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Comparative analysis of customer service culture at Tue Duc international preschool and Kindy City

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Abstract

This study was conducted in order to better analyze the customer service culture of two international preschools Tue Duc and Kindy City. In order to be able to compare and

point out the differences between these two preschools and make recommendations, suggestions and some solutions to develop a customer service culture for the two preschools.

Keywords: Service Culture, Preschool, Customer Service

1. Introduction

1.1 Research overview

In all businesses, besides having effective business strategies, customer relationship management is also very important. Almost all businesses are very focused on this management issue. Managing customer relationships will make your business more stable step by step. Customers are always an important focal point in creating a business's brand as well as bringing revenue and profit to the business. Besides, it also gives businesses loyal customers and those customers are also a part of Marketing to spread products to more consumers. Therefore, almost all businesses, regardless of their field, always focus on customer relationship management. Therefore, in order to clarify the problem and the work in customer management of the business, our group does the subject of comparative analysis of customer service culture at Tue Duc international preschool and Kindy City.

1.2 Urgency of the research problem

Industrialization and modernization of the country requires many important factors such as capital, science and technology, natural resources, etc., but the most important and decisive factor is still people. Therefore, in order to improve the quality of human resources to serve the national renewal process well, it is necessary to first improve the quality of education and training, and create conditions for the comprehensive development of human resources. Children are considered to be the future owners of the country. Therefore, the upbringing and education of children plays an extremely important role. Aware of that and derived from the love for children, President Ho Chi Minh wrote: "Children are like buds on a branch / Knowing how to eat and sleep, knowing how to study is good". Therefore, early childhood education is very important and is an urgent issue that needs to be studied in our country.

1.3 The significance of the study for management practice

Today, the educational reform line in the period of industrialization and modernization of the country has outlined for educational science in general and education in particular with appropriate tasks and research contents, meeting the requirements for building and developing education in the new period.

According to the general development trend, preschool education needs to supplement and complete the theoretical and practical issues of preschool education, ensuring both orientation value and meeting development needs. of preschool education activities in the direction of diversification and socialization, creating conditions for preschool education activities to meet the development requirements of society and have foundations, conditions for integration and participation into early childhood education activities in the world and in the region.

Pre-school education is closely associated with and directly influenced by the general development of society, not only because children are the future human resources of the country but also because their parents are the direct human resources for production. produce material wealth for society.

Therefore, research into early childhood education is contributing to innovating issues related to human resource development

an extremely important factor for the industrialization and modernization of the country.

1.4 Objectives of the study

To maintain and develop strongly, any business, no matter what field it operates in, or business in goods or services, needs to focus on its own customers. Especially in the context of today's competitive market and deep integration, the competition is extremely fierce. Besides technological innovation, quality improvement and product cost reduction, enterprises also need to focus on improving service quality to become superior to competitors. At the same time, businesses must also follow customers closely so that they can quickly grasp and anticipate signals from the market, targeting customers. Therefore, customer relationship management is an effective tool for businesses to achieve their business goals. Theo helps businesses achieve their goals. The basic objectives of customer relationship management include: customer identification; differentiate customers; exchange and interact with customers; customer personalization.

2. Theoretical basis

2.1 Vietnamese national culture

▪ Tue Duc International Kindergarten

Building a happy school with a harmonious combination between the quintessence of Western Science and Eastern Culture. The team of teachers showed enthusiasm and passion with the mission to raise the level of intelligence, the will to overcome challenges and strive to forge students to mature and develop their abilities.

Eastern culture with the three-root philosophy of Ethics - Intelligence - Energy is the educational foundation here, being trained in solid skills or internal strength to incubate the young generation with good character.

▪ Kindy City

With an international standard teaching method to help children develop intellectually through games or movements, the school teaches according to the standard process that has been researched and recognized. The outstanding feature at this stage is that children often learn through play, and play acts as a connection, fostering their cognitive ability and understanding. Shown through practical field trips with a clear organization, careful preparation from the school and parents ensures a safe and fun field trip for the children.

Optimistic, flexible. Organize picnics, tours or play areas for children with the consent of the school and parents to help children develop an optimistic spirit through fun, age-appropriate songs. Hya small games during the move to the activity point.

Order and organization. Having a specific and detailed schedule arrangement, helping parents understand the school's schedule, actively organizing fun activities to help children stimulate intellectually and physically healthy through outdoor picnics.

Polite, polite. Greeting others or addressing others with respect are specifically instructed.

Cherish art. Teach your child to appreciate preserved or valuable objects.

2.2 Organizational culture

▪ Tue Duc International Kindergarten

As a school, the crystallization of Western SCIENCE and

Eastern CULTURE, taking the philosophy of 03 roots of Ethics - Intelligence - Energy as the core foundation, deeply instilled in every lesson, every field trip, every meal to every act in life.

