

**SERVICES MARKETING**  
**MBA 751Spring 2013**  
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***“What the customer buys and considers value is never  
a product. It is always utility—that is, what a product does for him.”***  
***--Peter Drucker***

Services can be defined as deeds, processes, and performances provided by firms and individuals to create customer experiences. Services dominate the U.S. economy: with only 13% of the GDP in manufacturing and 6% in agriculture, services are critical to your future, to the United States' future, and to the success of world economies. Many of the most critical U.S. initiatives—including overhauling the healthcare system, saving financial organizations, harnessing the speed of technology, and improving the growth and profit of manufacturing firms—involve services. For this reason, service marketing is more critical than ever before as a sub-discipline of marketing.

***COURSE OBJECTIVES***

The primary objective of this course is to supplement basic marketing and marketing strategy courses by focusing on problems and strategies specific to the marketing of services both in goods and services organizations. Problems commonly encountered in marketing services—such as inability to inventory, difficulty in synchronizing demand and supply, difficulty in controlling quality--are addressed. Strategies used by successful services marketers to overcome these difficulties are offered.

The emphasis in the course is on service universals rather than on any particular industry (such as healthcare or financial services marketing). However, concepts will be illustrated using readings, cases, assignments, examples, and exercises in industries such as high tech, transportation, hospitality, as well as manufacturing and business-to-business industries (both of which depend heavily on services to provide value).

The course is designed and relevant not just for students with careers in services industries but for all students, particularly those who intend to have careers in goods industries with high service components (e.g., business-to-business, consulting, industrial products, high tech products, durable products). Furthermore, the concepts apply to internal services marketing and are therefore relevant to all MBA students.

### ***COURSE MATERIALS***

1. **Textbook:** Valarie A. Zeithaml, Mary Jo Bitner, and Dwayne Gremler, *Services Marketing: Integrating Customer Focus across the Firm*, **sixth** edition, McGraw-Hill, 2012. For the first time, the textbook is available in multiple, affordable versions (buy, rent, Kindle). While you can search for it many ways, I find the best way is to use Amazon and search for, “Services Marketing Zeithaml.”

Be sure that you do not **buy the fifth or earlier edition**, as these are outdated dated and do not have the chapters in the proper order nor do they have current examples. All content for the course is based on the textbook, which represents the collective 95 years of knowledge and experience of the authors. The textbook provides you with frameworks that are essential to understanding the subject. I've assigned chapters and some readings for each topic that will help you prepare for the cases and learn the material.

2. **Course Pack from the Entrepreneurship Club**
3. **Downloads from Course Web Site**

### ***ASSIGNMENTS***

There are three assignments (plus a final) in this class. Two assignments and the final are individual and one is a group assignment. Participation and attendance also count toward the final grade.

***Individual Case Assignment:*** Each of you will select one of the following cases on the second day of class:

- Convergys: A Strategic Approach to Customer Value (due 4/8)
- Building Brand Infosys (due 4/15)
- Parks Hotel: Designing Experience (due 4/17)
- Starbucks: Brewing Customer Experience through Social Media (due 4/22)
- Lowe's Companies, Inc. (due 4/24)

Cases should be 4-5 pages (1 ½ spaces) and should integrate the material from the book chapter/downloads with the case, being sure to cover the questions posed in the detailed schedule below. The best way to approach these cases is to read the book

chapter/downloads first, read the case, then prepare and write the case. You will not be able to evaluate the cases without reading and incorporating the preparation materials.

It is a good idea to choose a case before coming to class next time because there will be limited spaces for each case.

### *Live Case: Carnival Triumph (Individual) (4/1)*

As described in Chapter 7 of the textbook, service recovery is one of the most critical strategies in delivering service. The strategy is essential when a service failure occurs. How the firm acknowledges the failure and deals with it affect the company's future. During February 2013, the Carnival Triumph cruise ship had a momentous service failure when a fire disabled it in the Gulf of Mexico. We have the opportunity to examine this "live case" as it unravels. Your assignment is to first read Chapter 7 to understand the topic of service recovery, next read the material that is provided to you as background, and then choose an aspect of service recovery in this situation to examine in greater detail. Write a 3-page (1 ½ space) paper about the specific aspect and include a complete set of references properly cited. Do not use Wikipedia as a source for this paper

### *Team Reports and Presentations on Key Services Marketing Topics*

Form a group of 4-5 (**not 6!**) students and select one of the following topics that will be discussed on the dates shown below.

