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Customer Relationship Marketing & Management

North Carolina Agricultural and Technical State University

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

COURSE SYLLABUS

College Name: College of Business and Economics
Department Name: Marketing and Supply Chain Management
Course Name: Customer Relationship Marketing & Management

COURSE INFORMATION

- Course Number/Section: MKTG 445
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.

NOTE: Students are responsible for reading, understanding, and following the syllabus.

: AM ☐ / PM ☐ – : AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

COURSE PREREQUISITES

Course Syllabus (rev 05-15-20 by the Extended Campus)

COURSE DESCRIPTION

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as "General Education."

SLO 1: Understanding the roles of the organization and the customer in CRM.

SLO 2: Identification and Selection of customers (for both consumer and business markets).

SLO 3: Become familiar with methods of interacting with customer and customer touchpoints.

SLO 4: Practice using the success measures of customer-based initiatives (customer analytics).

SLO 5: Finally, the course aims to inform students about the various issues involved in managing and organizing the customer enterprise strategy to maximize profit.

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

Peppers, D., Rogers, M., & Kotler, P. (2016). *Managing Customer Experience and Relationships, 3rd Edition*. Wiley.

REQUIRED MATERIALS:

1. PharmaSim Simulation from www.interpretive.com: Details on purchase are provided on Blackboard in the Syllabus folder.
2. Webcam (may be standalone or built-in)
3. Your own computer (with speakers or headphones) on which you can install Respondus LockDown Browser

SUGGESTED COURSE MATERIALS

SUGGESTED READINGS/TEXTS:

1. The Economist, Wall Street Journal, Business Week, Fortune, and/or other business periodicals.
2. *Elements of Style* by Strunk and White
3. Grammarly (free app) –recommended on your computer as an extension for your Internet browser and in Word. Go to www.grammarly.com to download.

SUGGESTED MATERIALS:

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

For GRADUATE COURSES: See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Discussion Boards	4	15%
Assignment	2	15%
Exams	3	30%
Simulation Reports	2	10%
Simulation	9	30%
Total	20	100%

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

**For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54
EXTRA CREDIT**

LATE WORK

SPECIAL ASSIGNMENTS

For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)

For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf

OTHER POLICIES (e.g., Copyright Guidelines, Confidentiality, etc.)

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

SEXUAL MISCONDUCT POLICY

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

<https://www.ncat.edu/registrar/ferpa.php>

STUDENT COMPLAINT PROCEDURES

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

For GRADUATE STUDENTS: Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1 - Evolution of CRM	<p>ULO 1: Define the term "relationship". (SLO 1)</p> <p>ULO 2: Define CRM in the present context. (SLO 1)</p> <p>ULO 3: Describe what is meant by the technological revolution and the customer revolution. (SLO 1)</p> <p>ULO 4: Explain how firms get, keep, and grow customers. (SLO 1)</p>	<p>1. Read Textbook: Peppers, D., Rogers, M., & Kotler, P. (2016). <i>Managing customer relationships: A strategic framework (3rd ed.)</i>. Wiley. a) Chapter 1: Evolution of CRM</p> <p>2) Take: Unit Notes #1 (ULO 1-3)</p> <p>3) Complete: Discussion Board #1 (ULO 1-4)</p>
	Unit 2 - Thinking Behind CRM	<p>ULO 1: Understand the foundations of relationship theory. (SLO 1)</p> <p>ULO 2: Reflect on CRM from the customer's view. (SLO 1)</p> <p>ULO 3: Analyze the nature of loyalty. (SLO 1)</p>	<p>1. Read Textbook: Peppers, D., Rogers, M., & Kotler, P. (2016). <i>Managing customer relationships: A strategic framework (3rd ed.)</i>. Wiley. a. Chapter 2: Thinking Behind CRM b. Read Article: Narayandas (2005)</p> <p>2. Take: Unit Notes #2 (ULO 1-3)</p>
	Unit 3 - Building Blocks of Trust - Part A	<p>ULO 1: Trust and relationships. (SLO 2)</p> <p>ULO 2: IDIC: 4 steps to create and develop customer relationships. (SLO 2)</p> <p>ULO 3: The trust equation. (SLO 2)</p>	<p>1. Read Textbook: Peppers, D., Rogers, M., & Kotler, P. (2016). <i>Managing customer relationships: A strategic framework (3rd ed.)</i>. Wiley. a) Chapter 3: Building Blocks of Trust</p> <p>2. Complete: Discussion Board #1 (ULO 1-3)</p> <p>3. Take: Unit Notes #3 (ULO 1-3)</p>

