

Speeding Ahead to Fast-track Success with OER and CBE



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Faculty Coordinator
Marketing, Management, Business



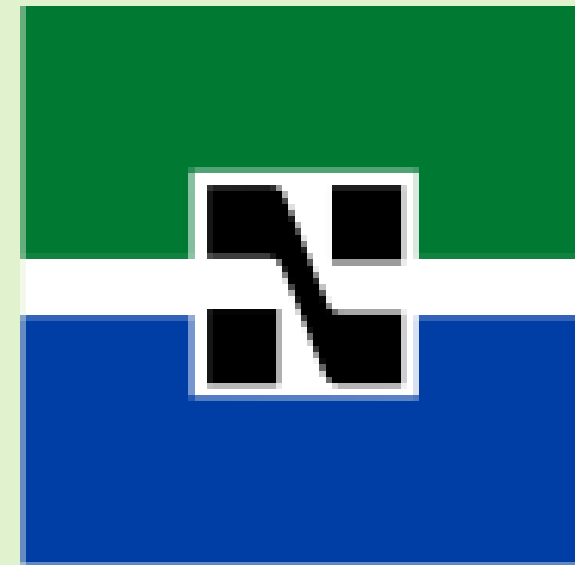
Cedar Valley College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

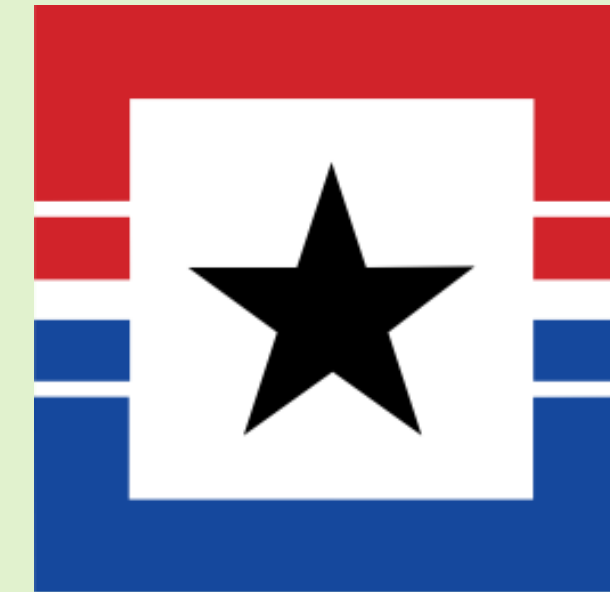
CBE PARTNERS



Cedar Valley College



North Lake College



LeCroy Center



Dallas Retail+Plus



Innovate+Educate



Walmart Foundation

CUSTOMER SERVICE CERTIFICATE *FAST TRACK*



THE FAST TRACK
CUSTOMER SERVICE
REPRESENTATIVE CERTIFICATE
IS AN ONLINE COMPETENCY-BASED
TRAINING PROGRAM.

Instead of a one-time training event, employees earn 18 college credit hours in a series of 6 courses focused on developing skills in key areas including:

- Interpersonal Communication
- Technology and social media
- Problem solving
- Conflict resolution
- Customer relationship management

▪ *ACCESSIBLE* ▪ *APPLICABLE* ▪ *ACCELERATED* ▪ *AFFORDABLE* ▪

WORK ON YOUR COURSES ANYTIME OR ANYWHERE - from home, at work, on your lunch break, or while traveling.



1 **PRINCIPLES OF MARKETING**
MRKG 1311

1ST 8 WEEKS

2 **BUSINESS PRINCIPLES**
BUSI 1301

3 **CUSTOMER RELATIONSHIP MANAGEMENT**
MRKG 1301

2ND 8 WEEKS

4 **PROBLEM SOLVING & DECISION MAKING**
BMGT 2303

5 **BUSINESS CORRESPONDENCE & COMMUNICATION**
POFT 2312

3RD 8 WEEKS

6 ***COOPERATIVE WORK EXPERIENCE**
MKTG 1381

**THE FAST TRACK
CUSTOMER SERVICE
CERTIFICATE**
APPLIES 100% TO THE
**BUSINESS MARKETING
AAS DEGREE**

**Capstone course involving goal setting and supervisor evaluation at work.*



APPLY WHAT YOU ALREADY KNOW TO FURTHER YOUR CAREER.

Everything you need is built right into the courses, so there are no textbook costs or added fees to complete the certificate. Tuition is very affordable, especially for Dallas County residents. Financial aid is also available to those who qualify and apply.



