Having an industry background, I look at the teaching as a change process. I do not see myself as an instructor for the class, but I look at myself as a change agent. Learning always comes with fear, as students have a current mental model, having to modify it to new one, standing against inertia, improving themselves continuously. The instructor has an important role in not only presenting new knowledge, but also comforting the students with using this knowledge, allowing them to change their current mental model. Through this presentation and comforting activity, I know I have huge impact on society. My role is to facilitate learning, as a cavalier of change, being a mental model to student, and caring about them, just like my dear mom. The youth of students and their energy, gives meaning to my life, especially when I recognize that after I died my masterpieces will still remain living. Maybe another reason I am so much passion for teaching is my attitude toward wisdom. I think IQ is a myth, and in my philosophy everyone can do everything, and it is only the matter of time. Fueled by this attitude, students are very interested to be engaged in my lectures. My teaching philosophy resembles the theory of leading change by Kotter.

More specifically, it starts with sense of urgency. I start with explaining how serious the material I am covering is, by asking a shocking question about my student's life problem relevant to the topic I want to cover. I draw the picture on what happens if someone does not take this topic seriously, so I condition my students, just as negative advertising on Marlboro cigarette does, to be attentive to learn the topic. Rather than bragging about my life experience, I connect relevant portion of my life and negative and positive result of knowing this topic on my surrounding to the topic. I help them remember the topic by bringing shocking events from news, and from my life. In addition, I also dress formally in the class, to send the message that this topic is serious, and to be a role model for students to take the topic seriously.

In the second stage, I create a guiding coalition, consisting of students who are stronger in understanding the topic, and those who take the topic more serious. I start to play the ball with them in the class, to create discrimination between students, making them jealous of each other to give them incentive to study more, and compete. These guiding coalitions are role models for the class, so informally I create a pyramid of the class to be able to manage the class efficiently. In the third stage I develop a vision and strategy for my students. I think about the way to encourage them to study, by first understanding their status, and then customizing my plan accordingly. I clear the objectives for myself first, and then I prepare myself couple of hours for each session, practicing at least five times in front of mirror, before attending the class. I plan how to make students curious about the readings of the next session, and about the way I can frame the topic and visions of the session to engage class more. More specifically, I think about my game plan, about the way I can encourage problem solving in the class, and about the way I can encourage students to read the readings for next session, by making them curious about it.

In fourth stage, I communicate the change vision I created in the previous stage. Social learning has the key in my profession, so I try to pass the balls between change coalition so that students not only hear the topic from me, but also from their peers. In addition, I use movies to connect the topics I cover with real word situations, movies of Hollywood, documentaries, lectures and even cartoons. Diagrams and pictures play a central role in my lecture, as a picture worth thousands of words. A friend, once asked me why I spend so much time in preparing the slides, and I replied because that's the share of those who learn from visuals. I do not crowd my slides, but they should include one single message. In other word, in order for my masterpiece to shine, I clean its surroundings, to help the audience to focus and enjoy it. . I structure the course into modules, starting first from the blue print map of concepts (mindmap), and I cover the tree of materials, closing my lecture with the same more elaborate mind map, as I believe structure is the key

to help students to understand, memorize and recall topics later. I customize my pace according to the signals I receive from students, signals received from not only my question and answer, but by analyzing, but also from their facial expressions. Based on these signals, I vary my tone up and down to remove any possibility of mental downtime of students.   Confucius says I hear and I forget. I see and I remember. I do and I understand, so in order to help students to understand not only I explain and use visual aids, and even bring luxury products to the class, but also I assign them homework, and handcrafts to do

In my view, I am a service marketer, and my service is both facilitating learning, and comforting with the topic. As a result I use 7p of service marketing for my aim. More specifically, I start with service design and its supplementary. I differentiate my service, by using new technology, such as tools that make analysis easier, visual aids, social media, and even mobile phones. Entertaining while being compelling is the key part of my service, so I incorporate creative items into my delivery as much as possible. Second portion of my service marketing strategy is people. Body language and voice modulation is what I am careful about. I read facial expression of body language of students, so I time humor elements dynamically accordingly, spontaneous just like a standup comedian, with enough joke writing before. I try to control the flow of energy in the class, through my voice modulation, energy, and enthusiasm, and through promoting an image of myself, which is both scary and caring. Change coalition is my key to manage this level of energy in the class. Time by time I ask students to summarize the topic with their own word, to create sense of freshness in the voice heard in the class.

Third element of my service marketing is physical evidence. I show student movies, bring luxury products to the class so that they touch them, and dress professionally. All these resemble high quality, and I want to create the feeling of high quality lecture in my student. Asking students to bring examples from their life which concretes the concepts presented helps student to materialize what they have visualized before. The fourth element of my service marketing framework is process. I start the course with my syllabus that defines for students exactly what we are up to do. I go through every portion carefully, and I ask students input into it, guided by the Management by Objective (MBO) method of Peter Drucker. Then after the brainstorm, I create a new contract, new syllabus, based on the inputs, and we all consent to follow it. Although I have the strict syllabus, we all agree, yet I am lenient and flexible with it by going extra miles, creating more space for students to breath. In the process of delivering the material, I am careful about transitions, by summarizing, and repetition. Summarizing and repetition is not the only approach I use to help students recall, yet I create puzzles for any topic I want to cover, so that not only solving them gives them pride and self-confidence, but also that thinking about them helps their memory.