Where every lesson is an hour of play, and every situation is a lesson. In that place, students can have fun and practice, awaken their hidden talents, cultivate deep understanding, and be nurtured with a solid personality to prepare for life.

Where every teacher has an exemplary lifestyle, every student comes to class to love, not to be pampered, to be blown away with personality through each class, not to be crammed with knowledge.

▪ Kindy City

The Creative Curriculum program follows reality, helps children to acquire knowledge naturally, without forcing, but supports children to form the habit of analyzing, perceiving, freely developing all personal problems, form independence, confidence, and self-care at a young age.

Colleague teaching method and unity theme - TEAM TEACHING: Vietnamese and foreign teachers work together on an assigned topic to develop, consolidate and expand knowledge, and improve skills. ability for children as well as helping them confidently express their own ideas and feelings.

The school fully applies innovative and developmental teaching methods to help students develop comprehensively based on the comfortable, light but effective learning method "LEARN THROUGH PLAY" - combining lessons with games. In and out of the classroom arouse students' interest and passion for learning.

Personalized teaching method: focusing on the awareness and development of each individual so that teachers can provide appropriate support. Besides acting as a guide and model in all learning and play activities, teachers are also observers and designers so that each student can build understanding and improve his or her own skills. Dear.

Children's development in all areas is always observed, assessed against the Creative Program Standards and recorded in the Child Assessment Directory in a sequence with a framework method that allows teachers to adjust and comprehensive development of each child's learning level.

The most diverse and up-to-date teaching equipment such as computers, LCD lights, Smart Pads, laptops, Ipads, especially learning software installed on Ipads, helps students practice skills and acquire knowledge in a timely manner. nature. Moreover, they can also support students in self-study and self-play to develop holistically - intellectually, linguistically and creatively.

2.3 Corporate culture

▪ Tue Duc International Kindergarten

Vision: To become a happy, pioneering and leading school system in Vietnam, where a young generation knows how to learn for life, sense of responsibility and dedication to the community.

Mission: To be a school, where the crystallization of Western science and Eastern culture is based, taking the philosophy of 03 roots of Ethics - Intelligence - Energetic as the core foundation. picnic, every meal... to every act in life.

Where every lesson is an hour of play, and every situation is a lesson. In that place, students are trained to become soldiers, awaken their hidden talents, cultivate deep understanding, and are nurtured with a solid personality to

prepare for life.

Where every teacher has an exemplary lifestyle, every student comes to class to love, not to be pampered, to be blown away with personality through each class, not to be crammed with knowledge.

The philosophy of three roots: Morality - Intelligence - Energy is like the root of the tree of life. Roots are nurtured to be strong, tested to forge, then the tree of character will develop sustainably and bear sweet fruits for life.

▪ **Kindy City International Kindergarten**

Vision: During the next 5 years of operation, Kindy City constantly strives to become a chain of preschool systems with perfect and standard teaching quality, meeting increasing needs and expectations. of many parents inside and outside the city, is the first choice for parents with children of preschool age.

Mission: To provide a safe, friendly learning and development environment that respects the differences of children aged 2-5, so that they become eager learners, know how to learn and behave. must allow.

They will be raised to not only become confident entering Grade ONE in national or international primary schools, but also to succeed at the next level of education and for life.

Values: To provide a safe, friendly and effective environment for children's learning and personality development, teachers, service personnel and students throughout the school are committed to becoming positive and responsible factors, always embodying and upholding the following values and standards:

- Honesty: doing the right thing and having an attitude of respect for what you do.

- Respect: respect and preserve the dignity of oneself, others and the environment around.

Empathy: seeking to understand and appreciate the feelings and behaviors of others.

- Cooperation: making efforts together, acting for the most common purpose and goal.

- Optimism: always have a positive attitude and hope for a better future.

2.4 Service culture and customer service

▪ **Tue Duc International Kindergarten**

Depending on the characteristics of the student's age, as well as the requirements of each customer, Tue Duc International Kindergarten will give the best suggestions to help customers make the best choices.

Coming to Tue Duc, children will experience a program combining Science and Taoism focusing on building children's personality, taking Taoism as the foundation, putting core values in each lesson, every field trip, every meal to every behavior in life.

In parallel with the standard contents of the national program, Tue Duc Kindergarten has flexibly designed creative teaching forms, especially Montessori practices applied to help children form and perfect basic knowledge as well as essential life skills. This is a solid starting point for children's learning journey to the next levels. This unique model is the result of many years of construction by a team of experts in search of an effective method of character education for Vietnamese children.

