COURSE TITLE: Customer Service and Sales

Course Description:
Customer Service and Sales is designed to provide instruction on basic principles of customer service and selling. This course focuses on the identification and classification of customer services, technology literacy issues related to customer service, and the human relations, leadership, organizational, and communication skills necessary for success in customer service. In addition, this course offers instruction related to selling and sales, including professional sales, sales presentations, types of compensation, and characteristics and traits associated with successful selling.

Potential Certifications/Credentials:
Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
## Course Scope and Sequence

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<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
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<td>Foundational Standards</td>
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</table>
Unit Plans of Instruction

Foundational Standards

Supporting—will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Discuss and demonstrate ways to value diversity.
Unit 2 Title: Business Basics

Content Standards
1. Demonstrate digital literacy related to customer service.
   1a. Identify the types of technology, systems, software, and applications used in customer service.
   1b. Discuss ethical issues involving the use of technology as it applies to employer/employee relationships and to customers.
   1c. Analyze situations in which technology positively or negatively impacts customer service.
   1d. Obtain and record customer service data.

Unpacked Learning Objectives

Students know:
- Digital literacy related to customer service.
- The types of technology, systems, software, and applications used in customer service.
- Ethical issues involving the use of technology as it applies to employer/employee relationships and to customers.
- Situations in which technology positively or negatively impacts customer service.
- To obtain and record customer service data.

Students are able to:
- Present digital literacy related to customer service.
- Give examples of the types of technology, systems, software, and applications used in customer service.
- Explain ethical issues involving the use of technology as it applies to employer/employee relationships and to customers.
- Sort situations in which technology positively or negatively impacts customer service.
- Discuss and explain customer service data.

Students understand that:
- Digital literacy is related to customer service.
- The types of technology, systems, software, and applications used in customer service.
- Ethical issues involving the use of technology as it applies to employer/employee relationships and to customers.
- Situations in which technology positively or negatively impacts customer service.
- Obtain and record customer service data.
<table>
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<tr>
<th>Unit Driving/Essential Question</th>
<th>What digital tools are used in the customer service industry?</th>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create a “training presentation” where they will demonstrate to a new employee the digital tools used in the customer service industry.</td>
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### Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students will <strong>demonstrate</strong> digital literacy related to customer service.</td>
<td>Formative Assessments: Teacher observes students discussing basic business concepts as they relate to the retail and fashion industry</td>
<td>Students will create a “training presentation” where they will demonstrate to a new employee the digital tools used in the customer service industry.</td>
<td>ELA: Writing, Students will write a transcript of a customer service professional assisting an online customer in a chat regarding a return.</td>
<td>Interactive presentation software (PearDeck, Quizziz, NearPod) for engaging students during discussions</td>
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<tr>
<td>Students will <strong>identify</strong> the types of technology, systems, software, and applications used in customer service.</td>
<td>Class discussions of basic business concepts as they relate to the retail and fashion industry Exit Slips/Quizzes assessing students’ understanding of basic</td>
<td>Students will complete a technology scavenger hunt at a local retail store. Students will then choose one piece of technology they observed being used and identify how it was used to enhance customer</td>
<td>ELA: Writing, Students will create a picture book of the types of technology systems, software, and applications used in customer service. Each book must contain ten items with visuals and</td>
<td>Canva for creating infographics, posters, and slide decks/presentations LMS discussion board, quizzes, and assessments</td>
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<td>FBLA or DECA Competitive Events that</td>
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<td>Students will <strong>discuss</strong> ethical issues involving the use of technology as it applies to employer/employee relationships and to customers.</td>
<td>Students will <strong>analyze</strong> situations in which technology positively or negatively impacts customer service.</td>
<td>Students will <strong>obtain</strong> and <strong>record</strong> customer service data.</td>
<td>business concepts as they relate to the retail and fashion industry</td>
<td>service at their chosen retail store.</td>
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<tr>
<td>Summative Assessments: Students collaborates to complete corresponding sections of the <a href="#">Alabama Simulated Workplace Company Handbook</a>. Students create products (infographics, presentations, posters) to demonstrate student understanding of basic business concepts as they relate to the retail and fashion industry. End of unit exam assessing student understanding of basic business concepts as they relate to the retail and fashion industry.</td>
<td>Students will be presented a scenario where an ethical issue has come up involving technology. Students will then complete a discussion board discussing the ethical dilemma and how it could be avoided. Students will be presented with several situations where technology is used in customer service. Students will complete a discussion board post analyzing the situation and discussing whether it positively or negatively impacted the customer experience. Students will create a spreadsheet where they will log customer service data for a chosen company. The student will use customer review websites (Yelp, Google Reviews) to obtain customer service data. Students will then record their data into a spreadsheet.</td>
<td>Students will be presented a scenario where an ethical issue has come up involving technology. Students will then complete a discussion board discussing the ethical dilemma and how it could be avoided. Students will create a spreadsheet where they will log customer service data for a chosen company. The student will use customer review websites (Yelp, Google Reviews) to obtain customer service data. Students will then record their data into a spreadsheet.</td>
<td>ELA: Speaking/ Writing/ Listening: Students prepare for and participate in a Socratic Seminar based on their reading of an article or multiple articles appropriate to the field of discussion. ELA: Provided with simulated events, students will write an evaluation of how technology positively or negatively impacted the customer service of that moment. ELA: Research, Evaluation: Students will research a favorite brand and look into reports of their customer service data. OR Students will initiate contact with customer service of a chosen brand. Students will report on their findings/experiences regarding wait time, ease of contact,</td>
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<td>methods of contact, and support offered.</td>
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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Sep 16, 2022
Key Vocabulary

demonstrate, digital literacy, customer service, identify, technology, systems, software, applications, ethical, issues, technology, employer, employee, relationships, customers, analyze, situations, technology, positively, negatively, impacts, obtain, record, customer service, data

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- Guest Speakers
- Field Trips to retail/fashion clothing stores and post-secondary educational institutions
- Job Shadowing Opportunities
- Prepare for DECA or FBLA Competitive Events

CTSO Connection:

- **DECA Competitive Events**: Principles of Hospitality and Tourism, Entrepreneurship, Hospitality Services, Travel and Tourism, Hospitality and Tourism Professional Selling, Professional Selling, Virtual Business Challenge-Entrepreneurship, Virtual Business Challenge-Retail

Certification/Credential Connection:

- **National Retail Federation - National Professional Certification in Customer Service and Sales**, Certified Guest Service Professional
Unit 3 Title: Communication Skills

Content Standards

2. Demonstrate the communication skills necessary for success in customer service.
   2a. Greet and assist visitors and clients in a professional manner.
   2b. Model the appropriate use of grammar, vocabulary, diction, tone, and body language to interact successfully with customers, co-workers, and supervisors.
   2c. Identify and engage in appropriate conversations for work-related settings.
   2d. Adapt communications to meet the needs of diverse clientele and environments.
   2e. Describe and demonstrate the listening, speaking, and non-verbal skills necessary to determine customer needs and to identify and overcome possible barriers to communication.

3. Apply conflict and dispute resolution techniques.
   3a. Describe the nature of conflicts and their impact on interpersonal relationships and organizations.
   3b. Demonstrate the role of communication in generating productive conflict resolutions.
   3c. Utilize and apply conflict intervention strategies in the management and resolution of conflicts.

Unpacked Learning Objectives

Students know:
- The communication skills necessary for success in customer service.
- How to greet visitors and clients in a professional manner.
- How to assist visitors and clients in a professional manner.
- How to model the appropriate use of grammar, vocabulary, diction, tone, and body language to interact successfully with customers, co-workers, and supervisors.
- How to identify appropriate conversations for work-related settings.
- How to engage in appropriate conversations for work-related settings.
- How to adapt communications to meet the needs of diverse clientele and environments.
- How to describe and demonstrate the listening, speaking, and non-verbal skills necessary to determine customer needs.
- How to identify and overcome possible barriers to communication.
- How to apply conflict and dispute resolution techniques.
- How to describe the nature of conflicts and their impact on interpersonal relationships and organizations.
- How to demonstrate the role of communication in generating productive conflict resolutions.
- How to utilize and apply conflict intervention strategies in the management and resolution of conflicts.
- How to use examples: coaching, negotiation, mediation, system design.
Students are able to:
- Illustrate the communication skills necessary for success in customer service.
- Meet visitors and clients in a professional manner.
- Help visitors and clients in a professional manner.
- Demonstrate the appropriate use of grammar, vocabulary, diction, tone, and body language to interact successfully with customers, co-workers, and supervisors.
- Recognize appropriate conversations for work-related settings.
- Apply communications to meet the needs of diverse clientele and environments.
- Explain and illustrate the listening, speaking, and non-verbal skills necessary to determine customer needs.
- Recognize and overcome possible barriers to communication.
- Illustrate conflict and dispute resolution techniques.
- Explain the nature of conflicts and their impact on interpersonal relationships and organizations.
- Illustrate the role of communication in generating productive conflict resolutions.
- Use and exercise conflict intervention strategies in the management and resolution of conflicts.
- Use representations: coaching, negotiation, mediation, system design.