Cedar Valley College
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

**Higher Education That
Actually Gets You Hired**

DETERMINING COMPETENCIES

Supervisor Competencies							
Leadership	Motivation	Personal Skills	Teamwork	Problem Solving	Communication	Professional Knowledge	Technology
Models a positive attitude toward the job, supervisors, and workers	Motivates teams to complete tasks and achieve goals	Adaptable and adjusts management style to individual	Identifies individual skills to select and build effective teams	Displays good judgment in situations	Reads and interprets reports	Maintains knowledge of and applies applicable policies and procedures	Demonstrates knowledge of basic business programs
Demonstrates effective delegation of appropriate tasks	Engages the team in meaningful ways	Works effectively with different personality styles	Assists teams in seeing projects through to the end	Takes a balanced approach to solving problems	Prepares and presents reports	Seeks feedback from others to improve work processes	Uses social media effectively
	Provides incentives to individuals and teams	Demonstrates organizational skills	Collaborates with others at all levels of the organization	Focuses on finding solutions	Prepares appropriate, audience-based communications	Demonstrates willingness to learn [same as below, Embraces lifelong learning]	Trouble shoots basic computer problems
Demonstrates self-awareness and emotional control	Encourages positive attitudes among staff	Demonstrates various management styles as needed		Works through ambiguities	Listens actively for understanding	Assesses worker skills and provides training and support as needed	
Respects others	Provides positive feedback and coaching	Monitors own and other people's dissatisfaction as related to their jobs	Builds consensus among team members	Thinks outside the box and displays creativity	Conducts effective meetings interviews	Distinguishes between personal and professional relationships	
		Adapts to	Values the perspectives of	Turns ideas into reality	Writes effective and error free emails and messages	Selects appropriate tools and resources and uses them effectively	

Customer Service Provider Competencies

Interpersonal Skills	Critical Workplace Skills	Communication Skills	Problem Solving and Conflict Resolution Skills	Customer Relationship Management
Demonstrates tact and diplomacy	Practices time management	Demonstrates fundamental business writing skills	Identifies customer issues	Uses Customer Relationship Management technology appropriately
Observant of others and their behaviors	Works efficiently and effectively	Practices sales process	Makes empowered decisions to solve customer problems within company guidelines	Displays confidence in the product/service
Builds rapport	Displays organizational skills	Provides information in written and oral forms	Negotiates for a win-win situation	Markets products/services
Listens actively to gain understanding	Manages stress	Asks the right questions	Recognizes interdependencies and works together for the good of the customer	Displays business intelligence
Displays emotional intelligence	Manages anger	Interprets body language	Demonstrates conflict management skills	Displays product /service knowledge
Displays patience	Works as a team member	Listens actively and responds appropriately	Follows through to resolutions	Uses results of CRM surveys to improve service
Demonstrates empathy	Deals with difficult people appropriately	Provides appropriate and timely feedback	Verifies resolution was acceptable	Uses proper channels to escalate complaints
Practices good manners and courtesy	Recognizes and responds to differences in personality styles	Speaks and writes clearly and concisely		Knows when to engage leadership in escalation of conflicts
Displays customer-friendly body-language	Displays honesty and integrity	Handles crucial conversations		Demonstrates technical and
Demonstrates professionalism	Displays situational awareness	Demonstrates professional telephone etiquette		
Exhibits professional appearance and good	Models ethical behavior in the			

Saylor Academy Open Textbooks



The open textbooks on this page include several titles published through Saylor Academy's Open Textbook Challenge and a collection of titles re-published by Saylor Academy in 2012.

Many know Saylor Academy for these books, but our main efforts go into creating open online courses. We encourage educators to use our courses, in whole or in part, in their own classrooms. Visit our [course site](#) to find more textbooks and curated open educational resources (OER).

About the Books

- These books are available for you to use, keep, revise, and share under open licenses.
- Saylor Academy does not own the copyright to any books on this page. Each book's open license is an agreement between you as the end user and the copyright holder.
- We do not have supplements (e.g. lecture slides and question banks) available for these

I also encourage you to explore other open textbook collections:

- [Open Textbook Library](#)
- [BCcampus Open Textbooks](#)
- [OpenStax](#)
- [Lyryx Learning](#)
- <http://pitt.libguides.com/openeducation/biglist>

Course Design

Eight Essential Elements of Communication			
Element of Communication	Definition	Oral Application	Written Application
1. Source	A source creates and communicates a message.	Jay makes a telephone call to Heather.	Jay writes an email to Heather.
2. Receiver	A receiver receives the message from the source.	Heather listens to Jay.	Heather reads Jay's email.
3. Message	The message is the stimulus or meaning produced by the source for the receiver.	Jay asks Heather to participate in a conference call at 3:15.	Jay's email asks Heather to participate in a conference call at 3:15.
4. Channel	A channel is the way a message travels between source and receiver.	The channel is the telephone.	The channel is email.
5. Feedback	Feedback is the message the receiver sends in response to the source.	Heather says yes.	Heather replies with an email saying yes.
6. Environment	The environment is the physical atmosphere where the communication occurs.	Heather is traveling by train on a business trip when she receives Jay's phone call.	Heather is at her desk when she receives Jay's email.
7. Context	The context involves the psychological expectations of the source and receiver.	Heather expects Jay to send an email with the call-in information for the call. Jay expects to do so, and does.	Heather expects Jay to dial and connect the call. Jay expects Heather to check her email for the call-in information so that she can join the call.
8. Interference	Also, known as noise, interference is anything that blocks or distorts the communication process.	Heather calls in at 3:15, but she has missed the call because she forgot that she is in a different time zone from Jay.	Heather waits for a phone call from Jay at 3:15, but he doesn't call.

