

York University
Faculty of Liberal Arts and Professional Studies
Administrative Studies
Fall, 2019

COURSE

AP/ADMS 4255 3.00 Section A -- Customer Relationship Management (CRM)
Tuesdays 7:00 pm to 10:00 pm; Lecture theatre: ACW 003

An examination of principles, methods, and strategies for building collaborative buyer-seller relationships that create competitive advantage for the firm by identifying, differentiating, and interacting with profitable customers and customizing product/service offerings for them.

PRE-REQUISITES

The following are the pre-requisites for this course. Students, including exchange students, should ensure that they have the appropriate pre-requisites as the University may de-enroll any students without the appropriate pre-requisites:

Prerequisites: 1) For students in an Honours program, 72 credits including AP/ADMS 2200 3.00, or 2) for other students, a grade of C+ or better in AP/ADMS 2200 3.00. Course credit exclusions: None.

COURSE INSTRUCTOR / CONTACT

Course Instructor: Prof. Ian Gordon

E-mail: igordonyork@aol.com

Office hours: By appointment, by emailing the instructor. The hour preceding class, or after class, is available, as are other times, by mutual agreement.

COURSE LEARNING OBJECTIVES

The objectives of this course are to provide the student with:

1. A strategic marketing framework for understanding customer relationship issues and their impact on organizations, including the following:
 - The changing nature of the Canadian marketplace
 - Customer relationships and the linkage to customer satisfaction, customer loyalty, brand equity and financial performance
 - Identifying and differentiating customers
 - Mass customization of customer interactions and products and services
2. Operations and implementation considerations exploring practical issues in CRM, such as the following:
 - Data issues, including mining, prediction, management and presentation
 - Customer identification, in-bound and out-bound communications, and customization
 - New skills, roles and structures for a company's marketing department
 - CRM technology options and issues
 - Best practices in CRM
3. Experience in analytical thinking, presentations skills, and team work

EXPANDED COURSE DESCRIPTION

Technology has transformed marketing by enabling entirely new ways of conceiving a relationship with customers, and allowing economical access, communications and transactions with individual customers. Two of the strategic marketing impacts of price-performance advances in technology are:

- The ability of companies to treat individual customers as though they are markets – markets of one, and
- An opportunity for companies to manage customers' behaviours and relationships using technology to complement traditional marketing methods that tend to focus on customers' perceptions and attitudes.

This course is about the strategic and marketing principles that enable companies to develop closer relationships with their consumers and business customers, and how companies can plan and apply these principles to achieve business objectives.

Today, Customer Relationship Management (CRM) is a term often closely linked to technology implementations of marketing and customer applications. This course will consider technology but this is *not* a course exclusively about CRM technology. We will treat the issue of customer relationships from a marketing point of view and will apply marketing and strategic concepts to focus on customer relationships more broadly than technology alone.

However, technological advances are creating new possibilities for creating and sustaining profitable customer relationships and many of these arenas will be considered in this course, including mobile platforms, data mining and predictive analytics, and social media.

ORGANIZATION OF THE COURSE

This course will employ theory, casework and secondary research. Three components of work will be graded, as follows:

- Some cases need to be handed in as individual assignments – see the date when you need to hand in a case based on the first letter of your last name. All individual submissions must be academically honest and be the work of the student alone.
- Students will work together in teams on a term project to research and analyze a topic of their choosing. Using secondary research / published material only, students will focus on a topic in CRM from a list of topics provided in this Course Outline and to be discussed in class. The team (or some among its members) will present this topic on the last night of class before the final examination.

In addition, there will be a mid-term examination and a final examination. The mid-term will place much emphasis on definitions and core concepts while the final examination will pay more attention to students' understanding and application of the main concepts in the course.

There will be considerable reading required for this course. Students should keep up to date from the beginning of the semester, or may not easily catch up. Designated readings should be reviewed prior to attending class.

REQUIRED COURSE TEXT / READINGS

Two books are required for this course, as follows:

- *Managing Customer Experience and Relationships: A Strategic Framework, 3rd Edition*, Don Peppers and Martha Rogers: John Wiley & Sons. (The first edition of the Peppers and Rogers text is not to be used for this course. The second edition is also not encouraged).
- *Managing the New Customer Relationship - Strategies to Engage the Social Customer and Build Lasting Value*, Ian Gordon, John Wiley & Sons, ISBN 978-1-1180-9221-7. Publication date: April, 2013.