1. Customer Expectations (3/25)
2. Customer Perceptions (3/25)
3. Customer Research for Services (3/27)
4. Online Customer Research for Services (3/27)
5. Service Infusion (4/10)
6. Services Pricing (5/1)

Your job is to identify a company that performs these aspects of your selected services marketing topic in an exceptional way. Your group will have two deliverables for this assignment: (1) a set of 3-4 PowerPoint slides; and (2) a 4 page (1 ½ spaced) report. Both this report and the PowerPoints should also be uploaded to Canvas by 8 a.m. the date that the team report is due.

Note: a PowerPoint report is NOT a Word presentation pasted onto slides! A PowerPoint report is more succinct, highlights the key issues from your report, using the graphical strength of PowerPoint to integrate text and figures and show the concepts discussed in the chapter/downloads while at the same time being self-explanatory. A *hard copy of the PowerPoint slides (one slide per page, not using "gray scale" as the printing option as it may prohibit me from writing comments on the slides as feedback) also should be handed to me at the beginning of the session on the due date indicated for each project.*

The following sources are excellent places to start your research for the team reports/presentations. However, note that many of these sources are domestic sources illustrating service excellence and that I encourage sources about other countries' service excellence.

[http://images.businessweek.com/ss/10/02/0218\\_customer\\_service\\_champs/1.htm](http://images.businessweek.com/ss/10/02/0218_customer_service_champs/1.htm)

<http://www.brandchannel.com/home/post/2011/02/17/JD-Power-Names-2011-Customer-Service-Champs.aspx>

[http://www.businessweek.com/magazine/content/10\\_09/b416804078285.htm?chan=magazine+channel\\_special+report](http://www.businessweek.com/magazine/content/10_09/b416804078285.htm?chan=magazine+channel_special+report)

*Final Exam:* Details to Come

### ***GRADING***

<b>ASSIGNMENT</b>	<b>% OF GRADE</b>
Individual Case Analysis	<b>20</b>
Team Report and Presentation	<b>15</b>
Carnival Triumph Paper	<b>20</b>
Class Contribution, including Attendance	<b>25</b>
Final Exam	<b>20</b>

### ***TEACHING APPROACH***

My teaching philosophy is to provide actionable knowledge to enable you to become more effective in understanding services marketing in a world that has become ever more service-centric. To achieve this, the course combines 1) interactive lectures, 2) case discussions; and 3) student presentations with class discussion.

### ***COURSE STRUCTURE***

The course is designed around a conceptual framework called the Gaps Model of Service Quality that is used in companies around the world to understand service problems and organize for solving them. The course and textbook provide a progressive learning experience beginning with customer expectations and then discussing four provider-side gaps that result in problems in service delivery. Each case and topic in the course reveals or illustrates key concepts and issues from the Gaps framework.

## ***COURSE OVERVIEW***

<b>Session #</b>	<b>Date</b>	<b>Topic</b>
1	3/18	Introduction and Course Overview
2	3/20	The Gaps Model of Service Quality
3	3/ 25	The Customer Gap
4	3/27	Provider Gap 1: The Listening Gap
5	4/1	Provider Gap 1: Service Recovery
6	4/3	GUEST SPEAKER: Doug Woodard Vice President Customer Services Capital One
7	4/8	Provider Gap 1: Service Segmentation based on Customer Valuation/
8	4/10	Provider Gap 2: Service Infusion
9	4/15	Provider Gap 2: Service Infusion
10	4/17	Provider Gap 3: Customer Experience
11	4/22	Provider Gap 3: Cross-channel Customer Experience
12	4/24	Provider Gap 4: Integrated Services Marketing Communications
13	4/29	Provider Gap 4: Services Pricing
14	5/1	Course Summary
Final Exam	5/6	

## IN-DEPTH DETAIL ABOUT INDIVIDUAL SESSIONS

### *SESSION 1: INTRODUCTION AND COURSE OVERVIEW*

#### **Session Objectives:**

- To introduce you to the topic of services marketing
- To overview the course, syllabus, and course website
- To describe the assignments, cases, and topics in the course

**Read:** ZBG 1

### *SESSION 2: GAPS MODEL OF SERVICE QUALITY*

#### **Session Objectives:**

- To demonstrate the need for an organizing framework to improve service delivery
- To introduce the gaps model of service quality, an encompassing framework for understanding and improving service quality
- To understand both the customer gap and four service provider gaps that must be closed to provide service excellence
- To identify service organizations that excel as models for organizations that need to improve their services marketing

