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[Writer Name]

[Institute Name]

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Dedication

I dedicate this paper to my family, particularly to my Parents. Their energy, time, and support were important to the completion of my research. I want to thanks all of my friends who encouraged me in this research.

Declaration

I [], confirm that this research and its entire material has been individual, unsupported effort and has not been published or submitted before.

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Contents

Abstract

Relationships are about individuals not systems or companies. For the aim of this paper, Student Relationship Management (SRM) has been presented as the logical handling of communications between an institution and its pupils. An apparent definition of the landscape of student relationship management is complicated to obtain, as there are several differences in the missions of institutions, students types and provision of education. Institutions control their communications and relationships with pupils in different styles: face to face, access to electronic systems to perform administrative jobs, use of portals, provision of virtual learning situations, text messaging, email, and additional common telephone and written contact. The methods obtainable to them to do this are also differed, and utilised to a lesser or greater level in various institutions. This paper has revealed that strong integrated student data systems are obtainable in different organisations to encourage student relationship management, but that these are not essentially being applied in an integrated and holistic approach, or to their full potential. Different institutions implement proprietary approaches, but some have expanded their own in-house software over a number of years and maintain to implement it.

in the field of education. The efforts, training management in the academic training to is often implemented with terms such as evaluation, accreditation, but also quality assurance is reflected. Most of these concepts focus on the teaching as the main process of the universities and look at the quality of teaching as a critical size. Addition to this main process, there are also supporting service **Student Relationship Management**

Chapter 1 Introduction

1.1 Introduction

Academic training as one of the main tasks of the universities has recent years the importance given. People employed as a consequence number of publications in recent years with the special requirements of Management training specifically processes - such as marketing, finance, etc. - that so far too little have received attention in the modelling. In the academic training are opportunities and risks challenges facing universities at the same time. Hereinafter, the Model of the Student Relationship Management (SRM) as a possible solution presented (John, 2003). After the introduction and description of themes are the first theoretical principles discussed, as the basis for the development of the SRM model have served. On the one hand, the academic training as an object of Study and for the other model, the customer relationship Management (CRM) as a starting concept for the SRM are discussed. After determining the basic framework is the model of the SRM presented.

Lifelong 1.2 Research Questions

1. What is the model of the Student Relationship Management and why it is important?

2. What is the value of customer relationship management in education?

3. How is the relationship between the University and students cultivated?

4. To what extent do the relationship outcomes of control mutuality, commitment, satisfaction, and trust exist in the relationship between students and the University?

5. What expectations and perceived benefits characterize the relationship between students and the University?

1.3 Background

learning and thus has the academic training in the recent years gained importance. Research transmits it from falling Half-life of knowledge and the importance of higher education as an essential factor in the production of new knowledge. Universities are as basic and training facilities for the provision of relevant knowledge and findings to the company. The growing importance of lifelong learning requires an adjustment of the universities. The training is as third pillar - in addition to research and teaching - as a mandate for universities. A systematic and deliberate examination of the training as a task of higher education and an organizational anchor, this was promoted in the recent past.

A report from the year 2000 "admissibility, limitations and consequences of privatization of higher education in UK deals with the performance as competitiveness of higher education in international comparison. This study concludes that one of the structural, leading to inefficiencies weaknesses of the higher education system inadequate training offer. These experiences mentioned neglect currently on trial by a concentration of continuing education activities. The concrete implementation of continuing education at universities has in the past 5 years an important extension. This development was supported by the increasing demand for

training and diversity different training providers. Universities need to focus on the training market - as well as other providers.

Training takes place not only at local or national level. Internationalization of the business of the company has an Internationalization of education to follow. Country-specific knowledge can for example often only be acquired in the destination country. Programs and institutions in other countries get the same relevance as market prices in the Internet. The virtual access to Content knowledge frees learning from time and place and the more flexible training. This push to the same market but a lot more training providers with a variety of programs, the diversity of academic continuing education programs calls for a profile of the institutions in particular Masse. If we consider the problem of profiling in business enterprises, one finds that this emphasis on the importance of customer loyalty and relationship management set. These strategic considerations are of particular model development of customer orientation. Such models are missing however, in the academic training to date.

1.4 Problem and objective

The new conditions are forcing universities to change. In particular, the professionalization of the management of this training is as a necessity. The current situation calls for and promotes to develop new concepts of management training and so the current to cope with challenges such as competition and market orientation. Learning management system includes the analysis and preparation, planning and organization, decision and execution, and the

effect of control of education. Learning management defines thus, the effect of the framework, the rough part of the research area and the problems.

1.5 Practice

Universities focus on the implementation of student orientation only to certain areas. Conveniently, an integration these isolated applications into an overall concept. Only then can the latent cross-functional or structural problems are uncovered and resolved. Often universities to set identified deficiencies in the student orientation as student satisfaction measurements are based on only the operative measures elimination of these one. Often, however, is a strategic reorientation in higher education leadership, organizational structures and personnel management systems necessary? For this purpose, but lack the methods and already implemented comprehensive best-practice examples.

The academic training needs of a particular university management approach. The target group, the instructional content, timing and spatial processes are different from the classical studies. So training programs usually part-time, in modules, with a narrow practical in small groups and with adults performed as a student. In addition, students are required for the continuing education course tuition fees. This implies the performance-oriented nature of the training. Both logics of action are based on the services of the university and determine the scope of academic situation.

Chapter 2 Literature review

Customer Relationship Management (CRM) has emerged as a core business process for maintaining and enhancing competitive edge in the modern business warfare. In spite of meticulous planning and implementation, a large number of CRM programs fail to accomplish their goals. A deeper understanding of the behavioural dimensions of relationship marketing and careful evaluation can help organizations to make their relationship building efforts more effective. Service providers need to be customer oriented and trained in displaying a genuine care and concern for customer welfare. A relationship based on mutual trust and faith lasts longer. Research, (2006), discussed the evolution of Relationship Marketing Approach as an evolution of a revolution in the marketing.

2.1 Customer Relationship Management (CRM)

Since the CRM model as the basis for the SRM model is used, it is expedient the CRM model and it's substantially features present. It is already in the presentation of the CRM Tie points, parallels and differences between college and Companies worked out. In this way, an awareness of a Customer orientation in the academic training had been hoped. SCHULZE derived six key factors for the stagnation in the Customer orientation. CRM will try it with a generalist approach to the problem areas of defuse and for improved Customer orientation in a business environment.