When is it appropriate to use a conventional email or fax? What is the difference between a report and a proposal? Writing itself is the communication medium. Each channel has its own strengths, weaknesses, and understood expectations that are summarized below. Practice using *Written Communication Channels* using the next and previous buttons. Select the features of each channel to familiarize yourself with the strengths, weaknesses, expectations and when to choose a particular channel.

Written Communication Channels

Channel 2 of 7:

Email

Strengths

Weaknesses

Expectations

When to Choose

• May hit “send” prematurely.

• May be overlooked or deleted without being read.

• “Reply to all” error.

• “Forward” error.

• Large attachments may cause the email to be caught in recipient’s spam filter.

< Prev

Next >

☒ CHECK YOUR UNDERSTANDING

Check Your Understanding

Question 1 of 4

Suppose you are a sales manager participating in a conference call with four sales reps. As the source, you tell the reps to take advantage of the fact that it is World Series season and to close sales on baseball-related sports gear. You state your message, and hear no replies from your reps. You assume this means they understand and agree with you. However, later in the month you are disappointed to find that very few sales were made. What probably went wrong?

☐ There was interference on the phone line

☐ You were not paying attention to the context of the message

☐ You did not ask for feedback from your reps to make sure they understood

☐ You should have sent an email instead

☒ LAUNCH ACTIVITY

Elements of Communication

Select the *i* button before beginning the activity.

Element

Channel

Context

Environment

Feedback

Interference

Message

Receiver

Source

Application

Sam sends a text to his manager Jack.

Sam's text says, "% disc 4 Miller acct?"

Jack replies with a text saying, "what?"

Jack does not understand the meaning of the text message.

Sam expects Jack to text him back with the percentage discount for the Miller account. Jack doesn't understand the abbreviations in the text and needs clarification from Sam.

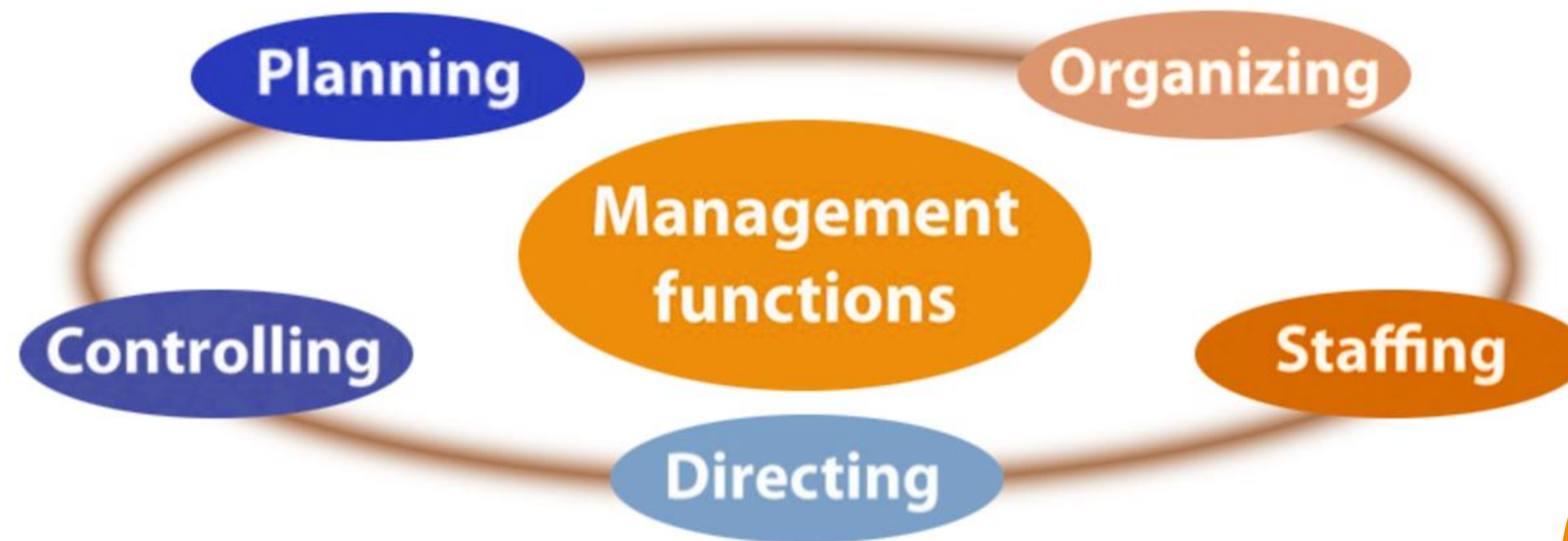
Jack reads Sam's text.

The message is sent via text.

Jack is at lunch when he gets Sam's text.

Management Functions

Manager's duties have been typically described as planning, organizing, staffing, directing, and controlling. Managers create and maintain an internal environment, commonly called the organization, so that others can work efficiently in it. Businesses must drive out inefficiency, lower costs, increase productivity, and make customers the driving force in all decisions. Resources include people, jobs or positions, technology, facilities and equipment, materials and supplies, information, and money. The job of every manager involves what is known as the functions of management: planning, organizing, staffing, directing, and controlling. These functions are goal-directed, interrelated and interdependent. Managers work in a dynamic environment and must anticipate and adapt to challenges.