**Read:** ZBG Chapter 2

### *SESSION 3: THE CUSTOMER GAP--CUSTOMER PERCEPTIONS AND EXPECTATIONS OF SERVICE QUALITY*

#### **Session Objectives:**

- To understand customer expectations and perceptions of service quality and their roles in customer satisfaction
- To develop critical knowledge of the five key dimensions of service quality
- To identify ways that companies understand their customers' perceptions and expectations

**Read:** ZBG Chapter 3, 4

TEAM 1 REPORT/PRESENTATION. Read Chapter 3 to understand customer expectation of service. Next, research a company that effectively uses some aspects of what is described in the chapter to identify what its customers expect. You have free rein to identify a company that researches expectations for new services or existing services; business-to-business or business to consumer services. You may also want to focus on measurement rather than on description.

TEAM 2 REPORT/PRESENTATION. Read Chapter 4 to understand customer perceptions of service. Next, research a company that effectively uses some aspects of what is described in the chapter to identify what its customers perceive. You have free rein to identify a company that researches perceptions for new services or existing services; business-to-business or business to consumer services. You may also want to focus on measurement rather than on description.

#### ***SESSION 4: PROVIDER GAP 1-- THE LISTENING GAP***

##### **Session Objectives:**

- To recognize sources of information for customer satisfaction and service quality
- To understand the objectives for customer research in the listening gap

**Read:** ZBG Chapter 5

TEAM 3 REPORT/PRESENTATION: Chapter 5 of ZBG describes the many different ways that companies listen to their customers through research and other methods. Your goal in this presentation is to identify a company that is outstanding in its focus on its customers through listening. Describe how they listen and use this information.

TEAM 4 REPORT/PRESENTATION: Chapter 5 of ZBG describes the many different ways that companies listen to their customers through research and other methods. *Online* listening has become much more popular in recent years than in the past. Your goal in this presentation is to identify a company—or a method—that is particularly effective in listening to customers online.

#### ***SESSION 5: PROVIDER GAP 1: SERVICE RECOVERY***

##### **Session Objectives:**

- To analyze a company's attitudes and practices that contributed to a service disaster
- To appreciate ways to avoid exacerbating service disasters
- To identify actions the company could have taken to fail safe--prevent or mitigate--the crisis
- To discuss strategies for effective service recovery

**Read:** ZBG Chapter 7

Downloads of Articles about Carnival Triumph

### **Preparation Questions:**

1. What caused the service failure in the Carnival Triumph case?
2. What could Carnival have done to prevent the situation? Mitigate the situation?
3. Did the company handle the situation well? In what ways did they do the right things and in what ways did they “double fail” by handling the situation poorly?
4. Using the framework from the book (outcome, procedural and interaction fairness), evaluate how well Carnival did during the service failure.
5. Using the same framework from the book (outcome, procedural and interaction fairness), what should Carnival Triumph have done *after* the situation to recover from the service failure?
6. What does the whole episode mean for Carnival Triumph in the short and long term? What are the financial and brand implications?
7. What recommendations would you make to the company for future situations such as this?

### ***SESSION 6: PROVIDER GAP 2—DELIVERING CUSTOMER EXPERIENCE***

**GUEST SPEAKER: Doug Woodard**  
**Vice President**  
**Customer Services**  
**Capital One**

### ***SESSION 7: SERVICE SEGMENTATION BASED ON CUSTOMER VALUATION***

#### **Session Objectives:**

- To learn and apply basic models for valuing customers
- To explore how customer value estimation can be used in a business-to-business situation to select a company’s best customers

#### **Read:**

Case: Convergys--A Strategic Approach for Determining Customer Value  
Zeithaml, Rust and Lemon, “Creating and Serving Profitable Customers”  
(download)

#### **Convergys Case**

One of the most important issues in services and business-to-business marketing is determining which customers are most valuable to a firm. This is critical because virtually all companies providing services have limited resources and cannot provide the same degree of service to all customers. Convergys is a business-to-business company that is exploring alternative ways to identify its best customers for growing the business. You are given information in a



spreadsheet form about economic value (EV) factors and relationship value (RV) factors. Your task is to develop a composite scoring rule that takes the relevant factors into consideration in order that you can prioritize your best customers. **Do not use just the rule proposed by Carlson**; instead develop your own rule and then answer the following questions to decide which customers will generate the most growth for the business. Answer the questions below and recommend to management how to prioritize customers. Your paper on this case should be 5 pages (1.5 spaced) plus an Excel spreadsheet showing your solution.

