

**Human Services Career Cluster  
Introduction to Consumer Relations  
Course Number 20.44000**

**Course Description**

The Human Services Cluster consists of career pathways which provide a variety of services to consumers. One of the most important aspects is the ability to provide positive consumer interactions. Students will learn effective interpersonal skills to build and maintain consumer relations. Emphasis is placed on examining policies and procedures, communication skills, and consumer interactions. Students will be afforded the opportunity to not only understand the concepts, but also apply their knowledge and skills in project based activities.

Mastery of standards through project based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America, (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

**Course Standard 1**

**HUM-ICR-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

**1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.**

<b>Person-to-Person Etiquette</b>	<b>Telephone and Email Etiquette</b>	<b>Cell Phone and Internet Etiquette</b>	<b>Communicating At Work</b>	<b>Listening</b>
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

## Georgia Department of Education

<b>Nonverbal Communication</b>	<b>Written Communication</b>	<b>Speaking</b>	<b>Applications and Effective Résumés</b>
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

### 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<b>Teamwork and Problem Solving</b>	<b>Meeting Etiquette</b>
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Preparation and Participation in Meetings
Building Team Communication	Conducting Two-Person or Large Group Meetings
	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

### 1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

<b>Problem Solving</b>	<b>Customer Service</b>	<b>The Application Process</b>	<b>Interviewing Skills</b>	<b>Finding the Right Job</b>
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

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### 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

### 1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

### 1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

## **Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards**

### **L9-10RST 1-10 and L9-10WHST 1-10:**

Common Core ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Common Core ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

## **Course Standard 2**

### **HUM-ICR-2**

**Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.**

- 2.1 Research the history of FCCLA.
- 2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA.
- 2.3 Explain how participation in FCCLA can promote lifelong responsibility for community service and professional growth and development
- 2.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.

## **Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards**

**ELACC9-10SL1:** Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**ELACC9-10SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## **Course Standard 3**

### **HUM-ICR-3**

**Identify components of a quality consumer relations philosophy.**

- 3.1 Analyze various sample mission statements, visions and beliefs of different companies using classroom technology.
- 3.2 Discuss the hierarchy of various organizations or companies and how each relates to the consumer.
- 3.3 Examine how a company's philosophy affects consumer relations.

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**ELACC9-10SL3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## Course Standard 4

### HUM–ICR–4

#### Identify consumers and their varying needs.

- 4.1 Define the characteristics of a consumer.
- 4.2 Examine reasons people buy a good or service.
- 4.3 Distinguish between internal and external consumers.
- 4.4 Recognize types of consumers (e.g. discount, impulse, loyal, need-based, and wandering).
- 4.5 Classify strategies for serving the needs of different types of consumers.
- 4.6 Explain the need and methods used to inform consumers about products, policies, and services.
- 4.7 Differentiate between consumer needs and company policies.
- 4.8 Identify acceptable practices that are sensitive to cultural, religious, disability and gender issues.

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## Course Standard 5

### HUM–ICR–5

#### Identify concepts of quality service to assure consumer satisfaction.

- 5.1 Discuss industry standards for service methods that meet expectations of consumers.
- 5.2 Analyze the relationship between employee attitude, appearance, and actions on consumer satisfaction.
- 5.3 Investigate ways to develop a rapport with different consumers.
- 5.4 Describe behaviors and attitudes that create barriers which limit rapport with consumers.
- 5.5 Demonstrate the ability to empathize with a consumer.
- 5.6 Differentiate between *good* and *bad* customer service.
- 5.7 Identify different types of customer service: corrupt interaction, detached interaction, high interaction, ideal interaction, low interaction, no interaction, transparent interaction and unfulfilling interaction.
- 5.8 Develop customer service goals and create a personalized customer service program including mission, vision and goals.
- 5.9 Analyze effects of positive consumer relations on success of the human services industry.

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## Course Standard 6

### HUM–ICR–6

#### Identify the effects of professionalism and a positive image

- 6.1 Summarize and critique the different policies an organization has on presentation: i.e. uniform, badges, personal hygiene, clothing, accessories, etc.
- 6.2 Evaluate the effects of a first impression.
- 6.3 Analyze perception associated with professional dress and behaviors.
- 6.4 Explain why a positive image is important and how it can accomplish personal and organizational goals.
- 6.5 Identify practices for establishing and maintaining a positive customer service image.
- 6.6 Analyze how factors affect the quality of customer service: reliability, confidence, efficiency, consistency, organization and acceptance and adherence to policies and procedures.
- 6.7 Analyze image blunders and identify ways to eradicate them.
- 6.8 Evaluate the connection between personal wellness and job performance.

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## Course Standard 7

### HUM–ICR–7

#### Identify the importance of communication skills in consumer relations.

- 7.1 Compare and contrast communication styles and their effects on consumer relationships.
- 7.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 7.3 Demonstrate effective listening and feedback techniques.
- 7.4 Analyze strategies to overcome communication barriers in consumer relations.
- 7.5 Discuss ethical principles of communication when dealing with consumers.
- 7.6 Analyze the effects of communication technology in work place settings.
- 7.7 Describe effective etiquette when dealing with consumers using communication technology (e.g. telephones, intercoms, two way radios, cellular devices, switchboards).
- 7.8 Analyze effective communication techniques for each method of communication that builds rapport with customers and assist in a positive impression.

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**ELACC9-10SL2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**ELACC9-10SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Course Standard 8

### HUM–ICR–8

#### Evaluate effective conflict prevention and management techniques.

- 8.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
- 8.2 Explain how similarities and differences among people affect conflict prevention and management.
- 8.3 Recognize words to *use* and words to *avoid*.
- 8.4 Debate how tone of voice may calm or cause detriment to a difficult situation.
- 8.5 Identify problem solving skills to assure consumer satisfaction.
- 8.6 Identify questions that will assist in solving a problem.
- 8.7 Appraise common barriers to problem solving.
- 8.8 Demonstrate techniques for handling conflicts and complaints.
- 8.9 Demonstrate how to handle an irate consumer; 'know it all consumer'; talkative consumer; indecisive consumer; suspicious consumer; consumer with poor behavior.
- 8.10 Demonstrate effective responses to harassment.
- 8.11 Discuss the importance of effectively handling consumer issues.

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## Course Standard 9

### HUM–ICR–9

#### Evaluate effective strategies for ongoing consumer support.

- 9.1 Examine benefits of consumer relation education and training.
- 9.2 Discuss how technology can be utilized to sustain consumer relations.
- 9.3 Identify factors that encourage repeat consumer interactions.

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## Course Standard 10

### HUM–ICR–10

#### Research careers in the Human Services Cluster.

- 10.1 Identify a variety of careers in Human Services where a student could use consumer relation skills.
- 10.2 Examine the job market for said careers at the local, regional and state level.
- 10.3 Research a career in the Human Services Cluster to include education and training; job outlook; work environment; median pay; and related/similar occupations.

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