

COURSE OUTLINES: BF2225 Relationship Management

Academic Year	AY22/23	Semester	2
Course Coordinator	Adrian Teo		
Course Code	BF2225		
Course Title	Relationship Management		
Pre-requisites	Nil		
No of AUs	3		
Contact Hours	3 hour per week X 13 weeks (This course is conducted 1 time a week and last from week 1 to week 13) = 39 hours		
Proposal Date	Oct 2022		
A) Course Aims/Description			
<p>This course focuses on developing the knowledge and skills needed to build and sustain long-term professional relationship and network with high net worth customers in the private banking and wealth management space.</p> <p>The course is highly interactive, and it will prepare students with experiential learning to manage client relationship via case studies, role-plays, group project, and interactions with real life private bankers.</p> <p>Students will also learn to handle different types of customers, manage difficult conversations and situations, build a sustainable network, and foster lasting and rewarding relationship with customers in the real world of wealth management.</p> <p>Students interested in a career in the front office of private banking and wealth management, as well as those who are interested in cultivating practical relationship management skill, should take this course.</p>			
B) Intended Learning Outcomes (ILO)/Objectives			
<p>By the end of this course, you should be able to:</p> <ol style="list-style-type: none"> 1. Apply the relationship management principles in Private Banking, and the customer lifecycle. 2. Build rapport, credibility and trust with clients. 3. Develop networking strategies to acquire clients. 4. Effectively negotiate and handle difficult conversations and situations. 			

C) Course Content		
S/N		
1	Relationship Management in Private Banking	<ul style="list-style-type: none"> – Introduction to Private Banking and Wealth Management industry in Asia – Importance of Relationship Management – Building a long term sustainable and commercial relationship
2	Customer Lifecycle	<ul style="list-style-type: none"> – Understanding Customer Lifecycle Management (CLM) – Customer Relationship Management (CRM) – The Foundation of Private Banking: Trust
3	Prospecting and Client Acquisition	<ul style="list-style-type: none"> – Acquisition Process – Branding and Marketing – Know Your Client (KYC) – Online vs Offline – Building the Trust
4	Role of a Private Banker and Client Advisor	<ul style="list-style-type: none"> – Fireside Chat with a Private Banker and/or an Investment Advisor
5	Effective Communication Skills	<ul style="list-style-type: none"> – The 7 C's of Communication – Listening, Vocal Variety and Body Language – Online vs Offline
6	Effective Negotiation	<ul style="list-style-type: none"> – The Art of Negotiation – Pitch to Win
7	Navigating Difficult Conversations	<ul style="list-style-type: none"> – Managing Expectations – Empathy – Best Practices
8	Customer Experience	<ul style="list-style-type: none"> – Understanding Relationships – Understanding the Customer Journey

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Appendix 1 for list)	Weight age	Team/Individual	Assessment Rubrics (attach rubrics in appendix)
1. Quiz	1	Acquisition of Knowledge	20%	Individual	N.A
2. Role Play	2, 3, 4	Communication, Negotiation, Cultural Intelligence	30%	Individual	Assessment Rubrics (Role Play)
3. Group Project	1, 2, 3, 4	Critical Thinking, Written Communication, Teamwork & Interpersonal Skills	20%	Team (Subject to peer evaluation)	Assessment Rubrics (Group Project) Assessment Rubrics (Teamwork & Interpersonal Skills - Peer Evaluation)
4. Presentation of Group Project	1, 2, 3, 4	Oral Communication	10%	Individual	Assessment Rubrics (Presentation of Group Project)
5. Class Participation		Oral Communication	20%	Individual	Class Participation Rubric
Total			100%		

Important Notes:

1. There will be 1 role-play assessment (week 9) where students will take on the role of a private banker in a staged meeting with a client. Students are expected to exhibit skills and knowledge gained during the meeting handling the situation with good communication skill, building trust and negotiating a stressful situation.
2. There will be 1 group project. The project will focus on preparation and research work prior to an important client meeting or pitch. Students will present their work to the class for peer evaluation and critique.
3. Peer evaluation is required for each group. Hence, it is important that the peer evaluation is done seriously. In general, students will be evaluated based on the below scheme.
 - i. Students with overall average peer rating of 85% and above will receive 100% of the overall mark awarded to the team project.

- II. Students with overall average peer rating of between 70% to 85% will receive 80% of the overall mark awarded to the team project.
- III. Students with overall average peer rating of between 55% to 70% will receive 60% of the overall mark awarded to the team project.
- IV. Students with overall average peer rating lower than 55% will receive 50% of the overall mark awarded to the team project.

