

# Research on the Teaching Reform and Ideological and Political Construction of the Customer Relationship Management Course Based on the Demand for “Integration of Industry and Education”

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**Abstract:** This paper is based on the demand for “integration of industry and education” to research the teaching reform and ideological and political construction of the Customer Relationship Management course. Starting from the development needs of national digital economy and modern service industry, it reconstructs the comprehensive knowledge and application system of “theory-practice” in modern service industry, and reshapes the service consciousness and innovation consciousness of “educating people for the government and talents for the country.” It aims at creating a new paradigm of “industry-enterprise-school” collaborative education, with the goal of cultivating high-quality technical professionals serving national strategies, and building a new ecology of integrating industry and education into education.

**Keywords:** Modern service industry; Customer relationship management; Integration of industry and education; Ideological and political construction

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## 1. Introduction

In 2023, the National Development and Reform Commission, the Ministry of Education and other eight departments jointly issued the “Implementation Plan for Enhancing the Integration of Industry and Education in Vocational Education (2023–2025)”<sup>[1]</sup>, which clearly pointed out that the integration of industry and education is an important symbol to measure the effectiveness of vocational education reform. The integration of industry and education plays a very important role in promoting the comprehensive integration of structural elements on the supply side and the industrial demand side of talent development<sup>[2-5]</sup>. The high-quality development of digital economy and modern service industry has also put forward higher requirements for

the innovative ability and digital skills of contemporary college students. With the release of the “Opinions on Promoting the High-quality Development of Service Consumption in August 2024”<sup>[6]</sup>, the high-quality development of the service industry cannot be achieved without more complex and highly skilled talents.

Higher vocational colleges undertake the important mission of cultivating highly skilled talents and play a key role in conveying high-quality skilled talents to support the transformation and upgrading of local industries and the high-quality development of the service consumption economy. Shenzhen Polytechnic University exerts great importance on the cultivation of new business interdisciplinary talents, especially the integration of industry and education and curriculum reform, and has implemented a series of digital transformation measures for the development of business majors.

Customer Relationship Management course (CRM) is one of the core courses of marketing discipline. The course covers three parts of “customer development, retention and recovery” which forms a complete service chain. This paper takes “integration of industry and education” as the teaching reform direction, and focuses on integrating industry cultural elements and education elements into professional teaching. This course tries to establish a three-level advanced course system framework of “theory-technology-practice,” and aims to cultivate composite high-skilled talents with digital skills, innovative consciousness and a sense of social responsibility.

## **2. The talent development objectives of the CRM course**

The Customer Relationship Management course is the core professional course of the marketing discipline of Shenzhen Polytechnic University. The course system covers theoretical teaching, software application, and case practice. The talent development goals include three aspects: knowledge goal, ability goal and ideological and political goals.

### **2.1. Knowledge objectives**

Through the study of this course, students will have a deep and substantive understanding of the principle and process of Customer Relationship Management and essentially understand and analyze the change and impact of customer value in the process of customer life cycle management in the era of the digital economy. Starting from the actual position of customer service, with the help of CRM system software, according to the judgment of customer type, customer information, customer demand and customer value, the reasons for different customer complaints are analyzed and solutions are proposed, and the customer loyalty management plan is designed. Students will eventually form the knowledge framework of customer life cycle management of “customer development-customer maintenance-customer recovery,” laying a solid theoretical foundation and practical knowledge for mastering customer service skills and career requirements in different industries in the future, and increasing the cross-border ability of digital skills.

### **2.2. Competency objectives**

With a complete knowledge framework, this course aims to cultivate interdisciplinary marketing talents with digital skills and service innovation consciousness. While learning the content of Customer Relationship Management, students can improve their professional ability and general abilities at the same time<sup>[7]</sup>. On the one hand, in terms of professional ability, students can develop customer ability by using tools such as multimedia matrix according to customer service processes and standards in different industries, and use CRM

software for customer information management, after-sales service and customer relationship maintenance. On the other hand, in terms of general ability, students can improve their digital literacy in the process of using digital tools, and develop the awareness of continuous learning and paying attention to the development of customer service technology. In short, marketing talents should not only have the ability to apply new technologies to customer service based on the original knowledge system structure but also connect with the high-quality development needs of the national service economy. This course will further improve students' digital literacy and inspire students' awareness of service innovation through the analysis of CRM software use and modern enterprise cases.

### **2.3. Ideological and political goals**

Ideological and political education should be imperceptibly integrated into the teaching of professional courses. Based on the analysis of industries and related occupations, the ideological and political elements contained in professional courses such as ideal and belief education, humanistic quality education, scientific spirit education and moral sentiment education should be deeply refined <sup>[8-10]</sup>, and diversified curriculum ideological and political practice paths should be expanded <sup>[11-15]</sup>. While implanting students' professional knowledge, it should guide students' three views correctly, take patriotism and dedication, customer first, compliance with the law, meticulousness and rigor, and teamwork as the focus of ideological and political education construction, cultivate students' socialist core values, craftsman spirit, scientific spirit, and professional ethics as the ideological and political goals, and realize "whole-person education, whole-process education, and all-round education." To make students become high-quality talents with high digital literacy, standardized professional literacy and innovative spirit.