The measurement of student satisfaction with the university or with lectures has already been implemented in many universities. In the reaction at the SCHULZE companies criticized

the focus on individual areas and lack of feedback concepts and calls for the integration. The universities are also facing this problem with customer satisfaction and customer loyalty ultimately equated with CRM. Often one finds that customer orientation practical activism, which is associated with operational activities rather than a strategic anchor adds to this the lack of consideration of the employees and the existing corporate structures as an important aspect. Not only the number of customers but also the existing and desired future customer base for the company's success.

Lack of customer focus in the company led in many cases to failure of the newly developed products to customer dissatisfaction. Increasing competition, rising costs associated with consciousness and the cut-throat competition Stagnation of the markets are often seen as a foundation focused on the customer one possible strategy form of this strategy is the customer relationship management. The objective of getting to know their customers and thus the relationship with the Customers to make the best possible way to generate higher profits and motivated many company from a product orientation via the orientation towards the transaction relationship orientation. The companies have therefore higher customer loyalty and customer profitability in particular areas.

2.2 Importance of CRM in Management

Management performs an important role in the implementation of CRM. It cannot be applied without their support. This is as CRM defines modifications in long term features and the revision of lasting aims. These organizational aims need additional assessment. It is not enough

if staffs concerned in the process of CRM alone give due concentration to it. Management requires having an apparent perception of CRM aims prior it uses it. It is essential to observe that temporary accomplishments must not be presented by management as suggestive of long term achievements (Broom, Casey, & Ritchey, 2000).

2.3 Management Involvement in CRM Implementation -Suggested Steps

• Endeavouring to assure that suitable vendor choice takes place must also be one of Management's attempts. Placing the correct person in control of the complete CRM method or placing a particular department to manage with the CRM attempts right up to the outcomes is essential and of great value to managerial tasks.

• Customer connection is also important for top management. Identifying the ins and outs of the consumer system with keeping personal connection is compulsory.

• For CRM, Management must also give enough inspiration to staffs prior concentrating on a customer oriented plan (Broom, Casey, & Ritchey, 2000).

• Assuring that the staffs managing with the CRM procedure have enough information about it and recognising fields of training and assuring that these fields are covered with enough training approaches is the management work.

Managing software of CRM performs an active duty in all features of CRM implementation. All methods experience an important modification and their possible outcomes on business actions must be carefully observed prior actually agreeing to apply it. It is the duty of

management to recognise organization aims, communicate these aims to the essential staffs, use CRM managing software and essentially serve to assure that staffs managing with the CRM implementation are sufficiently trained (Dozier, & Lauzen, 2000).

2.4 Relationship Management

2.4.1 Definition and Theoretical Background

Defining and characterizing relationships has proven to be a difficult task for communication scholars. Slowly, there has been a shift away from the overly simplified belief that "good" public relations automatically led to "good" relationships (John, 2001). Through continuing research and discussion, scholars have generally come to agreement on several characteristics of relationships: they are dynamic, measurable, based on shared perceptions of both parties, and involve a flow of resources and information. Each relationship situation is unique. Hon and J. Grunig (1999) suggest that relationships are situational and behavioural, and must involve two or more parties. Through this discourse, accepted definitions of relationships have slowly coalesced.

Relationship management as a concept of public relations is quickly growing in popularity. Although Ferguson (1984) was the first to propose the idea of studying the holistic relationship between the public and the organization more than 25 years ago, it is in the last ten years that research has accelerated on relationship management as a lens through which to define and analyze the public relations function. More than a model or theory for describing an individual concept, relationship management is an all encompassing framework for directing theoretical growth for the entire area of public relations and is perhaps even an emergent

paradigm. Previous public relations research focused on communication at the program level, the functional level, the organizational level, or the societal level. However, in relationship management, the unit of analysis shifts to the relationship that exists between the communicators. Relationship management scholar's claim that they are ultimately interested in mutual management and that by focusing on the mutual management of the holistic relationship, manipulation by either side is minimized (Price, 2008).

A primary theoretical pillar for relationship management, especially in the context of development and alumni relations, is social exchange theory, which suggests that two parties enter into a relationship when they expect an exchange of resources, which could include information, social status, money, services, intimacy, friendship, etc. The theory suggests that voluntary transactions lead to mutual benefit and goal attainment for both parties and can be used to explain why and when relationships begin, are maintained, and are dissolved. Broom, et al. (2000) also argues that in social exchange theory, the expectations that the two parties hold of each other are significant, and if these expectations are not met, the relationship may be damaged. Similarly, if the expectations were never defined, or if the parties have different expectations of each other, relational damage occurs. If mutual expectations are established and met, identification between the parties in the relationship is increased and the relationship endures.

In addition to social exchange theory, relationship management includes theory from a number of other areas. Interpersonal communication theory is a frequently cited contributor to relationship management theory (Hon, & Grunig, 1999). Relationships are the combined product and producers of the interpersonal interactions and the activities of those interacting. The pattern of interaction contributes to the formation of the relationship. Inter-organizational theory, which

focuses on the interdependency of organizations and the exchange of resources between these groups, has been a popular area of research that also contributes to a relationship management framework. An additional source for relationship management theory is system's theory, which contributes perspectives on how units interact with each other and how interdependencies form between these units. Other sources of theory on which relationship management scholars rely are psychotherapy, conflict resolution, and resource dependency theory.

The emerging paradigm of relationship management has enjoyed success partially due to its applicability to many areas and its re-conceptualization of the role of communication in public relations. Additionally, using relationship metrics, proponents of relationship management argue that they can measure a return on investment linked to relationship cultivation. With scholars espousing that the fundamental goal of public relations is the formation of long term relationships, the relational approach can logically be applied to several sub-fields of the discipline. Relationship management has been applied to issues management, crisis management, community relations, media relations, and public affairs. Waters (2008) has recently applied it to donor management. Relationship management has developed theory in all of these areas by shifting the focus from being specifically on the communication to looking at the holistic relationship. Relationship managers argue that communication is one of many tools in building the relationship and must be studied in the context of other factors. The outcomes of communication are just as important, if not more so, than the communication itself.

2.4.2 Benefits of Relationship Management

A fundamental defining characteristic of the relational perspective is the mutual benefit of both parties in the relationship (Botan, & Hazleton, 2006). Research shows that in a high quality relationship the communication between the parties was considered beneficial to both parties. Additionally, by shifting the focus from looking at the organization or the public independently to looking at the relationship between the two, it becomes easier to evaluate the public relations programming in terms of quality, rather than quantity, of communication. If the relationship is to be measured accurately, both parties must be considered and the benefits they are receiving from the relationship must be analyzed equally. This forces the researcher into a two way perspective.