Students understand that:
- The communication skills necessary for success in customer service.
- They greet and assist visitors and clients in a professional manner.
- Model the appropriate use of grammar, vocabulary, diction, tone, and body language to interact successfully with customers, co-workers, and supervisors.
- They identify appropriate conversations for work-related settings.
- They engage in appropriate conversations for work-related settings.
- To adapt communications to meet the needs of diverse clientele and environments.
- To describe and demonstrate the listening, speaking, and non-verbal skills necessary to determine customer needs.
- They identify and overcome possible barriers to communication.
- They apply conflict and dispute resolution techniques.
- They describe the nature of conflicts and their impact on interpersonal relationships and organizations.
- They demonstrate the role of communication in generating productive conflict resolutions.
- How to utilize and apply conflict intervention strategies in the management and resolution of conflicts.
- Examples are coaching, negotiation, mediation, system design.
### How are communication skills used in customer service and sales careers?

#### Exemplar High Quality Unit Task
Students are provided a customer service or sales scenario. Students will greet and assist the client in a professional manner while demonstrating communication skills necessary to successfully meet the client’s needs.

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**Map of Student Learning by Learning Objective**

|----------------------------------|--------------------------------------------------------|------------------------------|-----------------------------------------------------------------|----------------------------------|
| Students will **demonstrate** the communication skills necessary for success in customer service. | Formative Assessments: Teacher observes students use of basic communication skills  
Class discussions of basic communication skills  
Exit Slips/Quizzes assessing students' understanding of basic communication skills | Students are presented with several customer service scenarios. Students will choose one scenario and, with a peer, demonstrate the communication skills necessary to resolve the customer service issue in the scenario. | ELA: Writing, Role Play, Presenting, Students will write a script depicting a Customer Service representative working with a customer who would like to return an item that was damaged after purchase. The students will use their knowledge of effective workplace communication skills to construct their scripts. Students will then | Interactive presentation software (*PearDeck*, *Quizziz*, *NearPod*) for engaging students during discussions  
*Canva* for creating infographics, posters, and slide decks/presentations  
LMS discussion board, quizzes, and assessments |

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*Equipment List by CTE Cluster*  
*Link to Helpful Tech Tools*
<table>
<thead>
<tr>
<th>Summative Assessments: Students collaborate to complete corresponding sections of the Alabama Simulated Workplace Company Handbook</th>
<th>Students are presented with several customer service scenarios. Students will analyze each scenario and decide how to greet and assist the visitor or client in a professional manner. Working with a community partner (Advisory Committee Member, Chamber of Commerce) have students practice greeting and assisting customers in a retail setting. Observe students’ interactions to evaluate how well they were able to greet and assist the visitors in a professional manner.</th>
<th>perform their scenarios for the class.</th>
<th>FBLA or DECA Competitive Events that allow students to demonstrate unit skills. Alabama Simulated Workplace Manual</th>
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<td>Students create products (infographics, presentations, posters) to demonstrate student understanding of basic communication skills</td>
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<td>ELA: Presenting, Students will create and film TikTok videos that simulate greetings and the assistance of clients that demonstrate appropriate, professional tone, language, and body language.</td>
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<td>End of unit exam assessing student understanding of of basic communication skills</td>
<td>Students will model the appropriate use of grammar, vocabulary, diction, tone, and body language to interact successfully with customers, co-workers, and supervisors. Students are presented with several customer service scenarios. Students will analyze each scenario and will model appropriate use of grammar, vocabulary, tone and body language as they interact with customers, co-workers, and supervisors. Working with a community partner (Advisory Committee Member, Chamber of Commerce) have students practice greeting and assisting customers in a retail setting. Observe students’ interactions to evaluate how well they were able to greet and assist the visitors in a professional manner.</td>
<td>ELA: Students will create a formal and informal language chart (like the one explained here). Students will then discuss the different tones conveyed in the formal and informal statements and which ones are most appropriate in the business setting.</td>
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<td>Students demonstrate their knowledge of of basic communication skills</td>
<td>Students will greet visitors and clients in a professional manner. Students will assist visitors and clients in a professional manner.</td>
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</table>
Committee Member, Chamber of Commerce) has students practice interacting with customers, co-workers, and supervisors in a retail setting. Observe students’ interactions to evaluate how well they were able to model appropriate use of grammar, vocabulary, diction, tone, and body language.

Students will identify appropriate conversations for work-related settings.

Students will engage in appropriate conversations for work-related settings.

Students are given slips of paper that have conversations printed on them. Students will then identify which conversations are appropriate for work-related settings. For the conversations that students identify as inappropriate for work-related settings the students will discuss why they made their decision.

Students will then role play and engage in appropriate conversations for work-related settings.

ELA: Reading, summarizing: Students will read the article on keeping workplace conversation professional. Students will then summarize the main points of the article on an index card for assessment and future reference.

Students will adapt communications to meet the needs of diverse clientele and environments.

Students are presented with several customer service scenarios. Students will role play with a peer to act out each scenario.

ELA: Students will read the article regarding role-playing in customer service and choose one of the eight scenarios to act out in
Students will **describe** and **demonstrate** the listening, speaking, and non-verbal skills necessary to determine customer needs.

Students will **identify** and **overcome** possible barriers to communication.

<p>| Students will produce a short multimedia project (slide deck or a video). They will create a training presentation with the goal of helping new employees enhance their listening, speaking and non-verbal skills in the customer service industry. The students presenting will create a scenario where they will describe and demonstrate a listening, speaking, or non-verbal skill. The scenario will also have a barrier to communication that will need to be addressed. The students presenting will lead the class in a demonstration of how to identify and overcome the barrier to communication using listening, speaking, and non-verbal skills. | Assigned student groups. Students will take turns, alternating roles and act out the scene. Students will model appropriate communication skills as well as adapt their communications to meet the needs of diverse clientele and environments. | <strong>ELA:</strong> Reading, Discussion: Students will read the article, &quot;<a href="#">Communication Skills for Workplace Success</a>.&quot; After reading the article, students will be paired in groups of two where they will discuss the skills and practice using the skills described in the article. Each student will come up with a problem that they have either experienced in the workplace or at school and present this problem to their partner. Partners will practice the skills outlined in the article in listening to and responding to the problem/issue of their partner. |</p>
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<tr>
<th>Students will <strong>apply</strong> conflict and dispute resolution techniques.</th>
<th>Students will <strong>describe</strong> the nature of conflicts and their impact on interpersonal relationships and organizations.</th>
<th>Students will <strong>demonstrate</strong> the role of communication in generating productive conflict resolutions.</th>
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<td><strong>and non-verbal communication skills.</strong> Students are presented with several customer service scenarios. Students will then role play and apply conflict and dispute resolution techniques to resolve each scenario. The class will then rate each classmate on their ability to resolve the issue.</td>
<td><strong>ELA:</strong> Research, presentation: Students will research different types of conflict and dispute resolution techniques and create a three-minute <a href="#">FlipGrid</a> explanation of how to incorporate said technique. Students are required to watch their classmates’ presentations and comment on two of them.</td>
<td><strong>ELA:</strong> Writing, Students will write an expository essay detailing the negative impact of conflicts on interpersonal relationships and organizations. Students are presented with several customer service scenarios. Students will then role play and resolve the scenario. First, they will role play using poor communication skills. Then they will role play using effective communication skills. The students will then discuss how communication plays</td>
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<td>Students will <strong>describe</strong> the nature of conflicts and their impact on interpersonal relationships and organizations.</td>
<td>Students will create an infographic or presentation describing the nature of conflicts and their impact on interpersonal relationships and organizations.</td>
<td><strong>ELA:</strong> Journal Writing: Students will write a journal response to the following prompt: When was a time that you faced a conflict, and what was the role of communication in the resolution of this conflict?</td>
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<td><strong>Students will utilize and apply</strong> conflict intervention strategies in the management and resolution of conflicts. Examples: coaching, negotiation, mediation, system design</td>
<td><strong>Students will be assigned a type of intervention strategy (Coaching, negotiation, mediation, system design). Students will create a scenario where their assigned type of intervention may be used. Their peers will then utilize and apply the conflict intervention strategies to resolve the scenario.</strong></td>
<td><strong>ELA: Writing, Presentation, Students will independently write scenarios that demonstrate some type of conflict in the workplace. After completing these scenarios and turning them in, the teacher will draw the scenarios and call up two students to conduct an impromptu demonstration of the scenario and the best way that they could resolve it using the conflict intervention skills that they have learned in class.</strong></td>
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Key Vocabulary

demonstrate, communication, success, greet, professional, manner, assist, model, appropriate, grammar, vocabulary, diction, tone, body language, interact, identify, engage, appropriate, conversations, work-related, settings, adapt, communications, diverse, clientele, environments, describe, non-verbal, barriers, overcome, necessary, apply, conflict, dispute, resolution, techniques, nature, impact, interpersonal relationships, organizations, generating, productive, utilize, intervention, strategies, management, coaching, negotiation, mediation, system design

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speakers
Field Trips to retail/fashion clothing stores and post-secondary educational institutions
Job Shadowing Opportunities
Prepare for DECA or FBLA Competitive Events

CTSO Connection:


Certification/Credential Connection:

National Retail Federation - National Professional Certification in Customer Service and Sales, Certified Guest Service Professional
Unit 4 Title: Customer Relations

Content Standards

4. Identify the types of customer service.
   4a. Explain the nature of high-quality client relations, using industry-accepted definitions of customer and customer service.
   4b. Demonstrate the ability to handle customers’ inquiries and complaints and deal with difficult customers.
   4c. Explain company policies to customers or clients and demonstrate competence in resolving customer problems.
   4d. Classify customer services according to the nature and characteristics of each service skill.
   4e. Explain the importance of stress management as it relates to job performance.