Open Educational Resources (OER)



- **“Backward design” focuses on the outcomes first**
- **CBE approach allows students to advance based on demonstration of mastery**
- **CBE meets different learning abilities and leads to more efficient student outcomes**

FAST TRACK BUSI 1301: BUSINESS PRINCIPLES

DUE DATES AND CLASS OUTLINE (8 WEEKS)

Items in bold are graded.

Due Dates (due by 11:59 p.m. unless otherwise noted)	Activity/Assignments	Check When Completed
1/16 – 1/20	Week 1	
	Review <i>Getting Started</i> section in eCampus	
	Review <i>Syllabus</i> and <i>Due Dates-Class Outline</i>	
	Complete Course Contract	
1/21 – 1/27	Week 2	
	Unit 1: Business Functions	
	Complete Unit 1 Pre-Assessment	
	Read Learning Resources: Lessons 1 - 4	
	Complete Unit 1 Mastery Assessment	
	Review Unit 1 Video Recap	
1/28 – 2/3	Week 3	
	Unit 2: Business Ownership	
	Complete Unit 2 Pre-Assessment	
	Read Learning Resources: Lessons 1 - 4	
	Complete Unit 2 Mastery Assessment	
	Review Unit 2 Video Recap	
2/4 – 2/10	Week 4	
	Unit 3: Business Environment	
	Complete Unit 3 Pre-Assessment	
	Read Learning Resources: Lessons 1 - 3	
	Complete Unit 3 Mastery Assessment	
	Review Unit 3 Video Recap	
2/11 – 2/17	Week 5	
	Unit 4: Business Ethics	
	Complete Unit 4 Pre-Assessment	
	Read Learning Resources: Lessons 1 - 3	
	Complete Unit 4 Mastery Assessment	
	Review Unit 4 Video Recap	
2/18 – 2/24	Week 6	
	Unit 5: Financial Statements	
	Complete Unit 5 Pre-Assessment	
	Read Learning Resources: Lessons 1 - 5	
	Complete Unit 5 Mastery Assessment	
	Review Unit 5 Video Recap	
2/25 – 3/3	Week 7	

Business Resources



Select the *i* button before beginning the activity.



Interactive Activities

Check Your Understanding

Question 1 of 4

When we classify managers according to their level in the organization, how are they described?

- ☐ functional, staff and line managers
- ☒ top managers, middle managers and supervisors
- ☐ high level and lower level
- ☐ general managers and administrative managers

Correct. The levels of management are top managers, middle managers, and supervisors.



Practice Quizzes

Next

Jacob is a department manager who participates in the hiring process by interviewing prospective candidates for open positions. He also conducts performance evaluations for his department employees. Jacob is not a HR manager, but he still fulfills many HR functions. What does Jacob understand?

- ☐ That is company is too cheap to hire an HR manager
- ☐ That many functions of HRM are also tasks department managers perform
- ☐ That if he makes good hires, he can one day be promoted to HRM
- ☐ That the HR manager is too busy to perform all required duties and needs help