Another benefit of relationship management is that practitioners and scholars who have adapted this perspective further elevate public relations into a managerial role (Grunig, 2002). Moving the public relations function from a technical to a managerial focus has long been a focus of public relations scholars. In relationship management, the public relations practitioner identifies which publics to form a relationship with, how to cultivate that relationship, and also how to evaluate it. Organizational goals are then developed around the relationships that the organization has with its key publics, and the mission of the organization is affected by these relationships. Using communication as a tool, the public relations manager can link the long term goals of the organization to short term tactics by how they manage the relationship (Price, 2008).

2.4.3 Maintenance and Outcomes of Relationships

Managing perceptions of both sides in the relationship is vital for maintaining the overall relationship. Managed communication can influence perceptions of the organization-public relationship (Grunig, & Repper, 1992). As important as the perceptions are that each side holds of the other, they may still be lopsided in favor of one party or the other. These differences commonly have to do with the values of both parties, or the flow of information. In a study conducted by Dimmick, et al. (2000), results indicated that patients trusted their doctors much more than the doctors trusted the patients, however, the doctors continued to provide direct benefits and thus the relationship was still functional. Although this would be categorized as an exchange relationship, it was still a relationship (Archer, 2007). When using the relationship as the unit of analysis, outputs become secondary to outcomes and objectives. These outcomes are, in turn, seen in the context of what value they add to the holistic relationship. Reasoning in the opposite direction, the quality of the relationship can be seen as an indication of the effectiveness of the public relations and communication programming. Measuring the relationship also empowers practitioners by allowing them to attach value to the public relations programming. J. Grunig (2002) points out that in relationship management, objectives should be split into two categories – process objectives, which are involved with building and cultivating the relationship, and outcome objectives, which are what the organization and/or the public wishes to achieve through the relationship.

2.4.4 Dimensions for Evaluation of Relationships

Very much connected to the outcomes of the relationship are the metrics and variables used to measure the relationship. Without metrics of evaluation, it will be difficult to develop

relationship theory and apply it to practice. Traditionally, evaluation began at a basic level, using specific goals of the organization and benchmarks to guide evaluation. In marketing literature, the quality of a relationship is directly tied to benefit outcomes such as profit; however, this approach is less appropriate in the communication field (Dolbert, 2002).

2.5 Student Relationship Management (SRM)

The term student relationship management in the scientific literature has not yet widespread. The first approaches to the concept and thus an initial focus on and provide description students in performance-based allocation systems, the capital of the universities. The same is true for alumni to universities across the Studies also open up attractive possibilities for cooperation and funding. The Relationship to make that without the freedom of students limit, so that is a priority for the student (Bruggink, & Siddiqui, 1995).

After SRM is "a comprehensive strategic, operational and organizational information-technological concept for the offer a tailor-made to the individual or groups. This SRM is focused on three areas - Strategy, structure and function - the higher education organization and is aimed at the Individuals and segments. Here, the university considered as operating and using information technology will offer the university a personalization.

The students have a say in shaping - like no other Involved in the production process and directly with - service. Take direct influence of their personal talents and limitations as the determining Variables on the outcome of the study, as well as the power generation process. This interaction between university students and is "essential feature of a Studies "(Bennett, &

Barkensjo, 2004). The interaction between student and university has also a time reference and may be designed for continuous. If after graduation such opportunities exist, the expanded relationship is strengthened and extended. However, the basics are this much earlier, during the initiation phase of defined and appropriate high school activities such as culture resulting homecoming event for alumni continued and to the inclusion of further education courses pursued.

The competitive pressure on the training market by different vendors, the diversity and increasing the volume of supply. This result in a profiling the universities need. Modern universities need management approaches and tools in order to counteract this competitive pressure can. A first approach provides the strategic and functional marketing new students must be won. However, there are at the adult educators not adapted to the industry-specific Marketing concept. This also applies to universities, the general critical business concepts (Marilee, 2005). These are, according to concepts in the time of transfer to the adult education business often revised and revised again. Schmidt emphasized further, that there is an "uncritical popping up" on the "train the customer focus" is problematic, because the business through marketing date conflicts between customers and products is not sufficient examined. Those responsible for adult education can also ignore the fact that in the non-profit sector, unlike corporations, which profit maximization, is not a maxim, and therefore commercial marketing concepts cannot simply be taken over unchanged. It is not considered that under the condition that profit maximization is not a goal and profit is also not an indicator of the achievement of a marketing success, needs to be clarified, and the objectives to be pursued as and when they reached (Andreoni, 2008).

In addition to the acquisition of concepts there is opposition to reform ideas in high school page. So shows a polarized picture. A accept without modification business models that

have different Concerns from all innovations and remain in status quo. A scientific deficit in the

perception of business ideas for marketing in higher education is the lack of uniform definitions.

Term is applied by various authors for different situations or the same situation is there here with

different ideas. To a first limitation of the term, and thus a description of the SRM to enable

SRM, it is necessary; the guidelines of the SRM as the basis for define only a clear definitional

distinction allows the concrete confrontation with the university (Grunig, 2006).

Based on the theoretical basis is shown that the central challenge of the SRM considering

the students' relationship is permanent. The time relationship can be divided into different

phases. The design of the individual sub-phases is performed by the student life time

management. SRM is initially for the development and implementation of a new customer-

centred higher education strategy (Andreoni, 2008). To implement this, it must refocus all

university processes and responsibilities carried out to the customer. For this purpose, a

university-specific SRM approach to training develops.

2.5.1 Theoretical foundations of the SRM

In order to make a final assessment of the SRM, it is essential that represent driving

factors of the SRM (Dimmick, Bell, & Ragsdale, 2000). Only when the basic motivators been

described for the model development are the constituents of the SRM is explained. Through this

introduction to the guidelines of the SRM are the specifics of marketing training in the context of

university of reach. Just as the recruitment is also the binding of the students at the university and

thus the maintenance of relations in the long run a central component motivation for this work

(Dougall, 2005). These measures by the use of university information systems and a student data warehouse are supported. All of these considerations for academic training will culminate in a definitional description of the SRM. This explicit definition determines not only the theoretical framework, but shows the main components of an SRM model.

2.5.2 Guidelines of the SRM concept

The starting point for developing a concept of SRM is to define of basic assumptions. A clear focusing on the economic paradigm of development provides the framework concept development and defines the study perspective. Ultimately, by the need of the customer orientation, the SRM approach his legitimacy in the academic training (Hazleton, 2005).

