

**COURSE OUTLINE: BM2503 Market Relationships**

<b>Academic Year</b>	2022/2023	<b>Semester</b>	1
<b>Course Coordinator</b>	Xun (Irene) HUANG		
<b>Course Code</b>	BM2503		
<b>Course Title</b>	Market Relationships		
<b>Pre-requisites</b>	AB1501 Marketing		
<b>No of AUs</b>	4		
<b>Contact Hours</b>	3 x 13 weeks = 39 hours		
<b>Proposal Date</b>	May 12, 2022		

**A) Course Aims**

Given the densely interconnected and dynamic global economy, relationships and networks are crucial assets that enable firms to innovate, survive disruptions, weather crises, thrive, and succeed. The impact and prevalence of relationships and networks mean that they should be at the heart of firms' overall strategy and decision making. By introducing an important perspective of relationships and networks as fundamental and principal in guiding marketing strategy, the course moves beyond the traditional 4Ps (product, pricing, promotion and place) paradigm and provides a more holistic and integrated approach in understanding marketing. This course helps students understand the reality of business markets and the tasks of managing complex, multiple and overlapping relationships in which firms are enmeshed and on which they can rely for value creation and competitive success. Students will learn how to manage and optimize relationships (including B2B, B2C, and C2C), networks, collaborations, and interactions for firm success. The course will equip students with various marketing frameworks and strategies that are practical and can be readily applied in their internships, part-time jobs, marketing projects, and future employment. Through this course students will appreciate the broader influence of relationships and networks beyond just the marketing function. As such, it is suitable for both marketing and non-marketing students, especially those who are interested in pursuing entrepreneurship and management roles in organizations. Note that the course does NOT cover topics on financial accounting or business analytics.

**B) Intended Learning Outcomes (ILO)/Objectives**

By the end of this course, you should be able to:

1. Analyse whom to form business relationships with to achieve value creation.
2. Decide the optimal strategies to maintain the relationships with different stakeholders.
3. Apply a systematic framework on how to develop relationship marketing strategies for the companies.

**C) Course Content**

1. Introduction to Strategic Business Relationships
2. Relationship-Based Theories
3. Relationship Planning and Development
4. Networks
5. Channel Relationships
6. Customer Relationship Management
7. Organisational Relationships
8. Relationship Communication
9. Relationship Value and Assessment

**D) Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/Individual	Assessment Rubrics (Please insert rubrics as Appendix)
1. Quizzes	ILO1, ILO2, ILO3	Acquisition of knowledge	25%	Individual	N.A
2. Article Presentation	ILO1 ILO2 ILO3	Problem-solving & decision-making; Teamwork and Interpersonal Skills	15%	Team (10% for the content of slides report)  Individual (5% for the individual oral presentation)	Problem Solving and Decision Making Rubric (Team)  Oral Presentation Rubric (Individual)
3. Class Participation	ILO1, ILO2, ILO3,	Critical Thinking; Oral Communication	15%	Individual	Class Participation Rubric
4. Business Case Project	ILO1 ILO2 ILO3	Teamwork & Interpersonal Skills; Written Communication; Oral Communication	35%	Team (30% for the content of slides and written report)  Individual (5% for the individual oral presentation)	Business Project Rubric (Team)  Oral Presentation Rubric (Individual)
5. Participative Learning Paper	ILO2, ILO3	Creative thinking	10%	Individual	Participative Learning Paper Rubric
Total			100%		

**Important Notes:**

For group presentations, it is mandatory that every member in the group presents one part. In our assessment of the content of group work, students are assessed as a group to ensure that each member contributes to the group project. However, there will also be a component of individual presentation to evaluate each teammate's oral presentation performance. Moreover, students found not to be contributing to their group work and not fulfilling their team responsibilities will be penalized (see rubric on how they will be assessed on "roles and responsibilities" and "contributions" for both team assignments: article presentation and business case project). To ascertain their performance on these two rubrics, a mandatory peer evaluation survey will be administered online at the end of the course. Students will be asked to complete specific survey questions regarding their appraisal of their own contribution and their teammates' contributions (See Annex D for the actual questions they will be answering). The peer evaluation survey is mandatory given that the team assessments account for 40% of the course (i.e., 10% from article presentation and 30% from business case project). *Teammates*, a website which hosts the survey and is widely used among academics as a tool to conduct peer evaluations, will collect this data and compute each individual team member's estimated contribution to each assignment based on a formula that includes both claimed contribution (i.e., appraisal of one's own contribution) and perceived contribution (i.e., peers' appraisal of one's contribution). If students consistently receive low scores from their group members in the peer evaluation survey, *Teammates* will flag these students and we will adjust their scores by deducting the points indicated by *Teammates* (the points will be based on the algorithm from the website).

