SERVICES MARKETING
MBA@UNC 751
Lead Professor: Valarie Zeithaml
Coordinating Professor: Felicia Morgan

"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 are 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.

The emphasis in the course is on service universals rather than on any particular industry (such as healthcare or financial services marketing). However, concepts are illustrated using readings, cases, assignments, examples, and exercises in pure service, high tech, manufacturing and business-to-business industries.

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 company-side gaps that result in problems in service delivery. Each case and topic in the course reveals key concepts and issues from the Gaps framework.

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. Specific objectives include to:

- Understand the unique challenges involved in marketing and managing services.
- Recognize how to define and measure perceived service quality

- Identify differences between marketing in service versus manufacturing organizations and understand how "service" can be a competitive advantage in manufacturing organizations.

- Identify and analyze the various components of the "services marketing mix" (three additional Ps) as well as key issues required in managing service quality.

- Appreciate the role of employees (and often customers) in service delivery, customer satisfaction, and service recovery.

- Appreciate other key issues in service businesses, such as the overlap in marketing/operations/human resource systems

- Build upon important workplace skills (e.g., cooperation, teamwork, meeting deadlines, report writing) through active learning activities and other classroom exercises.

- Become better, more aware, and maybe less naive service consumers.

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, 2013. 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 "Zeithaml Services Marketing."

   Be sure that you ***buy the sixth edition***, as this is the only version with current chapters, examples, and the cases we will use in the course. 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**

3. **Downloads from Course Web Site**

Course Structure

The course is structured around a conceptual framework called the Gaps Model of Service Quality that is used all over the world to help companies deliver better service. The model has five gaps: a customer gap and four provider (or company) gaps. I have organized the course weeks around these five gaps. The gaps are as follows:

1. The Customer Gap: the difference between customer expectations and perceptions
2. The Listening Gap: not knowing what customers expect
3. The Design and Standards Gap: not having the right service designs and standards
4. The Service Performance Gap: not delivery to service expectations
5. The Communication Gap: Not matching performance to promises

Week 1: The Gaps Model of Service Quality; The Customer Gap

Executives of services organizations have long struggled with how to approach service design and delivery in an organized manner. The dominant approach to viewing the delivery of service quality in a structured and integrated way in this course is called the *gaps model of service quality*. The gaps model positions the key concepts, strategies, and decisions in delivering quality service in a manner that begins with the customer and builds the organization's tasks around what is needed to close the gap between customer expectations and perceptions. The gaps model provides a comprehensive and integrating framework for delivering service excellence and customer-driven service innovation.

The customer gap is the heart of the gaps model. It represents the difference between customer expectations and perceptions of service performance. The model suggests that closing this gap by matching or exceeding customer expectations will result in the achievement of service quality from the customer's perspective. This section of the course focuses on both customer expectations and perceptions. It describes the concepts themselves as well as their sources, measures, and effects.

Week 2: The Listening Gap

Provider gap 1, *the listening gap*, is the difference between customer expectations of service and company understanding of those expectations. A primary cause in many firms for not meeting customers' expectations—that is, the customer gap—is that the firm lacks accurate understanding of exactly what those expectations are. Many reasons exist for managers not being aware of what customers expect: They may not interact directly with customers, they may be unwilling to ask about expectations, or they may be unprepared to address them. Closing the listening gap requires that management or empowered employees acquire accurate information about customers' expectations. Customer expectations must be assessed fully before new services are developed, and they must be tracked after the services are introduced.

Even the best companies, with the best of intentions and clear understanding of their customers' expectations, sometimes fail. It is critical for an organization to understand the importance of service recovery—why people complain, what they expect when they complain, and how to develop effective service recovery strategies for dealing with inevitable service failures. Firms that learn from their failures—which often result from not fully understanding their customers' expectations—can reduce or eliminate the listening gap. This week describes the reasons for the listening gap and focuses on key strategies for closing it plus what to do when service recovery is needed.

Week 3: The Design and Standards Gap

Even when a company has a thorough and ongoing understanding of its customers' expectations, it is still possible, in fact quite easy, to fail to deliver quality service. Focusing on gap 2, the design and standards gap, is the next step toward ensuring against such failure. This gap is concerned with translating customer expectations into actual service designs and developing standards to measure service operations against customer expectations.

