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Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Received

APR 15 2009

Course: MKTG437 Services Marketing

Instructor(s) of Record: Dr. Charlene Bebko, and Dr. Framarz Byramjee

Liberal Studies
Received

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Liberal Studies

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Professor Charlene Bebko:

Doctoral-degree holder (PhD in Marketing) and well-known in the discipline. Published extensively in credited journals and presented/published research works in national-level and international-level academic conferences. Experienced in operating online learning management systems. Taught many of the undergraduate and graduate courses in the Marketing Department. Successfully taught courses like Social Cause in Marketing, and Marketing Research on online systems like WebCT.

Professor Framarz Byramjee:

Doctoral-degree holder (PhD in Business Administration/Marketing). Experienced in teaching courses like Marketing Research, Principles of Marketing, Marketing Strategy and Real-world Applications, Operations Management, Marketing Management, Seminar in Marketing, International Marketing, and International Business. Experienced in operating online learning management systems like Blackboard and WebCT. Successfully taught courses like Seminar in Marketing on WebCT. Published research papers and research abstracts in peer-reviewed journals and national-level academic conferences.

2. How will each objective in the course be met using distance education technologies?

Understand the unique characteristics of services and the special marketing challenges posed by those characteristics — COMPREHENSION

Multimedia PowerPoint lectures for each topic in the syllabus will be produced and be made available within WebCT for streaming viewing by students. The lecture material will involve examples throughout the course of the special challenges faced by marketers as well as consumers in the production and consumption of services. Students will be assigned reading in a text as well as journal articles on the topic being discussed. Student comprehension will be assessed through quizzes and exams. Quizzes represent

15% of the final grade, while Exams represent 50%. Participation in Discussions will be 20% of the grade.

Become knowledgeable in the ways to tackle those challenges effectively by devising strategies anchored in a service-quality foundation —
COMPREHENSION, ANALYSIS, APPLICATION

Multimedia PowerPoint lectures for each topic in the syllabus will be produced and be made available within WebCT for streaming viewing by students. The lectures will provide the knowledge of the material. Following the lectures, students will have the opportunity to demonstrate understanding that will be assessed through student postings on 'Discussion Questions' in the 'discussion tool' of WebCT. Discussion questions and 'directed' chats will assess how well the students comprehend, analyze and apply the knowledge they have gained. The online exercises will test students' ability to apply this knowledge to situations presented in them. Services Encounter Reports require that the students further analyze service encounters in terms of the educated services marketing manager.

Develop analytical, problem-solving, and communication skills — **ANALYSIS, APPLICATION**

Students will demonstrate this ability by answering the weekly discussion questions which are designed to assess how they apply the knowledge they have been asked to learn to-date. The group chats are used in the same manner, where a problem is given to the students and the teams' ability to apply the knowledge and analyze the problem can be assessed. The instructor 'drops-in' to the chats un-announced and determines if any other points or considerations are needed to help the students in their analysis. The Service Journal, consisting of customer encounter reports as well as a final management report, will culminate the students' learning experience in the course, when the students are asked, as marketing managers, to analyze the service quality of the organization in question and determine marketing strategies which will correct or enhance the service delivery of the organization. These written reports will also reflect the attainment of their written communication effectiveness.

3. How will instructor-student and student-student, if applicable, interaction take place?

WebCT "chat" tool will be used for student group discussions of assigned articles and discussion questions. 'Office hours' will also be incorporated online, where the objective is to assist students with their assignments for and queries pertaining to the theoretical material issues in a live online discussion format using the typing tool. The "chat" tool will also be used to "talk" with individual students in specially designated "individual counseling" room when requested by the student.

The "discussion" tool of WebCT will be implemented to post discussion questions on selected topics. This will take the shape of an open forum, as deemed appropriate by the instructor, for inviting comments and discussions. Students will be encouraged to participate in this discussion system. (Student-Student-Instructor interaction)

The WebCT "email" system will be used to effectively communicate with individual students, answer and respond to their doubts and queries, communicate primer questions for case-analyses, and encourage their participation. All emails will be answered within forty-eight hours. (Student-Instructor interaction)

4. How will student achievement be evaluated?

Please refer to the attached syllabus developed for this online course version, for the evaluation methods and grading scale to be used.

Quizzes will be held at the end of each topic; these quizzes will consist of multiple-choice questions, to test students' understanding of the material covered in each chapter. These quizzes will be held online on WebCT.