**E) Formative feedback**

Based on a seminar style, the classes are designed for you to raise issues and voice your points of view. During some of the class sessions, you will have the opportunity to work on a problem with the guidance of the instructors. The instructor will provide feedback directly during such class and in-class team discussion. The instructors will also give feedback for the participative learning paper, mid-term quiz, and proposal of business case project.

**F) Learning and Teaching approach**

Approach	How does this approach support you in achieving the learning outcomes?
Class Participation	All students are expected to attend every class session. Students should do the assigned readings or tasks before coming to class. It is important that students arrive on time and do not leave early, as late entrance and early exit is disruptive and inappropriate. Students are encouraged to contribute to in-class discussions, examine current issues and to bring in news articles for class discussion. Evaluations of class participation are mainly based on the contributions and relevance of students' spoken responses in each class throughout the whole semester. For instance, students are expected to take part actively in team discussions and present their ideas in classes. Activities in the e-learning week will also count towards class participation. During the e-learning week, students are required to submit a posting (not more than 400 words) on the class online discussion forum. In this posting, students should describe an interesting observation or news that they have recently come across and apply a principle or theory that was taught in class to this observation or news. Students should explain the principle or theory and how it applies to the phenomenon as clearly and concisely as possible.
Article Presentation and Activities	In each week, one or two student team is required to present an article, usually a case study of a firm, related to the lecture topic. Each team should be prepared to describe the context of the case (i.e., the firm, industry and market environment) and its relevance to the lecture topic. Each team should also identify interesting managerial insights, as well as the limitations of the case (e.g., whether it is generalizable to other firms or industries, etc.). The formal presentation should take about 20 mins. In addition, each team should facilitate meaningful classroom discussions and respond to classmates' questions on the presentation (5-10 mins). For example, they can select one or two controversial questions for the class to debate on. The team that presents the article could also create some interesting classroom exercises or screen short video clips to motivate classmates' engagement. Teams may also supplement the article with other materials from journal publications, books, magazines, online websites, ad campaigns, etc.
Business Case Project	This assignment requires student teams to do a case study of an existing (local or international) company, investigating the impact of her relationships with different business partners and customers on her value creations. Students should select a company that has sufficient scope for the project and at the same time give them access to the information needed. The sources of information can come from published materials (e.g. company reports, research journals, newspaper articles, magazines, websites) and/or from primary data collection (interviews, surveys, focus groups). Students are required to conduct AT LEAST one interview with an employee, customer, or potential customer of the company.
Participative Learning Paper	Students are required to do mystery shopping for the course and describe their experience in the paper. The paper should not be longer than 3 pages (double-spaced, Times New

	Roman, font-size 12). Students will be graded on the clarity of their ideas as well as their ability to generate actionable and creative marketing insights.
Mid-term and Semester-end Quizzes	These in-class assessments gauge the extent to which students understand and acquire the course-specific knowledge disseminated in lectures and through class activities. The quizzes will include multiple-choice and essay types of questions and be conducted in class.

### G) Reading and References

No textbook is required for this course. However, students are strongly encouraged to read the following reference paper and books.

1. Payne, A., Ballantyne, D., & Christopher, M. (2005). A stakeholder approach to relationship marketing strategy: The development and use of the “six markets” model. *European Journal of Marketing*, 39(7/8), 855-871.
2. *Strategic Market Relationships: from Strategy to Implementation*  
Authors: Bill Donaldson and Tom O’Toole  
John Wiley & Sons Ltd. (2nd Edition) 2007
3. *Relationship Marketing*  
Authors: Mark Godson  
Oxford University Press (1st Edition) 2009
4. *Relationship Marketing: Creating Shareholder Value*  
Authors: Martin Christopher, Adrian Payne, and David Ballantyne  
Routledge (1st Edition) 2002
5. *Consumer-Brand Relationships: Theory and Practice*  
Authors: Susan Fournier, Michael Breazeale, and Marc Fetscherin  
Routledge (1st Edition) 2012
6. *Strong Brands, Strong Relationships*  
Authors: Susan Fournier, Michael J Breazeale, and Jill Avery  
Routledge (1st Edition) 2015

### H) Course Policies and Student Responsibilities

Student responsibilities include punctuality, participation, and attendance.

