MARK6105: RELATIONSHIP MARKETING & CUSTOMER RELATIONSHIP MANAGEMENT

Master of Marketing Elective Course
6 UOC (units of credit)

Course Outline
Semester 2, 2016

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support

Version 2: 27 June, 2016. Any revisions will be advised in class and on Moodle

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Professor Adrian Payne

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Phone: 02- 9385 3390   Email: a.payne@unsw.edu.au

Consultation times: By appointment via email
I am generally available to answer questions by email or telephone. If you're planning to come to my office please email me first.

Contact outside of class times:
If you have any questions about the course, please email me at the address above. I will endeavour to respond to enquiries promptly. However, keep in mind I may be teaching other classes or working on research projects when you make an enquiry, and therefore there may be a delay in getting back to you. Please note that email correspondence will be dealt with periodically – once every couple of days, *not* 24/7
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2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1 on Wednesday 27 July 2016 and then are held on 12 Wednesday evenings and finish on 19 October 2016.

Please note there are no classes on 28 August 2016 (mid semester break that week)

Time and Location: Wednesday: Evenings 6.00 – 9.00 pm.

Venue: UNSW Australia School of Business building – Room 115 (except for class on 31-8-2016.
NB: the class on Wednesday 31 August 2016, 6.00 – 9.00 pm will be held at Google's Headquarters in Sydney. Details to be provided later

2.2 Units of Credit

The course is worth 6 units of credit.
(This course is not available to students who have previously taken MARK6006 Customer Relationship Management)

2.3 Summary of Course

The strategic management of customer relationships is a critical activity for all enterprises. The means of effectively managing relationships with customers is addressed under the headings of Relationship Marketing (RM) and Customer Relationship Management (CRM).

Over the last two decades, Relationship Marketing has become an increasingly important topic. Organisations have learned that building relationship and sustaining them is usually more important activities focused on customer acquisition. This course first examines the key principles of Relationship Marketing including: the shift from a

functional to a cross functional orientation; the emphasis on business processes; the integration of customer service and quality with marketing; trust, commitment, satisfaction and loyalty as building blocks of relationships; the drivers and scope of relationships, and a focus on multiple stakeholders beyond the enterprise-customer relationship.

The course then addresses Customer Relationship Management, which involves an enterprise-wide customer-centric approach to maximising customer value. It is aimed at creating long-lasting and profitable relationships with individual customers - in both B2B and B2C contexts. Developments in technology have allowed organizations to look at their customers as individuals and to gather, store and analyse customer-based information. An outcome is an increase in the use of direct marketing techniques such as those for designing and managing consumer databases and customer service centres. Topics include: CRM strategy development; value creation through CRM; multichannel integration; information and technology management; and CRM performance assessment. Participants will be exposed to a range of relationship-building strategies and techniques, as well as software and CRM technologies.

2.4 Course Aims and Relationship to Other Courses

The aim is for students to understand the role of Relationship Marketing as it applies to both external and internal customers; and how a Customer Relationship Management programme should be formulated and implemented. A key objective of the course will be to learn from theory and examples of best practices in Relationship Marketing and CRM. The course will emphasise developing the knowledge and skills needed to create a successful customer management programme.

Organisations are now discovering that the cost of gaining new customers requires a substantial investment that can only be justified by long-term retention of those customers and maximising their lifetime value. There is also a growing appreciation that not all customers are profitable ones; organisations need to assess which ones are, and discover how to keep them.

Consolidation and testing of lessons and principles learned will be achieved through a group project work which will be completed during and after the classroom sessions. Students should note:

- In order to allow optimal opportunity for guided discussion and interaction significant student preparation is required in advance of each classroom session and you are advised to make appropriate allowance for this in your personal timetable.

- When in class, you are encouraged and expected to comment on the topic under discussion. Those students with relevant marketing and business experience are particularly encouraged to share their learning with the class. Students and/or teams may be asked to make informal or formal presentations.

- There is a case study element within the course. Learning is enhanced by attention to the case questions assigned in preparation and by participation in class. All students are expected to read and prepare case study questions before the relevant class.

Relationship of this course to other course offerings
This course will build on other more general marketing courses. In particular, It will emphasise a pan-company, or cross-functional, approach to marketing.