5. Describe and demonstrate the human relations skills required for effective customer service.
   5a. Collaborate with and contribute to a team.
   5b. Identify personal skills and areas needing improvement and cultivate strategies to become a better provider of customer service.
   5c. Demonstrate norms of behavior and follow the chain of command.
   5d. Explain the importance of self-management under minimum direction or supervision.
   5e. Explain the importance of exhibiting culturally sensitive behaviors when dealing with customers from diverse backgrounds.
   5f. Demonstrate the techniques used to persuade customers.

6. Describe the duties of a customer service representative.
   6a. Describe different types of call centers.
   6b. Discuss the role of a customer representative and describe reasons for providing customer service.
   6c. Compare and contrast types of customer service for different venues and types of interactions.
   6d. Discuss the importance of accuracy, efficiency, and follow-through in customer relations.
   6e. Identify major areas of customer complaints and the tangible and intangible costs of complaints to both the salesperson and the business.
   6f. Identify types of difficult customers and employ strategies for mitigating conflicts.

7. Describe and perform telephone and online activities applicable to customer service.
   7a. Demonstrate techniques for effective telephone communication including making a positive first impression and recording or relaying messages.
   7b. Demonstrate active listening skills.
   7c. Demonstrate techniques for handling an irate or upset caller.
   7d. Maintain a telephone log or spreadsheet accurately in accordance with defined procedures.

8. Describe the importance of utilizing follow-up techniques after a sale has been completed.
   8a. Explain the importance of utilizing appropriate sales follow-up to secure customer feedback and positive referrals for future sales.
   8b. Describe Customer Relationship Management (CRM), including loyalty and retention marketing.
Unpacked Learning Objectives

Students know:
● How to identify the types of customer service.
● How to explain the nature of high-quality client relations, using industry-accepted definitions of customer and customer service.
● How to demonstrate the ability to handle customers’ inquiries and complaints and deal with difficult customers.
● How to explain company policies to customers or clients.
● How to demonstrate competence in resolving customer problems.
● How to use examples: clarify issues, explain policies/procedures, reach a solution
● How to classify customer services according to the nature and characteristics of each service skill.
● How to explain the importance of stress management as it relates to job performance.
● How to describe the human relations skills required for effective customer service.
● How to demonstrate the human relations skills required for effective customer service.
● How to collaborate with and contribute to a team.
● How to identify personal skills and areas needing improvement.
● How to cultivate strategies to become a better provider of customer service.
● How to describe norms of behavior and follow the chain of command.
● How to explain the importance of self-management under minimum direction or supervision.
● How to explain the importance of exhibiting culturally sensitive behaviors when dealing with customers from diverse backgrounds.
● How to demonstrate the techniques used to persuade customers.
● How to describe the duties of a customer service representative.
● How to describe different types of call centers.
● How to discuss the role of a customer representative.
● How to describe reasons for providing customer service.
● How to compare the types of customer service for different venues and types of interactions.
● How to contrast the types of customer service for different venues and types of interactions.
● How to use examples to clarify mass market, department store, specialty retail
● How to discuss the importance of accuracy, efficiency, and follow-through in customer relations.
● How to identify major areas of customer complaints to both the salesperson and the business.
● How to identify major areas of the tangible costs of complaints to both the salesperson and the business.
● How to identify major areas of the intangible costs of complaints to both the salesperson and the business.
● How to identify types of difficult customers and employ strategies for mitigating conflicts.
● How to use examples to clarify disagreeable, domineering or superior, suspicious, slow or methodical, dishonest.
● How to describe the telephone and online activities applicable to customer service.
● How to perform the telephone and online activities applicable to customer service.
● How to use examples: live chat, email.
● How to demonstrate techniques for effective telephone communication including making a positive first impression and recording or relaying messages.
● How to demonstrate active listening skills.
● How to demonstrate techniques for handling an irate or upset caller.
● How to maintain a telephone log or spreadsheet accurately in accordance with defined procedures.
● How to describe the importance of utilizing follow-up techniques after a sale has been completed.
● How to explain the importance of utilizing appropriate sales follow-up to secure customer feedback and positive referrals for future sales.
● How to describe Customer Relationship Management (CRM), including loyalty and retention marketing.

Students are able to:
● Locate the types of customer service.
● Discuss the nature of high-quality client relations, using industry-accepted definitions of customer and customer service.
● Dramatize the ability to handle customers’ inquiries and complaints and deal with difficult customers.
● Discuss company policies to customers or clients.
● Illustrate competence in resolving customer problems.
● Use representations, clarify issues, explain policies/procedures, reach a solution
● Group customer services according to the nature and characteristics of each service skill.
● Discuss the importance of stress management as it relates to job performance.
● Explain the human relations skills required for effective customer service.
● Illustrate the human relations skills required for effective customer service
● Cooperate with and contribute to a team.
● Recognize personal skills and areas needing improvement.
● Develop strategies to become a better provider of customer service.
● Illustrate norms of behavior and follow the chain of command.
● Describe the importance of self-management under minimum direction or supervision.
● Describe the importance of exhibiting culturally sensitive behaviors when dealing with customers from diverse backgrounds.
● Dramatize the techniques used to persuade customers.
● Explain the duties of a customer service representative.
● Explain different types of call centers.
● Talk about the role of a customer representative.
● Explain reasons for providing customer service.
● Correlate the types of customer service for different venues and types of interactions.
● Differentiate the types of customer service for different venues and types of interactions.
● Use examples to clarify mass market, department store, specialty retail
● Explain the importance of accuracy, efficiency, and follow-through in customer relations.
● Recognize major areas of customer complaints and the tangible and intangible costs of complaints to both the salesperson and the business.
● Recognize types of difficult customers and employ strategies for mitigating conflicts.
● Use examples to clarify disagreeable, domineering or superior, suspicious, slow or methodical, dishonest.
● Explain the telephone and online activities applicable to customer service.
• Execute the telephone and online activities applicable to customer service.
• Know examples: live chat, email
• Dramatize techniques for effective telephone communication including making a positive first impression and recording or relaying messages.
• Show active listening skills.
• Illustrate techniques for handling an irate or upset caller.
• Maintain a telephone log or spreadsheet accurately in accordance with defined procedures.
• Relate the importance of utilizing follow-up techniques after a sale has been completed.
• Discuss the importance of utilizing appropriate sales follow-up to secure customer feedback and positive referrals for future sales.
• Explain Customer Relationship Management (CRM), including loyalty and retention marketing.