1. **Punctuality:** You are expected to be punctual and arrive before the start of class, as late arrivals will be disruptive to class activities and considered disrespectful to the instructor and fellow students. For submission of course requirements, you are required and expected to follow the submission deadlines. Late submissions will be penalised accordingly.
2. **Participation:** Once in class, you are expected to contribute to class discussions and exercises as well as ask questions whenever in doubt. You are also expected to observe respectful behaviour such as raising your hand before speaking, not interrupting other students, not using electronic devices unless required for problem solving exercises, and not causing any distractions to fellow students.
3. **Attendance:** Students are reminded about the importance and requirement of attending classes.

**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 <http://academicintegrity.ntu.edu.sg> for more information.

Students are required to follow the following protocols with respect to academic integrity:

1. Read the Student Academic Integrity Policy and Procedures carefully at the following links:

For Undergraduate Students who need to take and pass the Academic Integrity course:

<http://www.ntu.edu.sg/ai/ForStudents/Pages/index.aspx>

For Exchange Students:

<http://www.ntu.edu.sg/ai/ForEveryone/Pages/AGuidetoAcademicIntegrity.aspx>

2. Submit your assignments through Turnitin, if they have been created as Turnitin assignments. Please enclose the report generated which states the extent of "matched-text."

**J) Course Instructors**

Instructor	Office Location	Phone	Email	Consultation Hours
Xun (Irene) Huang	S3 B1A 23	69082309	huangxun@ntu.edu.sg	By Appointment

**K) Planned Weekly Schedule**

Week	Topic	ILO	Readings/ Activities
1	Course Introduction  Introduction to Strategic Business Relationships	ILO1	Interactive lecture
2	Relationship-Based Theories	ILO1	Interactive lecture
3	Relationship Planning and Development	ILO1, ILO2	Interactive lecture
4	E-Learning week		
5	Networks	ILO1, ILO2, ILO3	Interactive lecture Article Presentation
6	Channel Relationships	ILO2, ILO3	Interactive lecture Article Presentation
7	Customer Relationship Management Quiz I	ILO2, ILO3	Interactive lecture Article Presentation
8	Organisational Relationships	ILO2, ILO3	Interactive lecture Article Presentation

9	Relationship Communication (A)	ILO2, ILO3	Interactive lecture Article Presentation
10	Relationship Communication (B) & Relationship Value Assessment	ILO2, ILO3	Interactive lecture Article Presentation
11	Project presentations (I)	ILO1, ILO2, ILO3	Business Project Presentations
12	Project presentations (II)	ILO1, ILO2, ILO3	Business Project Presentations
13	Quiz II	ILO1, ILO2, ILO3	

**ANNEX A: ASSESSMENT CRITERIA FOR ARTICLE PRESENTATION**

Traits	Performance									
<b>Ability to provide a complete analysis and discussion on the article</b> Ability to provide a complete analysis and discussion on the article	<b>Not Yet</b> Does not provide a complete analysis and discussion on the article.	<b>Substantially Developed</b> Provides a complete analysis and discussion on the article.								
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9    10    Substantially Developed									
<b>Delivery of the analysis</b> Delivery of the analysis	<b>Not Yet</b> Does not deliver the analysis in a comprehensive and logical manner.	<b>Substantially Developed</b> Delivers the analysis in a comprehensive and logical manner.								
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9    10    Substantially Developed									
<b>Ability to stimulate interest among classmates</b> Ability to stimulate interest among classmates	<b>Not Yet</b> Does not stimulate interest among classmates.	<b>Substantially Developed</b> Able to stimulate interest among classmates.								
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9    10    Substantially Developed									
<b>Roles and Responsibility</b> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.	<b>Not Yet</b> 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.	<b>Substantially Developed</b> Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.								
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9    10    Substantially Developed									
<b>Contributions</b> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.	<b>Not Yet</b> Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.	<b>Substantially Developed</b> Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.								
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9    10    Substantially Developed									