## **3. Reform objectives and contents of CRM course**

The teaching reform of Customer Relationship Management course is mainly from the perspective of "integration of industry and education," aiming at the current development needs of China's digital economy and modern service industry, the teaching and practice content of "integration of industry and education" is reformed in the aspects of basic content, teaching design, teaching methods and teaching evaluation.

### **3.1. Basic content of CRM course**

The knowledge content of this course mainly includes the following parts: customer identification and selection in the customer life cycle management, customer classification, customer communication, customer service management, customer satisfaction and loyalty, customer recovery and other links. This course emphasizes the unification of theoretical knowledge of customer service and the application of modern service technology, pays attention to the connection with other courses, and the application, expansion and integration of various forming methods. The core of the course is to cultivate students' ability to apply the theoretical knowledge in the course to solve the practical problems encountered in the service economy. Taking customer development as an example, the course will complement the latest technical content with the needs of customer development in the digital age. For example, the knowledge of media matrix analysis and application in customer development. The course fully uses the diversified school-enterprise cooperation base and innovation and entrepreneurship team of Shenzhen Polytechnic University. It selects enterprises that actively carry out digital transformation as the object, such as Beauty International, Yum Brands, Haidilao

Brand, and various new enterprises, to dig deeply into their media matrix layout. In short, the content source of the “Integration of Industry and Education” of this course mainly relies on a large number of modern service enterprises and information technology service enterprises in the Guangdong-Hong Kong-Macao Greater Bay Area, which is conducive to subsequent visits, practical operation and practical auxiliary teaching.

### **3.2. Teaching design of the CRM course**

To consolidate the characteristics of integrating industry and education in vocational education, and serving the positioning of the economic and social development of the Guangdong-Hong Kong-Macao Greater Bay Area under the background of the digital economy, this course adopts the combining method of classroom teaching, network teaching, software teaching and practical teaching. The course follows the concept of “case-based, task-oriented and work process-oriented,” taking the process of customers’ whole life cycle management as the main line, combined with new technologies and tools such as big data and artificial intelligence, the course has built a three-level progressive system course of “theory + technology + practice.”

The specific three-level teaching design is as follows:

- (1) At the theoretical level, it mainly uses case analysis, scenario simulation, tests and other teaching methods to learn the theoretical knowledge of the whole process of Customer Relationship Management.
- (2) At the technical level, students can simulate and complete a specific customer life cycle management operation on the purchased SaaS-based CRM software platform.
- (3) At the practical level, the course integrated the abundant school-enterprise cooperation bases and the resources of new enterprises, guided students to go deep into the enterprise, and carried out research interview design, field research, shooting video, making video and PPT, and on-site performance competition in turn.

Based on the three-level progressive teaching design of “theory + technology + practice,” it helps students to understand the whole life cycle management process of customers from multiple perspectives and lays a good foundation for developing high-quality technical talents.

### **3.3. Teaching methods of CRM course**

This course adopts the “online + offline” mixed teaching method as a whole and adjusts the specific teaching method according to the teaching characteristics of three different levels:

- (1) At the theoretical teaching level, students learn online independently before and after class. In the class, various teaching methods are adopted, such as the case method, heuristic guidance method, scenario simulation method, task-driven method and knowledge tests. At this level, it is important to select appropriate cases and situations as the starting point to realize the value of guidance of professional teaching and ideological and political elements.
- (2) At the technology teaching level, the software practice method and case analysis method are mainly adopted to guide students to master the role and limitations of tools.
- (3) At the practical teaching level, project-driven and process-driven teaching methods are adopted to guide students to carry out field research, short video industry, case competitions, etc. These practices help guide students to learn and explore independently and cultivate students’ ability for independent innovation.

### **3.4. Teaching evaluation of CRM course**

Guided by talent development objectives, this course forms an assessment and evaluation model that combines various evaluation subjects such as teachers, industry experts and students, and adopts multiple evaluations including formative evaluation, diagnostic evaluation, descriptive evaluation and value-added evaluation in the way of online and offline. Specifically, formative evaluation includes the process evaluation of teaching and the process evaluation of student ability improvement.

#### **(1) Teaching progress**

All kinds of learning activities and results are evaluated through the digital teaching platform. For example, various learning data have been collected by the platform, such as the completion status of pre-class self-study digital resource and survey, interactive data during class discussion, instant scoring of the software training and case competition, and personalized guidance after class.

#### **(2) “Students’ ability improvement”**

At different levels of the curriculum, teachers can make full use of digital tools to incorporate multiple evaluation subjects into the evaluation to effectively realize the process evaluation and feedback optimization. For example, in the theoretical learning stage, the evaluation is mainly carried out by “teacher + inter-group + teaching platform.” In the technical practice and case competition stage, it is expanded to “teacher + enterprise mentor + inter-group evaluation + intra-group evaluation + outstanding graduates” multi-subject evaluation.

