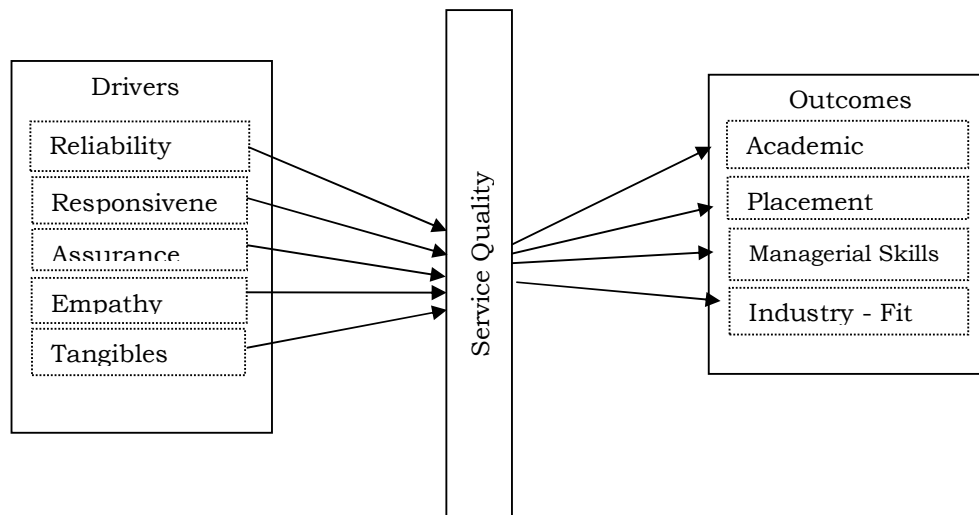


Service Excellence in B- Schools

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Business Schools are facing mounting pressure from the customers of higher education, which include students, parents, alumni and employers to close the widening gap between their expectations of institutional performance and the actual performance (Brigham, 1994). Therefore, it is imperative that business schools actively monitor the quality of their services and commit to continuous improvements in an effort to respond to the needs of the institutional constituencies.

Quality service is defined as that in which the consumer’s perception of service performance meets or exceeds their expectation of what the service firm should do. The consumer of any service wants to have the provider meet their expectations in the areas of reliability, responsiveness, assurance, empathy and tangibles (Parashuraman et.al 1985). Based on the pioneering efforts of Parashuraman et al. (1985), a service excellence model is proposed below.



Service Excellence Model

The five drivers of the service excellence in B schools are represented by the determinants of the perception of service quality on the part of the consumer and can be perceived as shown in Table1.

Table1 Description of the Drivers of Service Excellence

Driver	Description
Reliability	Ability to perform the promised service dependably and accurately
Placement	Willingness to help customers and provide prompt service
Assurance	Knowledge and courtesy of employees and their ability to inspire trust and confidence
Empathy	Caring, individualized attention the firm provides its customers Reliability
Tangibles	Condition of facilities, equipment, and appearance of personnel.

The Outcomes of quality initiatives and continuous improvement in B schools will lead to key outcomes as shown in the figure. The determinant of the outcomes is illustrated in Table 2.

Table 2 Description of the Drivers of Service Excellence

Outcome	Description
Placement	Number and category of companies that recruit & the average pay
Managerial Skills	Enhanced interpersonal , analytical and problem solving skills, Effective leadership and teambuilding skills
Industry- Fit	Variety of specialization offered, corporate networks

Service excellence in B school is propelled by five drivers and primarily the focus on results in a B school is in four areas as indicated in the figure. A judicious balance of the drivers will enable the B schools to foster better outcomes and ultimately lead to student satisfaction.

Conclusion

Customer focus, student involvement and continuous improvement of higher education have become core values at many universities during the last few years (e.g. Peterson et al., 1997). Business schools will have to develop new strategies to increase their resources and the wealth of their offerings, and will have to globalize their programmes and resources in order to remain competitive and relevant. Business schools are increasingly forging links with corporate universities and the corporate world in general. Through these links, they can provide an education that is relevant to the productive economy by identifying common goals and objectives with the corporate world. Links with the corporate world should also be created in order to conduct joint research projects in areas of common interest. Leveraging resources from the two stakeholders may lead to a great deal of useful research and, ultimately, innovation.

References

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