Students understand that:
• They identify the types of customer service.
• They explain the nature of high-quality client relations, using industry-accepted definitions of customer and customer service.
• They demonstrate the ability to handle customers’ inquiries and complaints and deal with difficult customers.
• They explain company policies to customers or clients.
• They demonstrate competence in resolving customer problems.
• They use examples: clarify issues, explain policies/procedures, reach a solution
• They can classify customer services according to the nature and characteristics of each service skill.
• The importance of stress management as it relates to job performance.
• The human relations skills required for effective customer service.
• Demonstrating the human relations skills required for effective customer service.
• Collaborating with and contributing to a team.
• They recognize personal skills and areas needing improvement.
• They cultivate strategies to become a better provider of customer service.
• The norms of behavior and how to follow the chain of command.
• The importance of self-management under minimum direction or supervision.
• The importance of exhibiting culturally sensitive behaviors when dealing with customers from diverse backgrounds.
• Techniques used to persuade customers.
• The duties of a customer service representative.
• The duties of a customer service representative.
• The role of a customer representative and describe reasons for providing customer service.
• The types of customer service for different venues and types of interactions.
• The examples mass market, department store, specialty retail
• Importance of accuracy, efficiency, and follow-through in customer relations.
• Importance of accuracy, efficiency, and follow-through in customer relations.
• The types of difficult customers and employ strategies for mitigating conflicts.
● The examples disagreeable, domineering or superior, suspicious, slow or methodical, dishonest
● The telephone and online activities applicable to customer service.
● The examples live chat, email
● The techniques for effective telephone communication include making a positive first impression and recording or relaying messages.
● Active listening skills.
● They demonstrate techniques for handling an irate or upset caller.
● They maintain a telephone log or spreadsheet accurately in accordance with defined procedures.
● They describe the importance of utilizing follow-up techniques after a sale has been completed.
● They explain the importance of utilizing appropriate sales follow-up to secure customer feedback and positive referrals for future sales.
● They describe Customer Relationship Management (CRM), including loyalty and retention marketing.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What types of activities are necessary in the customer service and sales industry?</th>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will write the Customer Service Representative Job Description section of their Simulated Workplace Company Handbook. Students will then prepare a résumé for the position and demonstrate the customer relations activities necessary to work in the customer service and sales industry.</td>
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</table>
## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students will <strong>identify</strong> the types of customer service.</td>
<td>Formative Assessments: Teacher observes students discussing customer service concepts and practices <strong>Class discussions of customer service concepts and practices</strong> <strong>Exit Slips/Quizzes assessing students' understanding of customer service concepts and practices</strong></td>
<td>Students will create an infographic identifying the types of customer service.</td>
<td>ELA: Writing, Research, Students will use Google to identify the types of customer service, the characteristics of each type, and the skills needed to work in each capacity. Students will use different colors to represent the different types of customer service, and students will use the connecting functions to demonstrate the similar characteristics between the different types of customer service.</td>
<td>Interactive presentation software (PearDeck, Quizziz, NearPod) for engaging students during discussions <strong>Canva</strong> for creating infographics, posters, and slide decks/presentations <strong>LMS discussion board, quizzes, and assessments</strong> <strong>FBLA or DECA</strong> Competitive Events that allow students to demonstrate unit skills <strong>Alabama Simulated Workplace Manual</strong></td>
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<tr>
<td>Students will <strong>explain</strong> the nature of high-quality client relations, using industry-accepted definitions of customer and customer service.</td>
<td>Summative Assessments: Students collaborate to complete corresponding sections of the <a href="#">Alabama Simulated Workplace Company Handbook</a></td>
<td>Students will create a multimedia presentation explaining the nature of high-quality client relations using industry-accepted</td>
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<tr>
<td>Students will <strong>demonstrate</strong> the ability to handle customers’ inquiries and complaints and deal with difficult customers.</td>
<td>Students create products (infographics, presentations, posters) to demonstrate student understanding of customer service concepts and practices. End of unit exam assessing student understanding of customer service concepts and practices. Students demonstrate their knowledge of customer service concepts and practices.</td>
<td>definitions of customer service.</td>
<td>definitions of customer and customer service. Students will complete <a href="#">source documentation/ summary sheets</a> to document the publication information of the sources used as well as the facts gleaned regarding business-client relationships.</td>
<td>Students are presented with several customer service scenarios. Students will analyze each scenario and will demonstrate their ability to handle customers’ inquiries and complaints and deal with difficult customers. Working with a community partner (Advisory Committee Member, Chamber of Commerce), students are presented with real-world scenarios where they must demonstrate their ability to handle customers’ inquiries and complaints and deal with difficult customers.</td>
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<tr>
<td>Competence in resolving customer problems. Examples: to clarify issues, explain policies/procedures, reach a solution</td>
<td>Workplace Company Manual. Students will then create posters using Canva to communicate these policies with internal customers. Students are presented a scenario where they must use social media to explain a company policy to customers or clients. Students will then create a social media campaign explaining the policies. Students must create multiple posts using a variety of techniques to explain the policies.</td>
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<tr>
<td>Students will <strong>classify</strong> customer services according to the nature and characteristics of each service skill.</td>
<td>Students will <strong>create an infographic or a multimedia presentation classifying customer services according to the nature and characteristics of each skill.</strong></td>
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<td>Students will <strong>explain</strong> the importance of stress management as it relates to job performance.</td>
<td>Students will create a short Public Service Announcement (PSA) using the <a href="#">FBLA PSA presentation's guidelines</a>. Students will research stress management as it relates to job performance, form an objective, and then create a 30-second PSA. <strong>ELA: Research, Writing, Presenting</strong> Students will research an article detailing stress management strategies and their importance. Students will then create a <a href="#">Flipgrid</a> video summarizing the article and explaining the strategies promoted in their article. Students will...</td>
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<td>Students will <strong>describe</strong> the human relations skills required for effective customer service.</td>
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<td>Write out human relations skills required for effective customer service on slips of paper. Have students draw one slip of paper. Students will then create a FlipGrid video describing their selected skill. Students will then demonstrate the skill. Students will watch all submitted FlipGrid videos and discuss which they see as most important to deliver effective customer service.</td>
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<td>use the text effect function on Flipgrid to appropriately cite their article.</td>
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<td>Students will <strong>demonstrate</strong> the human relations skills required for effective customer service.</td>
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<td>Students will <strong>collaborate</strong> with and contribute to a team.</td>
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<td>Depending on the size of the group, find two or three puzzles with large puzzle pieces. Mix up the puzzle pieces and have students draw two or three puzzle pieces. Set a timer and have the students collaborate with each other, working as a team, to complete each puzzle. After the puzzles have been completed, students will complete a discussion board discussing how they were able to collaborate as</td>
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<td>ELA: Script activities and role-play simulations listed.</td>
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<td>Students will <strong>identify</strong> personal skills and areas needing improvement.</td>
<td>Students will <strong>demonstrate</strong> norms of behavior and follow the chain of command.</td>
<td>Students will explain the importance of self-management under minimum direction or supervision.</td>
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<tr>
<td>Students will <strong>cultivate</strong> strategies to become a better provider of customer service.</td>
<td>Students will write a self-evaluation of themselves and their personal skills in regard to what they feel are their positive and negative personality characteristics in terms of customer service.</td>
<td>Students will sit back-to-back with a peer. Student A will have a simple drawing and the other Student B will have a piece of paper and a pencil. Student A will instruct Student B on how to draw the picture giving minimal instructions. They cannot say the name of objects in the picture. After a few</td>
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<td>Students will complete a soft skills assessment to identify personal skills and areas needing improvement. Students will then create an action plan using a template on Canva.</td>
<td>Students will complete the Organizational Chart section of the Alabama Simulated Workplace Manual. Students will then demonstrate norms of behavior and follow the chain of command while role playing customer service and sales scenarios.</td>
<td>Students will sit back-to-back with a peer. Student A will have a simple drawing and the other Student B will have a piece of paper and a pencil. Student A will instruct Student B on how to draw the picture giving minimal instructions. They cannot say the name of objects in the picture. After a few</td>
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<td>ELA: Writing, Students will use Sutori to detail the steps in following the chain of command in customer service related business practices.</td>
<td>ELA: Writing, Students will write a self-evaluation of themselves and their personal skills in regard to what they feel are their positive and negative personality characteristics in terms of customer service.</td>
<td>ELA: Writing, Students will use Sutori to detail the steps in following the chain of command in customer service related business practices.</td>
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<td>Students will explain the importance of exhibiting culturally sensitive behaviors when dealing with customers from diverse backgrounds.</td>
<td>minutes, the students will then turn to each other and see the results. The students will then complete a discussion board post relating this activity to the workplace. Students will explain the importance of self-management under minimum direction or supervision.</td>
<td>Students will write the <a href="#">Public Non-Desrimination Notice section</a> of their Simulated Workplace Company Handbook. Students will explain the importance of exhibiting culturally sensitive behaviors when dealing with customers from diverse backgrounds.</td>
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<td>Students will demonstrate the techniques used to persuade customers.</td>
<td>Students are assigned as either an employee or a customer. The customers are provided a product and are given an opportunity to come up with an objection for purchasing the product (too expensive, too much/too little product, wrong flavor/scent, etc.) The employee will then demonstrate techniques in order to persuade the</td>
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<td>Students will <strong>describe</strong> the duties of a customer service representative.</td>
<td>Students will describe the duties of a customer service representative. Students will write the <strong>Customer Service Representative Job Description</strong> section of their Simulated Workplace Company Handbook. Students will explain the importance of exhibiting culturally sensitive behaviors when dealing with customers from diverse backgrounds.</td>
<td>Students will write the <strong>Customer Service Representative Job Description</strong> section of their Simulated Workplace Company Handbook. Students will discuss the role of customer service representative and</td>
<td>Students will create an infographic describing different types of call centers.</td>
<td>ELA: Students will create a SlideShow describing the different types of call centers and the pros and cons of each. Students will present their SlideShow to the class and argue for the type of call center that they believe to be the most effective.</td>
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<td>Students will <strong>compare</strong> the types of customer service for different venues and types of interactions.</td>
<td>describe reasons for providing customer service.</td>
<td>Students will create a <a href="https://www.canva.com">Venn Diagram using Canva</a> to compare and contrast the types of customer service found in different types of venues and interactions.</td>
<td>ELA: Research, presentation: Students will use <a href="https://www.glogster.com">Glogster</a> to create three vlogs demonstrating examples of mass market, department store, and specialty retail from existing businesses. Each glog must include a title, an explanation of the business, a description of how the chosen example fits the requirements of the demonstrated type, either a video or audio advertisement of the business, and a minimum of one photograph.</td>
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<tr>
<td>Students will <strong>contrast</strong> the types of customer service for different venues and types of interactions. examples to clarify mass market, department store, specialty retail</td>
<td>Students will create a Venn Diagram using Canva to compare and contrast the types of customer service found in different types of venues and interactions.</td>
<td>Students will complete a discussion board post discussing the importance of accuracy, efficiency, and follow-through in customer service relations.</td>
<td>Students will create an infographic identifying the areas of customer complaints to both the salesperson and the business. The students will</td>
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<td>Students will <strong>discuss</strong> the importance of accuracy, efficiency.</td>
<td>Students will discuss the importance of follow-through in customer relations.</td>
<td>Students will complete a discussion board post discussing the importance of accuracy, efficiency, and follow-through in customer service relations.</td>
<td>Students will create an infographic identifying the areas of customer complaints to both the salesperson and the business. The students will</td>
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<td>Students will <strong>discuss</strong> the importance of the follow-through in customer relations.</td>
<td>Students will discuss the importance of accuracy, efficiency, and follow-through in customer service relations.</td>
<td>Students will complete a discussion board post discussing the importance of accuracy, efficiency, and follow-through in customer service relations.</td>
<td>Students will create an infographic identifying the areas of customer complaints to both the salesperson and the business. The students will</td>
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<tr>
<td>Students will <strong>identify</strong> major areas of customer complaints to both the salesperson and the business.</td>
<td>Students will discuss the importance of the follow-through in customer relations.</td>
<td>Students will complete a discussion board post discussing the importance of accuracy, efficiency, and follow-through in customer service relations.</td>
<td>Students will create an infographic identifying the areas of customer complaints to both the salesperson and the business. The students will</td>
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<tr>
<td>Students will <strong>identify</strong> major areas of the tangible costs of complaints to both the salesperson and the business.</td>
<td>identify if these complaints are tangible or intangible in nature.</td>
<td>Students will be presented with several fake reviews for a business. Students will then sort the customers based on what type of customer they are. Students will then “call” the customer to resolve the issue by employing strategies for mitigating conflict.</td>
<td>ELA: Writing, presenting, organization of ideas: Students will use Sutori to create a presentation outlining five types of difficult customers. Students are required to include five images that support conflict resolution strategies and help serve as memory symbols for ways to mitigate conflicts. Students should be mindful when creating their presentation to use appropriate summary statements to convey big ideas. Follow-up questions (5 open-ended, and 3-5 multiple choice) need to be embedded throughout the presentation in order to help maintain audience focus and check for understanding regarding</td>
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Students will **identify** major areas of the intangible costs of complaints to both the salesperson and the business. | Students will **identify** types of difficult customers and **employ** strategies for mitigating conflicts. Examples: disagreeable, domineering or superior, suspicious, slow or methodical, dishonest | Students will be presented with several fake reviews for a business. Students will then sort the customers based on what type of customer they are. Students will then “call” the customer to resolve the issue by employing strategies for mitigating conflict. | ELA: Writing, presenting, organization of ideas: Students will use Sutori to create a presentation outlining five types of difficult customers. Students are required to include five images that support conflict resolution strategies and help serve as memory symbols for ways to mitigate conflicts. Students should be mindful when creating their presentation to use appropriate summary statements to convey big ideas. Follow-up questions (5 open-ended, and 3-5 multiple choice) need to be embedded throughout the presentation in order to help maintain audience focus and check for understanding regarding |
<table>
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<tr>
<th>Students will <strong>describe</strong> the telephone and online activities applicable to customer service. Students will <strong>perform</strong> the telephone and online activities applicable to customer service. Examples: Live Chat, email</th>
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<tr>
<td>Students will <strong>demonstrate</strong> techniques for effective telephone communication including making a positive first impression and</td>
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<tr>
<td>Students will write the <a href="#">Telephone Customer Service Representative Job Description</a> section of their Simulated Workplace Company Handbook. Students will describe the telephone and online activities applicable to customer service. Students will then apply for the role of Telephone Customer Service Representative by performing telephone and online activities applicable to customer service.</td>
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<tr>
<td>Students are provided a <strong>scenario</strong> where they must demonstrate techniques for effective telephone communication including</td>
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<tr>
<td>ELA: Presenting, Students will deliver the above presentation using Sutori’s presentation mode. Students will work to engage their audience through the use of open-ended questions and check for understanding questions embedded in their presentations.</td>
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<td>ELA: Writing, speaking: Students will write a script demonstrating how to answer a business call, take a message, and</td>
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<td>Activity</td>
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<td>Students will <strong>demonstrate</strong> active listening skills.</td>
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<td>Students will <strong>demonstrate</strong> techniques for handling an irate or upset caller.</td>
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<td>Students will <strong>maintain</strong> a telephone log or spreadsheet accurately in accordance with defined procedures.</td>
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<tr>
<td>Students will <strong>describe</strong> the importance of utilizing</td>
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recording or relaying messages.