2.5 Student Learning Outcomes

By the end of this course students will:

1. A clear understanding of key elements of relationship marketing
2. Possess an appreciation of the roles of external and internal marketing
3. Acquire the ability to make an assessment of an organisation's relationships with its key market domains/stakeholders and how to improve them
4. Gain an understanding of the key role of CRM in delivery of value and the pivotal role of the value proposition
5. Learn how to analyse, develop and audit the five key strategic processes necessary for effective CRM
6. Understand how best to introduce or improve CRM in an organisation
7. Become fully aware of the marketing, operations, IT and HR capabilities required for effective CRM
8. Gain an understanding of how best to introduce or improve CRM in an organisation

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

Business Postgraduate Coursework Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts.
You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork: Our graduates will be effective team participants.
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.
You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and /or management practice

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The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes (see listing above)	Course Assessment Item
This course helps you to achieve the following learning goals for all Business School postgraduate coursework students:		*On successful completion of the course, you should be able to:*	*This learning outcome will be assessed in the following items:*
1	Knowledge	Learning outcomes 1- 8	• As part of individual reflection and participation mark • Exam • Group assignment
2	Critical thinking and problem solving	Learning outcomes 3, 5, 6, 7, 8.	• Group assignment • As part of individual reflection and participation mark
3a	Written communication	Construct written work which is logically and professionally presented.	• Group Assignment, not assessed individually
3b	Oral communication	Communicate ideas in a succinct and clear manner.	• Part of participation mark, but not separately assessed.
4	Teamwork	Work collaboratively to complete a task.	• Not specifically assessed in this course, but implicit in group assignment
5a.	Ethical, environmental and sustainability responsibility	Not specifically addressed in this course. However, ethical issues relating to adopting a CRM strategy will be considered	• Not specifically assessed in this course
5b.	Social and cultural awareness	Not specifically addressed in this course. However, there will be some discussion of CRM in different cultural contexts.	• Not specifically assessed in this course

3 LEARNING AND TEACHING ACTIVITIES.

3.1 Approach to Learning and Teaching in the Course

This course will utilise a range of learning and teaching approaches including lectures, case studies, reading material, visiting speakers and video material. The experience of both students and teaching staff will be utilised to explore aspects of RM and CRM in a range of industry settings. Active student participation and preparation to the classes will form an important element of the course.

The lectures and readings will equip you with a basic understanding of the key elements of RM and CRM. However, you will gain the most from this subject by further selective independent reading, from the project work for the course and from an exploration of the topic on the Internet. I will provide you with an additional reading list covering a large number of topics which constitute the core of customer management. In addition to this I would like you to actively explore the topic online. There is a vast amount of material in hyperspace on this topic.

We expect you come to and be prepared for every lecture**.**

This means you should come with a 1-2 page typed summary of any pre-reading, together with your views on them. You'll be expected to comment on the readings to other class members, if called upon in class.

You should be prepared to actively participate in class discussions, group work and assignments. I expect every student to pull their weight in the class assignments. In the event that members of the group in for me that some people have not contributed in a balanced way, I reserve the right to use peer evaluation of group members to allocate marks dependent on each individual member's contribution.

3.2 Learning Activities and Teaching Strategies

This course will primarily utilise a lecture /discussion approach supplemented by selected case studies. Importantly it will draw upon the experience of students, the course leader and visiting speakers to provide relevant real world examples of customer management activities. In our lecture/discussions, we will place emphasis on learning from case studies of leading global organisations that are highly regarded in terms of their best-in-class marketing practices

Computers and mobile devices are not allowed to be used in class (unless the instructor indicates otherwise) – surfing and texting emerges as an inevitable and regrettable result, and is highly distracting for everyone.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- achieve a minimum of 50% of marks in final examination.
- make a satisfactory attempt at all assessment tasks (see below)

Assessment Task	Weighting	Length	Due Date
1. Group Assignment	35%	2,500 -3,000 words +any slides & appendices.	14 September 2016 at 4.00 pm
3. Reflection and Participation (Individual)	15%	3 page summary 12 point font double spaced	Ongoing - summary due 26 October 2016 by 4.00 pm
3. Final Exam (Individual)	50%	Not applicable	3 hour exam during exam period
TOTAL	100%		

You are encouraged to submit the Group Assignment before the due date.
The completion time for the Group Assignment and a one week break in Week 4 is aimed at assisting part-time students who have full-time work commitments. If you are going to be away at any time before the assignment is due you must make suitable arrangements with your team members to ensure satisfactory completion of your input to the assignment.