2.5.3 The University as a Training Provider

For the development of the SRM concept, the university as Service facility considered. Their job is to achievements in teaching and provides research and related services to buyers. Education as a subsystem of the same university is subject of this premise (Dolbert, 2002). Thus is the creation of economic power in the foreground. SINZ derived from the claim of service orientation is a necessary and competitiveness from viability and stresses that this is a necessary criterion for the social and cultural mission to fulfil. The already mentioned approaches the university to find a real service, always more consensuses within the university and organizations

responsible. These requirements are determined by the causality between services and university confirms:

Services are intangible. At the university, it is the research in terms of progress in knowledge and training as transfer.

• Services have a high proportion of experience and Confidence in quality, thus they are not a priori.

• Services need to contact an external factor – the university are the students - on the production process actively participates in the performance and the quality.

A major difference to the service provider is given by the educational mission of the university. Different target groups have divergent requirements for teaching is therefore an orientation to the customers of the university - students, external funding - in the strict sense, only limited possible. Rather, the university within the meaning of an educational mandate, the interests' societal stakeholders. These limitations can the interpretation that most part of the university with the nature of the service matches. An account of the limitation is, however, in the development model of the SRM done.

2.6 Relationship Orientation

The change from a sellers' market to buyer's market forces universities, their own potential and processes critical to a seller's market, there is little incentive to a service orientation, the potentials and processes to meet the expectations of different customer groups. In the theoretical analysis of the training market as a buyer's market there are different approaches.

Social benefits are based on the structure of social relationships between customers and companies. In the training context, this is his precipitation in the social integration of students into the university community as a network (Patricia, 2010).

Confidence in turn benefits resulting from the extent to which students and rely on the actions of university graduates and their families.

Special Treatment benefits arising from the extent to which the customer experienced by the university an individual care.

Identity-related benefits are in the higher education context of the benefits arising from the reputation and image of the institution in the public and result in positive have an impact on career. These benefits are in turn compared with barriers for the student relationship management are important:

Variety Seeking: The emergence of a higher loyalty than the target orientation relationship is similar to the development of brand loyalty, variety-seeking so-called fact that targeted customers of the university from the need for change and expansion alternatives for the horizon. Further education and higher education institutions with their offers the training market competition means that the same restrictions to chances of success of the relationship orientation. Even if the relationship between customer university and is satisfactory, the customers prefer other vendors. Customer orientation does not automatically ensure the customer base (Philip, 2010). Rather, the chances of securing increased customer. Rather, it must be about the largest possible width of the target populations are different, and any weights in the utility preferences of the customer to consider the university.

Data security: The customer orientation in the course of recorded customer data have on the admissibility of data processing that is on the legal permit standards take into consideration and be done with the consent of those affected. The rights of customers and the control and enforcement systems of the university to customer-oriented processes should be considered.

Processes and potentials: the basis of relationship orientation is the processes and potential of a university. Hansen stressed that a vote of the processes and potential of higher education hardly takes place. Also in the training "the desired quality of results not always clearly defined and because the potential and processes as determinants of results are not interpreted clearly enough. Therefore, in the development of the SRM model to pay attention to this vote. For the quality of results is the design of processes and potentials of service delivery.

These methods allowed normative concept design recommendations resulting from the objectives of the university and the corresponding performance in the training are derived. By the model of the SRM is also an optimization of university processes and potentials sought (Michael, 2004).

2.7 Further Education Marketing

The transfer of the marketing approach for universities in the literature discussed intensively. Here are three terms used repeatedly in particular: Education marketing, marketing research and higher education marketing (Grunig, & Huang, 2000). Education marketing is a combination of educational and economic. University touches the two reference term studies, namely the economics to the subject matter of marketing and the education. And so the different

approaches of economic and education on the subject of action levels to promote the competitiveness of economic agents in the context of the work of the universities and to promote the personal development of education in subjects' context of education.

2.8 University Information Systems

As a basis of a SRM system the task of the information system is the provision of information, on the one hand for the performance of executive functions and other performance tasks is required. Study defines the requirements for an information system with the characteristics of efficient information retrieval, high update degrees, and high quality of information, efficient information provision and performance of analysis (Hon, & Grunig, 1999). On this basis, is first to analyze the information systems of higher education. Only when the existing resources and capabilities of information systems will be analyzed, the development of the functionality of an SRM system possible. Since SRM information required by the front office and back office will be integration into the existing system environment is necessary (Bartlett, 2009).

2.9 Analysis of Information Systems at universities

The typical application system landscape at universities has historically grown. It consists of individual, often poorly integrated application systems. The range of available application systems is also using other platforms than the university administration. The latter is part of the

technically outdated policies administrative data processing bound, their adaptation to technical development through long periods decision of the competent bodies hinders is. Therefore, it is close to the first systematic analysis of application systems carried out at universities.

Systems to support the administration and disposition indicate which tasks of the power system of a university computer-supported and will be Information about the availability of raw data. Command support systems on show as the current reporting system of the university supports the technically wired. Software applications affect the university through horizontal and vertical Integration of the student data of the SRM model. In the case of a low degree of integration, data at different locations in different occurrences exist and thus generate different information closely associated with the first two questions is the third. It aims at comparison of information needs and information available (Grunig, & Huang, 2000). A necessary preparatory work for them is the determination of information needs. Information provided is for a data base of operating systems and their integration and other further processing by the command support systems determining.

2.10 The Student Data Warehouse Concept

A solution for the universities, the data warehouse concept, the data warehouse is the CRM model as a starting point for an appropriate modelling and implementation is for the universities so close. A conceptual review of the data warehousing concept provides. The following considerations are based on his model and show the applicability the data warehouse in higher education.

The task of the data warehouse is the data from student's different sources in a consistent environment for this. The relevant information and content selected and processed for decision support analysis. The student data warehouse provides a suitable preparation for data analysis of relevant data.

As analytical tools of the data warehouse and data mining can be online analytical processing tools used. Each student is at the University in various processes such as for example Approval, feedback and Establishment of tuition and involved in many different places as Studies Centre, Finance Department etc. is recorded. The resulting information on a student is distributed across multiple databases. This leads to the individual contact points between the customer and the so called college student touch points to a lack of knowledge about the specific needs and expectations of students. For this reason, the integration of the students with information in the fields of marketing, management students, service will be promoted, etc. Thereby provide a possible sharp and to obtain comprehensive picture of students and its relationship with the university. This is based on the integration of all student-specific information in the student data warehouse.

This integration of the individual student touch points is even more important since the students often sequentially or in parallel with a number of "relations" with the University maintains (Grunig, & Huang, 2000). However, the participation at various special training seminars would be a possibility. Conceivable is that a person at the same time students and a university lecturer is. This information is critical for speech and communication with the person. The explanation of how to find the university is in an external person, which have never been to the university was very helpful, but the same explanation seems to a current student or alumni rather negative.

