**Module 3: Who Are Our Customers?**

**Materials Needed:**

*Who Are Our Customers?* Worksheet

*Creating an Atmosphere of Sharing and Helping* handout

Flipchart, writing tools

Reflection Form

**Estimated Time:** 20 minutes

**Goals:** Participants will gain an understanding of who their external and internal customers are and will learn the five basic needs of customers.

**Activity:**

Have participants work together at their tables or in small groups to complete the *Who Are Our Customers?* Worksheet*.* Allow five minutes for the group to complete this activity, then take five minutes to have them share their lists. Record the information on a flipchart or white board so the group can see all comments. Once they begin thinking about it, most groups will come up with a long list of “customers.”

**Suggested Facilitator Script:**

*We talk a lot in education about the need to communicate with the public. But, who is “the public” exactly? Actually, schools communicate daily with a host of different publics or customer groups; each with their own interests, concerns, and points of view. We can divide these into two basic categories: external and internal customers. \**Share **one** or **two** examples from this list to help the group get started.

Some examples of **External Customers** include:

 Business owners

 Senior citizens

 Community members with no children in school

 Grandparents and extended family

 Vendors

 Community police officer

 Social service providers

 Elected officials

 News media

 Clergy

 Other educational organizations

 Police or fire department

 Parents

Some examples of **Internal Customers** include:

 Teachers

 Administrators

 Volunteers

 PTA officers

 Support staff

 Board members

 Substitutes

 Students

 Other district employees

*Let’s look for a moment at our external customer groups. We come into contact with some of them daily, but others may have limited or no contact with our schools. Therefore, when they do have reason to connect with our school or the district, it is essential that the experience be a positive one. If a senior citizen calls a school to ask about volunteering and is told the volunteer coordinator is unavailable, what might happen?* **(Solicit responses from the group)**

*We are all experienced “customers.” When we do business at a store or go to the doctor, a hair salon, or anywhere that we pay for goods or services, what do we expect?* **(Ask the group to respond before continuing)**

*We know what our customers expect, but to meet those expectations and provide excellent customer service, we also need to address these five basic needs: Friendliness, Understanding and Empathy, Fairness, Control, and Information.* **(Solicit feedback from participants)**

**Activity 2:**

Distribute the *Creating an Atmosphere of Sharing and Helping* handout. Allow participants a few minutes to review.

**Suggested Facilitator Script:**

*Internal customer service is the service we provide our fellow employees and other departments in order to get our jobs done. Sometimes these things can be seen as interruptions that take us away from our “real” jobs, yet they are vital to the success of our organization. If we see a gap between our real jobs and the needs of others, we need to rethink what our real jobs are. Why is it important for schools to provide good customer service to their internal customers?*

**(Solicit feedback from participants regarding internal customer service)**

**Conclusion and Reflection:**

After this activity, allow participants a few minutes to complete the reflection form and thank them for participating.