Students will also need to purchase and download cases and readings from the Harvard Case Publishing website directly. A coursepak has been prepared for students to obtain all the required readings and cases.

Use this link for the coursepak: <https://hbsp.harvard.edu/import/641605>

The readings and cases are assigned to specific classes and are to be reviewed before class.

For additional reading and to supplement the texts – mostly for student interest and to provide additional content for selected assignments, a Bibliography has been provided at the end of this Course Outline.

WEIGHTING OF COURSE

The makeup of the final course grade will be as follows:

Mid-term examination	20%
Final examination	20%
Individual analysis and hand-in of a case (max. 10 pages for case)	20%
Group research, analysis and presentation	20%
Class participation	20%
Total	100%

ADDITIONAL INFORMATION / NOTES**CLASS PARTICIPATION**

Grades will be assigned for class participation. Write down details of your class participation using a participation log that will be provided to you. Hand in these log sheets in hard copy at the end of each class so that your contribution to class can be duly noted. These sheets will help inform your participation grade as will the online peer review survey (discussed in section “Note on Team Grades”). Class participation is based principally on the quality and quantity of contributions in class and also to the team projects. Quality - demonstrating academic thoughtfulness, insight and practical application - is more important than the frequency of contribution.

For this class to achieve the level of interaction and insight possible, and for student participation to be gauged, it is essential that students are present at each class. Discussion exercises are assigned and discussions will be held on team assessments each evening. This will be an important component of the class participation mark. Those unable to attend should submit a written, 2-page submission of the subject matter scheduled for discussion that evening. (Submissions are not required if a student misses the first week of class but are required for other missed classes. The 2-page submission is due the week after the missed class).

Students may not miss more than two classes in the semester without professional medical or equivalent documentation to support reasons for absence.

On nights when cases are discussed, individual students may be asked their views in respect of specific topics. Responses will be considered as part of the class participation grade.

NOTE ON CASES (INDIVIDUAL)

Write up cases using the following format:

- Situation Analysis (background to the issue)
- Objectives (Statement of issue to be addressed)
- Options to Address Objectives (list all options the company could undertake, including status quo – do nothing)
- Evaluation of Options (provide detailed evaluation, calculations, qualitative assessment, etc, for each option. Use appendices as needed)
- Recommendations for Company (state clearly what the company should do and why)

Write cases double-spaced, with Arial 12 point font and 1 inch margins. Case submissions should not exceed 10 pages in length, excluding the cover page, Table of Contents and appendices. Include all references to secondary sources using good formatting with footnotes for every source that is not from you or your team. Spelling and grammar count towards your grade. Use charts, tables and graphs where appropriate. You can use bullets as appropriate (as I have done above!)

Note that all cases should be analyzed using only case material itself. That is, stay within the case. Students are not expected to use external research to supplement case material as this is not an exercise in research but rather one that explores students' approach to analysis and critical thinking.

When you have completed your case, submit via the link provided on Moodle. Note the date and time by when the submission must be made. No late submissions are accepted. **CASES MUST BE SUBMITTED BEFORE THE START OF CLASS** as the cases will be discussed during class.

Note that Turnitin (via Moodle) and the instructor check for plagiarism; any evidence of plagiarism is regarded as the serious offence it is and is treated accordingly.

TERM PAPER TO BE RESEARCHED, ANALYZED AND PRESENTED BY GROUPS

The term paper is intended to be based on detailed and thoughtful secondary research and should be no more than 10 pages long (double spaced, in Arial 12 point font, 1 inch page margins). The 10 page limit excludes the cover page, table of contents and appendices.