The combination of all students is not only for the information direct student contact a decisive role. Also for students need differentiated treatment and evaluation of segmentation Student requires extensive information about individual students. Only a systematic analysis of the students in terms their different characteristics and behavioural characteristics allow the training market to work as required. These analyzes require according to the broadest possible data base, available on the Information base of individual, isolated departments. Again, that only by integrating all the individual student touch points arising student information, a holistic perspective on the university relationship a student is possible.

2.11 Analytical SRM

The student data warehouse concept was presented. This concept is used in the analytical SRM architecture. Evaluations the existing data base of already known about relationships can be the online analytical processing (OLAP) to perform. In relation to the university are relevant here information of economic activity such as sales, revenue, costs etc. with additional dimensions, such as for example groups of students, courses, regions, industries, companies, departments, etc. are where the students completed and placed in context.

The multidimensional nature of OLAP allows any number of relations to the university, though, is the analysis of qualitative features such as Learning, student satisfaction, etc. is important. The quantification of these qualitative features is for example about grades. This can for example just with tuition fees are set in relation. Results as the context can choose between

tuition fees and student satisfaction as a basis for than future actions will be taken. Thus, qualitative features first quantified and then used in the OLAP cube.

2.12 Operating SRM

The SRM includes both the operational service processes as well as the main processes of the university. It is important to define automated processes that be developed on the basis of the analytical SRM. Since universities do not own sales units are available, these activities are mainly marketing managers as responsible for the care of prospective and the academic staff with accurate, detailed knowledge of the products and Services in the development are such as program Directors or Academic Director. Although studies exist in higher education service centre, but first they have more an administrative function rather than a genuine service function as a focal point for complaints for failure of the students of the university or for the server lack of availability of online. The traditional service function distributed at the university on several organizational units, because in the end have many people with different tasks at the college or customers. This increases the complexity and complicates the implementation a holistic SRM.

2.13 Collaborative SRM

Information about the customers of the university is the so-called student touch points covered. Among these points of contact primarily the marketing unit, student services centre or the alumni club. Also receive but also employees who have direct student contact, the

communication and exchange with students from high school-related information. Such information can interests, special expertise, additional potential e.g. for his fundraising and so on. The challenge is that information to systematically record.

Areas, the channels to the customers of the scientific training use, are summarized in the collaborative SRM. The organization of the exchange channels between the university and its customers is in the collaborative SRM. Here are first developed in the SRM operational activities such as campaigns etc. carried out physically. There are already many different channels to prospective students and alumni. A coordination of these on the form, content and time points of contact is more channels are available, the more focus and coordination is necessary. This means a strategic communication through the different channels and mediums.

2.14 Supportive Measures

The SRM concept indicated by the changes and adjustments ensuring that all processes and services to the customers of the scientific training. First, the internal processes must be adapted. The higher process optimization takes a major role in implementing a concept of successful SRM. These require an adequate social re-engineering and change management. Universities are stable and tradition-conscious systems that deal with difficult changes. The integration of all available customer information and the best preparation for future acquisition information is the objective of technological implementation. This constitutes the starting point for the analysis of the customer, the results of a differentiated customer handling and addressing permit. To the success of the SRM concept sure, it is necessary to SRM as a strategic concept of the university and not only as an IT project to be considered.

2.15 Optimization Process at Universities

Schools are successful because of their successes in teaching and research and But not by her Management creates a successful university management the basis and framework for high achievements in teaching. The Excellence in teaching, research, academic services, teaching and learning environment and contribute to good learning experience for effective teaching. Such benefits are permanent, because they affect the core areas of academic tasks and while the loyalty of students positively characterized by a typical hybrid activity, these activities by the centrifugal forces of modern knowledge development same as indicated by the centripetal nature of modern higher- Education Management. The university plays a significant role in optimizing the process to implement a successful SRM-network architecture. In a university, the optimization process existing customer-related processes to check it out, whether they needs of the customer retention strategy of the university to meet, whether they adapt or whether new processes are implemented. Such re-implementation of a high-school process could, for example in studies Its service area and by the simple optimization of the written and verbal communication with students through establishing a contact management system or call centre for the study questions will be realized.

2.16 Social Engineering

The introduction of SRM causes a variety of changes in the entire university, this leads to resistance on the part of the affected staff. Even if the changes are desirable in principle, is in the usually a large part of the staff changes at first reluctant and suspicious opposite. The expected

resistance is greater, the deep and comprehensive transformation of the planned high school. Social engineering has the task of all changes in the university in proactive way to manage. This means when the employees change in awareness and to encourage resistance ultimately staff decided to what extent they use the SRM system and how customer-friendly they behave. A key success factor for an SRM project is for the commitment by top Management. Study defined that the introduction of SRM is of little relevance for the university, also takes an active and constructive participation of the affected individuals strongly. Another prerequisite for the acceptance of SRM is the early the information content of all information. The reaction of employees to changes in the university is also depends who support the project managers and how those with the Fears and concerns of employees in the selection. Key personnel are therefore in particular on the social skills of people to achieve.

Another important point in an SRM concept is the early involvement of the affected departments. They are in direct contact students and are capable of improvement with regard to processes, data management and of dealing with students. The trade representative must therefore be adequately represented in the project team and ensure that the solution actual requirements and needs of the user complies. Because the resistors have to not just a "want" but and "Can". A success factor for an SRM approach, the intensive staff training escalation of STEM ROSE et al. recognize the need for continuous training and emphasize the importance of technology in the education. It is important here is that this training not only refer to the introduction of the solution, but the staff are trained and continuously thereafter.

2.17 IT support

Through the services of IT, the university's internal support and optimize processes. The challenge is, by standardized processes to achieve efficiency gains, without the freedom limited to research and teaching related diversity of the university. by the standardization, integration and reduce complexity by automatic support the flexibility and response to changes in the university used hardware and software offer only certain functions and are limited resources available. Therefore, it is especially true when procurement of ICT infrastructure to pay attention to university-specific requirements.

IT-related requirements for an integrated student management can be defined by the universities themselves or by industry values. For is the selection of a software solution, there are three possibilities. Purchase of standard software: Already developed solution with advanced Version models. These can be integrated into global solutions with large feature selection, in part functional solutions with specialized solutions for Sections e.g. Campaign management or vertical standard solutions with industry-specific functionality is divided. Self Development: The IT solution is implemented using their capabilities. Especially in universities, there are experienced people; a new development can drive (Berg, 2009).