making a positive first impression and recording or relaying messages.

handle an irate or upset caller. Students will then act out the script with a partner.
<table>
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<tr>
<th>follow-up techniques after a sale has been completed.</th>
<th>will create an infographic describing the importance of utilizing their assigned follow-up technique.</th>
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<tbody>
<tr>
<td>Students will <strong>explain</strong> the importance of utilizing appropriate sales follow-up to secure customer feedback and positive referrals for future sales.</td>
<td>Students are presented with an example sales scenario. Students will then choose a follow-up technique and explain the importance of utilizing appropriate sales follow-up to secure customers.</td>
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<tr>
<td>Students will <strong>describe</strong> Customer Relationship Management (CRM), including loyalty and retention marketing.</td>
<td>Students will create a discussion board post describing Customer Relationship Management and how it helps build customer loyalty and retention.</td>
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</tbody>
</table>
Key Vocabulary

Identify, customer, service, explain, high-quality, client, relations, industry-accepted, definitions, demonstrate, ability, inquires, complaints, difficult, explain, policies, customer, competence, resolving, clarify issues, procedures, solutions, classify, nature, characteristics, service skill, explain, stress management, job performance, human relations, effective, collaborate, contribute, personal skills, cultivate, strategies, customer service, norm behavior, chain of command, self-management, minimum, direction, supervision, exhibiting, culturally, behavior, diverse, backgrounds, techniques, persuade, describe, duties, customer service representative, call centers, discuss, compare, contrast, customer service, venues, interactions, mass market, department store, specialty retail, accuracy, efficiency, follow-through, customer relations, identify, complaints, tangible cost, intangible cost, difficult, mitigating, disagreeable, domineering, superior, suspicious, slow or methodical, dishonest, describe, perform, telephone, online, live, chat, email, impression, relaying, active, listening skills, handling, irate, upset, maintain, telephone log, spreadsheet, accurately, accordance, defined procedures, utilizing, follow-up techniques, sale, completed, utilizing, sales follow-up, secure, feedback, referrals, customer relationship management (CRM), retention marketing

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speakers
Field Trips to retail/fashion clothing stores and post-secondary educational institutions
Job Shadowing Opportunities
Prepare for DECA or FBLA Competitive Events

CTSO Connection:

**DECA Competitive Events:** Principles of Hospitality and Tourism, Entrepreneurship, Hospitality Services, Travel and Tourism, Hospitality and Tourism Professional Selling, Professional Selling, Virtual Business Challenge-Entrepreneurship, Virtual Business Challenge-Retail


Certification/Credential Connection:

National Retail Federation - National Professional Certification in Customer Service and Sales, Certified Guest Service Professional
Unit 5 Title: Sales and Promotion

Content Standards
9. Compare and contrast wholesale, retail, and professional sales and their effects on the economy.
   9a. Explore methods of compensation in sales occupations.
   9b. Explain the nature of sales forecasts and the effect of sales cycles.
   9c. Describe the use of technology in the selling function.

10. Analyze and apply the steps needed for effective sales presentations.
    10a. Develop questioning techniques in order to identify customers’ needs and wants.
    10b. Use feature-benefit selling for an effective sales presentation.
    10c. Identify and resolve customers’ questions and objections.
    10d. List appropriate follow-up techniques to be used after the sale.

11. Describe the characteristics and behaviors of a successful salesperson.
    11a. Utilize prospecting techniques to develop a customer base.
    11b. Obtain customer and product knowledge and prepare a plan to satisfy customer needs.
    11c. Demonstrate professional written and oral communication skills.
    11d. Research and discuss the traits associated with successful salespeople.

12. Utilize effective techniques and procedures for customer service sales activities.
    12a. Determine customers’ needs and identify products, services, and/or supports as solutions.
    12b. Discuss the importance of selling complementary goods and services and cross-selling.
    12c. Demonstrate the ability to overcome objections.
    12d. Demonstrate closing a transaction.
    12e. Identify the ways that the reputation of a business is influenced by customer satisfaction.

Unpacked Learning Objectives

Students know:
● To compare and contrast wholesale, retail, and professional sales and their effects on the economy.
● To explore methods of compensation in sales occupations.
● How to use examples: commissions, bonuses, prizes
● To explain the nature of sales forecasts and the effect of sales cycles.
● To describe the use of technology in the selling function.
● To analyze and apply the steps needed for effective sales presentations.
● To develop questioning techniques in order to identify customers’ needs and wants.
● To use feature-benefit selling for an effective sales presentation.
● To identify and resolve customers’ questions and objections.
● To list appropriate follow-up techniques to be used after the sale.
● How to describe the characteristics and behaviors of a successful salesperson.
● How to utilize prospecting techniques to develop a customer base.
● How to obtain customer and product knowledge.
● How to prepare a plan to satisfy customer needs.
● How to demonstrate professional written and oral communication skills.
● To research and discuss the traits associated with successful salespeople.
● How to utilize effective techniques and procedures for customer service sales activities.
● How to determine customers’ needs
● To identify products, services, and/or supports as solutions.
● How to discuss the importance of selling complementary goods and services and cross-selling.
● How to demonstrate the ability to overcome objections.
● How to demonstrate closing a transaction.
● How to use examples: thanking the customer, conducting follow-up
● How to identify the ways that the reputation of a business is influenced by customer satisfaction.