The format for the final deliverable will broadly incorporate the following elements (there may be a little variation depending on the subject matter):

1. Project objective (what is the core question you seek to inform and answer here?)
2. Situation analysis (what is the background to the issue you are examining – that is, what leads up to the issue which your paper seeks to address? Provide a detailed review using available secondary data to inform the arena broadly and then more specifically. For example, if you are looking at managing mobile customer relationships, describe how many cell phones there are in the world, the US and Canada. Describe growth or decline in cell phones, cell phone usage, and so on to provide sufficient background within which to situate the issue you are examining. This is an important part of the paper and should be around 3-4 pages long. Additional material can be placed in the Appendix to your report.)
3. Framework
Academic framework (to serve as a framework for your subject matter - e.g. IDIC. Remember this is an academic paper and should be treated as such)
4. Findings

- a. Exemplars (Illustrations or examples that fit the framework as a whole or each element of the framework)
 - b. Gaps or challenges (Exemplars that seem to run counter to the framework you have used or your assessment)
 - c. Directions (Emerging theories and/or developments in the area)
5. Conclusions and learnings
 6. Appendices
 - a. Method
 - i. Secondary research sources
 - ii. Limitations of your work
 - b. Sources
 - c. Other

When you have completed your term paper, submit via the link provided on Moodle. Note the date by when the submission must be made. No late submissions are accepted.

Note that Turnitin (via Moodle) and the instructor both check for plagiarism; any evidence of plagiarism is regarded as the serious offence it is and is treated accordingly.

Students will present their papers as per note below.

NOTE ON GROUP PRESENTATION

Each group will present a term paper. Present your material using a professional tone and manner, and be crisp and to the point. The presentation does not need to cover everything – just the right things! Prepare your presentation and rehearse it so it works well. All members of the team do not need to present, unless this is your preference.

A computer and projector will be in class, equipped with PowerPoint. Bring your PowerPoint presentation on a USB memory stick suitable for use on PC (note – PC, not Mac!) and also hard copy of the presentation for the instructor. Note for Mac and PC users: do NOT expect to power up and use your laptop for the presentation as it may or may not work with the projector and, in any event, this delays the class. No other A/V is available in the classroom – so only use PowerPoint for presentations. Ensure that your version of PowerPoint is saved in an earlier format such as PowerPoint 2002 to ensure it will work on the computer in class. (Long hand reports for cases and CRM topics should be in the format of this document – use MSWord or similar for this.)

NOTE ON TEAM GRADES

Grades will be assigned to teams as a whole. In certain situations, the grade may be adjusted where individuals fail to meet the expectations of the group - note that successful team work is part of the curriculum. You are expected to participate successfully in your group, and you have the responsibility to ensure to that your group works. If one team member does not work effectively or professionally, that may be as much the team's issue as that of the individual. Approach teamwork respectfully and listen to one another. And if there is a problem that cannot be resolved by the team, approach the instructor quickly as a team before too much of the semester has elapsed.

Towards the end of the semester you will have an opportunity to rate other team members in peer reviews online and this may be used to adjust the individual's grade relative to the group, if indicated. Where a person has not lived up to the expectations of team members, the Course Director will assess the background to this and may adjust the grade for one or more members of the team to reflect the Course Director's assessment, at his sole discretion. [Team member assessment will also serve as an input to class participation grades].

All team members may not receive the same grade for a team project, so work hard to get along, achieve the project objectives and do what is expected of you – which is a lot like the business environment. More about this as we progress through the semester.

INDIVIDUAL WORK

York’s policy applies and assumes that work submitted as that of an individual is original work of the individual student. Violation is grounds for prosecution under the rules of the University. More specifically, do not plagiarize, do not copy the paper of another student, do not use purchased or widely available papers or other content off the Internet or elsewhere without identifying what is not yours. Where no sources are mentioned, the work will be assumed to be yours. If this proves not to be the case, very severe repercussions will generally result.

NAME CARDS

Write your name on a tent card, bring this to all classes and put it on your desk at every class until the end of the term.

RECORDING CONTENT IN CLASS

Audio or video recording, or photography of any in-class activities is not permitted without written approval from the instructor.

