

**Customer Relationship Management, Spring 2008, Module 3, Course Number 70350
Professor Constance Porter/ 381 Mendoza/ Tel. No.: 1-5171**

Office Hours: Please email me (cporter3@nd.edu) to schedule a time to meet. I will return your email promptly. I believe that time is of the essence and will work diligently to find a mutually agreeable time to meet. Holding office hours, by appointment, provides you the opportunity to meet at your convenience and also allows me time to prepare for, and fully attend to, our discussion. If you only want to chat for 5 minutes or less, you can try to catch me after class without an appointment.

Overview

Today, firms want to build profitable customer relationships using strategies and tactics that fall under the broad domain of customer relationship management (CRM). Some view CRM as merely repackaged marketing concepts of the past (Boulding et al. 2005). However, savvy business leaders know better. They understand the need to develop and execute customer-centric strategies in order to remain competitive in a technology-enabled, interactive business environment. In fact, CRM “has become a requisite fixture at many companies around the world...[and many] have created chief customer officers, chief relationship officers, directors of customer experience...and even customer value officers” to lead CRM efforts (Rogers 2005).

Yet, CRM remains a complex management issue. There is no single measure of performance (e.g. customer satisfaction, customer retention, profits) and no general explanation of the variance in actual outcomes experienced by firms that execute CRM (Rigby and Ledingham 2004; Reinartz et al. 2004; Boulding et al. 2005). Over the past couple of years, firms have begun to experience success with CRM initiatives, and many suggest that successful relational outcomes are contingent upon a plethora of industry-, customer- and firm-specific factors (Palmatier et al. 2006; Rigby and Ledingham).

Course Design

In this course, we take a marketing manager’s perspective when assessing the potential impact of CRM and addressing complex issues regarding implementation of CRM initiatives. Because CRM requires cross-functional coordination and integrated technologies, successful implementation alters the traditional role of the marketing function, expands the impact of the marketing manager and affects how the marketing manager interacts with other members of the organization (Boulding et al. 2005). Thus, it is imperative that future marketing managers understand the nature of such changes.

Students will systematically examine how firms can address the complex issues that emerge when attempting to manage customer relationships successfully. Three perspectives of CRM serve as a foundation for concepts discussed in this course: (1) *CRM as a strategy* that prioritizes the allocation of resources toward serving customers profitably, (2) *CRM as an intelligence-gathering process* focused on collecting, storing and analyzing customer data to help firms assess and grow profitability and (3) *CRM as a technology* (or set of technologies) used to enhance a variety of business processes that require use of customer information. Thus, the content of this course is focused on

strategic and operational issues facing organizations that choose to execute a CRM strategy and provides an understanding of the important role of information in executing CRM effectively.

Teaching Methods and Learning Objectives

Consistent with the objectives of the MBA curriculum at Mendoza College of Business, this course will enable you to take an interdisciplinary approach to problem-solving, in the context of developing and executing CRM in a variety of organizational contexts. Each week, via lectures and interactive classroom discussions, you will learn about a key component of CRM, based on major frameworks that have been developed by leading academic experts. Every other week, you will be challenged to make these frameworks applicable and actionable by conducting in-depth case analyses.

Finally, you will co-create content for the course, via group discussion leadership assignments. These assignments will challenge you, and your group, to extend your thinking beyond the course content provided by the professor. Indeed, your group is expected to summarize the current state of knowledge on a particular CRM topic, assess limitations, boundaries or contingency factors that were not addressed in the course readings and propose directions for future research by developing at least one important question that remains unanswered about a particular aspect of CRM. The professor will assign a particular CRM topic for each group.

After taking this course, you should understand:

- Strategic issues associated with CRM including:
 - How to identify customers and foster customer loyalty
 - How to differentiate customers based on value to the firm
 - The role of customer interaction and customization in generating value to the firm
- Operational issues associated with CRM including:
 - The enabling role of technology in supporting CRM efforts
 - The role of human resources, management structure and corporate culture in creating a customer-centric organization
- Implementation issues associated deploying CRM including:
 - The history of early failures in CRM implementation
 - Approaches to designing successful CRM strategies
 - Understanding of how industry-specific, customer-specific, country-specific and other contextual variables (e.g. culture) influence CRM strategy

Required Course Materials

- Managing Customer Relationships: A Strategic Framework, by Don Peppers and Martha Rogers, published by John Wiley & Sons, Inc. Hoboken, New Jersey (ISBN: 0-471-48590-X). This text is referred to as (P & R) in the course schedule.
- Course Pack (Available from the Copyshop)
- Other materials will be available via the InsideND course folder.