Students are able to:
● Locate the types of customer service.
● Discuss the nature of high-quality client relations, using industry-accepted definitions of customer and customer service.
● Dramatize the ability to handle customers’ inquiries and complaints and deal with difficult customers.
● Discuss company policies to customers or clients.
● Illustrate competence in resolving customer problems.
● Use representations: clarify issues, explain policies/procedures, reach a solution
● Group customer services according to the nature and characteristics of each service skill.
● Discuss the importance of stress management as it relates to job performance.
● Explain the human relations skills required for effective customer service.
● Illustrate the human relations skills required for effective customer service
● Cooperate with and contribute to a team.
● Recognize personal skills and areas needing improvement.
● Develop strategies to become a better provider of customer service.
● Illustrate norms of behavior and follow the chain of command.
● Describe the importance of self-management under minimum direction or supervision.
● Describe the importance of exhibiting culturally sensitive behaviors when dealing with customers from diverse backgrounds.
● Dramatize the techniques used to persuade customers.
• Explain the duties of a customer service representative.
• Explain different types of call centers.
• Talk about the role of a customer representative.
• Explain reasons for providing customer service.
• Correlate the types of customer service for different venues and types of interactions.
• Differentiate the types of customer service for different venues and types of interactions.
• Use examples to clarify mass market, department store, specialty retail
• Explain the importance of accuracy, efficiency, and follow-through in customer relations.
• Recognize major areas of customer complaints and the tangible and intangible costs of complaints to both the salesperson and the business.
• Recognize types of difficult customers and employ strategies for mitigating conflicts.
• Use examples to clarify disagreeable, domineering or superior, suspicious, slow or methodical, dishonest
• Explain the telephone and online activities applicable to customer service.
• Execute the telephone and online activities applicable to customer service.
• Know examples: live chat, email
• Dramatize techniques for effective telephone communication including making a positive first impression and recording or relaying messages.
• Show active listening skills.
• Illustrate techniques for handling an irate or upset caller.
• Maintain a telephone log or spreadsheet accurately in accordance with defined procedures.
• Relate the importance of utilizing follow-up techniques after a sale has been completed.
• Discuss the importance of utilizing appropriate sales follow-up to secure customer feedback and positive referrals for future sales.
• Explain Customer Relationship Management (CRM), including loyalty and retention marketing.

Students understand that:
• They compare and contrast wholesale, retail, and professional sales and their effects on the economy.
• They explore methods of compensation in sales occupations.
• They use examples: commissions, bonuses, prizes
• They explain the nature of sales forecasts and the effect of sales cycles.
• They describe the use of technology in the selling function.
• They analyze and apply the steps needed for effective sales presentations.
• They develop questioning techniques in order to identify customers’ needs and wants.
• They use feature-benefit selling for an effective sales presentation.
• They identify and resolve customers’ questions and objections.
• They list appropriate follow-up techniques to be used after the sale.
• They describe the characteristics and behaviors of a successful salesperson.
• They utilize prospecting techniques to develop a customer base.
● They obtain customer and product knowledge.
● They prepare a plan to satisfy customer needs.
● They demonstrate professional written and oral communication skills.
● They research and discuss the traits associated with successful salespeople.
● They utilize effective techniques and procedures for customer service sales activities.
● They determine customers' needs.
● They identify products, services, and/or supports as solutions.
● They discuss the importance of selling complementary goods and services and cross-selling.
● They demonstrate the ability to overcome objections.
● They demonstrate closing a transaction.
● They use examples: thanking the customer, conducting follow-up
● The way that the reputation of a business is influenced by customer satisfaction.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How is the sales process effectively completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will work throughout the unit to build a sales presentation that they will present to the class at the end of the unit. The students will create a sales brochure, a sales presentation, and complete a live, in-class, audio-visual sales presentation. Their peers' will then rate the effectiveness of their sales presentation citing specific ways they may improve their sales pitch.</td>
</tr>
</tbody>
</table>
# Map of Student Learning by Learning Objective

|----------------------------------|-----------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------|
| Students will **compare** and **contrast** wholesale, retail, and professional sales and their effects on the economy. | Formative Assessments: Teacher observes students discussing sales and promotion concepts  
Class discussions of sales and promotion concepts  
Exit Slips/Quizzes assessing students' understanding of sales and promotion concepts  
Summative Assessments: Students collaborate to complete corresponding sections of the [Alabama Simulated Workplace Company Handbook](#) | Students will create a [Venn Diagram using Canva](#) to compare and contrast the types of sales organizations and their effects on the economy.  
In groups, students research methods of compensation in sales occupations. The groups will create a presentation describing their chosen compensation method along with the pros and the cons. The students will then try and persuade the class to choose the compensation method they would like to employ in | ELA: Research, Writing, Students will use Canva to create an Infographic demonstrating wholesale, retail, and professional sales and their effects on the economy. | Interactive presentation software (PearDeck, Quizziz, NearPod) for engaging students during discussions  
Canva for creating infographics, posters, and slide decks/presentations  
LMS discussion board, quizzes, and assessments  
FBLA or DECA Competitive Events that allow students to demonstrate unit skills  
Alabama Simulated Workplace Manual |

**Note:** Updated as of Sep 16, 2022
<table>
<thead>
<tr>
<th>Students will <strong>explain</strong> the nature of sales forecasts and the effect of sales cycles.</th>
<th>Students create products (infographics, presentations, posters) to demonstrate student understanding of sales and promotion concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of unit exam assessing student understanding of sales and promotion concepts</td>
<td>Students are provided a scenario where they will be onboarding a new employee. Students are tasked with writing an email to the new employee explaining the nature of sales forecasts and the effect of sales cycles.</td>
</tr>
<tr>
<td>Students demonstrate their knowledge of sales and promotion concepts</td>
<td>Students choose a technology used in the sales industry. Students will then create a short documentary style video describing the technology and how it is used in the sales industry. Students will include a brief history of the technology and where they predict, given their research, how the technology will continue to be used in the sales industry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will <strong>describe</strong> the use of technology in the selling function.</th>
<th>Students will <strong>analyze</strong> and <strong>apply</strong> the steps needed for effective sales presentations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In groups, students are presented with slips of paper that have each step of the sales process written on them. Students will analyze each step and decide which order to put the slips of paper in.</td>
</tr>
<tr>
<td>Students will <strong>develop</strong> questioning techniques in order to <strong>identify</strong> customers’ needs and wants.</td>
<td>Students will then apply the steps of the sales process to sell an item of their choice.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Students are broken down into pairs and are presented with several customer service scenarios. They will spend 2 minutes to draft 10 questions to identify their customers’ needs and wants. Students will take turns presenting their questions to the group and will receive feedback on their questioning techniques.</td>
<td>Working with a community partner (Advisory Committee Member, Chamber of Commerce) have students practice developing questioning techniques in order to identify customers’ needs and wants in a sales setting.</td>
</tr>
<tr>
<td>Students will <strong>use</strong> feature-benefit selling for an effective sales presentation.</td>
<td>Students are lined up and the first student in line is presented with a product. The student will state a feature of the product and then pass the product to the next student in line.</td>
</tr>
<tr>
<td>Students will <strong>identify</strong> and resolve customers' questions and objections.</td>
<td>This student will then state the benefit of the feature from the previous student and then they will state a new feature. This continues until a student cannot come up with a feature or a benefit. Then this student is out and the game continues either with the same product or a new product.</td>
</tr>
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</tr>
<tr>
<td>Students will <strong>list</strong> appropriate follow-up techniques to be used after the sale.</td>
<td>Students are presented with several sales scenarios. Students will identify the customer's objection and use questioning techniques to resolve the customer's questions.</td>
</tr>
<tr>
<td>Students will <strong>describe</strong> the characteristics and behaviors of a successful salesperson.</td>
<td>Students are presented with a matching activity where they are given a description of a follow-up technique and they must list the technique being described.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Students will **utilize** 
prospecting techniques to 
develop a customer base. | Students are assigned a 
prospecting technique. The 
student will create a 
multimedia presentation 
listing the technique and 
developing a scenario 
where the technique could 
be utilized. | 

**Mad Men Carousel Clip, Grant 
Cardone Live Sales Call 
Training, Shark Tank 
Winning Pitches 
Presentation** |

---

| Students will **obtain** 
customer and **product** 
knowledge. 

Students will **prepare** a 
plan to satisfy customer 
needs. | Students are provided a 
scenario where they will be 
onboarding a new client. 
The scenario needs to 
have erroneous information 
intentionally included. The 
student must read for 
information and obtain 
customer knowledge and 
product knowledge. The 
student will then prepare a 
plan, based on the 
information provided, to 
satisfy the customer needs. | 

Students are provided a 
scenario where they will be 
onboarding a new client. 
The student will 
demonstrate professional 
writing skills by drafting a 
welcome email to the |

---

| Students will **demonstrate** 
professional written and 
oral communication skills. | Students are provided a 
scenario where they will be 
onboarding a new client. 
The student will 
demonstrate professional 
writing skills by drafting a 
welcome email to the | 

---
Students will **research** and **discuss** the traits associated with successful salespeople.

Students will write the [Sales Representative Job Description](#) section of their Simulated Workplace Company Handbook. Students will research and discuss the traits associated with successful salespeople in the job description.

Students will **utilize** effective techniques and procedures for customer service sales activities.