There will be one theoretical exam conducted toward the end of the course; it will comprise of short essay-type questions. This exam will be held online on WebCT.

Replies to discussion questions as well as chat sessions will be graded as part of the 'in-class' grading.

5. How will academic honesty for tests and assignments be addressed?

Each student will be administered a different randomly selected set of questions for each of the quizzes from a large test bank of questions for each topic.

The theoretical exam will also comprise of varied sets of questions being administered to students, and will be chosen randomly from the large test bank. Fixed date and time for each quiz, and a fixed allotted time for completion of each quiz will be maintained.

Fixed date and time for the theoretical exam, and a fixed allotted time for completion of each exam will also be maintained.

One question at a time administration and Java script to prevent copying and transmission of quiz questions and the exam's questions while the test is being taken by students will be enforced.

In this manner, every effort will be taken to maintain academic honesty and discipline while conducting this course in the distance education format.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Please refer to the lesson plan attached herewith for your perusal.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative



Signature of Department Designee

11/7/08

Date

Endorsed: 

Signature of College Dean

11/17/08

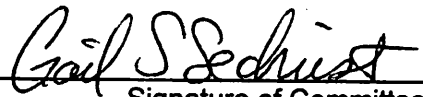
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative



Signature of Committee Co-Chair

1/15/09

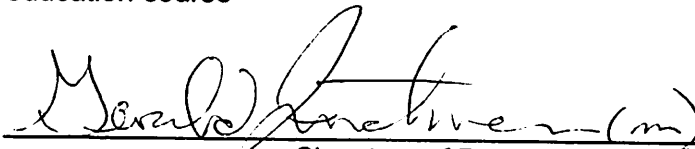
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Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course



Signature of Provost

1/20/09

Date

Forward form and supporting materials to Associate Provost.

SERVICES MARKETING SYLLABUS OF RECORD

I. Catalog Description

MK 437 Services Marketing 3 credits
Prerequisites:MK 320

Focuses on current theories and applications of marketing techniques in the fast growing area of services, in the business, government and non-profit sectors. Special emphasis will be placed on characteristics of services and their marketing implications, marketing strategies for service firms and managing service quality and productivity. Services exercises and research involving services such as health care, hospitality/tourism, higher education and small service businesses will be used to develop special skills and knowledge needed for successful services marketing management.

II. Course Objectives

The primary goal of this course is to prepare students to be successful marketing executives in an increasingly service-oriented economy. Specifically, the objectives for MK 437, Services Marketing are as follows:

- 1. To understand the unique characteristics of services and the special marketing challenges posed by those characteristics.**
- 2. Become knowledgeable in the ways to tackle those challenges effectively by devising strategies anchored in a service-quality foundation.**
- 3. To develop analytical, problem-solving, and communication skills.**

III. Detailed Course Outline

A. Characteristics of Services and Their Implications for Services Marketing (3 weeks)

- 1. Intangibility, variability, inseparability, perishability**
- 2. Implications for the consumer**
- 3. Implications for the service organization and marketing**

**B. Foundations for Services Marketing
(2 weeks)**

1. **Classifying Services to Gain Strategic Advantage**
2. **Problems and Strategies in Services Marketing**
3. **Service Design**
4. **The PIMS principle--Linking Price, Quality and Value**

**C. Service Quality Assessment
(5 weeks)**

1. **The Quest for Quality**
2. **The Dimensions of Service Quality**
3. **Causes of Service Quality Shortfalls**
4. **Measuring Service Quality -- The Consumer**
5. **Measuring Service Quality Potential -- The Service Organization**

**D. Managerial Implications for Service Quality Delivery
(4 weeks)**

1. **Managing and Exceeding Customers' Expectations**
2. **Maximizing Services Marketing Potential**
3. **Service Quality Delivery into the Twenty-first Century**

IV. Evaluation Methods

The final grade for the course will be determined as follows:

50% Examinations. Two exams during the term consisting of essay and short essay questions. (100 points each).

20% Service Journal and Report. Each student will prepare service journal entries for six weeks and prepare a final report on the service quality situation of the worst service delivery episode. The report will include a literature search and managerial strategies for improvement of that service.

30% Service Quality Project. A team of students will collect and analyze data using a service quality assessment instrument. The final report will include a situational analysis of the service industry chosen and the service firm chosen, as well as a written analysis of the research findings and strategies for improvement based on service quality management theory.