Custom Animations

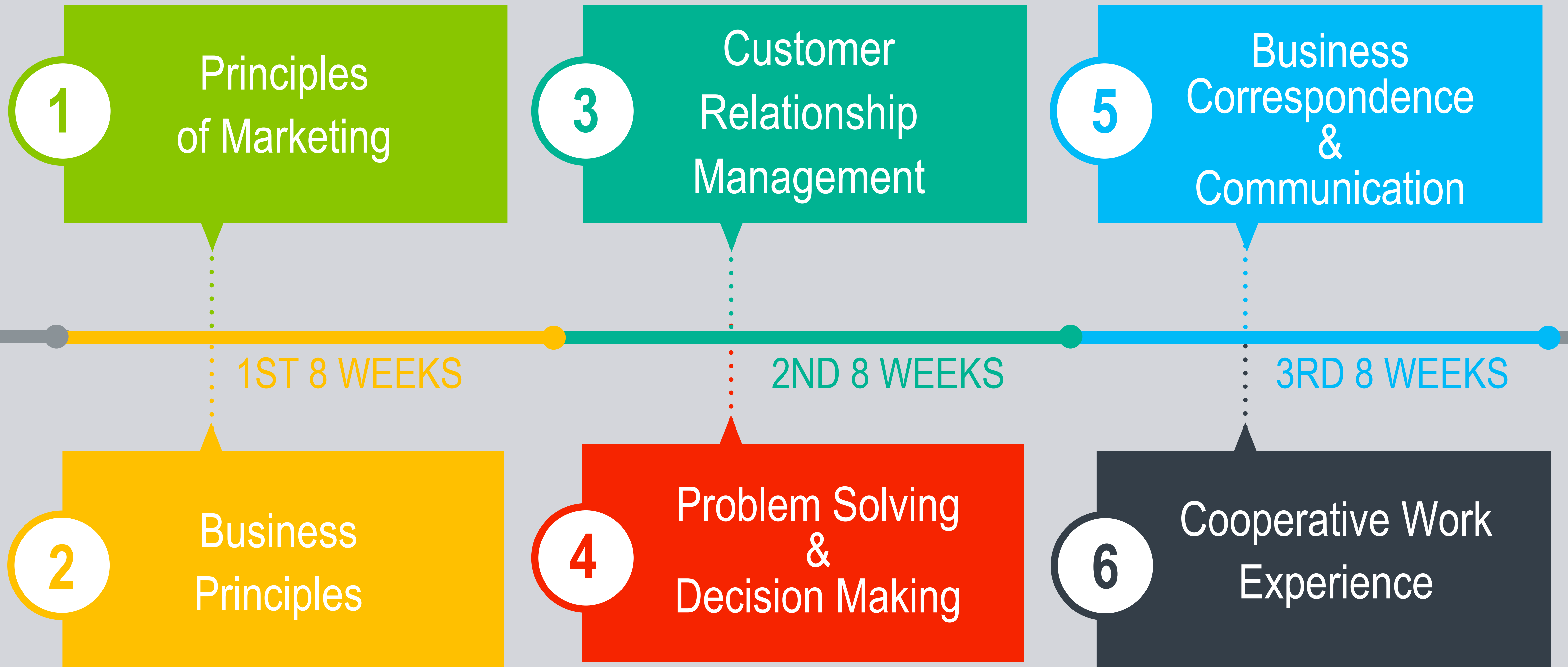


Custom Animations

Supervisor Certificate



Customer Service Certificate



Accessible on Any Device



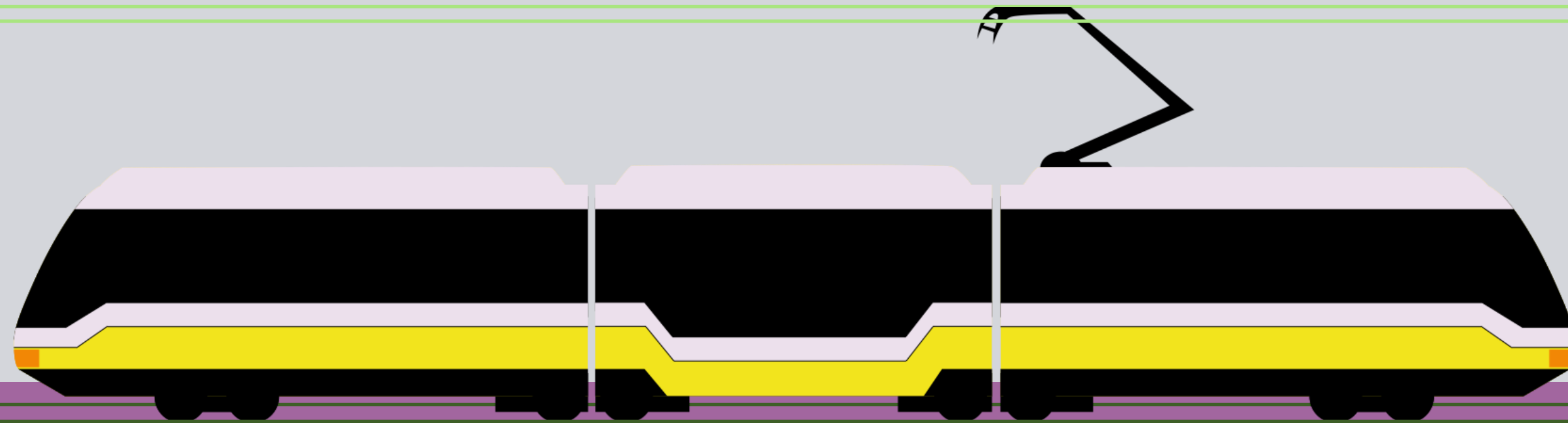
IMPLEMENTATION

Program Launch

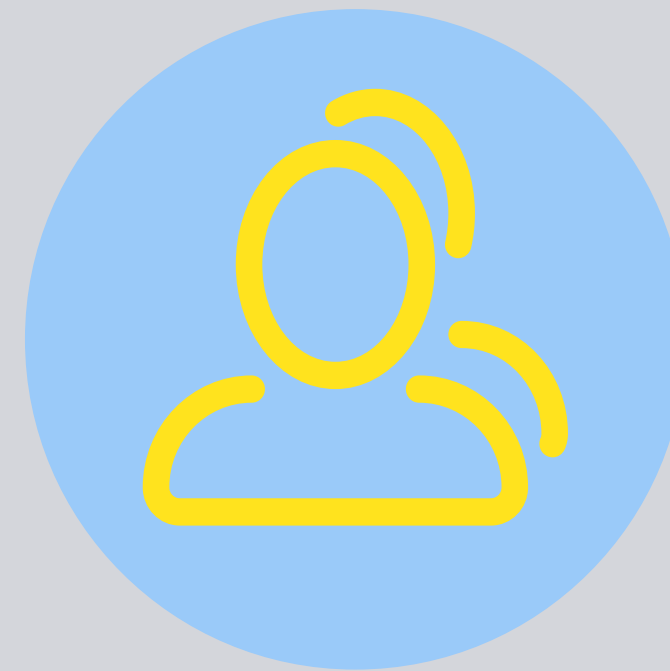


IMPLEMENTATION

Support System



Advisors



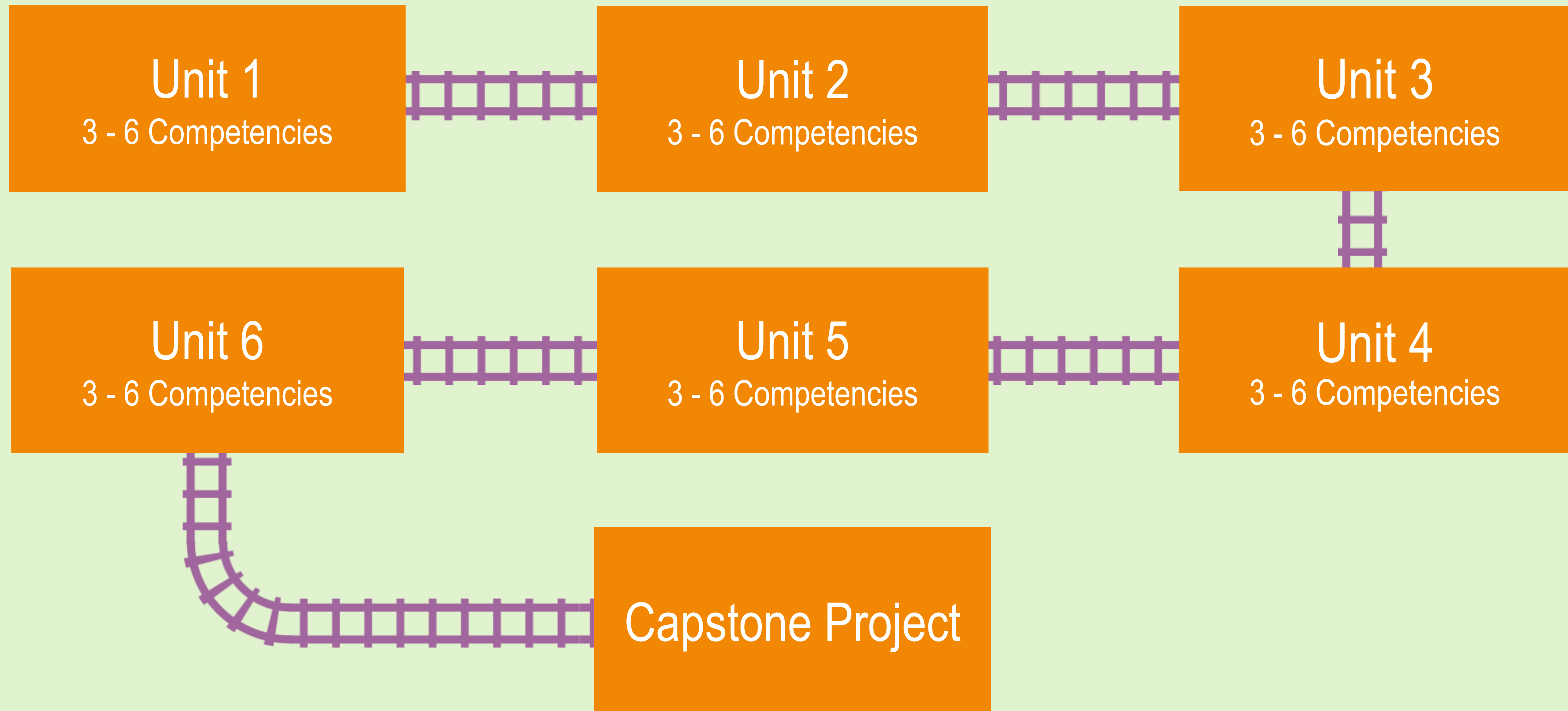
Faculty



Help Desk

ASSESSING COMPETENCIES

Course Components



ASSESSING COMPETENCIES

Unit Assessments