Tue Duc Kindergarten has a spacious classroom system, equipped with Montessori materials, suitable for the Montessori Bilingual model. The function room is fully equipped to serve skill subjects: Martial arts, Music. The

school owns a large outdoor playground, covered with artificial grass, creating a safe learning space for children. The school playground is also fully equipped with toys for children.

The school's teachers are hard-working teachers who love children like their own children. With your love you will grow up in joy and happiness. They will share the beautiful first moments of life with their children, and also witness the child's growth process.

Tue Duc Kindergarten owns an optimal nutrition for children. Every day, the children's meals will be carefully checked, ensuring the criteria of food hygiene and safety. The school also focuses on the health of children when regularly organizing periodic health checks.

▪ **Kindy City International Kindergarten**

At Kindy City International Kindergarten, children will be perfectly developed in all aspects to become eager to learn, know how to learn and behave. They are not only equipped with knowledge and life skills to enter grade ONE, primary school in national and international schools comfortably and confidently, but also continue to steadily develop at all levels. follow-up and lifelong learning.

The content of development and learning at all grade levels at Kindy City International Kindergarten includes 10 learning and development areas in which lessons and activities inside and outside the classroom are combined into a unified series with the intention of reviewing, consolidating and enriching both their knowledge and learning skills.

2.5 Service culture and customer service in the preschool industry

Due to the growing economy, the quality of life is also a concern of many people. It is most obvious that in preschool education services, the number of preschool institutions, especially non-public preschools such as international preschools, is increasing. In order to survive and develop in the long term, all agencies that are and will be operating in the preschool service provider industry need to measure customer reviews, care about service and customer care, then there is the Code of Cultural Conduct of the Kindergarten in this Decision that applies to all cadres, civil servants, public employees, employees and students of the kindergarten.

▪ **For the preschool environment**

In order to adjust the behavior of school members according to the standards of social morality and fine customs of the nation, in accordance with the cultural characteristics of the locality and the practical conditions of the school; prevent and handle in a timely and effective manner negative and unethical behaviors in schools. Building school culture; ensure a safe, healthy and friendly educational environment. Have a smoke-free environment

▪ **What preschool will bring to children**

Able to do some self-service in eating, sleeping, personal hygiene, having good skills in eating, maintaining health appropriate to age. Children actively and actively participate in cultural activities, have some basic skills and have the ability to feel and express emotions about music and shapes. Confident, able to express personal feelings and opinions appropriate to age. Friendly, sharing, cooperating with friends in activities of living, playing and learning that are age-appropriate. Be bold in communicating with those around you, be polite to adults appropriate for your age.

Children have a sense of keeping the environment clean; take care of and protect trees and livestock; consciously obeying traffic safety regulations.

▪ **The school's attitude towards customers**

- When dealing with children (customers)

To take care of and educate children according to the regulations of the Ministry of Education and Training. Caring for children, understandable language, love, responsibility for fair treatment and respect for children's personality; protect the legitimate rights and interests of children.

Regularly organize school hygiene, environmental sanitation in and group classes and perform other activities on school health. Ensure safety, order and absolute safety for children.

- Dealing with learners' parents (customers)

Standard language, respect, support, cooperation, sharing, friendliness. Do not offend, cause difficulties, troubles or self-interests.

▪ **Teachers' behavior with customers**

- Dealing with children:

Pay close attention, love and respect children, listen to and encourage and encourage children; do not offend children, treat them fairly and respect their personality; protect the legitimate rights and interests of children.

Apply creatively and effectively educational methods in organizing fun and learning activities for children; exploit life situations to organize children's educational activities appropriately; create opportunities for children to explore, explore, encourage children to be creative.

Regularly organize school hygiene, environmental sanitation in and group classes and perform other activities on school health.

Ensure safety, order and absolute safety for children.

- Behavior with young parents (PHHS): Proper language, honesty, respect, friendliness, cooperation, sharing. Do not insult, impose, self-serving.

3. Research methods

3.1 Data sources and methods of collection

▪ **Data source:**

There are 2 types of data sources, but the article only uses primary data sources

When secondary data is not available or cannot help answer our research questions, we need to collect the data ourselves to suit the research problem posed. These self-collected data are referred to as peer data. In other words, primary data is the data collected by the researcher himself.

▪ **Primary data collection method:**

Methods of collecting qualitative and quantitative data common methods: (1) observation; (2) interview and (3) survey through questionnaire.

- Observation method

Participatory Observation (Immersive)

Observation without participation (no role play).

The obstacles to using the observation method are:

Subjects change behavior when they feel observed in a positive or negative way.

Subjective bias of the observer.

Different interpretations for the same observation among different observers.

One-sided observations or poor notes. Observe carefully, take notes or observe poorly, but take notes carefully and pay attention to forget to take notes and vice versa.