***Questions to Answer:***

1. Identify and justify the metrics in the database that you believe should be incorporated into an overall composite measure to score customers. Describe the scoring rule that you prefer the most and compute the scores for each customer in the database according to that scoring rule. (When combining different items to develop a composite score, it is important to ensure that the scales of measurement for different variables do not influence the final score. Scale-neutral metrics can be developed by standardizing the variables where necessary).
2. Lento and his team are exploring alternative ways to identify the best customers for growing the business. Here are the alternative selection rules under consideration (ignore “A” customers from any analysis you do because those customers are managed through a separate process involving senior executives of Convergys):
3. Focus on the top 25% of “B” customers and the top 10% of the “C” customers according to their computed scores. (This will result in the selection of 14 “B” and 28 “C” customers for a total of 42 customers).
4. Rank-order the entire database according to the scoring rule and select the top 42 customers.
5. Identify distinct segments of customers based on their EV and RV scores and select one or more segments of customers that you think Convergys should target. (To maintain comparability with the other methods, restrict to 42 customers by selecting only those customers within selected segments that have the highest scores).
6. Select 42 customers who have the highest customer scores, and also have higher than average scores on both EV and RV.
  - a. Which one(s), if any, of the above selection rules would be most effective in identifying the appropriate set of customers for growing the business? Why?
7. Based on your analysis in (3), identify the top 10 to 15 customers that you would recommend for the primary marketing efforts. Explain your rationale for selecting these customers. Within this select set of top customers, how would

you further prioritize these customers based on their strategic value to Convergys?

8. Recommend an action plan for Convergys to help it increase revenue from the customers you identified in questions (3) and (4).

### ***SESSION 8: PROVIDER GAP 2: SERVICE INFUSION—SERVICE STRATEGY IN PRODUCT-DOMINANT INDUSTRIES***

#### **Session Objectives:**

- To recognize that product-dominant companies are moving rapidly into services for growth and profit
- To identify the different approaches to infusing services into product-dominant companies

**Read:** “Charting a Path Toward Integrated Service Solutions”  
“Technology Fuels Service Innovation” (download)  
“The Right Service Strategies for Product Companies”

**TEAM 5/PRESENTATION/PAPER: Assignment:** Using the reading assigned for today, select a product-dominant company that has been successful in introducing services. Why has this company been more successful than other companies? What can you identify in the frameworks, information about the company, or your (possible) work experience in the company to explain its success?

### ***SESSION 9: PROVIDER GAP 2--SERVICE INFUSION***

**Read:** Case: Building Brand Infosys

Infosys Limited was India's second largest exporter of IT services with annual revenues of \$7 billion and a market capitalization of nearly \$26 billion in 2012. The company, headquartered in Bangalore, India, had built its reputation as the Indian IT bellwether whose credo was to "under-promise and over-deliver." Throughout its 31-year history, Infosys and its iconic co-founder, N.R.Narayana Murthy, were admired and respected for delivering excellence while conducting business in a legal, transparent and ethical manner. It was one of the few software companies that recognized the value of a strong brand in the business-to-business (B2B) market and chose to develop its brand not through expensive advertising but by building core values, client trust and leveraging Murthy's personal integrity and principles. In 2011, the company introduced its new brand positioning, Infosys 3.0. A key component of the new brand positioning was the Products, Platforms and Services (PPS) business,

which are the company's efforts into service infusion. This case focuses on the company's efforts to make over its brand in the US market amid all the challenges described in Session 9 (the previous session).

Students writing up this case should consider the following questions:

1. How does the Infosys case illustrate service infusion? Is this a risky venture for Infosys?
2. Which of the issues associated with PPS are most critical to overcome in order for Infosys to be successful?
3. How do you recommend that they be overcome?
4. How would you address each of the issues in the readings from last session?