Pre-Assessment

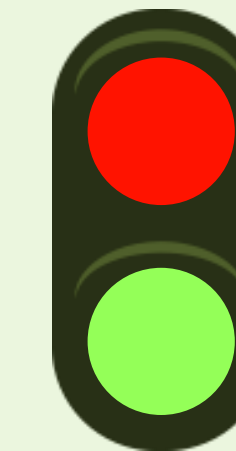


Pre-Assessment

Lesson Content

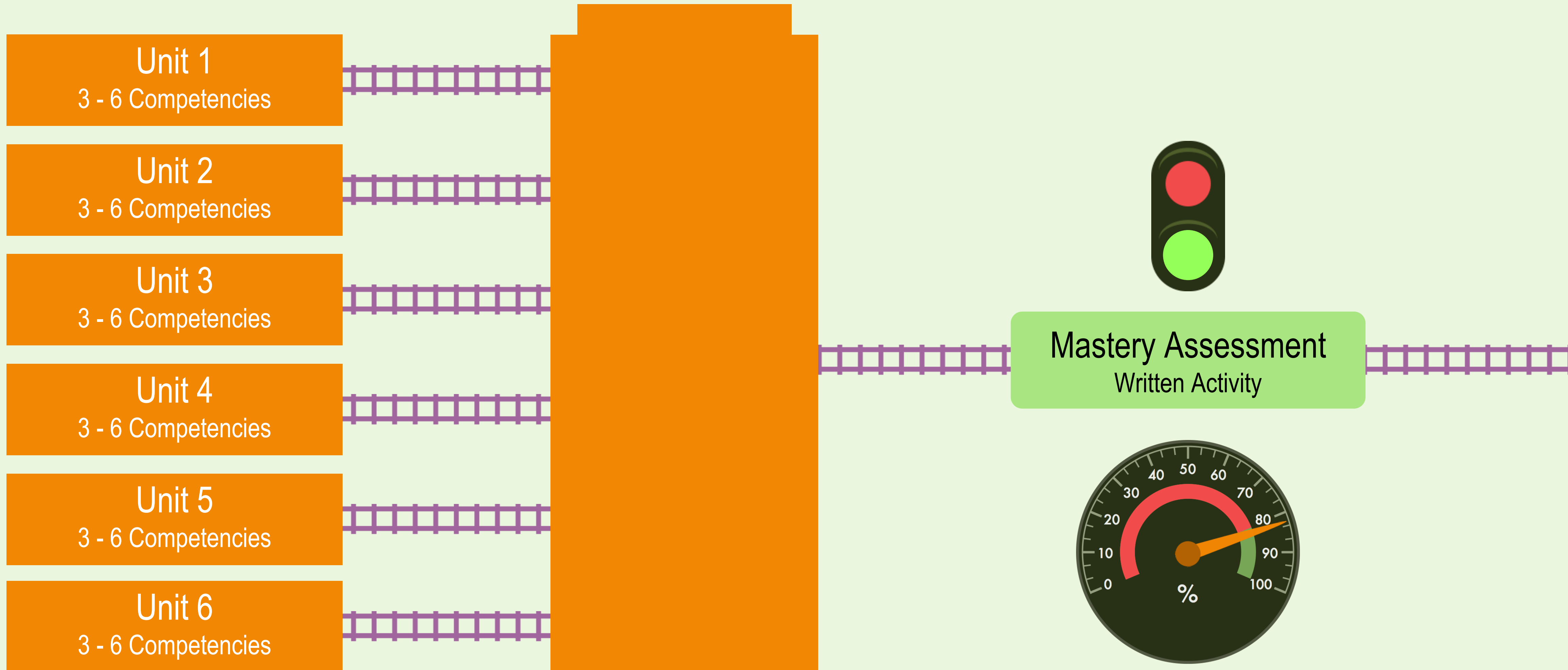
Mastery Assessment

Mastery Assessment



ASSESSING COMPETENCIES

Capstone Project



Engagement

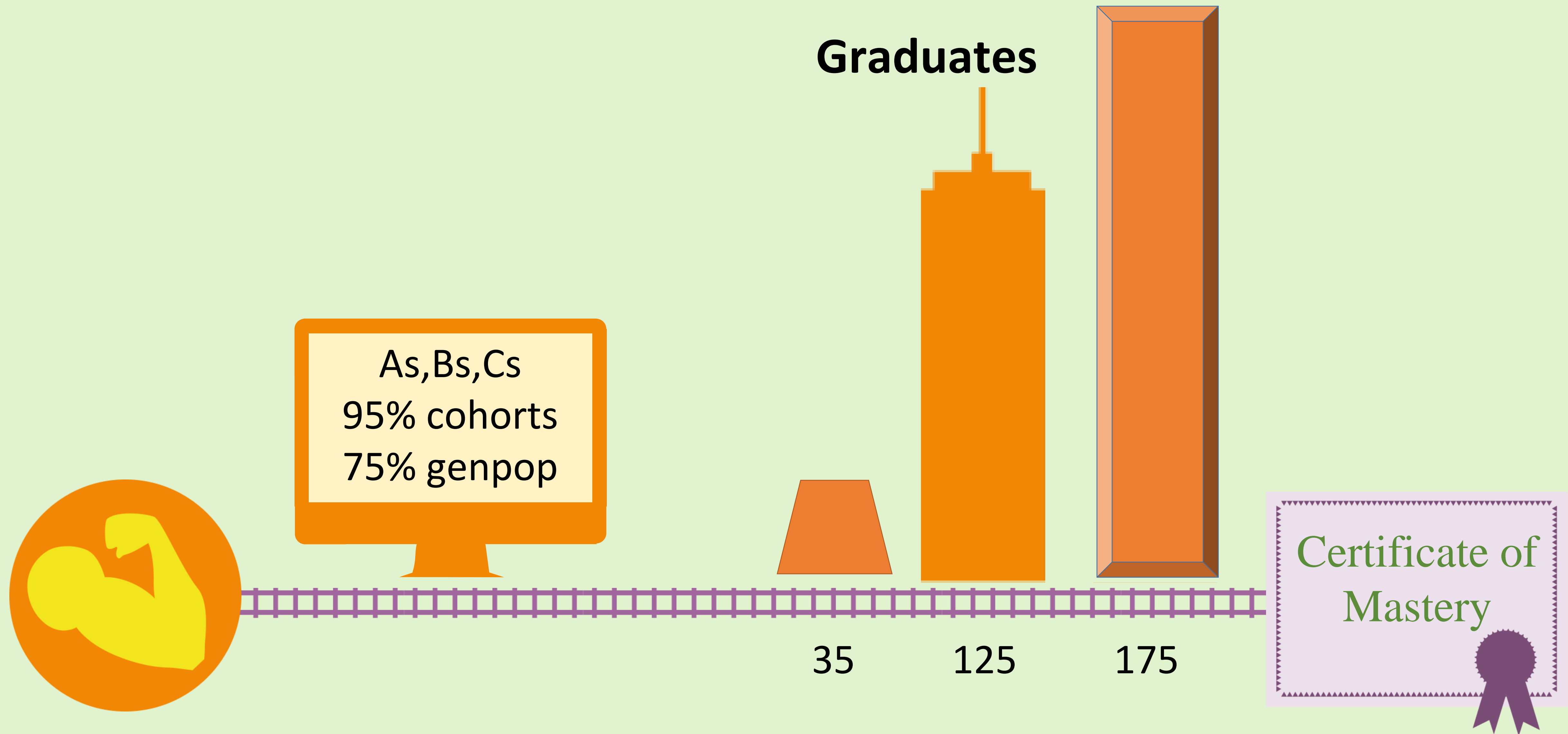
~~Student to Student~~

Faculty to Student

Student to Faculty

Student to Content

Measuring Success



ACHIEVING MASTERY

Dallas County Community College District



Fast Track
Supervisor Certificate