Please note:

The assignment will be marked within two weeks of submission date. Grades and comments will be available for collection at School of Marketing Office two weeks after submission.

Final marks for course will be sent to you by the University Administration after they have been approved by the Head of School. As per university rules, they cannot be advised by other means.

4.3 Assessment Format

Submission arrangements for Group Assignments:

Group assignments must be deposited by hand in Essay Box No 1 on third floor of the Quadrangle Building, University of NSW. If you have problem delivering this to Essay Box No 1you should contact the course lecturer in advance. (This is located on left hand side of the lift opposite the School of Marketing main office.) Group size may be dependent on the number of students enrolled in a course. Groups will be a maximum of 5 people. Larger groups are not permitted.
An electronic copy of both group assignments must also be submitted through Turnitin by the due date.

You should work with your team to agree a mutually acceptable date to complete the Group Assignments, based on the team members, commitments, including those for

other courses.   Group assignments will be marked within two weeks of submission date. Students should collect a copy of the assignment marks and comments from the School of Marketing Office on 3rd floor Quadrangle Building.

Assessment Components:

1 . Group Assignment (35%):

Topic: Relationship Marketing Six Markets Analysis

The purpose of this assignment is to apply the concepts of Relationship Marketing to a major enterprise. You should use a large organization for your analysis, e.g., a bank (e.g., Westpac), a car manufacturer (e.g., Ford), an insurance company (Zurich Financial Services, a 'Big 4' accounting/professional services firm (e.g., KPMG), electronics firm (e.g., Sony, Samsung), etc.

You should propose two suggested enterprises to the course lecturer by Wednesday August 2016. A detailed overview of this assignment will be discussed in the class session on Wednesday 24 August 2016,

Your analysis should broadly include the following:

1.   Identify the major groups or segments within each of the six relationship markets for the selected firm. Discuss their importance (30%)

2.   Show and discuss existing emphasis on six markets on the Relationship Marketing Radar chart (10%)

3.   Show and discuss proposed emphasis on six markets on the Relationship Marketing Radar chart (10%)

4.   Repeat steps 2 and 3 for key segments/groups within each market (20%)

5.   Produce detailed recommendations for improving relationship Marketing including key issues and actions that need to be addressed and where the most significant pay-off will be? (Cost/benefit ranking) (30%)

Marking criteria:

Marks will be generally allocated as shown above:

Dependent on the final class size, you may be requested to present your assignment in a slide presentation to the class. However it will be the written assignment that will be marked, not any presentation.

Good Luck! I hope you enjoy this assignment and find it a useful and interesting learning experience.

2. Reflection and participation (15%)
(Ongoing - summary due 26 October 2016 before 4.00 pm)

Active reflection and participation is an important component of this course. *All* students are expected to take the initiative to participate in class discussions. A critical component of the skills of both post-graduate students and effective managers is their ability to reflect and synthesise information over time. Therefore this element of assessment is designed to assess your ability to not only discuss issues intelligently and contribute to class discussion, but to reflect on the nature of class discussions and activities, the insights gained from undertaking readings and from observation of relevant marketing issues that emerge in the popular or business media. This will also include your ability to discuss intelligently and contribute to class discussion of case studies, designated readings and questions from the course lecturer.

Each student is required to submit a brief 3 page memo (1.5 spacing; 12 point font) to the course lecturer detailing both (1) your reflections and learning from the course and (2) details of your individual class participation in the course (i.e. your contribution to the discussion and case studies, not just being there!)

You should therefore keep a brief class-by class log of your involvement each week. This must be emailed to the lecturer by the due date.

Part of your participation involves you bringing and using a name card in every session. This is especially important as we will have a number of visiting guests speaking on the course. In the event you do not have your usual name card with you for a particular class, please make up a temporary one for that class.

3. Exam (50%)

A three hour closed book exam will held during the UNSW exam period. This exam will test your knowledge of key RM/CRM theory and practice.

4.4 Assignment Submission Procedure

Assignments will be marked and comments and grades will be made available for student collection within two weeks following the due date.

Marked assignments that are due after the completion of the course can be collected during office hours Monday to Thursday from the School of Marketing Office on the 3rd Floor Quadrangle Building. It is student's responsibility to collect them. In the case of the group assignments, students may nominate one group member to collect their marked group assignments for distribution to others. If you are making a special trip to the UNSW you should first check with School of Marketing Office to confirm assignments are available for collection at the time you are coming to the School.