DETAILED COURSE OUTLINE

	Date	Subject matter	Text readings *	Read article	Student submissions	Group discussion and/or case review – Cases in Course Kit or Buy Online from Harvard Case Publishing Services
1	Sep. 10	Introduction Structure of course Mutual expectations What is CRM? Who needs CRM? What do marketing managers and senior executives want to achieve from CRM? CRM definitions and key principles Opportunities and pitfalls for CRM	P&R : 1 G:1	<i>A Framework for CRM</i> , Russell S. Winer, HBR/California Management Review CMR209		None
2	Sep. 17	Customers and relationships Tomorrow’s customers in Canada Customer loyalty and satisfaction Permission and privacy Contrasting relationships with business customers with consumer relationships Relationships with other stakeholders including channel intermediaries Trust	P&R : 2 G: 2	<i>Preventing the Premature Death of Relationship Marketing</i> , Fournier, Dobscha, Mick, HBR <i>Avoid the Four Perils of CRM</i> , Rigby, Reichheld and Scheffer, HBR R0202 98106		<ul style="list-style-type: none"> • Assignment of individuals to groups. Explanation of term project and related expectations. • Assignment of topics to groups. Explanation of cases to be handed in for individuals and as team projects. • <i>Class discussion of: Harrah’s Entertainment</i>, Rajiv Lal, Patricia Martone Carrolo HBS 9-502-011 • Students are expected to have read and prepared this case. This is an important case as it was one of the first times a company revolutionized an industry based on CRM. Questions will be asked of individual students and responses will count towards class participation

	Date	Subject matter	Text readings *	Read article	Student submissions	Group discussion and/or case review – Cases in Course Kit or Buy Online from Harvard Case Publishing Services
3	Sep. 24	Planning relationships and communicating <i>Planning relationships</i> <i>IDIC Model</i> The Customer Relationship Cycle Practical issues in CRM planning Avoiding some of the mistakes companies make in CRM	P&R : 3, 4, 6 G: 3	<i>Is your company ready for One-to-One Marketing?</i> , Peppers, Rogers, Dorf, HBR 99107		<ul style="list-style-type: none"> • <i>Class discussion of: Social Strategy at Nike</i>, Mikolaj Jan Piskorski, Ryan Johnson, Harvard Business School, Case #: 9-712-484, Product #: 712484-PDF-ENG • Students are expected to have read and prepared this case. Questions will be asked of individual students and responses will count towards class participation
4	Oct. 1	Communicating with individual customers A 'learning relationship' Direct mail campaigns Multi-channel campaigns Privacy and permission Differentiating customers by need	P&R : 7, 9	<ul style="list-style-type: none"> • <i>The Perfect Message at the Perfect Moment</i>, Kalyanam and Zweben, HBR R0511G • <i>E-Loyalty: Your Secret Weapon on the Web</i>, Reichheld, HBR 5181 	<i>Privacy Issues and Monetizing Twitter</i> , Deborah Compeau, Nicole R.D. Haggerty, Shady Fraiha, Apr 15, 2011, Richard Ivey School of Business Foundation (available from HBS), Product number: W11037-PDF-ENG, Length: 17p <u>Case to be handed in by individuals for grading (for people whose last name begins A-F. Submit soft copy to Moodle)</u> CASE MUST BE SUBMITTED ONE HOUR BEFORE THE START OF CLASS – NO LATE SUBMISSIONS ACCEPTED	<ul style="list-style-type: none"> • <i>Privacy Issues and Monetizing Twitter</i>. • Discussion of case by class • All students are expected to have read and prepared this case, not just students handing it in. Questions will be asked of individual students and responses will count towards class participation
5	Oct. 8	CRM metrics Differentiating by customer value Differentiating by customer influence Calculating the cost of CRM Lifetime Customer Value Share of customer Loyalty programs	P&R : 5, 11, 12	<i>CRM Done Right</i> , Rigby & Ledingham, HBR R0411H	<i>Hilton HHonors Worldwide: Loyalty Wars</i> , HBS 9-501-010 <u>Case to be handed in by individuals for grading (for people whose last name begins G-M. Submit soft copy to Moodle)</u> CASE MUST BE SUBMITTED TO MOODLE ONE HOUR BEFORE THE START OF CLASS – NO LATE SUBMISSIONS ACCEPTED	<ul style="list-style-type: none"> • <i>Hilton HHonors Worldwide: Loyalty Wars</i>, HBS 9-501-010 • Discussion of case by class. All students are expected to have read and prepared this case not just students handing it in. Questions will be asked of individual students and responses will count towards class participation
6	Oct. 15	Reading week – No class				