		ULO 4:How to generate customer trust. (SLO 2-3)	
	Unit 4 - Building blocks of Trust - Part B	<p>ULO 1: Trust and relationships. (SLO 2)</p> <p>ULO 2: IDIC: 4 steps to create and develop customer relationships. (SLO 2)</p> <p>ULO 3: The trust equation. (SLO 2)</p> <p>ULO 4: How to generate customer trust. (SLO 2)</p>	1. Take: Exam #1 (ULO, Unit 1-3)
	Unit 5 - Identifying Customers	<p>ULO 1: Define “identifying customers”. (SLO 2)</p> <p>ULO 2: Understand the Internet’s role in customer identification. (SLO 2)</p> <p>ULO 3: Describe examples of the customer data revolution. (SLO 2)</p>	<p>1. Read Textbook: Peppers, D., Rogers, M., & Kotler, P. (2016). <i>Managing customer relationships: A strategic framework (3rd ed.)</i>. Wiley. a) Chapter 4 – Identifying Customers</p> <p>2. Take: Simulation #1 (ULO 1)</p> <p>3. Take: Unit Notes #4 (ULO 1-3)</p>
	Unit 6 - Differentiating Customers by Value	<p>ULO 1: Understand the concept of customer lifetime value and be able to calculate it. (SLO 2)</p> <p>ULO 2: Recognize that customers have different values and how they are treated differently. (SLO 2)</p> <p>ULO 3: Practice ranking customers by value. (SLO 2)</p>	<p>1. Read Textbook: Peppers, D., Rogers, M., & Kotler, P. (2016). <i>Managing customer relationships: A strategic framework (3rd ed.)</i>. Wiley. a) Chapter 5 – Differentiating Customers by Worth</p> <p>2. Read Article: Cokins (2015)</p> <p>3. Read: AMA Marketing News-Pandemic Edition (pgs 7-8)</p> <p>4. Take: Unit Notes #5 (ULO 1-3)</p>
	Unit 7: Differentiating Customers by Needs	<p>ULO 1: Understand the concept of customer lifetime value and be able to calculate it. (SLO 2)</p> <p>ULO 2: Recognize that</p>	1. Read Textbook: Peppers, D., Rogers, M., & Kotler, P. (2016). <i>Managing customer relationships: A strategic framework (3rd ed.)</i> . Wiley. a) Chapter 6 – Differentiating Customers by Needs

		<p>customers have different values and how they are treated differently. (SLO 2)</p> <p>ULO 3: Practice ranking customers by value. (SLO 2)</p>	<p>2. Read Article: Cokins (2015)</p> <p>3. Read Article: AMA Marketing News-Pandemic Edition (pgs 7-8)</p> <p>4. Team Assignment: CLV HW. (ULO 1-3)</p>
	Unit 8: Interacting with Customers	<p>ULO 1: Dialogue requirements. (SLO 3)</p> <p>ULO 2: Implicit and explicit bargains. (SLO 3)</p> <p>ULO 3: Integrating interaction strategy across touchpoints. (SLO 3)</p> <p>ULO 4: Customer interaction and dialogue management. (SLO 3)</p>	<p>1. Read Textbook: Peppers, D., Rogers, M., & Kotler, P. (2016). <i>Managing customer relationships: A strategic framework (3rd ed.)</i>. Wiley.</p> <p>a) Chapter 7 – Differentiating Customers by Needs</p> <p>b) Chapter 8 - Read sections on dealing with customers and social media, and utilizing influencers.</p>
	Unit 9: Interacting With Customers	<p>ULO 1: Use complaining customers as collaborators. (SLO 3)</p>	<p>1. Respond: Discussion Board #2. (ULO 1)</p> <p>2. Take: Exam #2. (ULO 1)</p>
	Unit 10: Measuring the Success of Customer-Based Initiatives	<p>ULO 1: Differentiate between brand equity versus customer equity. (SLO 4)</p> <p>ULO 2: Review the nature of customer loyalty. (SLO 4)</p> <p>ULO 3: Use customer profitability metrics. (SLO 4)</p> <p>ULO 4: Use longitudinal metrics and short-term gain. (SLO 4)</p> <p>ULO 5: Measure customer satisfaction. (SLO 4)</p>	<p>1. Read Textbook: Peppers, D., Rogers, M., & Kotler, P. (2016). <i>Managing customer relationships: A strategic framework (3rd ed.)</i>. Wiley.</p> <p>a) Chapter 11</p> <p>2. Submit: Simulation decisions – Period 3 (ULO 1-3)</p> <p>3. Take: Unit Notes #7 due next week (ULO 1-5)</p>
	Unit 11: Measuring the Success of Customer-Based	<p>ULO 1: Differentiate between brand equity versus customer</p>	<p>1. Read Textbook: Peppers, D., Rogers, M., & Kotler, P. (2016). <i>Managing customer</i></p>