E) Formative Feedback

You will receive verbal feedback from me and peers during the role-play and group project presentation. You will also receive timely and direct feedback from me during the interactive classroom activities.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminars	The interactive seminar session, where there are ample opportunities for open discussion on the conceptual questions raised in the class, allows students to understand and share ideas, opinions and concept with the class. This allows the concepts to get clearly through the entire class by student participation and ensuring that the targeted learning outcomes are being achieved. The seminars will also help students to build self-confidence to communicate effectively, and build rapport and trust with the audience.
Quiz	There will be 1 quiz in week 11 of the course to test the level of understanding and knowledge gained.
Role Play	There will be 1 role play (week 5) for practice and 1 role play (week 9) as part of the overall assessment. The role-play will simulate typical situations between a banker and a client. Students are expected to actively participate to play the role of a banker to manage the "situation" and preserve the relationship.
Group Project	There will be 1 group project. Students are expected to work together in a team to do research and prep work prior to a client pitch. The project will focus on how the students plan to build rapport, gain trust and win the mandate in a client pitch.

G) Reading and References

There is no textbook for this course. The following are for reference:

Three good books to read:

1. "The Trusted Advisor" by David H. Maister
2. "Customer Relationship Management: Concepts and Technologies" by Francis Buttle and Stan Maklan
3. "The Art of Communication: Improving Your Fundamental Communication Skills" by Randy Fujishin

H) Course Policies and Student Responsibilities**(3) General**

Students are expected to participate actively in all the classroom discussion, assignment and group project. You are expected to attend all seminars punctually.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Adrian Teo		Mobile: 97916683		By appointment

K) Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1 – 2	Relationship Management in Private Banking & Customer Lifecycle	ILO 1, 2	<ul style="list-style-type: none"> •“The Trusted Advisor” by David H. Maister •“Customer Relationship Management: Concepts and Technologies” by Francis Buttle and Stan Maklan
3 – 5	Prospecting and Client Acquisition	ILO 2, 3, 4	<ul style="list-style-type: none"> •Roleplay (practice) – week 5
6	Fireside Chat with a Private Banker	ILO 1, 2, 3	<ul style="list-style-type: none"> •Visit to a Private Bank (TBC)
7 – 9	Effective Communication & Negotiation Skills	ILO 4	<ul style="list-style-type: none"> •“The Art of Communication: Improving Your Fundamental Communication Skills” by Randy Fujishin •Roleplay (assessment) – week 9
10 – 11	Navigating Difficult Conversations	ILO 1, 2, 4	<ul style="list-style-type: none"> •Quiz – week 11
12 – 13	Customer Experience	ILO 1, 2, 3, 4	<ul style="list-style-type: none"> •Group Project Presentation

Assessment Rubrics (Group Project)

Criteria	Performance Evaluation
<p>Analysis of the case (100%)</p> <ul style="list-style-type: none"> • Identify key message and objective • Research on subject is comprehensive and of good quality • Identify areas of interest and potential inroads adequately • Provide salient arguments (reasons and claims) pro and con • Draw warranted, judicious, non-fallacious conclusions 	<p>Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed</p>

Assessment Rubrics (Presentation of Group Project)

Criteria	Performance Evaluation
<p>Communication and Overall Delivery (100%)</p> <ul style="list-style-type: none"> • Effective use of eye contact and body language • Appropriate tone variety, clarity of speech and connection with audience • Effective use of media and visual aids; information is organized to maximize audience’s understanding • Organization of ideas and contents clearly creates understanding 	<p>Not Yet <u>1</u> 2 3 4 5 6 7 8 9 10 Substantially Developed</p>

Assessment Rubrics (Role Play)

Criteria	Performance Evaluation
10% Exhibit sufficient planning and preparation for the meeting.	Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed
20% Demonstrate strong engagement with the “client” throughout the meeting via effective use of eye contact, body language, and tone and clarity of speech.	Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed
20% Display strong empathy and ability to build rapport and trust with the right etiquette.	Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed
20% Engage with strong negotiate skills to create win-win outcome	Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed
15% Display strong teamwork and collaboration within the team	Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed
15% Achieve intended purpose/outcome of the meeting	Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed

Class participation rubric

Traits	Performance Evaluation		
	Below Expectations	Above Expectations	Evaluation Range
Engagement (30%)	Hardly focuses in class (e.g. using mobile phone, unnecessary chatting)	Engages fully in class	Below Expectations <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Above Expectations
Contribution frequency (30%)	Does not speak up/contribute in class	Speaks up/contributes in all classes	<i>Below Expectations</i> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <i>Above Expectations</i>
Contribution quality (40%)	No contributions/Contributions lack substance	Contributions are constructive and insightful	<i>Below Expectations</i> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <i>Above Expectations</i>

CONFIDENTIAL PEER EVALUATION FORM FOR TEAM PROJECT

Member's name: _____

Seminar group and team number: _____

Please use the attached Peer Evaluation Rubric to evaluate yourself and your team members on each of the 5 stated attributes (on a scale of 1 to 7). State your ratings for yourself and each of your team members in the table below. For your self-assessment, insert "(Self)" after your name in the table below.