### ***SESSION 10: PROVIDER GAP 3—ONSITE CUSTOMER EXPERIENCE***

**Read:** ZBG Chapter 11

Case: The Parks Hotels: Designing Experience

Zappos (case in textbook, especially pp. 501-506)

The Parks Hotel case traces the transformation of The Park Hotels (TPH) from being "yet another hotel" at the time of its founding in 1967 into India's first boutique hotel network. It describes how Priya Paul, the Chairperson, TPH, and her team created a uniquely Indian boutique hotel network - emphasizing intimate and personalized service, and positioning each hotel as an entertainment destination for customers. The case describes the strategic choices open to the TPH management in 2010 as they grapple with the challenges of sustaining growth, retaining the distinctiveness and individuality of each of the properties in the network even as they cope with growing competition from both global majors (Hyatt, Starwood Hotels, and JW Marriott) and the local giants (The Taj, Oberoi, and ITC Welcomgroup). In analyzing this case, be sure to discuss the following:

1. What are the challenges associated with the building of a distinctive niche - a combination of firm capabilities, customer needs, and competitors' vulnerabilities?
2. How can a firm like Parks Hotel use this distinctive niche as a growth platform in a competitive and capital-intensive industry?
3. What is the competitive positioning of Parks Hotel and what aspects of the hotel support this position?
4. What role do employees play in the niche strategy? How does the material in ZBG Chapter 11 relate to this?

### ***SESSION 11: PROVIDER GAP 3—CROSS-CHANNEL CUSTOMER EXPERIENCE***

**Read:** Case: Starbucks: Brewing Customer Experience through Social Media (Coursepack)

US-based Starbucks Corporation, one of the largest coffee house chains in the world, was in trouble in 2008, when sales started to fall. The founder, Howard Schultz, who

had left the company in 2000, returned as its CEO. At that time, along with several other initiatives to turn the company around, Schultz focused on providing the best customer experience. As a part of its effort to remain connected with the customers, Starbucks launched a website, MyStarbucksIdea.com, marking its entry into social media. The case discusses the origins of the social media strategy at Starbucks and the efforts that the company took to be active in social media platforms to remain engaged with customers and build their loyalty. The case also examines how Starbucks furthered its social media footprint by entering into mobile networking and location-based services. Analysis of the case should involve, among other things, answering the following questions.

1. Why is social media and online customer experience considered part of customer experience? How does it relate to offline channel customer experience?
2. What was the impact of the social media strategy on overall customer experience, company success, customer loyalty, and other positive outcomes?
3. How do social media in the case address all company stakeholders?
4. How does it relate to branding, something we will consider in Gap 4?
5. Was Starbucks able to get targeted response through social media? How?
6. How did the strategy improve customer engagement?

## ***SESSION 12: PROVIDER GAP 4—INTEGRATED SERVICES MARKETING COMMUNICATIONS***

### **Session Objectives:**

- To see how customer experience mapping reveals customer insights that can help craft an appropriate marketing plan for the target market
- To recognize how integrated service marketing plans are designed and how traditional and digital media can be combined to create the right marketing communications strategy
- To build a quantitative model for optimizing the marketing communications mix

**Read:** ZBG Chapter 14

Case: Lowe's Companies, Inc. (Course Pack);

### **Preparation Questions:**

5. What challenges does Lowe's face in successfully deploying NGIS?
6. What are the primary factors that influence customers to pursue a kitchen remodel project?
7. How did the customer experience mapping exercise benefit Lowe's?
8. What marketing campaign (traditional or digital) would be appropriate for Lowe's NGIS? If it proceeds with a digital campaign, should it be a

standalone campaign or a complement to the company's existing marketing campaign?

9. With the new information you now have regarding the customer experience map and the survey results, identify the top three pain points consumers experience during the early stages of the buying cycle. What is the order of their importance?
10. Carefully analyze the effectiveness numbers in Exhibit 8. Do they make sense? What do they tell you about the customer buying processes?
11. Which marketing tools would you recommend that Lowe's adopt?
12. Use Exhibits 8 and 9 to determine a marketing budget and how it should be allocated across various marketing channels. Calculate ROI and share of marketing spend for each tactic.

### ***SESSION 13: SERVICE PRICING***

**Read:** ZBG Chapter 15

**TEAM 6 Report/Presentation.** As described in chapter 15 of the textbook, three major differences relating to service pricing make doing so particularly challenging. If your team is assigned to this report, your task is to identify a service company that does an excellent job of service pricing. It can fall under any of the approaches to service pricing discussed in the chapter. Describe the approach that the firm uses and specifically state whether it is based on cost, competition, or demand. How does customer value factor into the decision about pricing?