Working with a community partner (Advisory Committee Member, Chamber of Commerce) have students practice utilizing effective techniques and procedures for customer service sales activities.

Students will **determine** customers’ needs

Students are provided a scenario where they will be onboarding a new client. The scenario needs to have erroneous information intentionally included. The student must read for information and determine the customers’ needs. The students will then identify...
| Students will **discuss** the importance of selling complementary goods and services and cross-selling. | Students choose a company. Students then list all of the products in the company’s product line. Students then create a multimedia presentation discussing the products and the importance of selling complementary goods/services and cross-selling. |
| Students will **demonstrate** the ability to overcome objections. | Students will watch [YouTube videos](#) that provide examples of types of objections and how to overcome them. Students will then role play and demonstrate the ability to overcome objectives. |
| Students will **demonstrate** closing a transaction. Examples: thanking the customer, conducting follow-up | Students role play with a peer to practice their ability to demonstrate closing a transaction. Each student must practice multiple times using multiple closing techniques. |
| Students will **identify** the ways that the reputation of a business is influenced by customer satisfaction. | Students are provided a list of popular technology companies. Students will create a multimedia presentation identifying the |
| ways that the reputation of the business is influenced by customer satisfaction. |  |  |
Key Vocabulary

compare, contrast, wholesale retail, professional sales, economy, explore, methods, compensation, sales occupations, commissions, bonuses, prizes, explain, nature, sales forecast, effect, sales cycles, describe, technology, selling function, analyze, apply, effective, sales presentation, develop, questioning techniques, customers, identify, feature-benefit selling, resolve, objections, list, appropriate, follow-up, techniques, describe, characteristics, behaviors, salesperson, utilize, prospecting, develop, customer base, obtain, customer, product, knowledge, prepare, plan, satisfy, customer needs, demonstrate, professional, written, oral, communication, skills, research, discuss, traits, associated, successful, salespeople,
utilize, effective, procedures, customer service, sales, activities, determine, products, support, solutions, discuss, importance, selling, complementary goods, cross-selling, ability, overcome, objections, closing, transaction, examples, conducting, reputation, influenced, customer satisfaction

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speakers
Field Trips to retail/fashion clothing stores and post-secondary educational institutions
Job Shadowing Opportunities
Prepare for DECA or FBLA Competitive Events

CTSO Connection:


Certification/Credential Connection:

National Retail Federation - National Professional Certification in Customer Service and Sales, Certified Guest Service Professional
Unit 6 Title: Ethics

Content Standards
13. Identify ways that businesses are obligated to follow through and meet positive expectations created by their advertising and marketing.

14. Gather and share information on ethical requirements in customer service and sales.
   14a. Identify common ethical dilemmas in business and sales.
   14b. Analyze the steps of ethical decision-making.
   14c. Explain the importance of identifying and understanding one’s own personal values as a means of avoiding unethical choices.

Unpacked Learning Objectives

Students know:
- Identifying ways that businesses are obligated to follow through and meet positive expectations created by their advertising and marketing.
- Gathering and sharing information on ethical requirements in customer service and sales.
- Identifying common ethical dilemmas in business and sales.
- Analyzing the steps of ethical decision-making.
- Explaining the importance of identifying and understanding one’s own personal values as a means of avoiding unethical choices.

Students are able to:
- Locate ways that businesses are obligated to follow through and meet positive expectations created by their advertising and marketing.
- Record and recite information on ethical requirements in customer service and sales.
- Recognize common ethical dilemmas in business and sales.
- Observe the steps of ethical decision-making.
- Summarize the importance of identifying and understanding one’s own personal values as a means of avoiding unethical choices.

Students understand that:
- Identifying ways that businesses are obligated to follow through and meet positive expectations created by their advertising and marketing.
- Gathering and sharing information on ethical requirements in customer service and sales.
- Identifying common ethical dilemmas in business and sales.
- Analyzing the steps of ethical decision-making.
- Explaining the importance of identifying and understanding one’s own personal values as a means of avoiding unethical choices.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Are there any ethical issues that could happen in the customer service and sales industry?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will produce a short training video teaching new employees about the ethical issues that could happen in the customer service and sales industry.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will <strong>identify</strong> ways that businesses are obligated to follow through and meet positive expectations created by their advertising and marketing.</td>
<td>Formative Assessments: Teacher observes students discussing ethics relating to customer service and sales. Class discussions of ethics relating to customer service and sales. Exit Slips/Quizzes assessing students' understanding of ethics relating to customer service and sales.</td>
<td>Students select a brand they are most familiar with. Students will then select one of the brand's recent advertising campaigns. Students will identify the ways that their chosen business is obligated to follow through and meet positive expectations created by their advertising and marketing.</td>
<td>ELA: Students will locate two examples of a selected business's advertising and research the connections between this advertising and the outcome of the exposure. Students will write a report explaining the amount spent on advertising versus the revenue as well as follow-up considerations of the advertising exposure.</td>
<td>Interactive presentation software (PearDeck, Quizziz, NearPod) for engaging students during discussions. Canva for creating infographics, posters, and slide decks/presentations. LMS discussion board, quizzes, and assessments. FBLA or DECA Competitive Events that allow students to demonstrate unit skills. Alabama Simulated Workplace Manual.</td>
</tr>
</tbody>
</table>

Students will **gather and share** information on ethical requirements in customer service and sales.

Formative Assessments: Teacher observes students discussing ethics relating to customer service and sales.

Class discussions of ethics relating to customer service and sales.

Exit Slips/Quizzes assessing students' understanding of ethics relating to customer service and sales.

Summative Assessments: Students collaborate to complete corresponding sections of the Alabama Simulated Workplace Company Handbook.

Students will use the internet to research examples of a customer service or sales business that behaved unethically. Students will create a short "documentary" discussing the issues they found and sharing the information on

**Alabama Simulated Workplace Manual**
<table>
<thead>
<tr>
<th>Students will <strong>identify</strong> common ethical dilemmas in business and sales.</th>
<th>Students create products (infographics, presentations, posters) to demonstrate student understanding of ethics relating to customer service and sales.</th>
<th>the ethical requirements the business should have followed.</th>
<th>Students are presented with several sales and customer service scenarios where ethical and unethical behavior has taken place. The students will identify the scenarios where ethical dilemmas have taken place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will <strong>analyze</strong> the steps of ethical decision-making.</td>
<td>Students demonstrate their knowledge of ethics relating to customer service and sales.</td>
<td>In teams, students are assigned a step of the ethical decision-making process. The team will analyze the step they have been assigned, define it, and then discuss why it fits into the ethical decision making process.</td>
<td></td>
</tr>
<tr>
<td>Students will <strong>explain</strong> the importance of identifying and understanding one’s own personal values as a means of avoiding unethical choices.</td>
<td>Students are presented with several sales and customer service scenarios where ethical and unethical behavior has taken place. Students will discuss their own personal values as it relates to the scenario. In groups, students will then discuss their values as it relates to the scenario. The students will then explain the importance of identifying and understanding one’s own personal values as a means of avoiding unethical choices.</td>
<td>ELA: Narrative Writing: Students will write a personal narrative detailing a time when their personal values were compromised or when they experienced cognitive dissonance because they disagreed ethically with a situation that they were in. Students will include in their narrative an explanation of how their feelings of unrest...</td>
<td></td>
</tr>
<tr>
<td>understanding one’s own personal values as a means of avoiding unethical choices.</td>
<td>helped guide them in avoiding unethical choices.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Key Vocabulary
- obligated, expectations, advertising, marketing, information, ethical, requirements, common, ethical, dilemmas, analyze, decision making, personal values, unethical choices

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:
- **Guest Speakers**
- Field Trips to retail/fashion clothing stores and post-secondary educational institutions
- Job Shadowing Opportunities
- Prepare for DECA or FBLA Competitive Events

### CTSO Connection:
**DECA Competitive Events:** Principles of Hospitality and Tourism, Entrepreneurship, Hospitality Services, Travel and Tourism, Hospitality and Tourism Professional Selling, Professional Selling, Virtual Business Challenge-Entrepreneurship, Virtual Business Challenge-Retail

### Certification/Credential Connection:
- National Retail Federation - National Professional Certification in Customer Service and Sales, Certified Guest Service Professional
Unit 7 Title: Customer Satisfaction

Content Standards
15. Examine and share information on the importance of business image and reputation in selling.
   15a. Gather and share information on the cost of and payoff for word-of-mouth advertising.
   15b. Explain possible negative biases that may affect businesses.

16. Explore the methods businesses use to promote customer satisfaction.

Unpacked Learning Objectives

Students know:
- Examining information on the importance of business image and reputation in selling.
- Sharing information on the importance of business image and reputation in selling.
- Gathering information on the cost of and payoff for word-of-mouth advertising.
- Sharing information on the cost of and payoff for word-of-mouth advertising.
- Possible negative biases that may affect businesses.
- The methods businesses use to promote customer satisfaction.