- Interviewing method

Interviewing is a very common data collection method. In everyday life we gather information through various forms of communication with others. Any communication between two or more people for a predetermined purpose is called an interview. On the one hand, the interview is active and fluid when the interviewer is free to ask questions around the problem to be surveyed, on the other hand, the interview may not be flexible when the interviewer sticks to the standard questions. available. Therefore, interviews are classified according to the degree of flexibility as shown in the diagram below:

3.2 Research methods

▪ **Pedagogical observation method:**

Pedagogical observation is the fastest method of data collection. The results of the observation process are also affected by many external factors. In general, the results of pedagogical observations are blocked by subjective factors from the observer. If the knowledge and research methods are weak, the observation results will be unbiased, leading to data bias.

▪ **Chat method (conversation):**

The conversational or conversational method is a way to collect information through recorded responses from survey subjects. The way questions are asked during the conversation must be done in a certain order. The results of the answers must be recorded meticulously, ensuring there are no errors or mistakes. Supporting devices such as cameras, recorders, etc. can be used, depending on the location, situation and subject, which elicits different survey questions.

▪ **Investigation method:**

The survey method is a way of collecting information about results from groups of questions. Opinions collected can be recorded or reported from the investigator. Based on this method, it is possible to collect information quickly and on a large scale. However, the results obtained are mostly based on the subjective opinions of the interviewees. In order to obtain accurate results, a systematic and binding set of questions can be used. In addition, large amounts of information need to be collected to determine accuracy.

▪ **Methods of summarizing educational experience:**

This method is a way of analyzing practical experiences in education, teaching directions, and implementation methods that make theories. Applying theoretical foundations from Marxism-Leninism, direction from the State, the direction of the Ministry of Education and inherent practical knowledge. It is necessary to accurately determine the research object, which is the experience gained. Excludes plans and work in progress. After conclusion, the arguments need to be re-evaluated and considered for the practicality of the argument.

4. Research results and discussion

4.1 Overview of Tue Duc and Kindy City international preschool businesses

The first 6-year-old world at Pathway is a unique and unique combination in Vietnam between Montessori's Personal Development Method, the ability to connect and integrate with the collective environment of Vietnamese Education, the environment. encouraging emotional intelligence (Harmony SEL), with the important support of the subjects of Early Childhood English, physical development and musical appreciation.

Understanding that the first years of life are very important to help nurture personality and prepare children to enter the next levels of education, the team of education experts Pathway Tue Duc has built and developed the program. The unique Montessori Tue Duc (Mont. Tue Duc) program for Kindergarten students

Coming to Tue Duc, children will experience a program combining Science and Taoism focusing on building children's personality, taking Taoism as the foundation, putting core values in each lesson, every field trip, every meal to every behavior in life.

In parallel with the standard contents of the national program, Tue Duc Kindergarten (Pathway School) has flexibly designed innovative teaching forms, especially Montessori practices applied to help children shape complete and perfect the basic knowledge as well as essential life skills. This is a solid starting point for children's learning journey to the next levels. This unique model is the result of many years of construction by a team of experts in search of an effective method of character education for Vietnamese children.

Tue Duc Kindergarten (Pathway School) has a spacious classroom system, equipped with Montessori materials, suitable for the Montessori Bilingual model. The function room is fully equipped to serve skill subjects: Martial arts, Music... The school owns a large outdoor playground, covered with artificial grass, creating a safe learning space for children. The school playground is also fully equipped with toys for children.

The school's teachers are hard-working teachers who love children like their own children. With your love you will grow up in joy and happiness. They will share the beautiful first moments of life with their children, and also witness the child's growth process.

Tue Duc Kindergarten (Pathway School) owns an optimal nutrition for children. Every day, the children's meals will be carefully checked, ensuring the criteria of food hygiene and safety. The school also focuses on the health of children when regularly organizing periodic health checks.

▪ **Overview of Kindy City international preschool**

The spacious classrooms are specially decorated with eye-catching colors that stimulate children's keen senses. Different from the traditional way of learning, the classroom at Kindy City International Kindergarten is not framed in the classroom space, but also expands to the outdoors, outside the school. In each classroom, there are fully equipped teaching aids such as computers, LCD projectors, safe, airy and clean sleeping and resting facilities.

The content and direction of raising children at Kindy City International Kindergarten is built on the foundation of the Preschool Program of the Ministry of Education and Training of Vietnam and the Creative Curriculum System of the US Teaching Strategies. On the basis of synthesizing requirements for teaching and assessing development capacity for children aged 2 - 5 years old, the school applies pedagogical principles, classroom organization conditions, supplementary measures, continuing education. Creative Curriculum System curriculum system is now widely applied in the United States and many other advanced countries.