	Date	Subject matter	Text readings *	Read article	Student submissions	Group discussion and/or case review – Cases in Course Kit or Buy Online from Harvard Case Publishing Services
7	Oct. 22	<p>Real time and mobile relationships Relationships with social and mobile customers Social media taxonomy and considerations Engaging the “always connected” customer</p>	P&R : 12 G: 4, 6	<ul style="list-style-type: none"> • <i>CRM: Profiting from understanding customer needs</i>, Stringfellow, Nie, Bowen <i>HBS/Business Horizons Article – BH158</i> • <i>Real-time Marketing</i>, Regis McKenna, HBR 95407 	<p><i>Angels and Devils: Best Buy’s New Customer Approach - (A)</i>, Anita Elberse; John T. Gourville; Das Narayandas, Harvard Business School, Product #: 506007-PDF-ENG <u>Case to be handed in by individuals for grading (for people whose last name begins N-P. Submit soft copy to Moodle)</u> CASE MUST BE SUBMITTED TO MOODLE ONE HOUR BEFORE THE START OF CLASS – NO LATE SUBMISSIONS ACCEPTED</p>	<ul style="list-style-type: none"> • <i>Class discussion of: Angels and Devils - Best Buy’s New Customer Approach - (A) case.</i> • All students are expected to have read and prepared this case, not just the students handing it in. • Questions will be asked of individual students and responses will count towards class participation
8	Oct. 29	Mid-term examination	Examination to be held in the usual classroom. Content covered in the exam will be all material up to and including Week 7			
9	Nov. 5	<p>Customer analytics Database Interactivity Data mining Predictive analytics CRM in the cloud</p> <p>Mass customization and personalization</p> <p>Persuasive technology**</p>	P&R : 8, 10, 12 G:7, 8 and Appendix	<ul style="list-style-type: none"> • <i>Business Intelligence: Making Decisions through Data Analytics: 4: Advanced Business Analysis</i>, Jerzy Surma, Business Expert Press, HBS, Product number: BEP149-PDF-ENG; • <i>Innovating With Analytics</i>, David Kiron, Renee Boucher Ferguson, MIT Sloan Management Review, Case #: SMR433, Product #SMR433-PDF-ENG; • <i>Competing on Analytics: The New Science of Winning</i>, Thomas H. Davenport, Jeanne G. Harris, HBS, Product number: 2873ES-PDF-ENG 		<p>Class discussion of assigned readings. All students should have read and prepared the assigned readings.</p> <p>Questions will be asked of individual students and responses will count towards class participation</p>

	Date	Subject matter	Text readings *	Read article	Student submissions	Group discussion and/or case review – Cases in Course Kit or Buy Online from Harvard Case Publishing Services
10	Nov. 12	<p>Relationships with business customers Differences vs. consumer relationships Managing B2B relationships Technologies for B2B relationships</p>	G: 5		<p><i>Customer Profitability and Customer Relationship Management at RBC Financial Group</i> (Abridged), V.G. Narayanan, Lisa Brem Case #: 9-102-072; Product #: 102072-PDF-ENG Case to be handed in by individuals for grading (for people whose last name begins Q-Z. Submit soft copy to Moodle) CASE MUST BE SUBMITTED TO MOODLE ONE HOUR BEFORE THE START OF CLASS – NO LATE SUBMISSIONS ACCEPTED</p>	<ul style="list-style-type: none"> • Discussion of <i>RBC Financial</i> case by class (#: 9-102-072) • All students are expected to have read and prepared this case, not just students handing it in. Questions will be asked of individual students and responses will count towards class participation
11	Nov. 19	<p>Towards a CRM Organization Customer Centric Organizing to create value for individual customers Key Trends and Issues in CRM's Future</p> <p>Capstone discussion of CRM in today's organizations</p> <p>Preparation for final examination</p>	P&R : 13, 14, 15 G: 11	<ul style="list-style-type: none"> • <i>What Customer-Centric Really Means</i>, Stauffer, HBR U0108A • <i>Tuning in to the Voice of the Customer</i>, Allen, Reichheld, Hamilton, HBR U0510C 		
12	Nov. 26	<p>Students present term papers in groups</p>				<ul style="list-style-type: none"> • Students hand in long-hand report and presentation in hard and soft copy (e-copy). • One topic for the term paper should be chosen from the list of alternative topics that follow (see next page).
13	Dec. 3	<p>Final examination</p>	<p>Examination to be held in the usual classroom. Content covered in the exam will be all material not covered in the mid-term and may include some questions from Week 7. See Course Outline for additional detail</p>			

* Notes:

- P&R = Peppers and Rogers text: *Managing Customer Experience and Relationships: A Strategic Framework, 3rd Edition*, Don Peppers and Martha Rogers: John Wiley & Sons.
- G = Gordon text, *Managing the New Customer Relationship*, Ian Gordon: John Wiley & Sons.
- ** - This discussion will draw on the seminal course text by Prof. B.J. Fogg, *Persuasive Technology*. Students are not expected to purchase this text.

