Research on the Teaching Method Reform of the Course "Customer Relationship Management" for E-Commerce Major

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Abstract: The course of customer relationship management is the core part of the curriculum of e-commerce major. Its reform and innovation have an important impact on the construction of the whole major. At present, there are still some problems in teaching customer relationship management course, including: the link between practice and teaching is too single; the teaching mode and evaluation method are old. Therefore, it is necessary to reform the teaching method of CRM. Through the research, the following conclusions are drawn: the reform of teaching methods of customer relationship management includes: scenario simulation teaching method; case analysis method; field research method; classroom discussion method; whole process assessment method. The above methods are in line with the training objectives of management professionals, can effectively mobilize the enthusiasm of students' learning, and are conducive to the cultivation of students' practical ability and comprehensive quality.

1. Introduction

With the continuous development of customer relationship in enterprise practice, the classroom teaching of customer relationship management in Colleges and universities has been in constant updating and improvement. Customer relationship management is the core course of e-commerce major in school of economics and management of our university. The teaching purpose is to enable students to master the basic principles and applications of customer relationship management and establish the customer-centered management concept.

Customer relationship management is a very practical course. In order to improve the classroom teaching effect and strengthen the optimization and integration of teaching content, it is necessary to explore teaching methods. In view of the nature and purpose of the course "customer relationship management" of E-commerce Specialty in our university, this paper points out some common problems in the course teaching, and makes a preliminary exploration of the teaching method of "customer relationship management", aiming at improving the teaching level of "customer relationship management" and broadening the teaching method and thinking of the course.

2. Disadvantages of Traditional Teaching Methods in the Course of Customer Relationship Management

2.1 Less Practical Teaching Content

The course of customer relationship management is a very practical subject. However, in the actual teaching process, there is a tendency to focus on theoretical teaching and ignore practical teaching. Even if there are practical teaching links involved, the proportion is very small, and the CRM software system operation is simply used as the practical teaching content. The content of practical teaching links is too single to meet the needs of enterprises for customer relationship management talents.

2.2 Unreasonable Teaching Mode And Assessment Method

In the course of teaching, most of the teaching methods are theoretical teaching and case analysis. This teaching method can not make students interact with teachers actively in class, and can not

meet the requirements of customer relationship management ability training. In the way of assessment, we mainly take the way of theoretical assessment, and assess the learning effect of the course by the students' answers to the written examination papers, which can not give a good feedback on the improvement of the students' ability of customer relationship management.

3. Teaching Method Reform of Customer Relationship Management for E-Commerce Major

Customer relationship management is a practical course, which is closely related to consumer behavior, business communication and negotiation, management information system and other courses. In the teaching process, we should not only consider how to connect and integrate with the above courses, but also pay attention to the reform of teaching methods, especially for the students majoring in e-commerce, we should pay more attention to the cultivation of their skills and literacy.

In order to mobilize students' subjective initiative, provide students with the opportunity to think and analyze problems in combination with the actual situation, guide students to be good at thinking and analyzing problems, and give full play to students' initiative, enthusiasm and creativity, the following methods can be used for teaching:

3.1 Situation Simulation Teaching Method

The situation simulation teaching method is a heuristic, discussion and interactive teaching form. It is a kind of teaching method that enables students to find and solve problems in the set situation and improve their practical ability in a short time by reproducing the environment and process of the event. Scenario simulation allows students to play different roles to experience every knowledge point and skill point, so as to cultivate their professional ability.

In situational simulation teaching, students are the main body of teaching activities, and teachers only play the role of organization and guidance. For example, in the practical teaching of customer development skills training in this course, teachers provide relevant background materials, let students play the roles of customer, salesperson, Department Manager, etc., and personally experience some skills and details that salesperson should pay attention to when visiting and developing customers. Practice has proved that students can cooperate seriously and actively in this training, pay attention to politeness and etiquette, experience the professional charm brought by the role itself, and achieve a transformation from students to professionals to a certain extent. The specific training steps are: reading situational materials, adaptation into scripts, group exercises, group display and performance, summary and evaluation. In the traditional teaching mode, it is basically based on the teacher's talk. This theory advocates that in the teaching process, students' initiative, enthusiasm and initiative should be fully exerted by using the learning environment elements such as situation, cooperation and activity tasks, so as to create vivid and specific teaching situations, so that students can stay in the real situation activities, and effectively realize the learning through active participation The formation of the meaning and ability of knowledge. For example, when learning the chapter of customer complaint, the task assigned to the students is to select a product as the carrier, develop a perfect customer complaint solution, and perform according to the script created by themselves.