Scalability and integration of the software represents simple transfer software on the existing operating systems, databases. The heterogeneous IT landscape the universities are due to a historical growth of the systems. A variety of different databases and systems such as financial management, student administration, library management, etc. are taken into account and the ability to integrate and technologies of existing systems thinking. According to Oesterle is the "integration is not primarily a technical question, but requires efforts at all levels of business organization.

Customization and adaptability; Easy setup and customization the software. The consideration of current and possible future requirements by the university, which is operated with the same software.

Usability and value; the acceptance of the system at the staff is the ease of use and assistance in a recognizable the task management. Are the staffs able to deal with the system and the benefits to the employees identified, they are the systems.

Chapter 3 Methodology

3.1 Aim of methodology

The aim of theoretical considerations of practicality and need-check and to verify the SRM model and develop in a particular case is implemented through a written survey. To the empirical study figure reproduced model, a target group selection for the survey and an insights and model modification done. Not least because of the lack of comparative models of academic development, it was important by the empirical to secure a proof of the correctness of the model. In addition to this work previous individual interviews with affected individuals in the academic

Training is an objectification of the results of this work through these written reviews will be promoted. An aggregated view, a pre-selection and concentration on certain focuses on the empirical study, a revision of the model to verify the importance of the selected variables, and thus to confirm a plausible context, was first to the importance of asked. Since the model of the SRM is a functional implementation a relationship orientation is released, at this point the concept of newly developed model of SRM but with a commonsense notion. This is an understanding of education sought for the expression.

In the representation of the results, first the general description of survey is shown, followed by checking the validity of the results recorded and the selected model elements by the empirical results.

3.2 Design and Implementation of the Methodology

First, it is important to the fundamental questions and hypotheses as a motivation for the study in mind. Only then can the chosen method and the target group of respondents be justified. Following are the pre-test and the actual implementation.

3.3 Questions and Hypotheses

The risk to develop theoretical models in the implementation capacity failure of the practice is generally important. To counteract this danger were before the examination the basic and derived from the model questions defined:

Question 1: Customer Focus

The review of a customer orientation in the academic situation. The basic considerations of a customer orientation in the university environment are their relevance to be performed.

Question 2: Strategy

If a potential customer orientation is adopted, it must also to find strategic concept of training. It is therefore important to orientation characteristics of the training strategies of the universities to the concrete factor "customer focus" in relation with other factors to be recognised.

Question 3: Demand

If a customer focus strategy in academic training is anchored to question whether a specific concept for the realization of a customer focus necessary demand. The need and the degree of conversion of an SRM-based strategy will be analyzed.

Question 4: Implementation

The first three questions can be answered in the affirmative, the actual implementation of the model of importance. Which way is to take place this implementation is also of the SRM model is important and requires empirical support.

The questions have been from the SRM model derived so that it is both a review of the overall model as such, as well as its individual major elements allowed in detail. The questions should be general statements that deliver on the individual case as summary evaluations for set of empirical findings are used as the generic term. Questions are the following research hypotheses - analogous to reason:

A customer orientation in the academic training is necessary and must be operationalized.

A focus on the relationship orientation is towards the product orientation in further education in importance given.

The impact of the training market is in universities to increase, because these actors as the training market are increasingly active and adapt to market conditions.

The influence of clients on the training institutions of universities will continue in the future.

The SRM model can meet the expectations formulated above.

**3.4 Research Design, Target Population and Survey Method**

The questionnaire was divided into six main sections, the total of 243 characteristics of academic training questioned. The study design questions were asked as a predominantly closed questions, 15 questions were on it open answer possibilities. A total of 212 experts from the academic training from Switzerland, Austria and Germany at the Survey to participate. The selection of experts was carried out by the support of the UK Education department and through conversations with education experts in UK. The members and the network of organizations come from the academic training. They have the necessary expert contacts and are thus narrowing down the aim of the survey group.

When a written survey method was chosen on-line survey, this Method allowed a high degree of penetration of the target group and by a uncomplicated completion and return of a rapid and simple implementation as the data are already available electronically, they can now automatically are evaluated. The questionnaire was programmed as an HTML document and the homepage of the University stored. An invitation to participate was sent via email and the email text is the path to the questionnaire was specified. Thus, a limited circle of experts to ensure the survey and the only access to know-how providers of academic training opened. since it no further public references to the questionnaire on the homepage of the University and has given the risk that persons without have acquired university-specific knowledge and access to the questionnaire this ensures a distortion of the results had was low, was a password protection of the questionnaire omitted. The survey was anonymous.