Term paper topics	
<p>Topics for term paper: choose one of the topics in the next column.</p> <p>Each team has 15 minutes to present results of a paper addressing one of the issues noted below. Only do secondary research (e.g. Internet research and publications) – <u>do not do any primary research such as interviews or surveys for this paper</u>. Secondary research is expected to be detailed and extensive. Approach this assignment as a major TERM project, not a project to be completed in the last week or two of the course.</p> <p>Hand in long hand paper in hard copy and soft copy for grading (maximum 10 pages, as described previously). Also, hand in your PowerPoint presentation in hard and soft copy, before you present. Email soft copy of your report to the Course Director (see email address on first page of course outline)</p>	<ol style="list-style-type: none"> 1. <u>Predictive analytics</u> Companies are interested in knowing what consumers will want, sometimes before consumers themselves know. This means companies need to know how to gather data, mine it and then have a method for predicting what customers will want, among other possible areas of prediction. Provide a theoretical framework and examples to illustrate the framework. Focus your paper on the methods companies use to mine data and predict what customers will want. For greater clarity, we know this is important and we know that companies do this. Your paper ought to examine how they do this. Choose a particular industry (say retail mass merchants, airlines, hospitality, etc.) and focus your paper there. Do not start with a firm and use that as a general example but rather start with general principles and illustrate with examples in the sector you have chosen. 2. <u>Location Based Services (LBS)</u> Companies use LBS to engage with customers locally. This means they are interested in knowing where customers are in relation to their business and where customers will be next. But how do companies find out where customers are and how can they predict where customers will go next? Use theory to structure your paper and examples to illustrate important principles. Pick a subject area to study and focus your paper on that area. One example is the use retailers make (or could make) of LBS. Do not start with a firm and use that as a general example but rather start with general principles and illustrate with examples in the sector you have chosen. Your consideration should not start with technology details – it might end with an exploration of aspects of technology. 3. <u>Reputation Management and CRM</u> Most organizations manage their online reputations. For example, they watch what people say about them on sites where customers can make recommendations (e.g. Best Buy or Yelp) and also in social media such as Facebook and twitter. This paper is to consider how companies currently manage their online reputations. How exactly do they do this? Situate current practice in an academic construct (using reputable theory for this purpose) and provide examples. All of this content should be explored as an additive and strategic consideration in the context of managing customer relationships, not as a separate consideration. 4. <u>Money and trust-based relationships</u> Money has social context. There is an implicit trust relationship that a provider of a good or service has with society sufficient that the provider is willing to accept a proxy as a store of value - that we term “money”, in exchange for something that the provider and obtainer both value. The provider believes that this proxy store of value can subsequently and indefinitely be exchanged with others for something else of value. So money is an intermediary form of value that enables transactions between people and between people and organizations. It thus has a social context; money would not exist unless people were willing to believe and trust in its ability to be exchanged for goods and services. Most people would likely barter instead. A number of digital payment mechanisms are coming to market (e.g. Facebook’s cryptocurrency) or have already been launched. These include a number of cryptocurrencies, Android Pay, Samsung Pay, Apple Pay and PayPal. This paper is to discuss the implications for trust-based relationships in an era of digital currency such as those just mentioned. This paper should first define what “money” is and chart the evolution of digital currency and payment systems. The paper should consider the trust equation and any other relevant models of trust, as well as IDIC, to explore how digital currency has the potential to enhance or erode trust-based relationships between buyers and sellers. 5. <u>Facebook and CRM</u> During the US Presidential election of 2016, Cambridge Analytica, a digital marketing firm, made use of data from Facebook to engage individual voters with specifically tailored messages. Some believe that this marketing was a central element that affected that election’s outcome. While ethical lapses have (reasonably) been the focus in media discussion, this case also provides important learnings for marketers that should pay attention not only to ethics but also the central concepts that were

