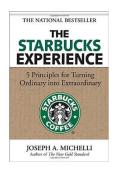
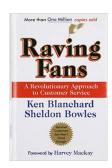
## "You can catch more flies with honey than with vinegar."

American adage

At the end of the school year, I recommended you assign a book on customer service to your staff for summer reading. And I suggested two alternatives:





OR

I recognize that not all teachers and staff will inherently see the importance of customer service and some may even view it as an unfortunate focus on worldly wisdom. However, if we use a common definition...

The act of taking care of the customer's needs.

OR

The degree of assistance and courtesy granted.

...then it doesn't sound so very different from what Christ did when he was here. Or what He said would make the difference between the sheep and the goats when He returns.

During pre-session, I hope you will take the time to focus on how you and your staff can provide delightful customer service. Here are some ideas for that discussion:

## Mutually determine your school's "ways of being."

The Starbucks Experience lists Starbucks' "Five Ways of Being" (p. 20-21) They are:

- Be welcoming
- Be genuine
- Be considerate
- Be knowledgeable
- Be involved

While these are great, they are not listed here because you should adopt them for your school. They are here as good examples; your "ways of being" should be short, simple and easy to remember.

Your goal is to list a minimum number of principles that encapsulate the philosophy of your school's approach to students and parents. This is a little different than your mission statement. Your mission should talk about **what** you aim to accomplish for each student. This talks about **how** you aim to interact with students and parents to achieve your mission.

## Ask each staff member to share how they can model a "way of being."

Reading one of the books will only be useful if your staff chooses to apply what they learned. Sharing their ideas will help move this from theory to practice, spark other people's thoughts and help with accountability.

**Binder tab**: July **School size:** All