The school's teachers have more than 2 years of experience in teaching and taking care of children, graduated from Pedagogical Universities, SP Colleges - Specializing in Early Childhood Education. In particular, Vietnamese

teachers at the school all have English communication skills. Besides, children are also communicated and taught by foreign teachers themselves.

The diet and nutrition of Kindy City International Kindergarten students are made strictly according to the requirements of Health and Food Hygiene and Safety. School meals are provided by Caterer School Food Company – a reputable school meal supplier.

4.2 Tue Duc and Kindy City international preschool corporate culture

▪ **Tue Duc international preschool corporate culture**

Vision

Established in 2014, Tue Duc School System pioneered in building a Happy School, where students not only cultivate deep understanding but also nurture personality, practice skills, and solid internal strength. Here, every teacher is conscious of forging himself before forging people, coming to class with the joy of living and dedicating to the growth of future generations.

Becoming a happy, pioneering and leading school system in Vietnam, where a young generation knows lifelong self-study, sense of responsibility and dedication to the community.

Mission

As a school, the crystallization of Western SCIENCE and Eastern CULTURE, taking the philosophy of 03 roots of Ethics - Intelligence - Energy as the core foundation, deeply instilled in every lesson, every field trip, every meal to every act in life.

Where every lesson is an hour of play, and every situation is a lesson. In that place, students are trained to become soldiers, awaken their hidden talents, cultivate deep understanding, and are nurtured with a solid personality to prepare for life.

Where every teacher has an exemplary lifestyle, every student comes to class to love, not to be pampered, to be blown away with personality through each class, not to be crammed with knowledge.

Philosophy 03 roots:

Morality - Intelligence - Willpower is like the root of the tree of personality. Roots are nurtured to be strong, tested to forge, then the tree of character will develop sustainably and bear sweet fruits for life.

Ethics: Cultivating morality

Ethics is a sense and attitude of being kind, respecting principles, standards and interests of self, community and society; is the will to build a happy living environment.

Ethics lessons are integrated into each culture, language, skill, reading activity, story telling of great people, good people, good deeds, etc. so that all students can absorb good things. right, distinguish right from wrong.

Students at Pathway Tue Duc also practice the value of Mindfulness in daily activities such as self-service, supporting classmates, being honest from the smallest things, sharing feelings and self-assessment. self-esteem through activities such as: ringing the wake-up bell, sharing the emotions at the beginning of the day, the couple walking together, sitting in silence in the middle of the day, walking meditation with the whole class and teachers helping to water the seeds of peace in the minds of students.

Wisdom: Cultivate wisdom

Wisdom is the right knowledge and consciousness on the basis of Cause & Effect thinking from which to distinguish

what should and should not be done, in order to follow the right thing and leave the wrong thing.

Tue Duc applies the Constructive method to cultivate Wisdom through multi-dimensionally observed environments and situations, analyzing all aspects, connecting collective strength and actively drawing lessons for himself, from That nurtures passion, logical thinking to self-discover new knowledge and experiences. Home and School work together to help students learn – no rote learning, no achievement disease.

Willpower: Strength training

Willpower is the consciousness and ability expressed through 03 factors of courage, patience, and composure: courage to dare to work hard, patience to persevere to the end and stillness to be calm, unwavering and balanced in the face of changes. change.

At Tue Duc Pathway, forging students' willpower is integrated into all students' activities, learning and playing, especially field trips such as Summer of Adulthood, New Year of Adulthood, etc. Since then, the children are brave. face every challenge, don't give up, and patiently do the right things.

▪ **Kindy City international preschool corporate culture**

Vision

During the next 5 years of operation, KINDY CITY constantly strives to become a chain of preschool systems with perfect and standard teaching quality, meeting the increasing needs and expectations of the masses. Parents in and outside the city, is the first choice for parents with children of preschool age.

Mission

The mission of MNQT KINDY CITY is to provide a safe, friendly learning and development environment that respects the differences of children aged 2-5, so that they can become eager learners and know how to learn. and know how to behave.

They will be raised to not only become confident entering Grade ONE in national or international primary schools, but also to succeed at the next level of education and for life.

Nurturing Concepts

Childhood is the time when children begin to acquire knowledge and form personality. Therefore, at this age, children need to be fostered with activities to first form the habit of learning and behaving. More importantly, they have to learn how to learn to become independent, confident and have a sense of responsibility towards themselves and those close to them. To do this, the school pursues to implement the following 5 principles throughout, as a guideline for all parenting programs and activities as follows.

Principle 1: Building positive relationships and interactions between children and teachers is the foundation for successful learning.