Among the strategies needed to close gap 2 is employing well-defined new service development and innovation practices for designing services. Some have referred to this as formalization of a "services R&D" practice. While standardized new product development processes and R&D are common in technology and manufacturing, they are still quite rare in services. A second strategy for closing gap 2 relates to understanding the total customer experience and designing all elements of that experience in ways that meet or exceed customer expectations. This involves considering everything that occurs from the moment the customer engages the service through the entire length of the service experience and developing a process to depict that. A third strategy for closing gap 2 involves measuring service operations via *customer-defined standards*. These are standards set to correspond to customer expectations rather than to firm-focused goals. The final strategy that closes gap 2 involves the use of physical evidence in service design and in meeting customer expectations. This includes everything tangible in the service delivery process, such as business cards, reports, signage, Internet presence, equipment, and facilities used to deliver the service. The servicescape, the physical setting where the service is delivered, is a particular focus of physical evidence and is critical in industries such as restaurants and hotels to communicate about the service and making the entire experience pleasurable.

Week 4: The Performance Gap

Although a company may have closed both the listening gap and the service design and standards gap, it may still fall short of providing service that meets customers' expectations if it is unable to deliver service in the way the service was designed. Gap 3, the service performance gap, must also be closed to make sure there is no discrepancy between customer-driven service design and standards and actual service delivery. Even when guidelines exist for performing service well and treating customers correctly, high-quality service performance is not a certainty. Standards must be backed by appropriate resources (people, systems, and technology) and also must be enforced to be effective—that is, employees must be measured and compensated on the basis of performance along those standards. If the company fails to provide support for standards—if it does not facilitate, encourage, and require their achievement—standards do no good. When the level of service delivery falls short of the standards, it falls short of what customers expect as well. Narrowing gap 3 by ensuring that all the resources needed to achieve the standards are in place reduces the customer gap.

Strategies to close gap 3 include aligning the firm's human resource strategies around delivering service excellence. To deliver service as it was designed, a firm needs to ensure that employees are willing and able to deliver quality services and that they are motivated to perform in customer-oriented, service-minded ways. Other strategies include matching supply and demand, integrating technology effectively and appropriately, clearly defining customer's roles and helping them to understand and perform effectively.

Week 5: The Communication Gap

Even when a firm has done everything suggested by the other three gaps to ensure service quality, there can still be a failure to meet customer expectations if communications about the service do not match with what is delivered. Thus, the final provider gap in the model that must be closed is the *communication gap*, or gap 4. This gap focuses on the difference between service delivery and what is communicated externally to customers through advertising, pricing, and other forms of communications.

Key strategies for closing gap 4 include integrated services marketing communication that ensures that everything and everyone sending messages or signals about the service does so in a manner that is consistent with what customers expect and what is actually delivered. The challenge with this strategy is that there are a myriad of communication channels and modes that send messages to customers—more today than ever before—including traditional websites, personal sales, direct mail, print media, blogs, virtual communities, mobile advertising, and television. A second key strategy for closing the communication gap is to manage customer expectations effectively throughout the service experience. A third strategy for closing gap 4 is to develop mechanisms for internal communication so that the customer hears consistent messages before the sale and during service delivery. A fourth strategy to close the communications gap is to create a strong brand image for the service. A brand image—reinforced by brand characters, slogans, logos, and similar images—serves to unify perceptions of the brand. A fifth issue in provider gap 4 is associated with the pricing of services. In packaged goods (and even in durable goods), customers possess enough price knowledge before purchase to be able to judge whether a price is fair or in line with competition.

Assignments

ASSIGNMENT	**% OF GRADE**
Convergys	**25**
Carnival Triumph	**20**
Blueprinting Assignment	**35**
Lowe's	**20**

All assignments are due at noon on the day of the synchronous sessions associated with the weeks they are assigned.

Week 1

REQUIRED:READING:

1. ZBG Chapters 2 and 3
1. Convergys: A Strategic Approach for Determining Customer Value
2. Excel spreadsheet to accompany Convergys Case (available from course pack)
3. "The When, Why and How to Fire That Customer," *BusinessWeek Small Biz*, October/November 2007, pp. 42-48.