	Initiatives	<p>equity. (SLO 4)</p> <p>ULO 2: Review the nature of customer loyalty. (SLO 4)</p> <p>ULO 3: Use customer profitability metrics. (SLO 4)</p> <p>ULO 4: Use longitudinal metrics and short-term gain. (SLO 4)</p> <p>ULO 5: Measure customer satisfaction. (SLO 4)</p>	<p><i>relationships: A strategic framework (3rd ed.)</i>. Wiley.</p> <p>a) Chapter 11</p> <p>2. Complete: Unit Notes #7 (ULO 1-5)</p> <p>3. Complete: Assignment #2 (ULO 1-3)</p>
	Unit 12: Customer Analytics	<p>ULO 1: Appreciate the evolution of CRM analytics. (SLO 4)</p> <p>ULO 2: Describe the value of customer analytics. (SLO 4)</p> <p>ULO 3: Explain how analytics helps in forecasting. (SLO 4)</p> <p>ULO 4: Describe how analytics helps companies to reduce churn and increase share of customer. (SLO 4)</p>	<p>1. Read Textbook: Peppers, D., Rogers, M., & Kotler, P. (2016). <i>Managing customer relationships: A strategic framework (3rd ed.)</i>. Wiley.</p> <p>a) Chapter 12</p> <p>2. Submit: simulation decisions – Period 6 (ULO 1-4)</p> <p>3. Take: Unit Notes #9 due next week (ULO 1-4)</p>
	Unit 13: Customer Analytics	<p>ULO 1: Appreciate the evolution of CRM analytics. (SLO 4)</p> <p>ULO 2: Describe the value of customer analytics. (SLO 4)</p> <p>ULO 3: Explain how analytics helps in forecasting. (SLO 4)</p> <p>ULO 4: Describe how analytics helps companies to reduce</p>	<p>1) Read Textbook: Peppers, D., & Rogers, M. (2016). <i>Managing customer relationships: A strategic framework (3rd ed.)</i>. Wiley.</p> <p>a) Chapter 12</p> <p>2) Submit: simulation decisions – Period 7 (ULO 1-4)</p> <p>3) Complete: Unit Notes #9 due (ULO 1-4)</p>

		churn and increase share of customer. (SLO 4)	
	Unit 14: Organizing and Managing the Profitable Customer-Strategy Enterprise	<p>ULO 1: Explain the importance of relationship governance. (SLO 5)</p> <p>ULO 2: Understand what goes into managing portfolios of customers. (SLO 5)</p> <p>ULO 3: Recognize the stages of change to become a customer relationship enterprise. (SLO 5)</p> <p>ULO 4: Develop a customer journey map. (SLO 5)</p>	<p>1. Read Textbook: Peppers, D., & Rogers, M. (2016) <i>Managing customer relationships: A strategic framework (3rd ed.)</i>. Wiley. a) Chapter 13</p> <p>2. Submit: Simulation decisions – Period 8. (ULO 1-3)</p> <p>3. Complete: Discussion Board #3. (ULO 1-4)</p>
	Unit 15: Organizing and Managing the Profitable Customer-Strategy Enterprise (Part 2)	<p>ULO 1: Explain the importance of relationship governance. (SLO 5)</p> <p>ULO 2: Understand what goes into the managing portfolios of customers. (SLO 5)</p> <p>ULO 3: Recognize the stages of change to become a customer relationship enterprise. (SLO 5)</p> <p>ULO 4: Develop a customer journey map. (SLO 5)</p>	<p>1. Read Textbook: Peppers, D., & Rogers, M. (2016). <i>Managing customer relationships: A strategic framework (3rd ed.)</i>. Wiley. a) Chapter 13</p> <p>2. Submit: Simulation decisions - Period 9 (ULO 1-4)</p> <p>3. Submit: Simulation report (teamwork) (ULO 1-4)</p> <p>4. Submit: Discussion Board (individual work, started in Unit 14) (ULO 1-4)</p>

* These descriptions and timelines are subject to change at the discretion of the instructor.