Children learn best if they live and learn in a loving and caring environment. Children naturally form life values through the affection they receive from adults. Classroom activities, therefore, need to be organized as a scaffolding sub-community for children to spontaneously interact with each other and with teachers.

The second principle: Social-emotional competence is a factor for academic success.

Social competence is the ability to form positive relationships such as sharing, cooperating, comforting and helping others. Research by the National Research Council

and Institute of Medicine shows that when children develop social skills, they learn to self-regulate their behavior (self-regulating), becoming independent, controlling emotions (self-controlling) and starting to promote initiative (initiative) in learning. Therefore, the school considers the role of parenting teachers as one of the exemplary agents, directly forming and cultivating this capacity.

The third principle: Play must be designed to be oriented and purposeful to complement learning.

According to Swiss psychologist Jean Piaget, play is a great way to take children on a journey to develop logical thinking, skills of observation, comparison, classification, arrangement and selection. When playing is oriented and purposeful, through the role of a model by teachers or peers, children practice and improve both study and life skills.

The fourth principle: The physical environment affects the type and quality of learning.

The high quality of the physical environment - including learning equipment and tools, is not only directly proportional to the learning efficiency, but also makes the children feel close (Belonging), feel the reality. Being is that I am having fun with the very space where they are studying; and more importantly, contribute to the formation of personality, identity or personal image that they aspire to become (Becoming).

The fifth principle: School-family collaboration improves the quality of children's development and learning.

Family is often seen as a child's first teachers. Understanding family culture, through communication with parents is a way to understand more about the object of parenting. Building a positive relationship between home and school must be through two-way communication about the child's progress, in a spirit of cooperation, respect, and community responsibility. The school believes that all forms of participation and contributions of parents to the school should be encouraged at all times - a very meaningful contribution to improve the quality of education.

Core Values

To provide a safe, friendly and effective environment for children's learning and personality development, teachers, service personnel and students throughout the school are committed to becoming active and responsible actors. responsibility, always demonstrate and uphold the following values and standards:

- **Honesty:** doing the right thing and having an attitude of respect for what you do.
- **Respect:** respect and uphold the dignity of oneself, others and the environment.
- **Empathy:** seek to understand and appreciate the feelings and behaviors of others.
- **Cooperation:** making efforts together, acting for the most common purpose and goals.
- **Optimism:** always have a positive attitude and hope for a better future

5. Conclusions and recommendations

5.1 Conclusion

Through the above analysis, the team found that customer relationship management is the key to the success of each business. It cannot be denied that the success of the business depends a lot on the relationship between the business and its customers. When competition in the market is getting fiercer, attracting and retaining customers is very difficult, customer relationship management is a very important and

necessary thing that businesses need to do to have customers loyal.

In the context that more and more businesses are entering the field of education in general and the preschool system in particular, many challenges pose and significantly affect the business activities of Tue Duc and Kindy City. Especially when the customer cake is divided, the competitive environment is becoming more and more fierce, but both businesses still constantly innovate customer care services to make customers love them more.

In short, after comparing both enterprises, my group found that both enterprises did very well their tasks in customer relationship management. However, there are still some limitations but can be improved to be perfect.

However, due to its own limitations in terms of knowledge and experience, it is still difficult to avoid shortcomings in the essay. I hope to receive valuable comments and suggestions from you so that my essay can be perfected.

5.2 Suggestions and suggestions

5.2.1 For industries and industry management agencies

From the Department of Education and Training:

Advise the People's Committee of Ho Chi Minh City to have policies and regimes to support contract teachers, ensuring the minimum needs as well as creating a peace of mind in their work and dedication to the cause of education. Preschool.

5.2.2 For leader Tue Duc and leader of Kindy City

Clearly define the leadership role of the Principal and the school management of the School Board in building and developing school culture:

Principal's Leadership Role:

School culture aims to help the Principal successfully shape core cultural values, thereby promoting the potential of resources, building friendly schools, active students.

First of all, the principal must always be an exemplary leader, always an exemplary role model for teachers, staff and students to follow. Forming school culture through a variety of daily interactions with officials, teachers, staff, parents, students and the community.

The principal must always create a democratic leadership style, strengthen dialogue, "always listen, always understand" the aspirations and thoughts of each teacher and employee in the unit.

The principal is the person who always takes the leading role (with orientations, strategies, and goals), demonstrating his prestige in front of the team so that everyone can see, understand and feel.

The school management role of the Board of Directors:

The management board must be exemplary managers: exemplary in working style; exemplary in learning spirit; exemplary ability to communicate anytime, anywhere; exemplary performance, at the forefront of movements; role model in dressing.

Besides, it is necessary to be transparent in management: transparency in management is required, including transparency in finance, transparency in emulation and reward, transparency in internal spending regulations, transparency in objectives. strategy, staff planning...

