

Looking at Customer Service in Varied Fields

Customers (Users, Clients, Stakeholders) and Issues	Higher Education	
1. Customer as user?	Student	
a. Commitment by the user?	a. Varies	
b. Preparation of the user?	b. Varies	
c. User as part of product?	c. Almost always	
2. Customer as who pays?	Student, parents	
3. Customer who may help to pay the bill?	Almost always taxpayers	
4. Customer as mandates for required action (funded or not)?	Almost always	
5. Customer as creator of the product/service	Almost always faculty ^A	
6. Customer as the field of knowledge behind the product/service?	For professors, almost always their disciplines	
7. Customer as support staff?	Always, especially Student Services	
8. Customer as leaders/managers?	Administrators	
9. Customer as a board?	Board of Trustees	
10. Customer as mission statement?	Almost always	
11. Customer as the regulator (such as a certifier, accreditor, or standards organization)?	Accreditors; some regulators/industry standards as well	
12. Customer as the region?		
a. Need for qualified workers?	a. Often ¹ to Always ²	
b. Need for good jobs?	b. Often ¹ to Always ²	
c. Need for safe communities?	c. Often ¹ to Always ²	
d. Need for a solid tax base?	d. Always	
13. Customer as the nation's economic competitiveness?	All customers above	
14. Customer as the nation's decision-making in a republic?	All customers above	
15. The product/service is		
a. For short-term use?	a. Occasionally	
b. For long-term use?	b. Almost always	
c. On-going but changing?	c. Almost always	
16. Measurement of the user as part of the product and of the product/service is?	Intransparent and in transition	
17. Rewards of success go to?	All customers above	
18. Risks from failure go to?	All customers above ^B	

¹ With colleges and universities often serving this purpose ² With community colleges focusing on teaching, rather than research, and serving this purpose from their beginning -

Definitions

Term	Use of the Term in <i>The Logic of Failure</i>
Intransparency	Planners and decision makers ... must make decisions affecting a system whose momentary features they can see only partially, unclearly, in blurred and shadowy outline—or possibly not at all. (p. 40)
Retain	<p>How can we avoid this pitfall? Simply by keeping in mind, whenever we undertake the solution of a problem, the features of the current situation that we want to <i>retain</i>. Simple? Apparently not.</p> <p>As Brecht observed late in life, advocates of progress often have too low an opinion of what already exists. When we set out to change things, in other words, we do not pay enough attention to what we want to leave unchanged. But an analysis of what should be retained:</p> <ul style="list-style-type: none">▪ gives us our only opportunity to make implicit goals explicit▪ and to prevent the solution of each problem from generating new problems like heads of the Hydra.

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WCJC Department: History – Dr. Bibus
Contact Information: 281.239.1577 or bibusc@wcjc.edu
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WCJC Home: <http://www.wcjc.edu/>

^A With faculty in universities expected to add to the discipline's body of knowledge and faculty in community colleges expected to maintain knowledge in the discipline and to find or create ways to help diverse learners of their disciplines

^B Although all customers above take the risk from a failed system of education, the 1st customers to feel the result of a failed system of K-12 education may be:

- Business seeking qualified workers
- Higher Education trying to fulfill its mission with students who are unprepared