   Examples: follow up after the sale, establishing positive customer relations, customer loyalty programs

Students are able to:
- Observe information on the importance of business image and reputation in selling.
- Explain information on the importance of business image and reputation in selling.
- Record information on the cost of and payoff for word-of-mouth advertising.
- Retell information on the cost of and payoff for word-of-mouth advertising.
- Discuss possible negative biases that may affect businesses.
- Locate the methods businesses use to promote customer satisfaction.
- Use representations: follow up after the sale, establishing positive customer relations, customer loyalty programs

Students understand that:
- Examining information on the importance of business image and reputation in selling.
- Sharing information on the importance of business image and reputation in selling.
- Gathering information on the cost of and payoff for word-of-mouth advertising.
- Sharing information on the cost of and payoff for word-of-mouth advertising.
- Explain possible negative biases that may affect businesses.
- Exploring the methods businesses use to promote customer satisfaction.
Examples: follow up after the sale, establishing positive customer relations, customer loyalty programs

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Why is customer satisfaction critical to the success of a business?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students select a brand or business that they are most familiar with. Throughout the unit, students will examine the brand or business’ history with customer satisfaction and the various methods that they use to promote customer satisfaction. Students will then create a short multimedia presentation sharing how their selected brand or business utilizes customer satisfaction to participate in reputation selling and word-of-mouth advertising.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>Students will <strong>examine</strong> information on the importance of business image and reputation in selling. Students will <strong>share</strong> information on the importance of business image and reputation in selling. Students will <strong>gather</strong> information on the cost of and payoff for word-of-mouth advertising. Students will <strong>share</strong> information on the cost of and payoff for word-of-mouth advertising.</td>
<td>Formative Assessments: Teacher observes students discussing how customer service impacts sales Class discussions of how customer service impacts sales Exit Slips/Quizzes assessing students’ understanding of how customer service impacts sales Summative Assessments: Students collaborate to complete corresponding sections of the Alabama Simulated Workplace Company Handbook</td>
<td>Students are assigned a business. Students will examine the business to identify how the business used its image to sell the product and how their reputation helped them sell their products. Students will then share what they have discovered by creating an infographic. Working with a community partner (Advisory Committee Member, Chamber of Commerce, Local Small Business), students will gather information on the cost of and payoff for word-of-mouth advertising. Students will then create a short presentation to share.</td>
<td>Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts &amp; Activities</td>
<td>Interactive presentation software (PearDeck, Quizizz, NearPod) for engaging students during discussions Canva for creating infographics, posters, and slide decks/presentations LMS discussion board, quizzes, and assessments FBLA or DECA Competitive Events that allow students to demonstrate unit skills Alabama Simulated Workplace Manual</td>
</tr>
</tbody>
</table>

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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction Updated as of Sep 16, 2022
<table>
<thead>
<tr>
<th>Students will <strong>explain</strong> possible negative biases that may affect businesses.</th>
<th>Students create products (infographics, presentations, posters) to demonstrate student understanding of how customer service impacts sales</th>
<th>End of unit exam assessing student understanding of how customer service impacts sales</th>
<th>Students will research cases where negative biases have affected a business. Here is one example. Students will discuss the factors in the case, explain how the negative bias affected the business, and how this negative bias could have been overcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will <strong>explore</strong> the methods businesses use to promote customer satisfaction. Examples: follow up after the sale, establishing positive customer relations, customer loyalty programs</td>
<td>Students demonstrate their knowledge of how customer service impacts sales</td>
<td>Working with a community partner (Advisory Committee Member, Chamber of Commerce, Local Small Business), students research a small business within the community. They will then explore the methods that the business could use to promote customer satisfaction. Students will then create a short presentation to share with the community partner on how they can use these methods to increase their customer satisfaction.</td>
<td></td>
</tr>
</tbody>
</table>
Key Vocabulary
examine, information, importance, business image, reputation, selling, share, gather, payoff, word-of-mouth advertising, negative, biases, affect, explore, methods, promote, customer satisfaction, follow up, establishing, loyalty, programs

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:
Guest Speakers
Field Trips to retail/fashion clothing stores and post-secondary educational institutions
Job Shadowing Opportunities
Prepare for DECA or FBLA Competitive Events

CTSO Connection:


Certification/Credential Connection:
National Retail Federation - National Professional Certification in Customer Service and Sales, Certified Guest Service Professional
Unit 8 Title: Career Opportunities

Content Standards
17. Develop a plan for pursuing a career in customer service and sales.
   17a. Discuss the advantages and disadvantages of working in a customer service field.
   17b. Identify personal qualities and skills necessary for job enhancement and career development in a customer service field.
   17c. Research and summarize a job description for a customer service occupation.
   17d. Identify the education or training, skills, and work experience needed for a customer service occupation.

Unpacked Learning Objectives

Students know:
- A plan for pursuing a career in customer service and sales.
- The advantages and disadvantages of working in a customer service field.
- Personal qualities and skills necessary for job enhancement and career development in a customer service field.
- How to research a job description for a customer service occupation.
- Summarizing a job description for a customer service occupation.
- Identifying the education or training, skills, and work experience needed for a customer service occupation.

Students are able to:
- Produce a plan for pursuing a career in customer service and sales.
- Explain the advantages and disadvantages of working in a customer service field.
- Recognize personal qualities and skills necessary for job enhancement and career development in a customer service field.
- Review a job description for a customer service occupation.
- Retell a job description for a customer service occupation.
- Recognize the education or training, skills, and work experience needed for a customer service occupation.

Students understand that:
- Developing a plan for pursuing a career in customer service and sales.
- Discussing the advantages and disadvantages of working in a customer service field.
- Identifying personal qualities and skills necessary for job enhancement and career development in a customer service field.
- Researching a job description for a customer service occupation.
- Summarizing a job description for a customer service occupation.
- Identifying the education or training, skills, and work experience needed for a customer service occupation.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What careers are available in the customer service and sales industry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will research a career in the customer service or sales industry and build a portfolio (resume, cover letter, and work samples from previous units) for their chosen career.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
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</thead>
<tbody>
<tr>
<td>Students will <strong>develop</strong> a plan for pursuing a career in customer service and sales.</td>
<td>Formative Assessments: Teacher observes students discussing career opportunities in the customer service and sales industry Class discussions of career opportunities in the customer service and sales industry Exit Slips/Quizzes assessing students' understanding of career opportunities in the customer service and sales industry Summative Assessments:</td>
<td>Students will create a job portfolio (resume, cover letter, and work samples) for their chosen career in the customer service and sales industry. Students will then develop a plan for pursuing a career in customer service and sales.</td>
<td>ELA: Students will use Visual CV to create a resume for themselves that is geared toward a career in customer service and sales. Students will also write a cover letter to a potential employer indicating what type of job that they are looking for.</td>
<td>Interactive presentation software (PearDeck, Quizziz, NearPod) for engaging students during discussions Canva for creating infographics, posters, and slide decks/presentations LMS discussion board, quizzes, and assessments FBLA or DECA Competitive Events that allow students to demonstrate unit skills Alabama Simulated Workplace Manual</td>
</tr>
<tr>
<td>Students will <strong>discuss</strong> the advantages and disadvantages of working in a customer service field.</td>
<td></td>
<td>Working in pairs, students will come up with as many advantages and disadvantages as they can think of working in the customer service field. After a set amount of time, students will then compare their answers with each other.</td>
<td>ELA: Research, Writing: Students will create Pro Con charts evaluating the advantages and the disadvantages of working in the customer service field.</td>
<td></td>
</tr>
<tr>
<td>Students will <strong>identify</strong> personal qualities and skills necessary for job enhancement and career development in a customer service field.</td>
<td>Students collaborate to complete corresponding sections of the Alabama Simulated Workplace Company Handbook. Students create products (infographics, presentations, posters) to demonstrate student understanding of career opportunities in the customer service and sales industry. Students will research a job description for a customer service occupation.</td>
<td>Students will complete a personal SWOT analysis to identify personal qualities and skills necessary for job enhancement and career development in the customer service field. Students will summarize a job description for a customer service occupation. Using the CareerOneStop website, students will research a job description for a customer service occupation. Students will then create a fictional job posting for a website such as LinkedIn where they will summarize a job description for a customer service occupation. Using the CareerOneStop website, students will identify the education or training, skills, and work experience needed for a customer service occupation. Students need to look at different job postings online and determine how the posting needs to be formatted. Students can use an online program such as Canva to design the posting.</td>
<td>ELA: Using Canva, students will create an Infographic detailing the personal qualities and skills necessary for job enhancement and career development in a customer service field. Students will cite the information that they include on the reverse of the Infographic. ELA: Research: Students will use the Occupational Outlook Handbook to explore careers related to customer service and complete the appropriate number of Research Worksheets summarizing the different job descriptions. ELA: Research and Writing: create a job listing for LinkedIn detailing the requirements for a particular job in the customer service field. Students need to look at different job postings online and determine how the posting needs to be formatted. Students can use an online program such as Canva to design the posting.</td>
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Key Vocabulary

develop, plan, pursuing, career, customer service, sales, discuss, advantages, disadvantages, customer service, field, identify, personal, qualities, job enhancement, career development, research, description, occupation, summarize, educations, training, skills, experience

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest Speakers
Field Trips to retail/fashion clothing stores and post-secondary educational institutions
Job Shadowing Opportunities
Prepare for DECA or FBLA Competitive Events

CTSO Connection:


Certification/Credential Connection:

National Retail Federation - National Professional Certification in Customer Service and Sales, Certified Guest Service Professional