The Board of Directors promptly resolves internal conflicts (if any).

Strengthen inspection and evaluation: responsible for checking the entire work, activities, relationships and results

of the whole process.

5.2.3 For the customer care department at Tue Duc and at Kindy City

Determining core values and maintaining core values of Tue Duc and Kindy City Kindergarten:

School culture is related to the whole material and spiritual life of a school, it manifests first of all the vision, mission, philosophy, goals, values, leadership style, election management. The psychological atmosphere is considered good and accepted by everyone in the school.

At the same time, the school's mission is determined, which is: "Children are the center of the care and education process". Building a comprehensive and solid relationship between the School, children and parents.

In addition, it is necessary to define the vision of the school. And the vision of Kindergarten is: Tue Duc Kindergarten and Kindy City are determined to reach the goal: An international school to achieve the best requirements in child care and education, helping children to develop fully improve children's physical, mental as well as life skills from an early age.

The principal, together with the school team and teachers, realize the above-determined values in daily communication and behavior, in the process of developing educational goals, school year plans, and the process of evaluating results. child care and education.

5.3 Solutions to develop customer service culture at Tue Duc and Kindy City

Building a cultural environment plan in schools: Building a cultural environment in schools is to build core ethical and cultural values as standards for teachers and staff (CBGV, NV) take that as a goal to strive and achieve, specific content:

Strengthening cultural activities: The school cooperates with the trade union to strengthen cultural and artistic activities with various contents and forms suitable to the political, cultural and social situation such as cultural exchanges. technology of public holidays of wards, streets, agencies, and schools.

Developing and implementing a code of cultural behavior in schools: Developing a cultural code of conduct in schools is a standard, value and cultural behavior through communication and daily activities, work, study. Through the implementation of the School's Code of Cultural Conduct in order to adjust the behavior of staff and students in the school according to fine customs and traditions; Create a child-friendly environment. Have an open, civilized, responsible, honest, democratic lifestyle in the school, in communication with parents, colleagues and guests.

Clearly define the roles and responsibilities of each teacher and employee in the construction and development of a visual culture. School development makes sense when it begins with cultural change, and cultural change begins with the teaching staff with the leader as the head.

Respect for children: "culture of openness", "culture of respect" means that there is no order, request or harsh words of the teacher towards the child. Teachers need to take the time to listen and to understand their students better. Respect children's opinions, always listen to what children say.

Accept the different needs and circumstances of the child.

That means teaching comes from the needs of the learners and for the learners. Teachers teach what students need, not what teachers have. Teaching and learning are not subject to any program or competition pressure. All students have the opportunity to explore, learn, act and fulfill their full potential, develop spontaneously and spontaneously, and achieve shared program goals and outcomes. expectations for each individual student, regardless of the student's starting point.

Encourage children's thinking, creativity, initiative and positivity. Always be child-centered. She is an opener and guide, creating opportunities for children to speak their minds. Create situations to promote the initiative of students. As we all know, from time immemorial, in the school relationship system, the teacher-student relationship is a special relationship. This relationship has a great influence on the formation of an open school culture. The "culture of openness", must create a warm, trusting atmosphere in which people feel good about each other. Especially with the characteristics of preschool, the closer and friendly the teacher is to the child, the more opportunities are created for children to express their opinions, what they want to do, what they think.

Building the habit of "reading" for children:

Building reading habits from the family: Parents should create a habit of reading books, telling stories to children right from their own family. At night, before going to sleep, tell your baby stories related to etiquette, life skills, civilized habits, behavioral culture. If you want your child to brush his teeth on his own, tell him the story "The bear is sick. toothache". I want to guide my children about social knowledge: "The legend of the milkweed tree, the legend of watermelons, the legend of flowers, the baby ants driving cars and bicycles on the street.". After reading, parents should regularly discuss with their children about the content of the story, or ask simple questions such as:

"Please summarize what I just read: What did you learn from this story?". These are questions that help children develop their brains, develop language and expression.

Building reading habits from school: Learning and playing activities in preschool have a great impact on the development of children. Right from the beginning of the year, I deployed to the class groups to build a reading corner for children rich in content and attractive in form.

Thus, from creating the habit of reading books, the children's curiosity about books will help the school create a rich beauty for the school's culture, which is the children's reading culture.

Building a healthy, friendly and safe environment for children:

Implementing the motto "Every day at school is a happy day", "Education is not only preparing for life, but education must be the life of children", then joining hands to build a friendly living and learning environment Kindergarten for children is the responsibility of the entire educational team in the school, the child's family and the social community.

The psychosocial environment includes related and supportive relationships, creating a warm, comfortable and safe atmosphere for the child. Balance between free and deliberate action. Absolutely do not threaten, criticize, scold or hit the child.