Technical Skills/Software requirements

You should be a skilled user of the Microsoft Excel software package.

Attendance

If you need to miss a class session, please inform the professor via email message, in advance, with the date and reason for non-attendance. Attendance can impact your participation grade significantly.

Policy Regarding Assignments Not Received When Due

Late assignments will not be accepted. If an assignment is not turned in on time, as per the course syllabus, the student will receive zero points for that assignment.

Grading

Approximately 40% of your grade will be earned via individual contributions and 60% will be earned as part of your contributions via your group. At any point during the course, if you are unclear about the professor's assessment of your performance in the course, you should schedule to meet with the professor to discuss the concern before the end of Week 4. During such a meeting, the professor will provide you with an informal and preliminary assessment of your performance, to date, in the course.

The following matrix reflects the grading components of the course.

Component	Points	Percentage
Warm-up Group Case: Capital One	54	11 %
Warm-up Group Case: Tuscan Lifestyles CLTV	65	13%
Integrative Group Case: Canyon Ranch	125	25%
Group Class Participation: Discussion Leadership	50	10 %
Individual Class Participation	60	12 %
Individual Final Exam (Case Analysis)	146	29%
TOTAL POINTS	500	100 %

Final Course Grade Calculations

Your final grade will be calculated based on the total number of points that you accumulate, based on the following scale, after any adjustments based on your Individual Contribution Index, as described below:

<u>Total Points Accumulated</u>	<u>Grade</u>
470-500	A
450-469	A-
435-449	B+
420-434	B
400-419	B-
385-390	C+
370-384	C

350-369	C-
300-349	D
Below 300	F

Impact of Peer-Evaluations on Grades for Group Assignments

The following process will be used to obtain peer evaluations that could lead to an adjustment in the points allocated to you, as an individual, based on the points earned by your group on graded assignments:

- By Tuesday, February 26, 2008**, each member of your group will be asked to rate the contribution of other members of the group on a scale ranging from 0 – 100. This rating is called a Peer Contribution Score. The Peer Contribution Score reflects a peer’s evaluation of a group member’s contribution to group assignments. Please note the following constraints regarding your assignment of Peer Contribution Scores:

 - You cannot rate yourself or assign a Peer Contribution Score to yourself. You can only assign a score to your team members.
 - The Peer Contribution Score should reflect, holistically, a group member’s performance on all group assignments, as demonstrated during the module (e.g. case work, group discussion leadership).
 - The average (i.e. the arithmetic mean) of your final assignment of Peer Contribution Scores, across all of the scores allocated to your team members, must equal 92. If you feel that each team member gave equal contribution, then you are free to give each team member a peer contribution score of 92. If the average of your final assignment of Peer Contribution Scores, across all of the scores allocated to your team members, does NOT equal 92, for any reason, then the professor will assume that you intended for each team member to receive a score of 92 (i.e. you will not be informed of any arithmetic errors in your assignment of scores).
 - You **MUST** provide the professor with a Peer Contribution score for each of your team members. Providing a Peer Contribution score for each of your team members is a requirement of the course and is not optional. ***If you do not provide Peer Contribution Scores to the professor by February 26, 2008 (by 5PM), then you will be assigned zero points for all group assignments.***
- The professor will determine whether the points allocated to you, as an individual, will be adjusted to reflect your contribution to group assignments during the module, based on the following process:

 - You will be assigned an Average Peer Contribution Score. The Average Peer Contribution Score represents the average (i.e. the arithmetic mean) of a student’s peer contribution scores, as provided by the student’s group members.

- The Average Peer Contribution Score will be used to compute your Individual Contribution Index. The Individual Contribution Index is equal to your Average Peer Contribution Score divided by 92.
 - If your Individual Contribution Index is 1.0, then there will be no change in your individual points allocated, based on group work. For example, if your Average Peer Contribution Score is 92, then your Individual Contribution Index would be 1.0 (or 92 divided by 92).
 - If your Individual Contribution Index is above 1.0, then there will be no change in your individual points allocated, based on group work. However, you will receive the following number of bonus points to your participation grade, based on the following calculation:

$$(\text{Individual Contribution Index} - 1.0) * 60$$

- If your Individual Contribution Index is below 1.0, then your individual points allocated, based on group work, will be adjusted downward. For example, if your Average Peer Contribution Score is 88, then your Individual Contribution Index would be .96 (or 88 divided by 92), and you would receive only 96% of the points granted on each group assignment (e.g. cases, group leadership)

Group Cases

Because success with CRM has been associated with various industry-, customer- and firm-specific contingencies, conducting the case analyses will give you an opportunity to apply conceptual learning in the context of various business situations.