3.5 Information on Respondents

Total of 135 people from Germany, 53 persons from Austria contacted, and 34 from Switzerland, of these, 32 questionnaires completed and submitted. This represents a response rate of 15 percent, in the case of an expert survey is to be evaluated as well. The participants were offered that a summary of the results can be sent. Have this opportunity total of 21 people claimed. This confirms the interest on the SRM, quality of responses and the responsibility of the person. The survey also says that if no answers were given or Ticked "do not know." The respondents come from institutions with different sizes and with different conditions of training. This can be secured as assume that no high school size or special education area, the survey and has so dominated the response. Instead, a cross-sectional both at the high school size, as seen also in the numbers of students. The following figures show the high school size and the number of students.
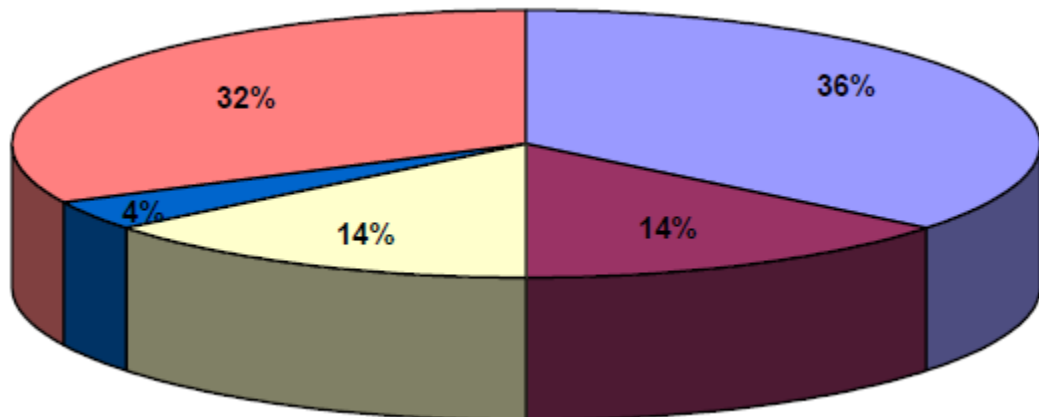
High school size
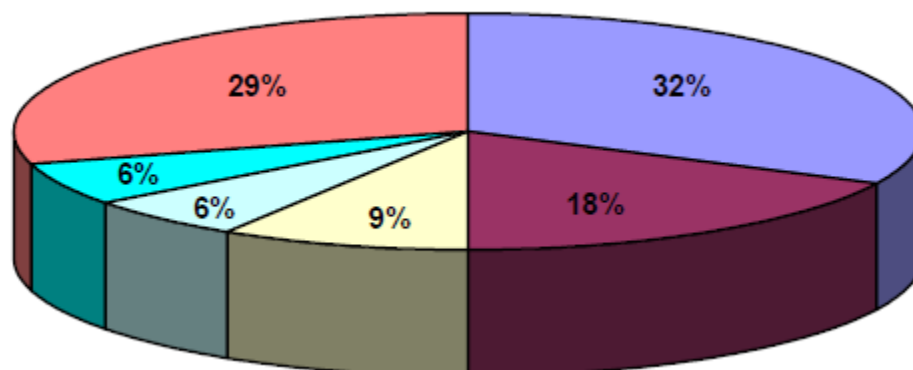
Student numbers
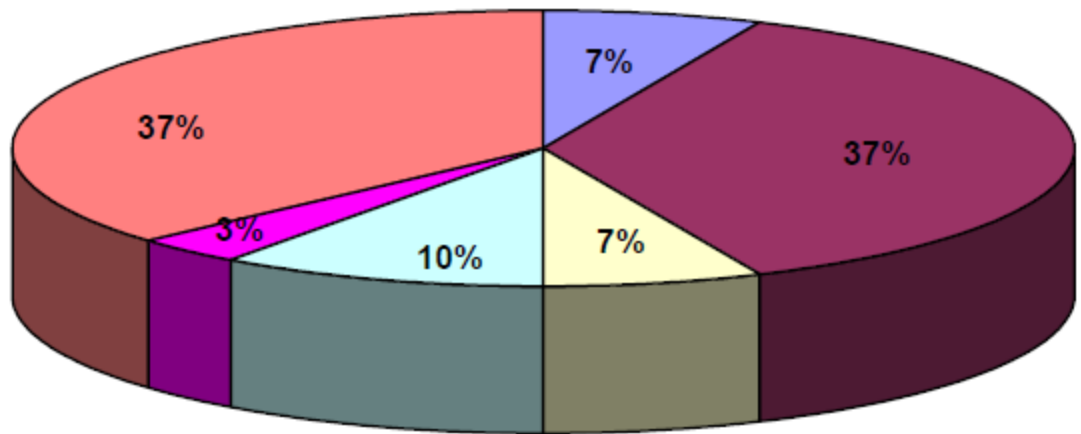
Students Continuing Education


The respondents in the training group will prevail as an integrated OU conducted at the university (64.5%). Is only at 14.5% this is implemented by an external outsourced firm. One of the analysis extremely positive distributions shows the distribution of the offered programs for science. While there is a slight dominance of economics training (27%) before, but all disciplines

are affected. This means that all academic disciplines are represented. So the analysis focuses not only on one or a few training areas, but can be used for all the academic training (see figure).
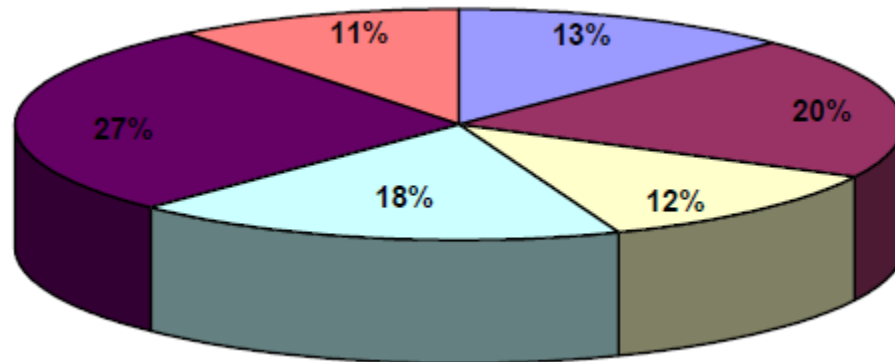
In the evaluation phase, a total of three in-depth interviews were conducted, as supplementary and explanatory analysis of the inputs has been used. The questionnaire general characteristics of the university were in marketing and divided, and the importance current and future measures of relationship management, data base and software applications.

3.6 Scaling, Pre-Test and Implementation

For one seven-scale response categories were selected. The advantages and disadvantages of scaling become controversial in quantitative methodology. After careful consideration, this scale, the necessary width modulation of the response options - eg over a five-card scale -and at the same time remain manageable in the assignment of the individual values – eg over a nine-scale. As a repeat survey is not a priori should be excluded, a sevens scale provides very well at

repeated observations on. The scale width provides a good differentiation of trend detection, and thus may change during the review of be used.

The scale was low sevens with the terms 1, 4 and 7 medium-high quantified. For each item was also the possibility of abstention do not know 8 operationalized. In closed questions, a supplement with further item other secured through the field.

After the completion of each question, a test run was carried out. It was feedback from five persons - four experts in the academic training and a person with knowledge of CRM - caught up on the issues. The information collected was analyzed and partly in the questionnaire incorporated. In answering the questionnaire was a time window of 2 weeks secured. The results were stored on a server in a database. After the expiration of the time was a first quantitative evaluation by means of survey software program created gold. This analysis served as a first orientation and assessment of results in terms of the questions.

In particular, the results are Interpretation the items with the largest Reviews and analyzes. Differences relating to current and future comparative analysis is also particular features of the highest changes have addressed.

Chapter 4 Result Analysis and Discussion

As discussed in the introduction to the empirical analysis, it was not possible due to the complexity of all the features of the model for relevance to check feature selection was made according to a weighting of the importance of individual features with respect to the overall model. Through a variety of questions about certain elements from the different areas of the model, a Test model is created, the context and the possibilities of an expert. The online survey approach was considered starting with strategic plans to implement aspects such that one of Parent to detail the basics comes. The selection of variables was deliberately so that some generic areas such as strategy, but also all model ranges such as marketing training were analyzed. Achieve the necessary depth to the survey, was particular area marketing analyzes in detail. In addition, the area illuminates the student life time management closer than implementation of the SRM model. This was the central importance of relationship duration in the SRM justified. What was true for the overall review of the SRM model was also pursued as part of the model student life time management. Due to the complexity were also analyzed here, only selectively only certain characteristics.