V. Required textbooks, supplemental books and readings

Valarie A. Zeithaml, A. Parasuraman, and Leonard Berry, Delivering Quality Service (DQS), The Free Press, 1990.

Leonard Berry and A. Parasuraman, Marketing Services: Competing Through Quality, (MS), The Free Press, 1991.

Christopher Lovelock, Services Marketing (SM), Prentice Hall, 1993.

VI. Special Resource Requirements

Students will be responsible for the printing, distribution and collection of surveys used in the service quality project.

VII. Bibliography

Stephen Brown, Evert Gummesson, Bo Edvardsson, Bengtove Gustavsson, Service Quality, Multidisciplinary and Multinational Perspectives, Lexington Books, 1991.

Christian Gronroos, Service Management and Marketing, Lexington Books, 1990.

Christopher Lovelock, Managing Services, Marketing, Operations and Human Resources, Prentice Hall, 1992.

Catalog Description:

MKTG 437 Services Marketing

3c-0l-3cr

(3 class-hours, 0 lab-hours, 3 credits)

Prerequisite: MKTG 320.

Focuses on current theories and applications of marketing techniques in the fast-growing area of services in the business, government, and non-profit sectors.

Emphasizes characteristics of services and their marketing implications and their formulation and implementation of marketing strategies for service firms.

Course Outcomes:

The main goal of this course is to prepare students to be successful marketing executives in an increasingly service-oriented economy.

Upon completion of the course, students will be able to:

- Understand the unique characteristics of services and the special marketing challenges posed by those characteristics.
- Become knowledgeable in the ways to tackle those challenges effectively by devising strategies anchored in a service-quality foundation.
- Develop analytical, problem-solving, and communication skills.

Course Outline:

The U.S. economy, and much of the world economy, is dominated by services. In the U.S., 75% of the labor force, 70% of the GNP, and 32% of exports are accounted for by services. This course is designed to prepare students to be successful executives in an increasingly service-oriented economy, and understand the unique characteristics of services and the special marketing challenges posed by those characteristics. The student will also become knowledgeable in the ways to tackle those challenges effectively by devising strategies anchored in a service-quality foundation. We will examine possible causes of service quality failure and the associated managerial strategies which have the potential to reverse this trend. The exercises and projects in the courses are designed to develop the student's analytical, problem-solving, and communication skills.

The tentative course schedule and credit hours required for achieving the objectives of this course structure are as follows:

A. Characteristics of Services and Their Implications for Services Marketing -

1. Intangibility, variability, inseparability, perishability (3 hours)
2. Implications for the consumer (2 hours)

3. Implications for the service organization and marketing (2 hours)

B. Foundations for Services Marketing -

1. Classifying Services to Gain Strategic Advantage (2 hours)

2. Problems and Strategies in Services Marketing (4 hours)

3. Service Design (4 hours)

4. The PIMS principle - Linking Price, Quality and Value (2 hours)

C. Service Quality Assessment -

1. The Quest for Quality (2 hours)

2. The Dimensions of Service Quality (2 hours)

3. Causes of Service Quality Shortfalls (2 hours)

4. Measuring Service Quality - The Consumer (2 hours)

5. Measuring Service Quality Potential - The Service Organization (3 hours)

D. Managerial Implications for Service Quality Delivery -

1. Managing and Exceeding Customers' Expectations (2 hours)

2. Maximizing Services Marketing Potential (2 hours)

3. Service Quality Delivery into the Twenty first Century (3 hours)

Quizzes (3 hours)

Examination 1 Midterm (2 hours)

Examination 2 Final (2 hours)

Evaluation Methods:

Examination 1 Midterm (Online) 25%

Examination 2 Final (Online) 25%

Quizzes (Online) (12) 15%

The Service Journal: 15%

a. Encounter Customer Reports (4)

b. Encounter Management Report (1)








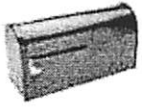
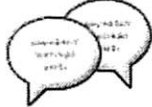
Online Discussions/Chats (weekly posting) 20%

Required Text:

Services Marketing: Integrating Customer Focus Across the Firm, Valerie Zeithaml, Mary Jo Bitner, and Dwayne Gremler, 4TH Edition, McGraw-Hill Irwin, 2006.

SERVICES MARKETING

Understanding the unique characteristics of services and the special marketing challenges posed by those characteristics.