3.2 Case Analysis

In the course of customer relationship management, case analysis is also one of the commonly used teaching methods. By combining the teaching content, the teacher provides the case, let the students express their own views and opinions on the case, and then the teacher summarizes and summarizes, so as to help the students understand the teaching content deeply. Through the application of case teaching method, students can not only obtain relevant professional knowledge from it, but also help to improve their expression and discussion skills, enhance their sense of teamwork, and cultivate their ability to solve practical problems creatively.

In the process of case teaching, we should not only fully mobilize the enthusiasm of students' main body for discussion activities, but also give full play to the guiding role of teachers. In the case selection of customer relationship management, we can choose the cases that students have

experienced or seen from their existing life experience, so that students can actively participate, enjoy the fun of learning, and enhance their sense of achievement. By analyzing these cases closely related to their life and study, we can arouse their attention and gradually cultivate their realistic professional quality. For example: as a mobile phone customer, how should students deal with complaints when they encounter problems? For this kind of case, many students feel the same, the class discussion is very warm, and can put forward some insightful solutions.

3.3 Field Research Method

Field research is a general term for market research activities in the field. When the information collected on the desk is not timely and accurate, it is necessary to conduct field research in time to solve the problem, obtain first-hand information and intelligence, and make the research work effectively and smoothly.

Customer satisfaction and loyalty evaluation can grasp the real feelings of customers through market field research. For example: students can carry out customer satisfaction survey of school canteen on the spot and write analysis report. Students can be required to make a role orientation according to the industry they are going to engage in in the future, and they can be required to truly complete such tasks as "looking for customers", "establishing customer information files", "designing customer experience management activities", "developing customer satisfaction index system, and evaluating customer satisfaction", "developing customer loyalty plan", "analyzing the reasons for some customers' loss, and proposing A set of coherent tasks such as "recovery strategy".

3.4 Classroom Discussion

Classroom teaching and discussion are parallel, which can inspire students' thinking and enable them to actively analyze, think and solve problems. It changes the rigidity of traditional "cramming" teaching, enriches the amount of information in the classroom, and makes the whole classroom teaching become a network structure of interaction between students, teachers and students. According to the teaching arrangement, the teacher chooses some hot issues as the topic arrangement for discussion to the students for group discussion. After class, the students look up the materials and write the speech outline. Then each group sends a representative to speak in the whole class. Finally, the teacher comments and summarizes. Through discussion and speech, improve the students' ability to collect information, analyze and solve problems, express at the door and organize.

For example, when it comes to customer information security issues, we can organize discussion based on the cases of customer information disclosure in recent years in China; for example, in the teaching of customer complaints, we can discuss the main factors of customer complaints, so that we can better understand and master the content of this chapter.

3.5 Whole Process Assessment Method

The traditional test method of customer relationship management course is "one volume decides the world", that is, to hold a one-time test at the end of the semester. It can't understand the students' learning situation at ordinary times, and it is easy to encourage the students' inertia. Even at the end of the term, due to the large number of subjects in the exam and the lack of review time, it has to ask the teacher to delimit the scope of the exam or even plagiarize and cheat during the exam All these make students work hard for high marks and low abilities. Therefore, it is necessary to reform the assessment system of this course. Set up a variety of assessment and evaluation methods, pay attention to students' usual performance in teaching, establish a process evaluation system from classroom performance, homework practice to final examination, combining qualitative evaluation and quantitative evaluation, with multiple perspectives and diversification.

We should establish an open assessment system with ability as the core, reform the traditional results oriented assessment system for teachers, and emphasize the assessment of periodic learning and practical teaching. In the process assessment, teachers pay attention to the division of labor and cooperation of team members from the aspects of knowledge and skills, ability cultivation, and team cooperation. According to the contribution of individuals in the team, they evaluate individual

performance, which not only reflects the level of the team, but also fully considers the enthusiasm of individuals. For example, in a semester, the assignments, scenario play performances, class arrival rate and questions and speeches arranged in each chapter can be part of the final exam results. This way of examination enables students to study actively, not only to learn more knowledge, but also to activate the classroom.

4. Conclusion

In recent years, with the aggravation of market competition, enterprise managers have gradually realized that customer relationship management is the key factor of enterprise success and the source of enterprise competitive advantage. Through the implementation of effective customer relationship management strategy, enterprises can obtain and maintain more loyal customers, establish long-term and stable customer relationship, and achieve win-win between enterprises and customers. Most of the graduates majoring in e-commerce are engaged in marketing, sales, customer service and other work, all of which have to deal with customers. How to understand and meet the needs of customers, and how to manage customer relations are very important. The course of customer relationship management has become a required core course of enterprise management major in colleges and universities. It is necessary to strengthen the research part on the teaching content and methods of this course.

Acknowledgements

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