Selection and Grading

Groups will be comprised of either 4 or 5 individuals. Three is an insufficient number of group members. Six or more group members will not be allowed. Initially, students will be allowed to self-aggregate into groups. However, in order to ensure that each group is of sufficient size, the professor will assign individuals who remain without a fully-sized group.

The grade administered for group case assignments will be a group grade, subject to adjustments, on an individual basis, based on a student's Individual Contribution Index (see the sub-section entitled, "Impact of Peer-Evaluations on Grades for Group Assignments" above, for a description of potential adjustments to your grade, based on peer assessments).

General Guidelines for Group Case Assignments

The graded case assignments should be presented in written report. The report should be approximately 4-7 pages in length, single-spaced (using Times New Roman or equivalent font). The approximate page-length is intended to be exclusive of tables,

figures etc., which should be attached as exhibits in an appendix. You should provide the professor with a complete hardcopy of the document, bound with a staple (include all necessary attachments), at the beginning of the class session that corresponds with the due date for the case. Please use the following additional guidelines regarding tables and exhibits that might accompany the document:

1. Reference all exhibits in the body of the write-up.
2. Be selective, insightful and informative in your selection of tables and other exhibits. Do not include irrelevant data. If you don't discuss it, or it doesn't help to make your point, then don't include it.
3. Clearly label all charts, figures etc. (this includes labels for axes).
4. Indicate the source of data, whenever it is appropriate.

Each team member should bring a copy of the document to support his or her individual participation during the discussion of the case, which usually occurs at the session that *immediately follows* the due date for each case.

Group Discussion Leadership

Objectives

In conducting the group discussion leadership exercise, your group is expected to:

1. Summarize the current state of knowledge on a particular CRM topic. Provide a rich summary of your overall *insights* regarding the topic.
2. Assess limitations, boundaries, contingency factors and/or ethical issues that were not addressed in the course readings. Extend the learning process, for members of the class, by *adding insight beyond the course content provided by the instructor*.
3. Propose directions for future research by developing *at least one important question that remains unanswered* about a particular aspect of CRM.
4. Engage your classmates in a *meaningful discussion*.

The content of these discussions should include information contained in the assigned readings associated with the discussion topic and any other information that the group *uncovers via additional research*.

The group should prepare:

- A one-page summary of their work. The 1-page summary should be distributed to the professor and to the students.
- A presentation to be delivered during a scheduled class session. The professor should be given a hardcopy of the presentation, at the start of the session. The presentation should be approximately 15 minutes. Groups should allow an additional 15 minutes for classroom discussion/questions. Regardless of the format selected by the group, the total class time allocated to the group discussion leadership is 30 minutes.

Expectations and Grading

Satisfying objective #4 (see above) will depend, in part, on the voluntary participation of your colleagues. Thus, the professor will include an assessment of their engagement not only in your group discussion grade, *but also in their individual participation grade for the course.*

The grade administered for group case assignments will be a group grade, subject to adjustments, on an individual basis, based on a student's Individual Contribution Index (see the sub-section entitled, "Impact of Peer-Evaluations on Grades for Group Assignments" above, for a description of potential adjustments to your grade, based on peer assessments).

Recommended Process:

Your team will have approximately one week between the time that the class discusses readings that are related to your topic and the actual group discussion. In order to ensure that you are successful, I recommend the following:

1. During the class session(s) where your topic is discussed, take notes on questions that are posed by your classmates. These questions can be the source for many ideas. Addressing some of their questions, which might remain unknown to both business practitioners and academicians, will ensure that your discussion leadership is useful and insightful.
2. Conduct some external research on your topic. You might find additional information that adds texture to your topic.
3. Hold an initial meeting with your team on Friday of the week where the class has discussed your topic. At that time, ideas will be fresh and your group can begin to think of options for your deliverable.
4. Schedule a meeting with the professor *only after* you have developed a couple of options for your content. The professor will help to guide you. The group discussion process is a learning process and the professor wants your group to succeed.
5. Determine key roles for your team members. Some might want to work on the one-page summary, others might want to focus on the presentation preparation and others might want to deliver the presentation and/or facilitate the interactive process. Everyone does not have to participate in EACH phase. However, everyone should contribute to the process.