 GETTING STARTED IN MKTG 437	 SYLLABUS	 WEEKLY ASSIGNMENTS AND POWERPOINT
 QUIZ	 ADDITIONAL CLASS MATERIAL	 GRADES
 DISCUSSION BOARD	 MAIL FROM THE PROFESSOR	 CHAT

SAMPLE LESSON

TOPIC: Week 5 and 6/ Consumer Expectations

COURSE OBJECTIVES ADDRESSED:

- **To understand the unique characteristics of services and the special marketing challenges posed by those characteristics**
- **To develop analytical, problem-solving and communication skills**

The students have a text as well as a journal reading assignment (4.1). After the reading has been completed they will complete assignments 4 and 5, which require an understanding of how the characteristics of services impact consumer expectations. This requires analysis on the part of the students, and their communication skills will involve writing as well as online chat with team partners prior to completing the assignments. In addition, this section requires the student to complete an interactive exercise. In this exercise (Zone of Tolerance), students will become problem-solvers by using the knowledge and information from the readings and previous exercises to solve a problem related to how consumers use cognitive as well as emotional judgment in forming expectations. Finally, they will take a quiz on the textbook and powerpoint slide material.

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- ▼ 1. WEEK 1 CHAPTER 1/INTRODUCTION TO SERVICES
 - 1.1. ASSIGNMENT 1
 - 1.2. *QUIZ CHAPTER 1 DUE FRIDAY 11PM*
 - 1.3. DISCUSSION BOARD QUESTIONS FOR THE WEEK
- ▼ 2. WEEK 2 CHAPTER 18/FINANCIAL AND ECONOMIC IMPACT OF SERVICE
 - 2.1. QUALITY MAKING IT PAY
 - 2.2. ASSIGNMENT 2
 - 2.3. *QUIZ CHAPTER 18 DUE FRIDAY 11PM*
 - 2.4. CHAT ROOM GROUP DISCUSSION
- ▼ 3. WEEK 3 & 4 CHAPTER 2/THE SERVICE QUALITY MODEL
 - 3.1. WHY SERVICE STINKS
 - 3.2. ASSIGNMENT 3
 - 3.3. *QUIZ CHAPTER 2 DUE FRIDAY 11PM*
 - 3.4. DISCUSSION BOARD QUESTIONS FOR THE WEEK
- ▼ 4. WEEK 5 & 6 CHAPTER 4 / EXPECTATIONS
 - ▶ 4.1. SERVICE INTANGIBILITY AND ITS IMPACT ON CONSUMER EXPECTATIONS OF SERVICE QL
 - 4.2. ASSIGNMENT 4
 - 4.3. ASSIGNMENT 5
 - 4.4. Zone of Tolerance Exercises Interactive Toolkit
 - 4.5. *QUIZ CHAPTER 4 DUE FRIDAY 11PM*
- ▼ 5. WEEK 7 CHAPTER 5 /PERCEPTIONS
 - 5.1. AMERICAN CONSUMER SATISFACTION INDEX
 - 5.2. ASSIGNMENT 6
 - 5.3. *QUIZ CHAPTER 5 DUE FRIDAY 11PM*
 - 5.4. DISCUSSION BOARD QUESTIONS FOR THE WEEK
 - 5.5. CHAT ROOM GROUP DISCUSSION
- ▼ 6. WEEK 8 CHAPTER 7 / CUSTOMER RELATIONSHIPS
 - 6.1. SERVICE ENCOUNTER 1 DUE WEDNESDAY BEFORE CLASS
 - 6.2. *QUIZ CHAPTER 7 DUE FRIDAY 11PM*
 - 6.3. DISCUSSION BOARD QUESTIONS FOR THE WEEK

CUSTOMER EXPECTATIONS OF SERVICE

Expectations are beliefs about service delivery that serve as standards or reference points against which performance is judged.

The level of expectation can vary widely depending on the reference point the customer holds.

Expectations can either represent what we believe will occur (prediction) or what we want to occur (desires).

Findings indicate that customers' service expectations exist at two different levels:

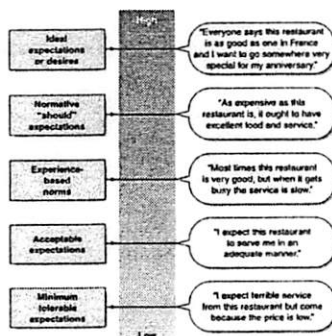
A DESIRED LEVEL

a blend of what the customer believes 'can be.'