The fifth element of my service marketing framework is promotion and special offers. Curiosity is the main intrinsic motive I induce for my students. I create hard time for my students by being quite, and the apex of my talk, so that they think. I ask them to summarize the topic I explained in their own words, so that not only they own it, but also I get a reason to complement them, creating self-confidence. In addition I give them opportunity to dig around the topic, and come up with not only writing, but also slides, and mindmaps, so that they not only internalize the topic, but also earn extra credit. I try to be spontaneous in this regard to create sense of surprise and satisfaction in my students. The sixth element of my service marketing framework is place. Study by Catharine Tucker has shown that it is hard to be both compelling and interesting, by analyzing youtube data. At the same time physical surrounding of learning environment is important, so I always go to the class early to check the instruments, and weather of the

class. In addition, I try to comfort students, after defeating them. Defeating students is necessary, as it creates motive of fear and fun of learning, so I defeat them by my questions and gaps, putting pressure on them. Phrases and tones are important, so I customize them for my students. I help the transition of students to and from the class by addressing their real life, press, and movies, to position my lecture topic in the life of my students. Questions and answers are engine of the class, as without them my students may sleep. Sometimes I make my students angry and frustrated, to make them independent, and to induce their intrinsic motive to study. I used to overload my students with knowledge, covering more than 500 slides in a term, yet I decided to let my masterpiece to shine, rather than overwhelming it with garbage around. My old students have enjoyed the environment I created for them in the class, to the point that some of them become zealots adding me in Facebook, liking my posts, yet I responded to their friendship after the class is finished to remain professional. Non-verbal feedback is central in my verbal communication in the class, and I try to create a fun environment with surprise, anger and fun, through being spontaneous and unpredicted.

Finally, seventh component of my service marketing framework is price. Everything in my class has a price, and everyone knows it. Fairness it the key, so students know that their fun teacher can be daunting as well, so they are careful about the decision they make. They know that in order to earn higher score they should pay the price for it, which means working harder, yet competition is also an issue. I open the arena for them for coopetition, coopetition by mean of encouraging cooperation, while sparking competition.

Let me go back to the fourth component of my change leadership framework which is empower broad based action. I start the class by asking the students to tell the class what they proud of and what their goal of attending the class is. This way, I not only get the chance to complement students, but also I allow them to think, and feel proud of themselves. Allowing the student to be creative within the structure of the study helps the student's self-confidence. Asking students some non-trivial question and helping them to answer it, complementing and reinforcing their learning, fosters their sense of pride. I do not overload students with homework; rather I try to make them curious about couple of topics, making them to study the readings ahead. My feedback to students is not poignant, yet it is positive, showing them the way to progress. My students look at me more as a mentor and leader than a simple instructor. They like the way I comfort them in the class, giving them courage to speed up, and allowing them to negotiate with me about their answer to questions.

I look at my role in the class as an entrepreneur, who creates opportunity for the students to participate, giving them lots of small complements as prize, rather than one small large prize, to related them to population, and use their mental accounting process. As some students speak up to their other peers through these opportunities, they get more self-confidence about the topic. When I grade the exam sheets, I do not try to picky; rather I look for understanding of basic elements, or theme of the class. I assure my students that if they try their best, they will get a good score. This way, the students will be less concern about the score, and they can focus on understanding the topic rather than memorizing it. My role in the class is to help the students to build intuition about the course. If my students create intuition about the topic, they are more likely to learn it further, and I would be under less pressure to cover materials. I respect diversity of students and thoughts in my class, and I mention it in my syllabus. As a result, nobody is embarrassed just because it is describing different portion of the elephant in the dark room, yet

they know that I use Kenn Blanchard's leadership style model, to customize my communication with each of the students with diverse backgrounds.

   The sixth component of my change leadership approach is to generate short term wins for students. Complementing students, and giving them good scores, and quick feedback are three basic elements for me to freeze the change. I challenge myself to find something good in students to complement them, because I think self-confidence helps students to progress. I do not just put grade with green pen, which is less threatening, on their page, but also I try to write one sentence about what I found admiring in their deliverable. I think this positive feeling is the key to freeze the change, helping them to recall topic easier later. I tell the students that they can reflect on their homework after my grading, and this will increase their score. This way, I help my students to understand why they have made mistake, and how they can correct it. For me grade is a tool to give self-confidence to students, rather than evaluate them, although it may be used a signal of their seriousness about the course. Even when my students go home, I encourage them to work on the topic through Facebook, and short message contest I run spontaneously. This makes the students to not only have fun, but also to read the material and learn them as quick as possible, as the contest can start at any time. In addition, my email communication through the week helps the students to recall that they should study for the course. The seventh component of my change leadership approach is to consolidate gains and make more changes. At the end of each session I review the material I have covered, and I ask students to rephrase it in their own words. Then the homework of next session is to write one page reflection on what they have learnt. This helps the student to own the material. I mention topic I want to cover next week, and motivate it to make students curious to pre-study it. The content of each class starts with the blueprint mindmap of topics, analysis, thesis, antithesis and finally synthesis with more elaborate mindmap. This structure fosters students' critical thinking.

   Finally, last component of my change leadership approach is anchoring new approaches in the culture. This is the hardest component of the framework. Mental models are repository of what someone has learnt, and including new component into it may require considerable effort, yet by allowing students to answer questions, and fill the puzzles, I help them to construct this mental model for themselves. I let the students know that this was only preliminary introduction to the topic, and I hope I have made them curious enough to dig more. My approach I belief fosters open mindedness, and risk seeking culture, and it gives reason for students to come out of their comfort zone. A class is not just a learning opportunity for students, but for me as well. I update the syllabus every term, with latest relevant topics. In addition, I review feedbacks, tape myself, and I write reflection on my performance after each term, seeking for new ways to improve my presentation. As I believe myself, I encourage my students as well to be first version of themselves rather than the second version of somebody else. After all being a change agent requires continuous improvement, learning and growing.