Individual Participation in Class Sessions

Active and insightful participation increases the value of the course for everyone. Everyone is expected to do the assigned readings and review course content before each class session. This will ensure that you are prepared to contribute to classroom discussions. The grade that you earn for participation will be based upon the professor's informed opinion of the quality of your participation. Quality refers to accuracy, insightfulness and originality—not the extent to which your comments reflect the professor's personal perspective or opinion. You are expected to be a thought leader and to ask questions that probe thinking beyond the surface of information provided to you in

the course readings. If you so desire, you are welcome to schedule a meeting to occur with the professor **on or before February 4th (the first day of Week 4)**, in order to obtain informal, verbal feedback regarding the professor's assessment of your participation, to date, in the course.

Individual Final Examination

The final examination will be comprehensive and delivered in the form of an individual case analysis **BY 8AM EST, 2/29/2008, via email attachment. HARDCOPY WILL NOT BE ACCEPTED.** While you are free to access external resources, in written format, and reference those resources to support your individual work (excluding students and faculty/staff members at University of Notre Dame and/or other institutions), *students should NOT discuss the content of the final exam, in part or in whole, for any purpose whatsoever, with anyone other than Professor Constance Porter, University of Notre Dame (professor for the course). If you need clarification of any parts of the final exam (e.g. content, structure, format, allowable references etc.), then you should consult with Prof. Porter directly. The honor code, as discussed in the next section, will apply to the individual final examination, as with any other individual assignments.*

Honor Code

Students are expected to comply with the Academic Code of Honor of University of Notre Dame, including the student pledge espousing academic integrity: "As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty." In compliance with this code, students are prohibited from giving or receiving assistance on individual assignments from any other individual, or any other material from any source, other than from the professor for the course. If there is ANY confusion regarding the instructions for ANY assignment for this course, please consult the professor directly and immediately.

Classroom Etiquette

The classroom should have a professional environment. You are expected arrive on time, limit sidebar conversations, and be courteous and respectful when you disagree with others. If your behavior is not consistent with such standards of etiquette, in the opinion of the professor, the professor will have you removed from the session.

Class Schedule

Note: This syllabus might be updated or changed during the semester, as deemed necessary by the professor.

WEEK 1: Overview of CRM: Definition, Scope, Objectives and Challenges

Dates	Discussion Topics	Assigned Readings and Assignments
1/15	<p>Perspectives on CRM: Definition, Scope & Managerial Objectives</p> <ul style="list-style-type: none"> • What is CRM? • What factors lead to CRM success and failure? • What implementation issues and/or challenges are important for marketing managers to recognize and address, in order to drive successful outcomes from CRM? 	<ul style="list-style-type: none"> • Chapter 1 (P & R) • Thomas, J.S., W. Reinartz, V. Kumar (2004), “Getting the Most Out of All Your Customers,” <u>Harvard Business Review</u>, 82 (7/8), 116-123. • Rigby, Darrell and Dianne Ledingham (2004), “CRM Done Right,” <u>Harvard Business Review</u>, 82 (11), 118-129. <p>Note: <i>The following reading is required for the Capital One case, but will not be discussed during the class sessions—Read only sections 1 & 2, pp. 475-479):</i></p> <ul style="list-style-type: none"> • Zablah, Alex R., Danny N. Bellenger and Wesley J. Johnston (2004), “An Evaluation of Divergent Perspectives on Customer Relationship Management: Towards a Common Understanding of an Emerging Phenomenon,” <u>Industrial Marketing Management</u>, 33, 475-489.
1/17	<p>Perspectives on CRM: Definition, Scope & Managerial Objectives (Continued)</p> <ul style="list-style-type: none"> • What do we mean by the term “customer-centricity” versus “product centricity”? • What factors lead to CRM success and failure? • What implementation issues and/or challenges are important for marketing managers to recognize and address, in order to drive successful outcomes from CRM? 	<ul style="list-style-type: none"> • Chapter 13 (P & R) • Bohling, T., D. Bowman, S. Lavallo, V. Mittal, D. Narayandas, G. Ramani, R. Varadarajan (2006), “CRM Implementation: Effectiveness Issues and Insights,” <u>Journal of Service Research</u>, 9(2), 184-194. • Shah, D., R.T. Rust, A. Parasuraman, R. Staelin, G.S. Day (2006), “The Path to Customer Centricity,” <u>Journal of Service Research</u>, 9(2), 113-124. • Reinartz, W., M. Krafft, W.D. Hoyer (2004), “The Customer Relationship Management Process: Its Measurement and Impact on Performance,” <u>Journal of Marketing Research</u>, 41 (3), 293-305. NOTE: <i>Skip the Methodology section of Reinartz et al. 2004.</i> <p>TURN IN LIST OF GROUP MEMBERS TODAY!!!!</p>