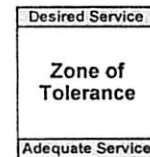
AN ADEQUATE LEVEL

reflects what the customer predicts 'will be.'

Possible Levels of Customer Expectations

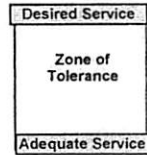


The Zone of Tolerance



The zone of tolerance separates the desired and adequate service levels and represents a range the customer considers satisfactory. It is a situational measure and can vary from transaction to transaction.

DUAL LEVELS OF CUSTOMER EXPECTATIONS

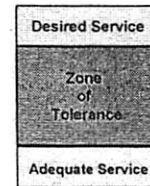
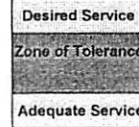


While the desired level is fairly stable, occasionally moving up, the adequate level fluctuates widely moving both up and down.

Zones of Tolerance for Different Service Dimensions

Level of Expectation

The zone differs across the five dimensions, the more important dimension having the smaller zone of tolerance

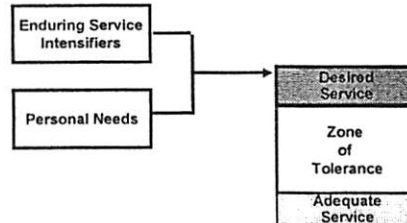


Most Important Dimensions

Least Important Dimensions

Customers compare their perceptions of the service with what they expected. What, then, influences what is expected?

Factors that Influence Desired Service



Sources of Desired Service Expectations

PERSONAL NEEDS

States or conditions essential to the physical or psychological well-being of the customer—some customers are more demanding and have higher expectations than others

ENDURING SERVICE INTENSIFIERS

Individual, stable factors that lead the customer to a heightened sensitivity to service

ENDURING SERVICE INTENSIFIERS

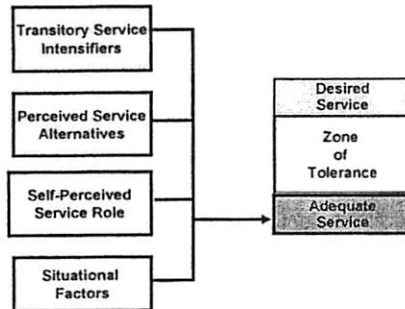
1. Derived Service Expectations

occur if customers are responding to the needs of others

2. Personal Service Philosophy

customer's underlying attitude about the meaning of any generic service and the conduct of service providers

Factors that Influence Adequate Service



Sources of Adequate Service Expectations

These influences are short-term in respect to influencers of *desired* behavior

TRANSITORY SERVICE INTENSIFIERS

Temporary, individual factors that make a customer more aware of the need for the service

Emergencies, problems with the initial service

PERCEIVED SERVICE ALTERNATIVES

Other providers from whom the customer can obtain services

CUSTOMER'S SELF PERCEIVED SERVICE ROLE

A customer's perception of the degree to which customers exert an influence on the level of service they receive—how well they are performing their *own* roles in service delivery

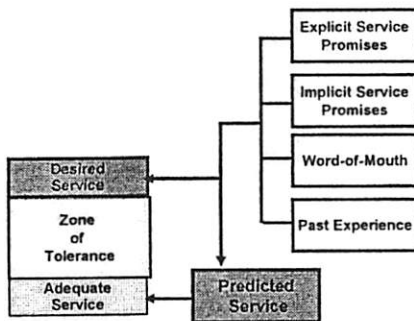
SITUATIONAL FACTORS

Service performance *conditions* that customers view as beyond the control of the service provider.

PREDICTED SERVICE

The level of service customers believe they are likely to get—an estimate of what will happen *this time*

Factors that Influence Desired and Predicted Service



Sources of Both *Desired* and *Predicted* Service Expectations

EXPLICIT SERVICE PROMISES

Personal and non-personal statements about the service made by the organization to customers

IMPLICIT SERVICE PROMISES

Are service related cues other than explicit promises that lead to inferences about what the service should and will be like

cues such as price, tangibles

WORD-OF-MOUTH COMMUNICATION

Statements made by parties other than the organization

PAST EXPERIENCE

The customer's previous exposure to service that is relevant to the service of interest

same service provider

service provider in the same service industry

similar service providers (hotels compared to hospitals)

Frequently Asked Questions About Customer Expectations

- What does a service marketer do if customer expectations are "unrealistic"?
- Should a company try to delight the customer?
- How does a company exceed customer service expectations?
- Do customer service expectations continually escalate?
- How does a service company stay ahead of competition in meeting customer expectations?