	<p>developed and applied - in an ethical context.</p> <p>This paper will comprise the following main elements (only these elements – do NOT use the structure described previously as this applies to other papers except this one):</p> <p>A. A brief history of what Cambridge Analytica did, <u>focusing on CRM-related marketing aspects that enabled differentiation by individual (voter) and individual-specific communications</u></p> <p>B. A brief discussion of the ethics aspects of the preceding and what a marketer ought not to do to ensure that behavior remains ethical (or even the <i>appearance</i> of unethical behavior is absent).</p> <p>C. A review of how the same or similar concepts developed or applied by Cambridge Analytica (CA) in the 2016 US Presidential election could be applied – ethically – today by marketers using Facebook data. This will require a review of Facebook’s rules and how they have changed since the 2016 election and application of these rules to a hypothetical company. A review of the literature will also identify how a number of other companies are applying aspects of the approach used by CA.</p> <p>D. The discussion of a real example of a company that has actually used Facebook data to engage with individual customers to achieve some of the benefits of CRM by applying the IDIC and get/keep/grow models, including acquiring, retaining and developing customers to create new and mutual value with customers over a lifetime of association.</p> <p>E. A summary of the key learnings from the preceding that would help the CEO of any consumer products firm (whether services or goods: durables, semi-durables, or non-durables) to use Facebook to create customer and enterprise/shareholder value by applying aspects (obviously only ethical aspects) of what has been discussed in this presentation / report.</p>
--	---

SELECTED BIBLIOGRAPHY

Students wishing to read more on selected subject matter in this course may choose to review some of the following books:

- *Big Data, Big Analytics: Emerging Business Intelligence and Analytic Trends for Today's Businesses* (Wiley CIO), Michael Minelli, Michele Chambers, Ambiga Dhiraj (ISBN 9781118147603)
- *Branded! How Retailers Engage Consumers with Social Media and Mobility*, Bernie Brennan (ISBN 9780470768679)
- *Business Analytics for Customer Intelligence*, Gert Laursen (ISBN 9780470912867)
- *Creating Market Insight - How Firms Create Value from Market Understanding*, Brian Smith and Paul Raspin (ISBN 9780470986530)
- *Customer Data Integration: Reaching a Single Version of the Truth*, Jill Dyche, Evan Levy, Don Peppers, and Martha Rogers (ISBN 9780471916970)
- *Managing Customer Relationships: A Strategic Framework*, Don Peppers and Martha Rogers: John Wiley & Sons - second edition. (ISBN-13: 978-0470423479)
- *Persuasive Technology*, Dr. B.J. Fogg, Director of the Persuasive Technology Lab at Stanford University, Published by Morgan Kaufmann; 1 edition, Dec 30 2002 (ISBN-13: 978-1558606432)
- *Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie, or Die*, Eric Siegel, John Wiley and Sons (ISBN 978-1118356852)
- *Real Time: Preparing for the Age of the Never Satisfied Customer*, Regis McKenna (ISBN 9780875847948)
- *Relationship Marketing: New Strategies, Techniques and Technologies to Win the Customers You Want and Keep Them Forever*, Ian Gordon (the course instructor), published by John Wiley and Sons, 1998 (ISBN 9780471641735)
- *Socialnomics: How Social Media Transforms the Way We Live and Do Business*, Erik Qualman, John Wiley and Sons, (ISBN 9780470638842)

- *Taming The Big Data Tidal Wave: Finding Opportunities in Huge Data Streams with Advanced Analytics (Wiley and SAS Business Series)*, Bill Franks, John Wiley and Sons (ISBN 9781118208786)
- *The Executive's Guide to Enterprise Social Media Strategy: How Social Networks Are Radically Transforming Your Business*, Mike Barlow and David B. Thomas, John Wiley and Sons (ISBN 9780470886021)
- *Win with Advanced Business Analytics: Creating Business Value from Your Data (Wiley and SAS Business Series)*, Jean-Paul Isson, Jesse Harriott, John Wiley and Sons (ISBN 9781118370605)