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
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.
1.2 Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.
1.3 Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations.
1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.
1.5 Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply team work skills.
1.6 Present a professional image through appearance, behavior, and language.

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.

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

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

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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.

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

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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