**Module 2: Customer Service Inventory**

**Materials needed:**

Flipchart, writing tools

*Customer Service Inventory* Worksheet

Reflection Form

**Estimated Time:** 20 minutes

**Goals:** Participants will identify examples of good and poor customer service experiences and will have the opportunity to evaluate current attitudes that may exist about schools.

**Opening Activity:**

Give participants five minutes to complete Part I of the *Customer Service Inventory* worksheet*.* Ask volunteers to share examples of good customer service and have them explain what made them outstanding. Then ask for examples of bad service and how those situations were handled. This activity usually generates some great stories and a good deal of laughter. It also helps participants to see how customer service applies to them in the school setting.

**Suggested Facilitator Script:**

*A positive attitude is the first step in engaging people in our schools and creating strong relationships. We want both our internal and external stakeholders to have positive and supportive attitudes about our schools and to feel a sense of ownership in them. If we start by developing a positive customer service attitude, it will be easier to help families and community members, as well as employees, see their roles as advocates and supporters of our schools. The school board or the superintendent cannot simply mandate this type of attitude. It needs to be embraced by every employee in the district and it must be based on a real commitment to delivering superior customer service and by projecting a positive image for the schools and district.*

*People are constantly forming perceptions and making judgments. Therefore, every employee is responsible for positive customer service. It is a myth that only office staff and administrators should focus on customer service – it is everyone’s job. Each of us reflects an image of our schools. When we talk to people in the community, we represent our school and district, even outside of the workday. Because of this, we all need to be aware of the power we have to shape perceptions about education.*

**Activity 2:**

Give participants five minutes to complete Part II of the *Customer Service Inventory* worksheet with their table groups. Ask volunteers to share their responses. This activity helps the group think about current attitudes that may exist about the schools, as well as, how they would like schools to be perceived.

***Alternate Activities:***

These activities can be done with small groups in place of the above activities.

**Estimated Time:** 10 minutes

**Alternate Activity 1:**

Ask participants to discuss the following questions (scribe on flipchart):

* How are people greeted when they come to your school or when they call on the phone?
* What do your customers expect from you? How can you exceed their expectations?
* Why is it important to make a personal connection with customers?
* In the customer service opportunities that you have in your current job, what are some ways that you can follow through with customers?

**Alternate Activity 2:**

This activity is designed to help participants think about the typical job description for one of the following school employees: secretary, custodian, teacher, or principal. It encourages them to think about how to best incorporate customer service into their jobs.

* Ask the groups to choose one of the four categories of employees and write five to 10 major responsibilities for that job.
* Once the groups have finished their lists, ask them to go back and make changes that incorporate a greater emphasis on customer service into the job description.
* Ask the groups to briefly share their lists.

**Conclusion and Reflection:**

Thank participants for their participation and distribute the reflection form for this module. If time allows, briefly summarize the discussion and ask participants to reflect on how their job involves customer service.