Reminder: The Lecturer will require the group assignments to be submitted through Turnitin

Master of Marketing Grade and Mark ranges

The progressive assessment during the session (either by assignments, participation and/or a mid-session examination), grades will be provided to students in a form of a letter grade (not as a mark) as follows.

Grade	Mark	Explanation
A	75 - 100	A superior to outstanding performance
B	60 - 74	A good performance
C	50 - 59	An acceptable level of performance
Fail	0–49	Performance below minimum level of competence

Course results as a final mark are released to students and are made available ONLY via MyUNSW (not by the lecturer) following a Faculty sub-committee meeting to approve distribution of marks.

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Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

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5 COURSE RESOURCES

The prescribed text for the course is:

Payne, A. and Frow, P. (2013). *Strategic Customer Management: Integrating Relationship Marketing and CRM*, Cambridge University Press.

You will need this text for case studies and readings

Articles, readings and case studies

These are listed in the detailed class by class session schedule on Moodle.
Journals

Journals are a rich source of material on CRM. The following are recommended:
- *California Management Review*
- *Harvard Business Review*
- *Journal of Marketing*
- *Journal of Relationship Marketing*
- *McKinsey Quarterly*
- *Sloan Management Review*

The website for this course is on Moodle at: http://moodle.telt.unsw.edu.au

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. In this course, we will seek your feedback through CATEI, and any informal feedback. Previous student feedback requested that the group assignment, which was previously handed out later in the course, be made available earlier. This will now be made available early in the course. Some students have asked for more discussion time. There is a lot of content to cover in the lecture sessions. However, this does not absolve you from jumping in and making comments and asking questions. This is a Master's program at the University of New South Wales and, as such, we expect students to state their views and raise questions and not sit back and say nothing!

7 COURSE SCHEDULE

Lectures start in Week 1 and finish in Week 12. (Note: No class on 28 September 2016) PLEASE ENSURE THESE DATES ARE IN YOUR DIARY

COURSE SCHEDULE		
Week	Topic	Reference
Week 1 Wed 27 July	**Strategic Customer Management**	See full details of preparation for class session on following pages
Week 2 Wed 3 August	**Relationship Marketing: Development and Key Concepts**	See full details of preparation for class session on following pages
Week 3 Wed 10 August	**Customer Value Creation 1: Value and Value Propositions**	See full details of preparation for class session on following pages
Week 4 Wed 17 August	**Customer Value Creation 2: Co-creation and Co-creation of Value**	See full details of preparation for class session on following pages
Week 5 Wed 24 August	**Building Relationships with Multiple Stakeholders**	See full details of preparation for class session on following pages
Week 6 Wed 31 August	**Relationships and Technology: Digital Marketing and Social Media**	See full details of preparation for class session on following pages
Week 7 Wed 7 September	**The CRM Strategy Framework CRM Process 1: The Strategy Development Process**	See full details of preparation for class session on following pages
Week 8 Wed 14 September	**CRM Process 2: The Value Creation Process**	See full details of preparation for class session on following pages
Week 9 Wed 21 September	**CRM Process 3: The Multi-Channel Integration Process**	See full details of preparation for class session on following pages
Mid-semester break: NO LECTURE on 28 September 2016		
Week 10 Wed 5 October	**CRM Process 4: The Information Management Process**	See full details of preparation for class session on following pages
Week 11 Wed 12 October	**CRM Process 5: The Performance Assessment Process**	See full details of preparation for class session on following pages
Week 12 Wed 19 October	**Organising for CRM Implementation**	See full details of preparation for class session on following pages

Note: VISITING SPEAKERS AND THEIR TIMING MAY VARY.
 CHANGES TO THIS OUTLINE, IF REQUIRED, WILL BE DISCUSSED IN CLASS AND ANNOUNCED ON MOODLE

DETAILS OF CLASS SESSIONS 2016

Class No. 1 Wednesday 27 July 2016, 6.00 – 9.00 pm

Strategic Customer Management

Introduction:

The first class in the RM & CRM course first explains the different definitions and interpretations of relationship marketing and customer relationship management. The course content and structure and assessments will be fully explained.