OPTIONAL:

1. "At Disney Parks, a Bracelet Meant to Build Loyalty (and Sales)"

Assignment Objectives:

- To recognize that not all customers are created equal
- To determine how to use both quantitative and qualitative data to assess which customers are most valuable to a firm
- To assess how to handle different customers strategically

Convergys Case (Individual, graded)

One of the most important issues associated with customers in services and business-to-business marketing is determining which customers are most valuable to a firm. This is critical because companies providing services have limited resources and cannot offer the same degree of services to all customers. Convergys is a business-to-business company that is exploring alternative ways to identify its best customers for growing the business. In addition to information in the case, you are given data in 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 to prioritize your best customers for growing the business. ***Do not use just the rule proposed by Carlson***; instead develop your own rule and then answer the questions that are itemized below to decide which customers will generate the most growth for the business. Your paper on this case should be 4-5 pages (1.5 spaced) plus an Excel spreadsheet showing your solution. Turn a soft copy of the paper in during the first synchronous 9 class.

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):

    a. 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).

    b. Rank-order the entire database according to the scoring rule and select the top 42 customers.

    c. 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).

    d. Select 42 customers who have the highest customer scores, and also have higher than average scores on both EV and RV.

    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? Justify your answer.

3. Based on your analysis in (3), identify the top 25% of 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?

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

Week 2

<u>REQUIRED READING:</u>
ZBG Chapters 5 and 7

Assignment 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

Case: Carnival Triumph (Download), Individual, Graded

Assignment Structure:

Recommended Structure for Analyzing Services Marketing Cases

Professor Valarie Zeithaml

Case Analysis Format and Criteria for Evaluation	
Problem Analysis Assessment of organization's *services marketing* problems Linkages to readings and book concepts relating to the services marketing problem.	**25**
Alternative Recommendations Brief identification of possible service marketing strategies to deal with services marketing problems	**20**
Selection of Best Alternative Support for selection of alternative Thorough discussion of alternative and why it is preferred to the other strategies	**40**

Implementation	**15**

Assignment Questions: Build the answers to these questions into the 5-page (1.5 spaced) paper but do not answer the questions directly.

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. Using the recommendations from the book chapter and your own ideas, what do you suggest that the company do to prevent and deal with future situations such as this?

Week 3

REQUIRED:READING:

1. ZBG 8, 9, and 10

    Mary Jo Bitner, Amy L. Ostrom, and Felicia N. Morgan (2008), "Service Blueprinting: A Practical Technique for Service Innovation," *California Management Review*, 50 (Spring), 66-94.
2. "Mickey D's Makeover," *Business Week*, May 15, 2006, pp. 42-43.

Assignment Objectives:

- To develop a thorough understanding of service blueprinting by analyzing the service process for a given service company and graphically capturing the process in an electronic document.
- To use service blueprinting to map a service process
- To recognize the value in spelling out the steps associated with providing a service and linking them with customer expectations of the service
- To understand the layers of a blueprint and how they connect with each other
- To add service standards to the blueprint to assure that the service meets customer expectations

Read: Students may need to read (*and study!*) Chapter 8 of the text book *well in advance of the due date* to complete this assignment. Students should also read the following article (available on the readings page):

Mary Jo Bitner, Amy L. Ostrom, and Felicia N. Morgan (2008), "Service Blueprinting: A Practical Technique for Service Innovation," *California Management Review*, 50 (Spring), 66-94.

Group Assignment, Graded

Directions

Each team's assignment is to seek out a local service provider of one member of the team and develop a service blueprint. The project should focus on a *specific company* and not just a typical firm in the industry.

The intent of the project is to construct a thorough, detailed service blueprint for the chosen service provider. *Teams must also confirm that the provider will allow them to take pictures of the service process and/or physical evidence by this date*.

There are many service businesses from which to select. The following are examples of service (or retail) firms that students have blueprinted in past semesters:

- Dentist
- Restaurant
- Funeral Home
- Any retail store
- PetCo
- Zoo
- Student Legal Services
- Humane Society
- Hospital Emergency Service

Graphical Portion of Service Blueprint. This assignment allows a team of students to demonstrate (a) an understanding of the blueprint concepts from class and (b) an ability to apply them in looking at a specific service provider. Each blueprint should include the components described in Chapter 8 and the synchronous material. Blueprints should have all lines clearly labeled, and arrows should be included in your blueprint to indicate the order of activities and how they are connected to each other. At least four customer actions, four on-stage employee actions, four back- stage employee actions, and four distinct support processes should be depicted. At least four potential bottlenecks or failpoints in the service delivery process should be identified, and at least one decision (or option) by either a customer or an employee should be included (and depicted by a "diamond"). Students *will likely* be asked to share their blueprint with the class so that fellow classmates may benefit from the insight they have gained.