MANAGING EXPECTATIONS

MANAGE SERVICE PROMISES

Focus on basic services and present a cohesive, honest picture of those services both explicitly and implicitly

BE RELIABLE

Avoid service problems—they are transitory service intensifiers that elevate customer expectations

COMMUNICATE WITH CUSTOMERS

Regular communication with customers encourages tolerance. Proactive, company initiated communications, and prompt, caring responses to customer communications, convey a feeling of partnership.

Ingredients for effectively communicating with customers and enlarging their tolerance zones include:

- *making company reps accessible
- *encouraging customers to contact the company
- *initiating contact with customers and following up regularly
- *training and facilitating employees to provide personalized, responsive and caring attention
- *rewarding employees for nurturing customer relationships

EXCEEDING CUSTOMER EXPECTATIONS

"EXCEL IN SERVICE DELIVERY"

AND

"CAPITALIZE ON SERVICE RECOVERY"

Responsive, reassuring and empathetic treatment of customers is needed during service recovery

ESTABLISHING A CUSTOMER FRANCHISE

The latest research shows two levels of customer expectations. Therefore two potential service quality gaps should be assessed.

The **MSA** is the measure of service adequacy. This is the gap between perceived service and adequate service.

The **MSS** is the measure of service superiority. This is the gap between perceived service and desired service.

A company can operate at a competitive disadvantage, competitive advantage or at the customer franchise level depending on the levels of customer perceptions and expectations

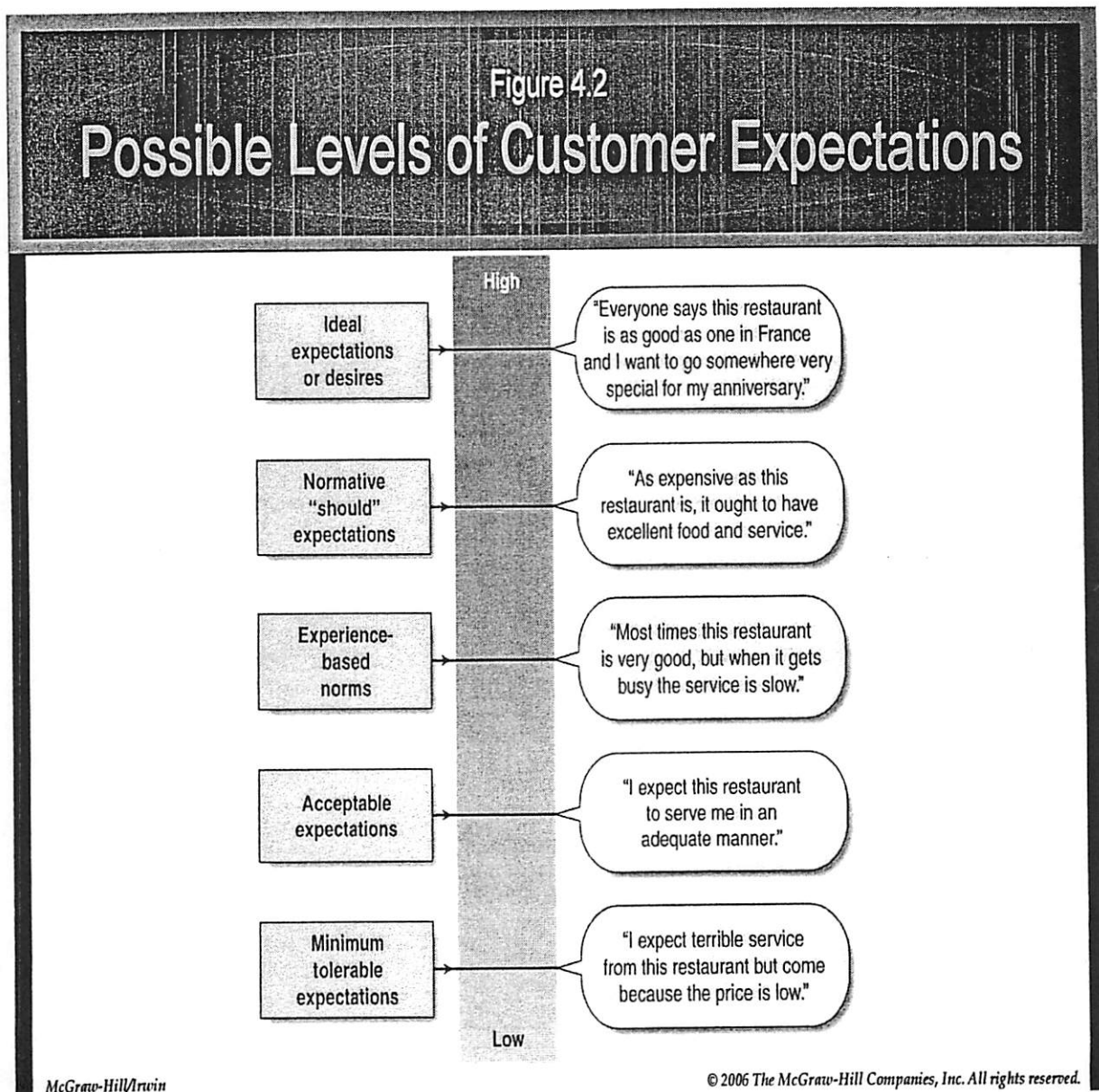
CUSTOMER PERCEPTION / EXPECTATION LEVELS	MEASURE OF SERVICE ADEQUACY AND SUPERIORITY	COMPETITIVE STATUS
PERCEIVED SERVICE →	MSA = +	CUSTOMER FRANCHISE
DESIRED SERVICE →	MSS = +	
PERCEIVED SERVICE →	MSA = +	COMPETITIVE ADVANTAGE
ADEQUATE SERVICE →	MSS = -	
PERCEIVED SERVICE →	MSA = -	COMPETITIVE DIS-ADVANTAGE
PERCEIVED SERVICE →	MSS = -	