Attracting and expanding the participation of young parents in the educational process, regularly organizing for parents to visit child care and education activities in the classroom.

The natural environment is a friendly space, children feel safe living, being in close contact with nature is a condition that strongly affects children's emotions and behaviors. Need enough light, fresh air, arrange well-ventilated classrooms. The school takes advantage of the gaps to plant trees, flowers, vegetables for children to observe, practice care, explore, experiment and protect.

"Children and aunt explore the natural environment during outdoor activities"

The physical environment is planned by the school in harmony with nature, balancing the construction area with the school yard and garden, taking advantage of the cool wind direction (such as the south, the east), the colors are harmonious, the school is designed The design of the roof is flat and covered, the floor is easy to clean, ensuring the standard of area. The toilet is clean, dry, has enough sanitary equipment, suitable for children, in order to form hygiene habits for children, children do not feel afraid of going to the toilet.

"Children participate in games at the stadium development"

Arrange reasonable activity corners: quiet corner located away from noisy corners, library corner/use of books, paintings in well-lit places. Activity corners have walkways for children to move conveniently when in contact. Linking between play corners, teachers can easily observe children's activities.

Toys and materials must be neatly and neatly stored in a place where children can easily see, get, use, store, change and supplement in accordance with the theme/activity goals and children's interest. There are open materials (leaves, seeds), finished products, unfinished products... There are products bought from cassava, products made by children and young adults, local products with cultural characteristics. regions (clothes, work tools). Toys and materials, safe and hygienic, suitable for the physical and psychological well-being of preschool children.

Building trust and close relationships with parents and students:

The family has a lot of potential and is the most basic potential for the education of the human code of conduct. Family is the cradle of society, which greatly influences the formation and comprehensive development of personality for children.

- Build a strong parent-student representative board by selecting typical individuals with high knowledge and understanding, enthusiastic about the cause of education. Appointed the Standing Committee of the Association, consisting of knowledgeable, active and enthusiastic people in the discussion and together participating in the development of a close and synchronous plan of action. The head of the student's parent representative committee must be a reputable person in the social community, preferably participating in local government work.

- Coordinating with the local Women's Union and the school's women's committee to promote the role of women in the family with taking care of their health to study and play, creating favorable conditions for their children to return home. time at home.

- Build a commitment between the school and the parent representative board in agreeing on the content of care and education for children, and the family's responsibilities in educating emotional and moral values for children.

- Inviting the Standing Committee of Parents to attend the children's day activities, from pick up to drop off. Attend

classes or observe the process of preparing and cooking food for children in the kitchen for parents to know and share difficulties with the school.

- Encourage parents to join forces with the school, participate in supporting movements to make toys from locally available materials in class groups, participate in the movement of bringing trees into the school. class.

Through such concrete and practical actions, it has created a foundation in building and developing in behavioral relationships, in the tradition of promoting the school's unique culture.

- For school principals: better define their leadership role in leading, changing and developing the school culture and concretized by regular and daily actions. Fulfill the role of initiator and guide of change efforts in the process of building and developing school culture. Besides: The principal also has the role of planning a vision, propagating for all members to be aware of that vision, having trust and making efforts to carry out the process of building and promoting the school's culture. Always have to draft a plan, a specific action plan, detailed to each job, each person, suitable to the conditions of time, resources, and the actual situation of the school and the locality. to make the implementation plan feasible, effective and realistic. Regularly evaluate the process of building school culture and establish new standards and urgent new values, consistent with the school's operating rules, and in accordance with local cultural characteristics. direction; especially the values in daily conduct, the daily relationship between teacher-student-parent; teacher to teacher and other relationships. Constantly innovating and creating in the process of teaching, caring and nurturing. Infusing new values to all members of the school should be valued in parallel with maintaining good values and standards that have been built, filtering out old standards and values that are outdated or cause problems. negatively affect the development process of culture in the school.

- For staff and teachers:

For officials, teachers, and staff in the school, there have been clear changes and a sense of building school culture. All officials, teachers and employees have clearly seen the goals, orientation and nature of their work.

Building a suitable and positive school culture has created good relationships among officials, teachers and staff in the school, between teachers and children; at the same time creating a comfortable, happy and healthy working environment. It is the spiritual foundation for creativity, which is extremely important for pedagogical activities whose subjects are knowledge and people; Officials, teachers and staff in the school have better communication skills and pedagogical behavior.

The school community is united, happy, unified, each person has a job to take care of the school, the class, and perform well the school year's tasks.

Teachers have seen that building and developing school culture is not a difficult and complicated job, but considers this a method to train each teacher's behavior style.

The school has created the synergy of both the collective, parents and society to take care of children's education with the highest efficiency.

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