

### COURSE INFORMATION

Course title:	Customer Relationship Management		
Course code:	BAMA 516	Credits:	1.5
Session, term, period:	Period 4	Class location:	HA 337
Section(s):	001	Class times:	M/W 2-4pm
Course duration:	Mar 2 to Apr 1, 2020	Pre-requisites:	n.a
Division:	Marketing	Co-requisites:	n.a
Program:	MBAN		

### INSTRUCTOR INFORMATION

Instructor:	Yanwen Wang	Office location:	HA 570
Phone:	604-827-0078	Office hours:	Wed 10:30-11:30am by appointment
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### COURSE DESCRIPTION

Traditionally, marketers have focused on the acquisition of new customers through mass advertising and price-oriented promotions, accepting as a fact of life that newly acquired customers would eventually switch to competitors. Today, the focus has changed from customer acquisition to customer development and retention, particularly for the firm's best customers. This shift from customer acquisition to development and retention requires a new mindset from product-centric to customer-centric management and raises new questions. For instance, what is the maximum amount a firm should spend to acquire a customer? Should firms want to keep their customers forever? What can be learned from customer defection?

New forms of information technology provide increasingly rich data of individual-level customer behavior to address these issues but few firms have the expertise to intelligently act on such information. This course will provide students with the analytical tools that are necessary for understanding and predicting customer behavior and assessing customer lifetime value. The course will be grounded in relevant academic work as well as cases and exercises covering a broad set of industries and applications.

You will develop a deep understanding of customer centricity and its implications for the firm, learn about state-of-the-art methods for calculating customer lifetime value and customer equity, and develop the analytical and empirical skills that are needed to judge the appropriateness, performance, and value of different statistical techniques that can be used to address a issues around customer acquisition, development, and retention.

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### COURSE FORMAT

Class time will be used for a combination of lectures, discussion, solving sample problems, and case discussions. Attendance is expected to accomplish the learning objectives below. Lectures and discussions will assume that students having pre-read the corresponding chapters and case studies as listed in the course schedule below.

## LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Understand the importance of customer-centric valuation
2. Link customer satisfaction, loyalty program, and recommendation system with the broad concept of customer relationship management
3. Apply key customer value analytics tools to a real customer database
4. Recommend strategies based on customer relationship analytics

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Assignments	10 %
Group projects	40 %
Final exam	40 %
Class participation	<u>10 %</u>
Total	<u>100%</u>

### Details of Assessments

#### Individual Assignments

There are two individual assignments during the term. They will be partly completed in class. The objective is to help you gain better understanding of the skills taught in class.

#### Group Assignments

Each group has 4 team members. You will stay in the same team for all the four group assignments. If you want to choose team member and form your own team, please form your teams on Canvas under the "People - > Group Assignment" sector by 12pm Feb 28<sup>th</sup> 2020. If you do not form a team by then, I will randomly assign you to a group and reveal group formation information in class on Mar 2<sup>nd</sup> 2020.

Please answer all the suggested questions for each group case write up. The objective is to help you learn data analysis skills through practice and from each other. Group assignments must be prepared individually for each group. Sharing work across groups is strictly prohibited in line with the RHL Academic Misconduct Regulations. Peer evaluations will be conducted at the end of semester.

#### Class Participation

We all bring experience and knowledge into the classroom, and I expect all class participants to share this and benefit by it. For effective class participation you need to have read the assigned materials. Effective class participation includes

- 1) installing all the software in time to ensure practices of class exercises
- 2) asking questions about concepts from lectures or readings that you agree or disagree with;
- 3) sharing your experience or point of view with the class;
- 4) building on points raised by others;
- 5) clarifying issues or relating topics discussed to previous class discussions;
- 6) emailing me any CRM examples from the media and/or your own industry experience, which you feel may enhance the class discussion

Positive contributions to class discussion increase your score. Attending class and not speaking has neither a positive nor a negative impact on your participation grade. Missing classes has a negative impact on your participation grade.

### LEARNING MATERIALS

A course pack including the background readings, cases, or articles will be assigned for most classes. They will be available on Canvas or through purchase (see Course Pack info below). There is no required text book.

#### Course Pack

Please purchase the course pack materials at [TBD](#)

Data analysis software. We have asked you to install R, Rstudio, and Tableau.

#### 1. R & Rstudio

#### 2. Tableau

- Download url: <https://www.tableau.com/tft/activation>
- Student evaluation license: TBD
- Tutorials to complete before class: <http://www.tableau.com/learn/training#getting-started> please watch the "getting started" before the start of the class

### COURSE-SPECIFIC POLICIES AND RESOURCES

#### *Missed or late assignments, and regrading of assessments*

Late submissions will not be accepted and will receive a grade of zero.

#### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

#### *Other Course Policies and Resources*

### POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

#### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

## UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

## COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Audio or video recording of classes are not permitted without the prior approval of the Instructor.]

**ACKNOWLEDGEMENT**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**COURSE SCHEDULE**

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
1	Mar 2 <sup>nd</sup>	Introduction to CRM		
2	Mar 4 <sup>th</sup>	Customer Lifetime Value Monte Carlo Simulation		
3	Mar 9 <sup>th</sup>	Predicting Response with RFM Analysis		Group assignment 1 Maru Batting Case
4	Mar 11 <sup>th</sup>	Customer Acquisition and Retention Evaluating a response model	Individual assignment Book Transaction	
5	Mar 16 <sup>th</sup>	Survival Analysis		Group assignment 2 Pilgrim Bank
6	Mar 18 <sup>th</sup>	Visualization and Tableau	Individual assignment Tableau	
7	Mar 23 <sup>rd</sup>	Segmentation and clustering I		Group assignment 3 Educational Service
8	Mar 25 <sup>th</sup>	Segmentation and clustering II		
9	Mar 30 <sup>th</sup>	Recommender System Collaborative filtering		Group assignment 4 Movie Clustering
10	Apr 1 <sup>st</sup>	Class Review		