Visual/Pictorial Portion of the Service Blueprint. To complement the graphical portion of the service blueprint, each team is expected to visit the business chosen and to visually capture the different steps (customer or employee actions) of the service delivery process and the various components of physical evidence that customers experience. Perhaps the easiest way to do this is to take pictures with a digital camera. Students should secure permission to take pictures of the service process from management of this service provider prior to constructing the blueprint. There is no fixed number of images required, but a minimum of 20 images (in *jpeg* format) would seem reasonable for most service blueprints; a larger number of images would certainly be encouraged. These can be attached on other slides.

- servicescape elements
- other physical evidence (tangible components)
- customer actions
- employee actions (both on-stage and back-stage)

Although not a requirement, a short video clip (many digital cameras can capture/create a short video) might also help to illustrate certain aspects of the service delivery process.

Written Assignment. In addition to the actual blueprint, each team is to write a short paper (5-7 pages, double-spaced)that addresses the following issues (and include appropriate associated **Headings**):

(1) describe what service(s) of this organization you will be blueprinting and why you selected it;
(2) describe what you believe to be the three key customer actions depicted in the blueprint and discuss why they are so critical to a successful service experience;
(3) describe what you believe to be the three key employee actions depicted in the blueprint and discuss why they are so critical to a successful service experience;
(4) describe three key elements of physical evidence revealed in the blueprint (photos/images of these elements should be included in the visual portion of the blueprint) and discuss how they influence the customer's experience;
(5) identify, number, and describe three potential failpoints (points in the process where problems may occur) and/or bottlenecks (points in the process where backups or slow delivery may occur);
(6) suggest possible solutions/alternatives to address these (potential) problem areas;
(7) discuss how such a service blueprint might be used in each of the following areas in *this* organization:
marketing, human resource management, and operations;
(8) discuss what was learned in doing this assignment and how it could be applied in the business world.

Electronic Submission of Assignment. Both the blueprint and the paper should be submitted in electronic format via the course website. Blueprints can be (and have been) created using a variety of software products. The most commonly used tools include PowerPoint, MicroSoft Word, and MicroSoft Excel.

Due Date

This assignment is due at 12 noon on the day the synchronous class on blueprinting will be taught. An **electronic version** of the entire set of blueprint materials is to be submitted via the course website by this date including a full set of power points describing the blueprint. *The printed copy of the blueprint should include one slide per page (i.e., full page) for each blueprint slide; the remaining slides (e.g., slides containing pictures of the people, process, or physical evidence) can be full page or in handout format (i.e.,4-6 slides per page).*

Week 4

REQUIRED READING

1. ZBG 11, 12
2. "Faith, Trust, and Pixie Dust," Joanna Powell, Good Housekeeping, October 1997, pp. 98-102.
3. "How Disney Gets its 'Hi-Ho' Enthusiasm from Workers," Claudia Buck, *The News Tribune*, April 7, 2013.

Individual Cases, not graded.

Assignment Objectives:

- To examine two different companies—one large American company and one smaller Icelandic company—on the topics of employees' roles and motivation in service.
- To compare and contrast the approaches the two companies are using with the human resources of their service personnel
- To observe the role of service culture in delivering quality service
- To relate the service marketing triangle to these companies
- To investigate strategies for delivering service quality through people
- To understand the value of empowering employees

Case: Zappos (in textbook)

1. Why was Zappos so successful in its first 10 years from 1999-2009? What evidence is presented in the case of the company's success? What general, high-level strategies can you identify that lead to their success?

2. Use the Service Triangle to illustrate and analyze Zappos' success from a service strategy perspective. What specific things did the company do to achieve its success in external marketing, interactive marketing, and internal marketing? Is the Triangle well-aligned and where do you see potential threats going forward?

3. What would the Zappos blueprint look like? What are the critical points of customer contact with the company and what are customers expecting in these critical moments of truth? Where does the fulfillment process fit in the blueprint?