Session outline:

- The domain of strategic customer management
- Development of the discipline of marketing
- Service science and service dominant logic
- From transaction to relationship marketing
- Key principles of relationship marketing
- CRM and how it differs from relationship marketing

Readings:

Read all these articles/ case(s) prior to this session.

1. Payne, A. and Frow, P. (2013). Chapter 1, *Strategic Customer Management*. Cambridge University Press.

2. "Marketing Strategy: How it fits with Business Strategy", From the Marketer's Toolkit: The 10 Strategies You Need to Succeed, Harvard Business School Press, 2006. (HBS Product number: 2556BC-PDF-ENG).

3. Arons, M., van den Driest, F. and Weed, K. (2014)."The Ultimate Marketing Machine", *Harvard Business Review*, July-August, 2014, pp. 3-11.

4. Case: Josiah Doncaster.

    Prepare before the class the following questions/issues for class discussion. You should be prepared to comment in class on all the following questions/issues:

    1. What is the nature of the relationships that Josiah Doncaster has in:
       (a) consumer markets; and (b) industrial markets
    2. What is the nature of the relationships that Western and its competitors have with customers in the in-line filtration business
    3. Evaluate the (internal marketing) relationships within the Board of Directors
    4. Who do you agree with? What are your recommendations?

Other: Assignment groups will be formed during a class break.

Class No. 2 Wednesday 3 August 2016, 6.00 – 9.00 pm

Relationship Marketing: Development and Key Concepts

Introduction:

This class discusses the development of relationship marketing and its key concepts. Emphasis will be placed on a broad holistic approach to relationship marketing, as opposed to the narrower focus on dyadic customer firm relationships.

Session outline:

- Origins of relationship marketing
- Alternative approaches to relationship marketing
- Key concepts in relationship marketing
- Shifting from a functional to a cross-functional orientation
- Stakeholder models in relationship marketing
- The relationship management chain

Readings:

Read all these articles/ case(s) prior to this session.

1. Payne, A. and Frow, P. (2013). Chapter 2, *Strategic Customer Management*. Cambridge University Press.

2. Fournier, S. and Avery, J. (2011). "Putting the Relationship Back into CRM, *MIT Sloan Management Review*, Vol. 52, No. 3, Spring, pp. 63-72.

3. Gummesson, E., Kuusela, H. and Narvanan, E. (2014), "Reinventing Marketing Strategy by Recasting Suppliers/Customer Roles", *Journal of Service Management*, Vol. 25, No. 2, pp. 228-240.

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Class No. 3 Wednesday 10 August 2016, 6.00 – 9.00 pm

Customer Value Creation 1: Value and Value Propositions

Introduction:

This class is the first of two class sessions on customer value creation. In this class we will explore the nature of the value proposition concept.

Session outline:

- The value of the customer receives
- How relationships add value
- How brands add value
- The value proposition and value assessment
- Briefing for Group Assignment

Readings:

Read all these articles/ case(s) prior to this session.

1. Payne, A. and Frow, P. (2013). Chapter 3, *Strategic Customer Management*. Cambridge University Press, including examples of value proposition development in BT and ZFS on pages 108-115.

2. Frow, P. and Payne, A. (2016). "The Customer Value Proposition: Evolution, Development and Application in Marketing", Working Paper.

3. Case Study: Shouldice Hospital Limited (Abridged) HBS 9-805-002.

> Prepare before the class the following questions/issues for class discussion. You should be prepared to comment on all the following questions/issues:
>
> 1. Why has Shouldice been so successful? What is the nature of their relationships with different market domain/stakeholders?
> 2. What is Shouldice Hospital's value proposition?
> 3. What would you do going forward if you were the new CEO for the hospital reporting to the existing board of directors?
> 4. What would you do going forward if you were a private equity fund or venture capitalist purchasing the hospital from its present owners?

Class No. 4 Wednesday 17 August 2016, 6.00 – 9.00 pm

Customer Value Creation 2: Co-creation and Co-creation of Value

Introduction:

This class is the second of two class sessions on customer value creation. In this class we will examine the nature of co-creation and co-creation of value.

Session outline:

- The nature of co-creation
- Why should firms be interested in co-creation
- Who is doing co-creation
- Who can you co-create with
- Best-practice business model exemplars

Readings:

Read all these articles/ case(s) prior to this session.

