	<p>Case 3: Dow Corning— Customer Value and Segmentation Put Case Analysis and questions in drop box prior to September 9 at 5:00 p.m.</p> <p>Look for discussion questions on discussion board posted on Thursday, September 3. Post answers by September 6 at 5:00 p.m. and responses by September 9 at 5:00 p.m.</p>
<p>September 9</p> <p>Report to me the business for which you have chosen to do your written and oral presentation.</p>	<p>Chapter 3</p>	<p>Case 1: Boston Market— Process Flow Outcomes Put Case Analysis and questions in drop box prior to September 16 at 5:00 p.m.</p> <p>Look for discussion questions on discussion board posted on.</p>

		<p>Thursday, September 10. Answers to questions are due by September 13 at 5:00 p.m. and responses by September 16 at 5:00 p.m.</p>
<p>September 16</p> <p>Send me your value statement for your business.</p>	Chapter 4	<p>Case 10: Lexmark International—Creating New Market Space Put Case Analysis and case questions in drop box prior to September 23 at 5:00 p.m.</p> <p>Look for discussion questions on discussion board posted on Thursday, September 17. Post answers by September 20 at 5:00 p.m. and responses by September 23 at 5:00 p.m.</p>
<p>September 23</p> <p><u>Live Class</u></p> <p>Be prepared to discuss Cases 3, 1, and 10 in class. I will call on someone to discuss each of the cases and a grade will be given for that discussion</p> <p>Discuss projects and work in teams..</p>	Chapter 5	<p>Case 11: Nantucket Nectars—Perceived Quality Put Case Analysis and questions in drop box prior to September 30 at 5:00 p.m.</p> <p>Look for discussion questions on discussion board posted on Thursday, September 24. Post answers by September 27 at 5:00 p.m. and responses by September 30 at 5:00 p.m.</p>
<p>September 30</p>	Chapter 6	<p>Case 7: Harrah’s Entertainment, Inc. Loyalty Management Put Case Analysis and questions in drop box prior to October 7 at 5:00 p.m.</p> <p>Look for discussion questions on discussion board posted on Thursday, October 1. Post answers by October 4 at 5:00 p.m. and responses by October</p>

		7at 5:00 p.m.
October 7		Mid-Term Test Chapters 1-6 I will put on line on October 7. Due in drop box by October 14 at 5:00 p.m.
October 14 Send me your SWOT analysis for your business.	Chapter 7	Case 6: The Grateful Dead— Creating Deadheads by Providing Drop-Dead Customer Service Put Case Analysis and questions in drop box prior to October 21 at 5:00 p.m. Look for discussion questions on discussion board posted on Thursday, October 15. Post answers by October 18 at 5:00 p.m. and responses by October 21 at 5:00 p.m.
October 21	School Closed for Fall Break	
October 28 <u>Live Class</u> Be prepared to discuss Cases 11, 7, and 6 in class. I will call on a class member to discuss each of the cases and a grade will be given for the discussion. Discuss projects and work in teams.	Chapter 8	Case 16: StatePride Industrial Laundry—Value Chain Analysis Put Case Analysis and questions in drop box prior to November 4 at 5:00 p.m. Look for discussion questions on discussion board posted on Thursday, October 29. Post answers by November 1 at 5:00 p.m. and responses by November 4 at 5:00 p.m
November 4	Chapter 9	Case 9: JetBlue Airways— Adding Value Put Case Analysis and questions in drop box prior to November 11 at 5:00 p.m. Look for discussion questions on discussion board posted on Thursday November 5. Post

		answers by November 8 at 5:00 p.m. and responses by November 11 at 5:00 p.m.
November 11	School Closed for Veterans Day	Case 14: Pizza Hut—A Customer Loyalty Program Put Case Analysis and questions in drop box prior to November 18 at 5:00 p.m. Look for discussion questions on discussion board posted on Thursday, November 12. Post answers by November 15 at 5:00 p.m. and responses by November 18 at 5:00 p.m.
November 18	Chapter 11	Case 15: Publix Super Markets, Inc. – Achieving Customer Intimacy Put Case Analysis and questions in drop box prior to November 25 at 5:00 p.m. Look for discussion questions on discussion board posted on November 19. Post answers by November 22 and responses by November 25.
November 25	School Closed for Thanksgiving	
December 2 Live Class Written Presentations Turned In Oral Presentations	Presentations	.
December 9	Final Exam	

*The analysis of the assigned case will be due the date that it is assigned in the above chart. You will do a value funnel analysis on the assigned case and select two of the questions at the end of the chapter to complete. Place in the drop box by the appropriate date. Case analysis's will be due on Wednesday at 5:00 p.m. All students will also 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.

**Additional discussion questions will be assigned on Thursday pertaining to the chapter for that week. Answering the questions should consist of using material from the chapter and giving your own opinions. Your answers will be due on Sunday at 5:00 p.m. You will then respond to two classmates postings prior to the next Wednesday. Responses should be of a substantive nature. Phrases such as "I agree," "You are right," etc. are not acceptable responses. Grades will be given on each case assignment.