Index #	Name of team members	1 - RR	2 - CM	3 - CR	4 - CT	5 - RS	Average Rating
1							
2							
3							
4							
5							
6							

If any of your ratings above is **< 4**, please provide a brief explanation to justify the ratings.

Index #	Brief explanation to justify a rating of < 4

You may attach supporting documents (like emails and screen shots), if any, to support your explanations above.

Teamwork & Interpersonal Skills (Peer Evaluation) Rubric Learning Objective:
The ability to work effectively with others in a group setting.

Traits	Performance	
<p><u>1. Roles and Responsibility (RR)</u></p> <p>Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.</p>	<p>Scant</p> <p>Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p>Substantially Developed</p> <p>Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p align="center">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>2. Communication (CM)</u></p> <p>Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p>Scant</p> <p>Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p>Substantially Developed</p> <p>Modes of communication are appropriate, and maintaining timely communication and correspondence with team members.</p>
<p align="center">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>3. Conflict Resolution (CR)</u></p> <p>Resolves conflicts using a variety of approaches.</p>	<p>Scant</p> <p>Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p>Substantially Developed</p> <p>Consistently resolves conflicts through facilitating open discussion and compromise.</p>
<p align="center">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>4. Contributions (CT)</u></p> <p>Contributes positive input for the team; effectively utilizes one's knowledge and expertise.</p>	<p>Scant</p> <p>Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p>Substantially Developed</p> <p><u>Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</u></p>
<p align="center">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		
<p><u>5. Relationship (RS)</u></p> <p>Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.</p>	<p>Scant</p> <p>Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p>Substantially Developed</p> <p>Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.</p>
<p align="center">Evaluation: Scant <u>1 2 3 4 5 6 7</u> Substantially Developed</p>		

Peer Evaluation Instructions

All group members will receive the same Group Component Score unless the peer evaluation indicates that the member has not contributed enough to the project. The peer evaluation is conducted as follows:

Each member will rate the other team members with regards to five traits on a scale ranging from "1" through "7," with "7" denoting the most positive evaluation. For each member, I will compute the average rating across the five traits submitted by the other team members. Then this average rating will be converted to percentage:

- I. Students with overall average peer rating of 85% and above will receive 100% of the overall mark awarded to the team project.
- II. Students with overall average peer rating of between 70% to 85% will receive 80% of the overall mark awarded to the team project.
- III. Students with overall average peer rating of between 55% to 70% will receive 60% of the overall mark awarded to the team project.
- IV. Students with overall average peer rating lower than 55% will receive 50% of the overall mark awarded to the team project.

Annex B**List of NBS Learning Goals**

LEARNING GOAL	LEARNING OBJECTIVE	CHECK
TASK SKILLS		
Acquisition of Knowledge	IOL1: UNDERSTAND the guiding principles of relationship management; KNOW how to populate, manage and analyse a portfolio; MANAGE a portfolio and see how it performs.	<input checked="" type="checkbox"/>
Ethical Reasoning	The ability to recognize and understand ethical issues, and apply sound ethical reasoning.	<input checked="" type="checkbox"/>
Critical Thinking & Creative Thinking	The ability to define, examine, evaluate, analyze and synthesize various arguments and knowledge to form independent judgment.	<input checked="" type="checkbox"/>
	IOL2: The ability to provide insight in an innovative way characterized by high degree of adaptiveness.	<input checked="" type="checkbox"/>
Problem Solving & Decision Making	The ability to identify problem, generate a plan to solve problem, implement and evaluate the plan and make sound business decision.	
Planning & Execution	The ability to set clear priorities and plans of action for the task and define task objectives to fulfill goals within a planned schedule for execution.	<input type="checkbox"/>
PEOPLE SKILLS		
Oral Communication & Written Communication	IOL3: The ability to communicate well with others verbally so that it clearly expresses the intended message and is understandable and useful to the receiving party.	<input checked="" type="checkbox"/>
	The ability to communicate well with others in writing so that it clearly expresses the intended message and is understandable and useful to the receiving party.	<input checked="" type="checkbox"/>
Negotiation	IOL4: The ability to systematically plan and prepare for negotiation and apply negotiation skills in personal and professional practice.	<input checked="" type="checkbox"/>
Cultural Intelligence	IOL5: The ability to function effectively in situations characterized by cultural diversity.	<input checked="" type="checkbox"/>
Teamwork & Interpersonal Skills	IOL6: The ability to work effectively with others in a group setting.	<input checked="" type="checkbox"/>
Motivation & Development of Self & Others	The ability to develop a better understanding of one's strengths and weaknesses, and learn to view others and mistakes positively as sources of personal and professional development.	<input type="checkbox"/>

Please write to NBS Accreditation office (nbsacro@ntu.edu.sg) for sample rubrics.