RELATIVE COMPETITIVE STATUS

ASSIGNMENT 4

EXPECTATIONS

Customer expectations are beliefs about service delivery that serve as standards or points of reference against which performance of a service provider is judged. But, the level of expectation can vary depending on the reference point the customer holds. Using this course, MKTG437, Services Marketing, as your example, describe what your expectations were for each level in Figure 4.2, and then give an example of a statement (such as shown in figure 4.2 on the right) you would use to express this level of expectation.



ASSIGNMENT 5

EXPECTATIONS

Using the MKTG437 Services Marketing course again, discuss the factors that influenced your expectations for the course. You may use a 'list' format, or paragraph style---neither to exceed 500 words. Make sure you cover all of the influences that apply using the framework on page 93, Figure 4.8.

ZONE OF TOLERANCE MODEL: THE AIRLINE INDUSTRY TOOLKIT INTRO

D One method to evaluate how well firms perform on the five service quality dimensions is the concept of the zone of tolerance which illustrates the area between customers' expectations regarding their desired service and the minimum level of acceptable service. To define the zone of tolerance, firms ask a series of questions about each service quality dimension that relate to: the desired and minimum expected level of service for each dimension, from low to high; customers' perceptions of how well the focal service performs; and how well a competitive service performs, from low to high, the importance of each service quality dimension.

P In the following activity, we will assign importance weights based on Morgan's service quality criteria for airlines. We will then consider Morgan's perceptions of each airline, and assign them a rating for each quality dimension. To complete the zone of tolerance model we will consider Morgan's minimum and desired requirements for each dimension and add them to the chart. Once all the chart fields have been filled, we will analyze the graph that is generated based on the chart's data.

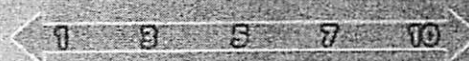
Follow the instructions at the top of each screen. For definitions of any terms or labels, simply rollover text with your mouse.

IMPORTANCE WEIGHTS & SERVICE SCORING

WEIGHTS: The more important the issue, the higher a score it receives. The importance scores must add up to 100 (each score represents a percentage of an overall whole).

$$\underset{\text{least important}}{5} + 10 + 15 + 30 + \underset{\text{most important}}{40} = 100$$

SCORING: The chart uses a ten-point scale, where 1 equals "poor performance" and 10 equals "excellent performance".



ZONE OF TOLERANCE

The zone of tolerance marks the bottom and top boundary for each service quality dimension. Anything below indicates consumers will go elsewhere. Anything above indicates that perhaps the company is overspending in that area.

← above zone

← within zone

← below zone

CONTINUE