WEEK 2: Identifying Customers as a Foundation for Fostering Loyalty

Dates	Discussion Topics	Assigned Readings and Assignments
1/22	<p>The IDIC Model of CRM</p> <ul style="list-style-type: none"> • What are the key components of the IDIC model? <p>Identifying Customers</p> <ul style="list-style-type: none"> • What is the meaning of “customer identification” and why is it important in CRM? • How do data and technology help marketers to identify customers and develop information-based customer strategies 	<p>❖ <i>CASE DUE ON 1/22</i></p> <p>“Customer Relationship Management at Capital One (UK)-Condensed Version” (<u>INSEAD</u>) (in Course Pack)</p> <p>ASSIGNED READINGS:</p> <ul style="list-style-type: none"> • Chapter 3 (P & R) • Chapter 4 (P & R)
1/24	<p>Fostering Customer Loyalty</p> <ul style="list-style-type: none"> • How can efforts to identify customers support loyalty programs? • Why do some loyalty programs fail? • How can we design effective loyalty programs that support CRM objectives? <p>Review of Capital One Case</p>	<p>ASSIGNED READINGS:</p> <ul style="list-style-type: none"> • Nunes, J.C., X. Dreze (2006), “Your Loyalty Program Is Betraying You,” <u>Harvard Business Review</u>, 84(4), 124- 131. • Reichheld, F. (2006), “The Microeconomics of Customer Relationships,” <u>MIT Sloan Management Review</u>, 47(2), 73-78. • Shugan, S.M. (2005), “Brand Loyalty Programs: Are They Shams?” <u>Marketing Science</u>, 24 (2), 185-193. <p>NOTE:</p> <ul style="list-style-type: none"> • Review of Capital One Case during last half of this session

WEEK 3: Differentiating Customers based on Value

Dates	Discussion Topics	Assigned Readings and Assignments
1/29	<p>Definition, Scope and Objectives of Value-Based Differentiation</p> <ul style="list-style-type: none"> • What do we mean by “customer value”? • How does customer value link to marketing strategy? • What do we mean by “primary customer-based metrics” and how do these metrics differ from traditional marketing metrics? 	<ul style="list-style-type: none"> • Chapter 5 (P & R) • “The Customer Profitability Conundrum: When to Love ‘Em or Leave ‘Em” (2004), <u>strategy+business/Knowledge@Wharton</u>, October 4 • Stalk, G.S. (2006), “Curveball Strategies to Fool the Competition,” <u>Harvard Business Review</u>, 84(9), September, 115-122. • Kumar, V. and W. Reinartz (2006), <u>Customer Relationship Management: A Databased Approach</u>, John Wiley & Sons, Inc., Hoboken, NJ: <ul style="list-style-type: none"> ○ Ch. 5: “Introduction to Customer-Based Marketing Metrics,” 90-107. (in Course Pack)
1/31	<p>Definition, Scope and Objectives of Value-Based Differentiation (Continued)</p> <ul style="list-style-type: none"> • What are the various methods that firms use to measure customer value? • What challenges do managers face when attempting to measure customer value? <p>Group Discussion Leadership-Group #1:</p>	<p><i>ASSIGNED READINGS:</i></p> <ul style="list-style-type: none"> • Kumar V. and W. Reinartz (2006), <u>Customer Relationship Management: A Databased Approach</u>, John Wiley & Sons, Inc., Hoboken, NJ: <ul style="list-style-type: none"> ○ Ch. 6: “Customer Value Metrics—Concepts and Practices,” 108-115 (in Course Pack). Note; Skip section 6.2.4 • Gupta, S. and D. Lehmann (2005), <u>Managing Customers as Investments</u>, Wharton School Publishing, Pearson Education, Inc., Upper Saddle River, New Jersey: <ul style="list-style-type: none"> ○ Ch. 1: “Customers Are Assets,” 1-12. (in Course Pack) ○ Ch. 2 “The Value of a Customer,” 13-40. (in Course Pack) <p>Note: <i>The following reading is required for the “Tuscan Lifestyles: Assessing Customer Lifetime Value” case, but will not be discussed during the class sessions:</i></p> <ul style="list-style-type: none"> • Kumar, V., J.A. Petersen, R.P. Leone (2007), “How Valuable Is Word of Mouth?” <u>Harvard Business Review</u>, October, 139-146.