1. Payne, A., Storbacka, K and Frow, P. (2008). "Managing the Co-Creation of Value", *Journal of the Academy of Marketing Science*, Vol. 36, No. 1, pp. 83–96.

2. Ramaswamy, V. and Ozcan, K. (2014). "Introduction to the Co-Creation Paradigm", Chapter 1 in *The Co-Creation Paradigm*, Stanford Business Books, pp. 1-31.

3. Frow, P., Nenonen, S., Payne, A. and Storbacka, K. (2016). "Managing Co-Creation Design: A Strategic Approach to Innovation", *British Journal of Management*, Vol. 26, No. 3, pp. 463-483.

Class No. 5 Wednesday 24 August 2016, 6.00 – 9.00 pm

Building Relationships with Multiple Stakeholders

Introduction:

This class focuses on building relationships with multiple stakeholders. The importance of building relationships with both internal and external markets will be emphasised including the role of your personal brand.

Session outline:

- The role of multiple stakeholders
- A stakeholder model for relationship marketing
- These six stakeholder/market domains
- The role of internal marketing and personal branding
- Identifying emphasis on the six markets
- Exercise

Readings:

Read all these articles/ case(s) prior to this session.

1. Payne, A. and Frow, P. (2013). Chapter 4, *Strategic Customer Management*. Cambridge University Press.

2. Case: Payne, A. and Frow, P. (2013). Case: 4.2 The City Car Club, Helsinki – driving sustainable car use

Visiting Speaker:

Professor Pennie Frow, University of Sydney Business School

Class No. 6 Wednesday 31 August 2016, 6.00 – 9.00 pm
NB: LOCATION: Google Headquarters in Sydney. Details to be provided later

Relationships and Technology: Digital Marketing and Social Media

Introduction:

In this session we will examine the topic of relationships and technology. We will explore the rise of digital marketing together with some commentary on social media and social influence marketing. In particular, we will look at innovative examples of digital marketing and social influence marketing in both small and large companies. This will be achieved by reading the attached materials and a field visit to Google's Australian headquarters

Session outline:

- The rise of technology
- The growth of the Internet economy
- Digital marketing, social media relationships
- Case studies from innovative digital and social media enterprises

Readings:

Read all these articles/ case(s) prior to this session.

1. Payne, A. and Frow, P. (2013). Chapter 5, *Strategic Customer Management*. Cambridge University Press.

2. Case: Payne, A. and Frow, P. (2013). Case: 5.1 Hippo in India – Using Twitter to Manage the Supply Chain

3. Case: Payne, A. and Frow, P. (2013). Case: 5.2 Blendtec – The 'Will it Blend' Viral Marketing Initiative

4. Ahrendts, A. (2013). "Burberry's CEO on Turning an Aging British Icon into Global Luxury Brand", *Harvard Business Review*, January-February, pp. 39 – 22.

Visiting Speaker:

Richard Wolstenholme, Head of Automotive sector, Google

Class No. 7 Wednesday 7 September 2016, 6.00 – 9.00 pm

CRM Strategy Framework & CRM Process 1: The Strategy Development Process

Introduction:

This first class session on CRM explains the different definitions and interpretations of customer relationship management. We then proceed to examine the five key cross-functional processes that are essential to effective CRM. A strategic framework is presented that commences with the identification of business and customer strategy and concludes with shareholder value creation.

Session outline:

- Defining the role of CRM
- Key processes in CRM
- The CRM Strategy Framework
- The Strategy Development Process
- Business Strategy and Customer Strategy
- Segment granularity and customer communities

Readings:

Read all these articles/ case(s) prior to this session.

1. Payne, A. and Frow, P. (2013). Chapter 6, *Strategic Customer Management*. Cambridge University Press.

2. CRM Audit [see Payne, A. and Frow, P. (2013) in Annex at end of book] – read this and give some initial thought as to how your current/past organisation addresses/addressed these issues.

3. Case: Knox, S. (2015). Tesco at its finest: The Growth Years led by Sir Terry Leahy

Class No. 8: Wednesday 14 September 2016, 6.00 – 9.00 pm

CRM Process 2: Enterprise Value Creation

Introduction

In the previous class an overview was provided of the five key processes in CRM and we explored the first key process in CRM – the Strategy Development Process. In this module we explore the Enterprise Value Creation Process in detail.

Session outline:

- The nature of enterprise customer value
- Customer acquisition and customer retention economics
- A framework for customer retention improvement
- Building profitable improvement: the ACURA framework

Readings:

Read all these articles/ case(s) prior to this session.

