

Teaching from a Services Perspective

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October 6, 2005

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Teaching....

- Who has taught?
- What level?
- What was your experience?
- What did you find most surprising?
- What challenges did you face?

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The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

William Arthur Ward

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My Teaching Mission

- To provide students with the marketing knowledge and skills to successfully compete in the marketplace via an interactive, hands-on, engaging learning experience
- Goals
 - Communicate my passion for the subject matter
 - Show how the knowledge will be beneficial
 - Keep students engaged

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Understanding Expectations

- Who are my students?
- What do they care about?
- What have their experiences been like in other courses?
- How much work experience do they bring to the classroom?
- What are their career goals?

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Setting Expectations

- Syllabus
 - What are the goals for the course/each class?
 - What is their role?
 - What behaviors are expected?
 - What is the workload?
 - What is my role?
- What I say/do affects expectations

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Student Perceptions

How do students evaluate teaching service quality?
5 dimensions of service quality

- Reliability Ability to perform the promised service dependably and accurately.
- Responsiveness Willingness to help customers and provide prompt service.
- Assurance Knowledge and courtesy of employees and their ability to convey trust and confidence
- Empathy Caring, individualized attention the firm provides its customers.
- Tangibles Appearance of physical facilities, equipment, personnel, and written materials.

(Zeithaml, Bitner and Gremler 2006)

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Service Quality Exercise



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Service Quality

- Reliability
 - Keep promises
 - Important information presented in an engaging manner
 - Class start time, office hours...
- Responsiveness
 - Give exams back next class/major assignments as soon as possible
 - Return emails/phone calls as soon as possible

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Service Quality

- Assurance
 - Give my background
 - Demonstrate knowledge/current examples
 - Bring in guest speakers
 - Grade exams twice
- Empathy
 - Learn names (info forms/pictures)
 - Create projects that allow students to apply concepts in ways they find interesting
 - Grade appeal process
 - My own mid-term and final evaluation forms
 - Care beyond the classroom

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Service Quality

- Tangibles
 - Make handouts attractive ('right' amount of info)
 - Model professional dress

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Class Culture

- Building the right culture
 - Enhances participation
 - How achieve it?
 - Use pictures to learn names by the next class
 - Make it a safe place to ask and answer questions
 - Make participation count
 - Have students apply and present concepts
 - Candy on exam day
 - Grade each exam twice
 - Grade appeal process
 - Care beyond the classroom

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Effective Co-production

- Workshop format
- In-class presentations
- Role clarity, ability, motivation

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Continuous Improvement

- What are my strengths and weaknesses as an instructor?
- Ways to overcome weaknesses?

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Continuous Improvement

- Observe great teachers
- Watch not only what is taught but how it is taught
- Find a style that you can emulate
 - Play to your strengths but don't forget the student perspective
- Look at their syllabi
- Ask for advice
- Have them observe and evaluate your teaching
- Create and share materials with others

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Continuing Challenges

- Variability of work/life experiences and capability in the typical classroom
- Balancing breadth and depth of material
- Innovative ways to keep students engaged
- My own time management

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In Conclusion...

- Be passionate about what you teach
- Communicate knowledge relevance
- Get to know students
- Keep them engaged

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