WEEK 4: Differentiating Customers Based on Needs

Dates	Discussion Topics	Assigned Readings and Assignments
2/5	<p>What is Needs-based Differentiation in a Customer-centric Organization</p> <ul style="list-style-type: none"> • How does needs-based segmentation differ from traditional benefits-based segmentation? • How does “needs differentiation” help to build customer value? <p>Strategic Implications of Needs-based Differentiation</p> <ul style="list-style-type: none"> ▪ What issues do firms face when executing CRM across customers of different economic or social strata? ▪ How can customer centric thinking help bolster corporate strategy in dynamic and competitive markets? ▪ How do gray markets support CRM goals? ▪ What issues should marketing managers consider when implementing CRM globally? 	<p>❖ GROUP CASE DUE ON 2/5 Mason, H, Charlotte (2003), “Tuscan Lifestyles: Assessing Customer Lifetime Value,” <u>Journal of Interactive Marketing</u>, 17 (4) 54-60.</p> <p>ASSIGNED READINGS:</p> <ul style="list-style-type: none"> • Chapter 6 (P & R) • Rosenblum, D., D.Tomlinson and L. Scott (2003), “Bottom-Feeding for Blockbuster Businesses,” <u>Harvard Business Review</u>, March, 52-59. • Prahalad, C.K and S.L. Hart (2002), “The Fortune at the Bottom of the Pyramid,” <u>strategy+business</u>, 26 • Zook, C. (2007), “Finding Your Next Core Business,” <u>Harvard Business Review</u>, April, 66-75. • Antia, K.D., M. Bergen and S. Dutta (2004) “When Gray Markets Can Help”, <u>MIT Sloan Management Review</u>, Fall, 66-67 (Note: just read the inserted box on pp. 66-67, if you already know the definition of “gray market.”).
2/7	<p>Group Discussion Leadership-Group #2:</p> <p>Discussion of Tuscan Lifestyles Case</p>	<p>NOTE:</p> <ul style="list-style-type: none"> • Review of Tuscan Lifestyles Case

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WEEK 5: Understanding & Delivering Customer Needs via Interaction and Collaboration

Dates	Discussion Topics	Assigned Readings and Assignments
2/12	<p>Basics of Customer Interaction & Collaboration</p> <ul style="list-style-type: none"> • How does interaction add value for customer via experience marketing? • How does interaction add value to firms via processes such as interactive marketing research, customer-cocreation, and customer interaction center management)? 	<ul style="list-style-type: none"> • Ramani, G., Kumar, V. (2008), “Interaction Orientation and Firm Performance,” <i>Journal of Marketing</i>, 72(1), Note: Skip “Research Methodology,” “Analysis and Results,” and “Limitations and Suggestions for Future Research”. However, be sure to take a look at the Appendix. • Chapter 7 (P & R) Note: Read <i>only</i> pp. 169-187 and skip all of the sidebars. • Pine II, J.B. and J.H. Gilmore (1998), “Welcome to The Experience Economy,” <i>Harvard Business Review</i>, July-August, 97-105. • Meyer, C., Andre Schwager (2007), “Understanding Customer Experience,” <i>Harvard Business Review</i>, February, 1-11. • Johnson, L.K. (2004), “Harnessing the Power of the Customer,” <i>Harvard Management Update</i>, March (in Course Pack)
2/14	<p>Emerging Forms of Customer Interaction</p> <ul style="list-style-type: none"> • How do corporate blogs and social networking sites, from a customer community perspective, fit into CRM strategy? • How can customization foster customer interaction and drive value to firms? <p>Group Discussion Leadership-Group #3:</p>	<ul style="list-style-type: none"> • DeFelice, A.(2006), “A New Marketing Medium,” <i>CRM</i>, 10(1), 32-35. Accessible at: http://destinationcrm.com/articles/default.asp?ArticleID=5672 • Li, C., C. Stromberg (2007), “The ROI of Blogging,” <i>Forrester Best Practices</i>, January 24. Accessible at: http://www.forrester.com/Research/PDF/0,5110,41064,00.pdf • Lyons, D. (2005), “Attack of the Blogs,” <i>Forbes</i>, November 14, 128-138. Accessible at: http://www.forbes.com/forbes/2005/1114/128.html • Li, C. (2007), “Marketing on Social Networking Sites,” <i>Forrester</i>, July 5, Accessible at: http://www.forrester.com/Research/PDF/0,5110,41662,00.pdf • Kamenetz, A. (2006), “The Network Unbound,” <i>Fast Company</i>, June, 69-73. • Chapter 10 (P & R)—Read only: 255-261, Sidebar 10.2,277-283, and Sidebar 10.5. Skip all other parts of the chapter.