1. Payne, A. and Frow, P. (2013). Chapter 7, *Strategic Customer Management*. Cambridge University Press.

2. Ryals, L. (2008). "Determining the Indirect Value of a Customer", *Journal of Marketing Management*, Vol. 24 No.7, pp. 847-864.

3. Case: Payne, A. and Frow, P. (2013). Case 7.2: *Sydney Opera House – exploring value creation strategies.*

Video Case Study: MBNA America

Class No. 9: Wednesday 21 September 2016, 6.00 – 9.00 pm

CRM Process 3: The Multi-Channel Integration Process

Introduction:

In this class we explore the third process in the CRM Strategy Framework – the Multi-Channel Integration Process.

Session outline:

- Multi-channel integration
- Understanding channel options
- Channel economics
- Planning channel emphasis

Readings:

Read all these articles/ case(s) prior to this session.

1. Payne, A. and Frow, P. (2013). Chapter 8, *Strategic Customer Management*. Cambridge University Press.

2. Brown, J.R., and Dant, R.P. (2014). "The Role of e-Commerce in Multi-Channel Marketing Strategy". In *Handbook of Strategic e-Business Management* (pp. 467-487). Springer Berlin Heidelberg.

3. Case: Payne, A. and Frow, P. (2013). Case 8.1: *TNT – Creating the Perfect Customer Experience*.

4. Case: Payne, A. and Frow, P. (2013). Case 8.2: *Guinness – Delivering the 'Perfect Pint'*.

Reminder: no class on Wednesday 28 September 2016 – mid semester break

Class No. 10: **Wednesday 5 October 2016, 6.00 – 9.00 pm**

CRM Process 4: The Information Management Process

Introduction:

In this class we examine the fourth process in the CRM Strategy Framework – the Information Management Process. Here emphasis will be placed on managerial rather than technological aspects. We will also explore the "dark side" of CRM.

Session outline:

- The key elements of the Information Management Process
- The CRM Strategy Matrix
- The "dark side" of CRM
- Individual's CRM technology experiences

Readings:

Read all these articles/case(s) prior to this session.

1. Payne, A. and Frow, P. (2013). Chapter 9, *Strategic Customer Management*. Cambridge University Press.

2. Frow, P., Payne, A., Wilkinson, I. F., & Young, L. (2011). Customer management and CRM: addressing the dark side. *Journal of Services Marketing*, Vol. 25 No. 2, pp. 79-89.

3. Case: Payne, A. and Frow, P. (2013). Case 9.2: The DVLA – innovating with CRM in the public sector

Video Case Study: Vail Associates

Come to class prepared to talk about your experience with IT systems and CRM and where your organisation (current or previous) fits in the CRM strategy matrix.

Invited Visiting Speaker: Mr Frank Wilson – former Head of CRM Deployment, St. George Bank – TO BE CONFIRMED

Class No. 11: **Wednesday 12 October 2016, 6.00 – 9.00 pm**

CRM Process 5: The Performance Assessment Process

Introduction:

In this class we examine the fifth process in the CRM Strategy Framework – the Performance Assessment Process. We will examine one of the world's most advanced companies in terms of CRM measurement systems

Session outline:

- The integrated value process - customer value, employee value and shareholder value
- Towards the enterprise performance model
- Developing a CRM dashboard
- Case study: Performance assessment at Sears Roebuck

Readings:

Read all these articles/case(s) prior to this session.

1. Payne, A. and Frow, P. (2013). Chapter 10, Strategic Customer Management. Cambridge University Press.

2. Peltier, J.W., Zahay, D. and Lehmann, D.R. (2013). "Organizational learning and CRM success: a model for linking organizational practices, customer data quality, and performance", *Journal of Interactive Marketing*, Vol. 27, No. 1, pp. 1-13.

3. Case: Payne, A. and Frow, P. (2013). Case 10.1: *Sears - The Service Profit Chain and the Kmart Merger*

    Prepare before the class the following questions/issues for class discussion. You should be prepared to comment in class on all the following questions/issues:

    Questions:

    1. What are the difficulties in implementing the service profit chain approach in an organisation such as Sears?
    2. Is the service profit chain concept a useful idea for your existing or previous company?
    3. How would you go about gaining employee engagement with all the employees in a large enterprise like Sears? [We will discuss the Root Map/Learning Map approach Sears adopted during the class session.]