### ***SESSION 14: COURSE SUMMARY***

## *MY EXPECTATIONS OF YOU*

***Help Me Learn Who You Are:*** Use your name cards, even when you know that I know your name. I value and reward class participation and acknowledge quality contributions by noting them after each day's classes. I also want you to complete the form I distribute in class the second day. This form provides information about your background that will help me maximize your experience in the class.

***Be here (on time):*** This is so elementary as to not warrant mention, but given the importance of this point, I will risk belaboring the obvious. Most of the learning in this course comes from actively engaging in the class sessions, not completing homework. Thus, as they say in poker, "you've gotta be in it to win it." If you're not in class, you miss the single greatest opportunity for improvement that this course offers.

Furthermore, a class requires careful attention to fairness and mutual respect for each other. You are expected to attend every class on time and to stay for the entire class session. If you have an unavoidable conflict, please do not disturb your classmates by arriving late, leaving early, or asking to have information you missed repeated during the class. ***If, for some reason, you need to miss class, please notify me via email at least 24 hours in advance so I can be sure not to plan to call on you to begin the class discussion. If your absence is due to an unplanned emergency, please notify me via email within 24 hours after the missed class.***

***Be Prepared:*** Do the assigned readings before you come to class. I know that your time is scarce, and I won't waste it by asking you to come to class simply to hear me repeat what you've already read. My objectives in the class meetings are to: (a) give you experience in applying the concepts in the readings; (b) clarify important concepts from the readings and present you with additional information beyond that which you've already read; and (c) give you an opportunity to process key material from the readings through discussion with your fellow students and me. Consequently, there is not full overlap between the readings and the class meetings. This has the effect of making class much more interesting, but it also means that you cannot learn what is in the readings simply by coming to class, and you cannot learn what happens in class simply from doing the readings.

***Flat Screen Computer Policy.*** I understand the temptation to multitask by using class time to catch up on e-mails, news, Twitter, Facebook, or YouTube videos. This is an unwise use of class time and feedback from prior years clearly indicates that students are as distracted by the use of laptops of their peers as I am. To protect the learning environment for you and your classmates, I have a flat screen policy as it relates to computers. Smart phones are not to be used in any situation.

***Participate:*** Be fully prepared to discuss reading assignments and cases. Earning a P or H in the class requires constructive participation in class discussions and exercises. Please note that choosing a few good comments to interject into the discussion -- particularly comments about case "facts" -- is not considered constructive preparation.

Because I believe that every student can make contributions, I am not willing to allow one or a few students to dominate. For that reason, I will often call on students without their hands raised rather than those with their hands up.

In this class, cases are viewed as vehicles for learning diagnostic skills and for applying concepts and frameworks introduced in readings and lectures. The learning from a case comes in two ways. The first involves pre-class preparation: the ability to diagnose case problems and issues, to select and apply appropriate forms of analysis (e.g., quantitative, logic, experience, conceptual) and to make decisions about case solutions.

There is rarely a *single* right answer for a case, just as there is rarely a *single* right marketing decision in actual practice. Instead, there are a number of viable alternatives that can be supported through qualitative and quantitative analysis. It is your job in the class, as it is in your career, to incorporate your existing knowledge with new information (in this situation, course materials) to make sound marketing decisions.

**Write Well:** Good communication is more important to your career than most other skills. It has been shown time and time again that good communication is more important than quantitative skills. Write and edit your work carefully. If I receive a paper that is poorly written, I will return it to you for rewriting before I will grade it. If you have concerns about your writing or presenting, you may work with a Consultant in the Business Communication Center to refine writing and presentation skills in assignments for this course. Consultants work with you to polish your communication skills; they do not proofread, edit, nor generate assignment content for you. Here is a link to the Business Communication Center website where you'll find hours, appointment availability, and additional information: <http://public.kenan-flagler.unc.edu/buscommctr/>.

**Finally, Help Me Help You:** My only desire for the course is to create an environment that maximizes your learning. Thus, I have attempted to design the course in a way that's best for you. I have based my decisions on my knowledge of the fields of marketing, services, and educational pedagogy. I also have incorporated the expectations of those who will hire you based on my work and consulting experiences as well as feedback from my prior students. However, I recognize that each of you enters the course with different experiences, strengths, weaknesses, and goals. ***If there is something about the course that is not facilitating your learning, please set up an appointment to talk with me so that we can brainstorm ways to accommodate your particular situation.***