**ANNEX B: ASSESSMENT CRITERIA FOR CLASS PARTICIPATION**

Traits	Performance	
<b>Engagement</b>	<b>Not Yet</b> Hardly focuses in class (e.g., using mobile phone, unnecessary chatting)	<b>Substantially Developed</b> Engages fully in class
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9 <u>10</u> Substantially Developed	
<b>Ability to critically evaluate various market relationship situations</b>	<b>Not Yet</b> Does not participate actively in any in-class discussion; does not show critical evaluation of the various market relationship situations discussed in the class.	<b>Substantially Developed</b> Actively participates in all the in-class discussions; shows critical evaluation of the various market relationship situations discussed in the class.
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9 <u>10</u> Substantially Developed	

**ANNEX C: ASSESSMENT CRITERIA FOR BUSINESS CASE PROJECT**

Traits	Performance	
<b>Comprehensiveness of the content and quality of the interpretations</b>	<b>Not Yet</b> Project does not have comprehensive content; the quality of the interpretations is poor.	<b>Substantially Developed</b> Project has comprehensive content; the quality of the interpretations is high.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Application of course theories and principles</b>	<b>Not Yet</b> Fails to apply any course theory and principle in the project.	<b>Substantially Developed</b> Appropriately applies course theories and principles in the project.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Insightfulness, innovativeness and feasibility of recommendations</b>	<b>Not Yet</b> Does not provide any insightful, innovative, and feasible recommendations in the project.	<b>Substantially Developed</b> Provides insightful, innovative, and feasible recommendations in the project.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Quality of the written report</b>	<b>Not Yet</b> Delivers a poor quality slides and written report.	<b>Substantially Developed</b> Delivers a high quality slides and written report.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Roles and Responsibility</b> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.	<b>Not Yet</b> 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.	<b>Substantially Developed</b> Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Contributions</b> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.	<b>Not Yet</b> Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.	<b>Substantially Developed</b> Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	

**ANNEX D: ASSESSMENT CRITERIA FOR PARTICIPATIVE LEARNING PAPER**

Traits	Performance	
<b>Comprehensiveness of the content and quality of the interpretations</b>	<b>Not Yet</b> Paper does not have comprehensive content; the quality of the interpretations is poor.	<b>Substantially Developed</b> Paper has comprehensive content; the quality of the interpretations is high.
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9 <u>10</u> Substantially Developed	
<b>Ability to generate creative and original ideas for the proposed recommendations</b>	<b>Not Yet</b> Fails to generate any creative and original ideas for the proposed recommendations.	<b>Substantially Developed</b> Able to generate creative and original ideas for the proposed recommendations.
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9 <u>10</u> Substantially Developed	

**ANNEX E: ASSESSMENT CRITERIA FOR INDIVIDUAL PRESENTATION**

Traits	Performance	
<b>Clarity of communication</b>	<b>Not Yet</b> Central message is not explicitly stated in the presentation, and main points are not clearly identified.	<b>Substantially Developed</b> Central message is precisely stated, and main points are clearly identified.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Ability to building rapport with audience</b>	<b>Not Yet</b> Vocal delivery is too soft or too fast to understand; Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting.	<b>Substantially Developed</b> Speech rate, volume, and tone facilitate audience comprehension; Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	

# ANNEX F: NOTES AND SAMPLES

## A NOTE ON TEAMWORK ASSESSMENT & PEER EVALUATION

The screenshot shows the TEAMMATES web application interface. At the top, there is a navigation bar with the TEAMMATES logo and menu items: Home, Courses, Sessions, Students, Search, and Help. A user is logged in as 'huangxun.nlu'. The main content area displays the following information:

- View:** Group by - Question
- Section:** All
- Additional settings:**
  - Group by Teams
  - Show Statistics
  - Indicate Missing Responses
- Edit View** button
- Expand All Questions** button

Below this, there are four expandable question cards:

- Question 1:** Please rate the estimated contribution of your group members on Article Presentation (confidential and only shown to the instructor): [more]
- Question 2:** Please rate the estimated contribution of your group members on Business Case Project (confidential and only shown to the instructor): [more]
- Question 3:** Comments about my contribution in these group projects (confidential and only shown to the instructor):
- Question 4:** Comments about my teammate's contribution in these group projects (confidential and only shown to instructor):

At the bottom, there is a section for **Participants who have not responded to any question**.

Footer information includes: serving Nanyang Technological University, Singapore; TEAMMATES (v6.16.3) is sponsored by School of Computing, National University of Singapore; [Become a sponsor] [Send Feedback]; and system tray information: 9:27 AM, 27-Sep-19.