Class No. 12: Wednesday 19 October 2016, 6.00 – 9.00 pm

Organising for CRM Implementation

Introduction:

This final session provides a strategic overview for CRM implementation. It explores the necessary conditions that need to be present for successful CRM implementation. We will also summarize the course, complete the course evaluation and discuss the take-home exam.

Session Outline:

- Key elements in organising for CRM implementation
- CRM readiness
- Project management
- Change management
- Employee engagement
- Course summary, evaluation and briefing on take home exam

Readings:

Read all these articles/case(s) prior to this session.

1. Payne, A. and Frow, P. (2013). Chapter 11, Strategic Customer Management. Cambridge University Press.

2. Venturini, W. T. and Benito, Ó. G. (2015). "CRM software success: A proposed performance measurement scale", *Journal of Knowledge Management*, Vol. 19, No. 4, pp. 856-874. (Look at Figure 3 in particular - you can ignore the statistical section if you wish.)

3. Case: Payne, A. and Frow, P. (2013). Case 11.2: Mercedes-Benz - Building Strategic Customer Management Capability.

    Prepare before the class the following questions/issues for class discussion. You should be prepared to comment in class on all the following questions/issues:

    1. What are the problems confronting M-B UK following the reorganisation in the early 2000s?
    2. What are the major areas you consider most important to benchmark in improving CRM at M-B?
    3. What would a M-B dealership benefit from most in its benchmarking:
        (a) Benchmarking best practice in other M-B dealers?
        (b) Benchmarking other car brands: e.g., Lexus, BMW, Jaguar, Audi, etc?
        (c) Benchmarking other companies outside the auto industry?
    4. How would you encourage advocacy amongst existing owners of M-B cars?
    5. What challenges remain for the M-B brand?

    (Note: if you, your relations or friends drive a Mercedes-Benz you should ask them to comment on your/their service experience!)

Lecturer-In-Charge: Professor Adrian Payne

Adrian joined the University of New South Wales as a Professor of Marketing in 2006. Prior to this he was Professor of Services and Relationship Marketing, Academic Leader of the Marketing Group and Director of the Centre for Customer Relationship Management at the Cranfield School of Management, Cranfield University, UK. Earlier he worked at the Melbourne Business School, at the University of Melbourne. His previous appointments include positions as chief executive for a manufacturing company and he has also held senior appointments in corporate planning and marketing. He has practical experience in marketing, market research, corporate planning and general management. He is an authority on Relationship Marketing and Customer Relationship Management and is an author of eight books and numerous journal articles on these topics. His most recent book *Strategic Customer Management* was published by Cambridge University Press in 2013.

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Business School

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8   PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

Business Postgraduate Coursework Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts.
You should be able to:
   a.   Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b.   Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork: Our graduates will be effective team participants.
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.
You should be able to:
   a.   Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b.   Consider social and cultural implications of business and /or management practice.

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9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz:
https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see:
https://student.unsw.edu.au/harvard-referencing

For the *Business School Harvard Referencing Guide*, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see:
https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf
https://www.gs.unsw.edu.au/policy/documents/plagiarismprocedure.pdf
https://www.gs.unsw.edu.au/policy/studentmisconductprocedures.html

10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: https://student.unsw.edu.au/program

10.1 Workload

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

10.2 Attendance

Your regular and punctual attendance at lectures and seminars, as well as in online activities, is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct

10.4 Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://safety.unsw.edu.au/

10.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General information on special consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment (**Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), **not** by tutors.

5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.

6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

12 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au

- **Business Student Centre**
  https://www.business.unsw.edu.au/students/resources/student-centre
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: https://student.unsw.edu.au/moodle-support For technical support, email: itservicecentre@unsw.edu.au Phone: 9385 1333.

- **UNSW Learning Centre**
  http://www.lc.unsw.edu.au/ Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  http://www.library.unsw.edu.au/

- **IT Service Centre**
  Provides technical support for problems logging in to websites, downloading documents etc. https://www.it.unsw.edu.au/students/index.html
  Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.
  Wellbeing, Health and Safety https://student.unsw.edu.au/wellbeing Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Phone: 9385 5418.

- **Disability Services**
  https://student.unsw.edu.au/disability Provides support for students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: disabilities@unsw.edu.au