## **4. Ideological and political construction of the CRM course**

The ideological and political construction of the course is based on moral cultivation, which effectively combines the teaching of scientific knowledge with ideological and political work. Under the background of the integration of industry and education, higher vocational colleges need to actively adapt to the development needs of new technologies and new industries, strengthen the ideological and political construction of professional courses, and organically integrate the ideological and political elements into the whole process of classroom teaching and run through every link of education and teaching. Therefore, CRM, as a core professional course closely related to the modern service industry, has combined with the needs of the industry and the characteristics of the course itself, fully tapped the ideological and political elements of the course, and implemented the “three-wide education” concept.

The goal of this course reform is to integrate ideological and political elements into the teaching process based on a comprehensive analysis of the course teaching content and related jobs. This project-based course focuses on the content of customer development, customer maintenance and customer recovery, taking “patriotism and dedication, customer first, compliance with the law, meticulousness and rigor, and teamwork” as the key to ideological and political teaching. This course aims at cultivating students’ socialist core values, craftsman spirit, scientific spirit and professional ethics by selecting ideological and political elements, and optimizing the course content.

Furthermore, this course adopts the following three aspects of ideological and political elements according to the three progressive-level project tasks.

#### **4.1. Using local enterprise cases or celebrity stories to cultivate students' professional quality**

In the process of theoretical teaching, teachers introduce various cases to stimulate students' interest, such as the corporate culture of well-known local enterprises in the modern service industry, typical stories of entrepreneurs, and stories of outstanding graduates around them. The organic combination of these cases and textbook knowledge can further optimize classroom teaching content and improve classroom teaching efficiency. At the same time, it can also encourage students to learn basic theoretical knowledge to get ready for subsequent internships in enterprises. For example, the case of Lei Jun in Xiaomi participating in the new energy vehicle development of SU7, the struggle story of Huawei employees, and the personal growth stories shared by outstanding graduates. More importantly, when introducing the achievements of local enterprises, it is very efficient to display the arduous process of entrepreneurs' growth and their concern for livelihood issues to enhance students' sense of national identity and cultivate their professional quality and socialist core values. The excellent quality and service spirit of famous entrepreneurs can also have a huge impact on students' future work, such as enhancing their professional qualities of innovation, being customer-oriented, being meticulous, rigorous and cooperative.

#### **4.2. Establishing information security awareness based on the history of information technology development and technical practice**

In the process of technology application teaching, by combing the development history of CRM driven by technology, teachers can make a dialectical analysis of the positive and negative impacts of information technology on the modern service industry, and explain the countermeasures, such as legal and regulatory guidance, adopted by the country, industry and Chinese enterprises, to build national confidence. It is helpful to guide students to abide by the law and strengthen their awareness of information security protection. many cases can be adopted such as sharing students' stories of life convenience improving with Meituan and other life service platforms, introducing the Xiaohongshu's investment in customer information security protection, watching videos of cases such as big data killing and selling customer information, and analyzing customer information collection channels in the practical operation of CRM software. Eventually, students can analyze the importance of information security protection for individuals and companies.

#### **4.3. Strengthening service awareness and innovation spirit by conducting the course case competition**

In the process of comprehensive practical teaching, considering the generally strong sense of self-awareness and independence of college students, teachers should pay attention to their selectivity and acceptance, and provide a variety of case choices during the ideological and political integration. Therefore, with the abundant school-enterprise cooperation bases, the course guides students to go into the enterprise sites, explore the growth history of enterprises, demonstrate the specific practice of the whole life cycle management of corporate customers with the help of AI technology, and analyze the entrepreneurial opportunities under the guidance of customer service. The competition projects allow students to conduct in-depth research in diversified enterprises. It not only helps to train students' daily code of conduct, personal moral cultivation, and professional quality, but also helps students to truly feel the importance of customer service spirit, and can enhance students' enthusiasm for innovation and entrepreneurship.

## 5. Summary

This paper is based on the demand for “integration of industry and education” to research the teaching reform and ideological and political construction of the CRM course. Starting from the development needs of the national digital economy and modern service industry, it reconstructs the comprehensive knowledge and application system of “theory-practice” in the modern service industry, and reshapes the service consciousness and innovation consciousness of “educating people for the Party and talents for the country.” Relying on the various school-enterprise cooperation bases of Shenzhen Polytechnic University and the innovation and entrepreneurship conditions of Guangdong-Hong Kong-Macao Greater Bay Area, the CRM course develops a new paradigm of “industry-enterprise-school” collaborative education to carry out the “Three-wide Education” work.

With the three progressive levels course framework, the course consistently pursues the goal of cultivating high-quality technical professionals serving the modern service industry and the “digital economy” and other national strategies, and building a new ecology of integrating industry and education into education.

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## Disclosure statement

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