4. What challenges or changes in strategy would you anticipate for Zappos following its acquisition by Amazon? Can the company continue with the same strategy – why or why not?

5. Go the Zappos website and check it out. What is one “cool thing” on the website that you think reinforces a concept from the chapter on employees?

Case: ISS Iceland (in textbook)

1) Has ISS Iceland been successful? What data do you base your decision on?

2) How did ISS Iceland change after it was acquired by ISS? What specific changes were made and why? What (or who) caused the changes?

3) What do you think of the “praise” initiative? What was the purpose and did it work? If it worked, why did it work? Do you think it would it work in other companies or countries?

4) What role do the supervisors play in ISS Iceland and how important are they? Should supervisors be considered a “cost to be minimized” or a “strategic tool” at ISS? Why?

5) Decision point: What should ISS Iceland do to take the praise initiative to the next level?

6) Decision point: Should ISS Corporate roll out the praise program throughout ISS either regionally or globally? Why? How?

Week 5

REQIRED READING:

1. ZBG 14, 15
2. Lowe’s Companies, Inc.

Lowe’s, Inc., Individual Case, graded

Assignment 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

Use the recommended structure for analyzing marketing cases

Preparation Questions:

1. What challenges does Lowe's face in successfully deploying NGIS?
2. What are the primary factors that influence customers to pursue a kitchen remodel project?
3. How did the customer experience mapping exercise benefit Lowe's?
4. 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?
5. With the new information you now have regarding the customer experience map and the survey results, identify the top three pain points that consumers experience during the early stages of the buying cycle. What is the order of their importance?
6. Carefully analyze the effectiveness numbers in Exhibit 8. Do they make sense? What do they tell you about the customer buying processes?
7. Which marketing tools would you recommend that Lowe's adopt?
8. 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. Use the frameworks provided in the asynchronous session to help you do the analysis.

COURSE EXPECTATIONS AND REQUIREMENTS

Kenan-Flagler Business School strives to provide a premier educational, training and development program for business professionals. To this end, all members of the KFBS community, students and faculty alike, must embrace and uphold values, norms, and procedures that position you for success in the professional workplace. Skills and behaviors that are associated with your future career success in business are encouraged and rewarded at Kenan-Flagler (e.g., a professional communication and presentation style, timely and accurate completion of tasks), whereas behaviors that are likely to detract from your business success are discouraged (e.g., showing up late or unprepared for meetings). In other words, the expectations that we have for students and faculty are as high, or higher, than the expectations that your managers, co-workers, and customers will have for you in your careers.

Kenan-Flagler has five core values – Excellence, Leadership, Teamwork, Integrity, and Community – that provide a guiding framework for the norms and standards we uphold as a community. These values govern our objectives and behavior across programs and contexts, and below I outline the application of these values to conduct in this course.

KFBS Value	My Responsibilities	Your Responsibilities
Excellence	• To provide rigorous, meaningful, and relevant course content and deliverables. • To adhere to KFBS grading standards for evaluating performance. • To seek out and incorporate feedback from students, faculty, and staff regarding course improvements. • To deliver timely feedback on assignments	• To prepare thoroughly for each class session. • To participate actively and constructively in class discussions. Details on what constitutes constructive participation are provided on p. 6 of this syllabus.
Leadership	• To communicate the goals of the course and the relevance of these goals to your business education. • To call on students other than just volunteers to contribute to class discussions. • To challenge students to push themselves by thinking critically about the course content.	• To challenge your peers during class discussions and study team meetings to think critically, question assumptions, and develop analytical thinking skills.
Teamwork	• To set explicit standards for class attendance and consequences for absences. Details on the course attendance policy are provided later in this syllabus. • To provide opportunities for team assignments, where appropriate, but to assign no more than 40% of graded class work to teams.	• To attend each class session – if you're absent, you cannot learn! • To self-police, rather than rely on faculty-policing, of attendance – if you're absent, inform the coordinating professor. • To contribute constructively to all group assignments. • Contact the coordinating professor if you have concerns or questions about the course material.
Integrity	• To set clear expectations for students regarding what is and is not a violation of the Honor Code in this class. Details on the Honor Code as it pertains to this course are provided below. • To enforce these expectations by reporting suspected violations of the Honor Code to the Honor Court. • To set clear expectations for you regarding acceptable classroom behavior, and to enforce these expectations by providing feedback to those who deviate from acceptable classroom behavior.	• To understand and uphold the behaviors mandated by the Honor Code in this class. • To report any suspected violations of the Honor Code by peers to me. • To understand and uphold the behavioral standards for classroom conduct.
Community	• To develop, communicate, and enforce a policy regarding appropriate (and inappropriate) use of technology in the classroom. • To start and end each class on time. • To use a variety of pedagogical approaches to engage and involve you in the learning process.	• To understand and adhere to the policy regarding technology use in the classroom. Details on this policy are provided below. • To be on time for each class session. Once in class, do not leave until the end of the session. Treat each class session as a key work meeting. If your