Note: This syllabus might be updated or changed during the semester, as deemed necessary by the professor.

WEEK 6: Integrating CRM within the Context of Traditional Business Strategies: The Customer Equity Approach

Dates	Discussion Topics	Assigned Readings and Assignments
2/19	<p>Frameworks for Integrating CRM with Business and Information Strategies</p> <ul style="list-style-type: none"> • What is Customer Equity and what are its key drivers? • What is the role for brand management in the customer-centric organization? • Do traditional marketing mix variables play a role in the customer-centric organization? <p>Frameworks for Integrating CRM with Business and Information Strategies</p> <ul style="list-style-type: none"> • When are the subcomponents of Customer Equity most relevant? (i.e. what types of industries, products, customer-types etc.) 	<p>❖ GROUP CASE DUE ON 2/19: “Canyon Ranch,” <u>HBS</u> (in Course Pack)</p> <p>ASSIGNED READINGS</p> <ul style="list-style-type: none"> • Chapter 11 (P & R). • Rust, R., K. Lemon and D.Narayandas (2005), <u>Customer Equity Management</u>, Pearson Prentice Hall, Upper Saddle River, New Jersey: <ul style="list-style-type: none"> • Ch. 2: “The Customer Equity Approach and the Customer Management Plan,” 22-41. (in Course Pack) • Ch. 3 “Customer Equity Analysis,” 91-102. (in Course Pack) • Rust, R., V. Zeithaml and K.Lemon (2004), “Customer-centered Brand Management,” <u>Harvard Business Review</u>, September, 110-118.
2/21	<p>Group Discussion Leadership-Group #4:</p> <p>Discussion of Canyon Ranch Case</p> <p>Peer Contribution Assessment Forms distributed by Friday, 2/22 at 5PM. Forms are due by 2/26 by 5PM.</p> <p>Final Case distributed by Friday, 2/22 at 5PM</p>	<ul style="list-style-type: none"> • Discussion of Canyon Ranch Case

Note: This syllabus might be updated or changed during the semester, as deemed necessary by the professor.

WEEK 7: Integrating CRM within the Context of Traditional Knowledge and Information Management Strategies

Dates	Discussion Topics	Assigned Readings and Assignments
2/26	<p>Frameworks for Integrating CRM with Business and Information Strategies (Continued)</p> <ul style="list-style-type: none"> • How does CRM fit in the context of strategic business planning? • How do relational information processes and technology differ? How does this relate to CRM? <p>Group Discussion Leadership-Group #5</p> <p>Group Discussion Leadership—Group #6</p>	<p>ASSIGNED READINGS:</p> <ul style="list-style-type: none"> • Payne, A. and P.Frow (2005), “A Strategic Framework for Customer Relationship Management,” <u>Journal of Marketing</u>, 69(4), 167-176. • Jayachandran, S., S.Sharma, P.Kaufman & P. Raman (2005), “The Role of Relational Information Processes and Technology Use in Customer Relationship Management,” <u>Journal of Marketing</u>, 69(4), 177-192
2/29	<p>FINAL EXAM (CASE ANALYSIS) IS DUE TODAY BY 8AM EST, 2/29/2008, VIA EMAIL ATTACHMENT. HARDCOPY WILL NOT BE ACCEPTED.</p>	<p>FINAL EXAM (CASE ANALYSIS) DUE BY BY 8AM EST, 2/29/2008, VIA EMAIL ATTACHMENT. HARDCOPY WILL NOT BE ACCEPTED.</p>

Note: This syllabus might be updated or changed during the semester, as deemed necessary by the professor.