presents

Certificate of Mastery

to

Employee Name

For

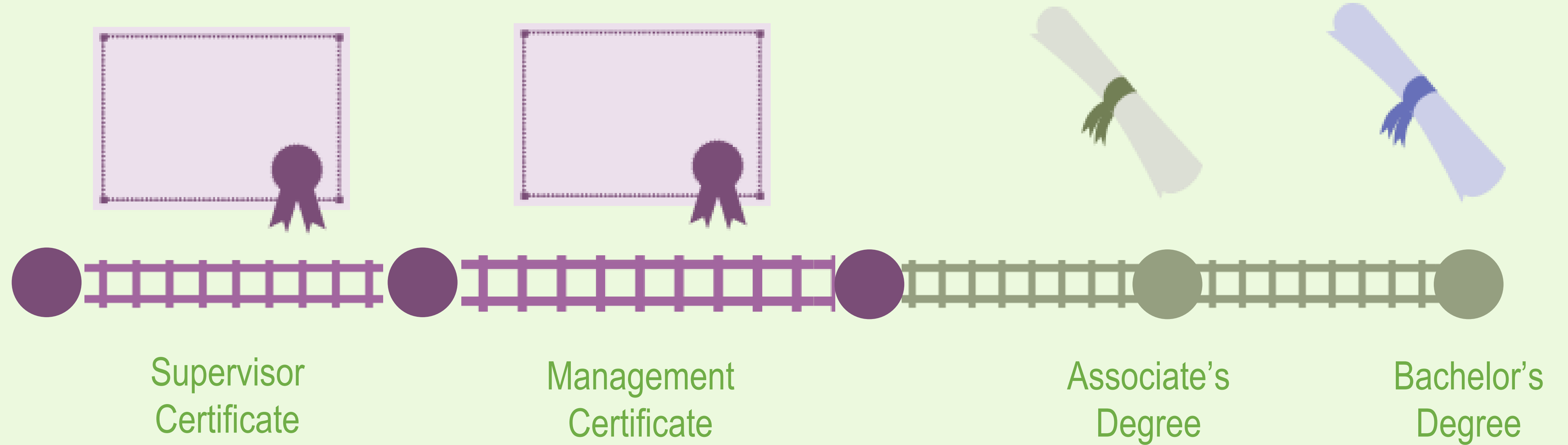
Cooperative Work Experience

Dr. Diane Minger

Instructor

March 30, 2018

STACKABLE CERTIFICATES & DEGREES



Employees & Supervisors



Dallas Area Rapid Transit

OER - CBE Initiatives

- Business Principles
 - Supervision
- Human Resources Management
 - Principles of Management
- Problem Solving and Decision Making
- 4 Courses in Management Cooperative Work Experience
 - Organizational Behavior
 - Principles of Marketing
 - Business Communications
- Customer Relationship Management
- Marketing Cooperative Work Experience

Challenges

1. Curating content appropriate to SLOs
2. Writing ancillary materials (videos, games, test banks)
3. Writing competency-based assessments
4. Time Constraints
5. Training adjuncts and other instructors in this method of teaching
6. Working with complimentary work styles
7. Marketing to companies for employee training