		excuse wouldn't be legitimate for missing work, it's not legitimate for missing class. • To attend your assigned class section, rather than another section, unless given prior approval by the coordinating professor.

Below is further detail on some of the above mentioned responsibilities:

Watch the Asynchronous material prior to your Synch Session: The Asynchronous material provides the backbone of the course. Here you will learn the important concepts you will need to be a successful leading-from-the-middle manager. You need to complete this material **prior** to attending the Synch Session.

Attend the Synch Sessions (on time): Much of the learning in this course comes from actively engaging in the synch sessions, not just watching the Asynch material or completing homework. As they say in poker, "you've gotta be in it to win it." If you're not in the synch session, you miss an excellent opportunity to learn what this course offers.

Furthermore, a class requires careful attention to fairness and mutual respect for each other. You are expected to attend every session on time and to stay for the entire class session. ***If, for some reason, you need to miss class, notify your Section Professor via email at least 24 hours in advance. If your absence is due to an unplanned emergency, please notify your Section Professor via email within 24 hours after the missed class. Also, note that all absences, whether excused or unexcused, will negatively impact your participation grade. While this applies to both excused and unexcused absences, unexcused absences will weigh even more heavily.***

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. The class philosophy is that every student can make a contribution, therefore, Section Professors will not allow one or a few students to dominate. For that reason, Section Professors may prefer at times to 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 business 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 decisions.

Write and Present 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.

Finally, Help the Section Professor Help You: The Section Professor's only desire for the course is to create an environment that maximizes your learning. ***If there is something about the course that is not facilitating your learning, please set up an appointment to talk with your Section Professor so that he can brainstorm ways to accommodate your particular situation.***

HONOR CODE

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the *Instrument of Student Judicial Governance*. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the Honor Code is expected.

For your information, I quote from selected provisions of the Honor Code. All of the following are considered to be violations of the Honor Code:

1. **Plagiarism** in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
2. **Falsification, fabrication, or misrepresentation** of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. **Unauthorized assistance or unauthorized collaboration** in connection with academic work, whether graded or otherwise.
4. **Cheating** on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
    a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods not specifically authorized by the professor);
    b. Violating or subverting requirements governing administration of examinations or other electronic assignments;
    c. Compromising the security of examinations or academic assignments;
    d. Representing another's work as one's own; or
    e. Engaging in other actions that compromise the integrity of the grading or evaluation process.

What is permitted:

1. Group studying, preparation, and discussion are encouraged for any class activity. For the decision making analysis and the personal network assessment, you may talk with other students in preparing to complete the assignments. However, you must complete the write-up for both of these assignments on your own, without looking at another student's answer or asking any other student to provide feedback on your answer. For the final exam, you may work with other students to prepare for the exam, but you must complete the exam on your own.
2. You may seek help for grammar or composition on any assignment from either me or the Business Communication Center.
3. You should consult with me regarding any question you have with respect to whether a proposed action is permitted in my class. Your failure to consult with me regarding questionable or dubious behavior shall be considered should I decide that you have violated the Honor Code.

What is not permitted

1. You may not look at another student's written work for the decision making analysis or the personal network assessment. These are <u>individual</u> assignments, and thus should be completed individually.
2. To protect your learning experience and those of your classmates, you may not use or read any materials associated with prior years of this course without my permission. I do not provide such materials to current students, but it is possible that some may have come into your possession through some other means. Please do not read or use such material.
3. Even on assignments where I have given you permission to consult with your colleagues, you may not simply copy another's work and submit it as your own. You must still answer each question on your own.
4. On team projects, you may not submit work on such projects without participating in the development of and understanding each and every aspect of the project.

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.***