The review the data contents of the Student Data Warehouse is therefore necessary. But before the individual areas are considered, it is important to always the current and future assessment of a relationship orientation in the academic to be considered further. Only when the importance of relationship orientation is recognized at the College, the model of the SRM is relevant. Without a makes it hardly needs an adequate sense of how a proposed solution to the SRM.

4.1 SRM Strategy

The SRM model is based on strategic considerations and on higher education goals of academic situation. In the theoretical part, these considerations already considered. Features were in the survey of questions about the strategic, student-related, and process-oriented and information technology goals, as well as to the objectives in the teaching context recorded with a relationship management. Even though the Change in university culture not as a primary goal of a relationship management is considered is assumed that this change the university culture. A new alignment of the processes necessarily changes the corporate identity of the university. At a strategy focused activities of the university are determined by the form and content of the appearance of inward.

It is notable that the improvement in pricing, cost savings and the use of information technologies as targets play a minor role. In addition to the effectiveness will also increase efficiency and thus a cost savings expected by the SRM. Are the right marketing channels operated, the scattering losses are minimized and thus lead them to better use of existing resources and to better understand. This implies a cost savings potential.

If no cost savings expected, this may not be the pricing will pass and there are no additional scope for improve the pricing of the cost savings to considered separately, is to optimize the pricing is no ostensible goal of relationship management in academic training. This leaves the conclusion that the monopoly thanks to the award of the title probably not a price war in the training market takes place. Otherwise would in the context of the relationship management pricing a higher priority. May be but pricing, only the fixed tuition fees of a further education course connected and the realization of a rebate system published by the experts as not

applicable for the academic training. The possibility of scholarships is available to universities, however, a similar instrument for disposal. This instrument is used in practice, however, rather than allocation measure for socio-political aspects, such as promoting after the financial weak or for persons with special benefits the relationship and loyalty. To principle-driven pricing policies have not yet found its way into the academic training. A margin is only through the recognition of external services in the continuing education program available but not as a transparent system exists, but rather than case-specific single extension can be seen.

The last thing was still the reference of relationship management information technology as a target is rated moderate severity. Relationship management is not for the purpose of the use of information technology used to push in higher education. Nevertheless, it will be inevitable, this to exploit advantages of technocratic and at the same time that affiliated down in the SRM as presented to model is the storage, analysis and adaptation of the student-oriented activities with the help of these technologies. It was not until they stumble on a cost-effective implementation possible.

In addition to the overall strategic objectives are a variety of detailed targets will be further analyzed. First, should the student-related targets are examined, since the SRM under the premise of the customer and thus student orientation has been developed between the objectives of the student-centeredness and a high significance SRM suspected. The student-related goals were modelled after the student lifetime value management model divided into three sections. The management was interested through the questions on the early trends of students, increased cross selling potential of an individual student speech and consulting expertise operationalized.

The homogeneous-rating almost all items are between 5 and 6 - shows that the relevance of each factor is considered as equally important. Thus, the importance of individual characteristics but also for the phases of the student lifetime value management. This confirms once again the model of the design these student-related elements has been established.

Coexist with the general student-related goals of the university, a variety of targets in the main process of university namely in teaching. Only the promotion of young scientists is more than considered moderately important goal. All other destinations are in the model of the SRM in practice regarded as important. The promotion of young scientists is seen as a task of the academic staff and less than a management task. If the other student-related goals achieved, however, it can be assumed that an adequate impact on the promotion of junior staff has. From the perspective of the university, there is enough information about the people, so that a scientific career planning at the Based on this information can be better planned and implemented. From the Perspective of potential young scientists, the university provides a positive image as a teaching and by focusing on the students a pleasant working environment in the training program and therefore also for future cooperation. Although not a central objective the promotion of scientific offspring will be, indirectly supports the next generation.

Apart from the increase in grants to all the features of research are similar and are pronounced in the rating scale 5 to 6. The difference of the scholarships is analogous to the promotion young scientists in the function of perception scholarship awards will be returned. Shall serve a fellowship from the professional promotion of people and is less of a discount instrument. Scholarships are control instruments and the professionalization of higher education by management training can help. Scholarships can also be a modern system of discounts to

loyal customers or to customers with a high volume of orders issued be. A student attended the third training program.

University is being considered as a loyal customer. This loyalty is shown not only in the quality of the training program and the personal benefits learned of the reward but also financial advantages to being considered. Another example is the company for several people continuing to make to the university or in their personal development concepts programs of the university are fixed components. These can also monetary incentives be considered. To identify these customers at all, it is necessary to take into account process-oriented goals of the SRM. The operability theoretical model is done through the implementation of this implementation. In the relevant SRM model, this was after about the issues Control, handling and control of student service-related processes operationalized.

The defined features show an almost equal importance distribution. This means for the model development no special emphasis or process-oriented goals with little consequence. The processes are, however, by use of the Information technology affected the last target. The systems support the processes, but at the same time by the circumstances and Functionality of the systems limiting between these requirements moves ultimately the SRM and therefore it is necessary the objectives of the considered to information technologies. The aggregated average rating of 5.77 on the items and the low deviation of the individual item ratings show a more uniform image than in the process-oriented goals. This is also the last target system, the relevance of a SRM and at the same time as the confirmation of the model level of the foundations and theoretical considerations of the necessity of such a model provided.

4.2 Further Education Marketing

Since the CRM approach, notably by marketing relationship marketing is driven, it is close to the field of education marketing at analyze. In particular, the strategic considerations to education marketing as well as any marketing channels are essential for the design of the SRM. These have been operationalized in the questionnaire with the following questions:

• What are oriented to the marketing strategy of the university in general scientific training?

• What channels do you use for marketing? It was both current and future marketing strategies and channels questioned.

A strong product orientation, both currently and in the future first determine the marketing strategies of the central further education. Importance of product-oriented marketing strategies can be explained by program content-based differentiation strategies of universities explain. Marketing training, as the regular high school studies, is based on the content of training programs and thus to the products of further education. Through the monopoly of the title and final allocation of universities, it stands to reason that the marketing strategy closely follows the financial statements oriented. Therefore, although the increase in the importance of financial statements and the related marketing activities in the future, of course, is just below the premise of the monopoly preservation may be useful.

The focus on the implementation and thus is on the process orientation comparable weaker than the previously mentioned items. It is true that in the be future orientation in the process of marketing strategies take into account more as was the case until today and has the

highest absolute increase in importance. The current importance of university names and reputation is higher by 0.1 rating points as the implementation is to be considered, but nevertheless surprisingly low in comparison to the other characteristics. May have been under the meaning of the products already the importance of the "producer" considered. Furthermore, the separation of the training facilities of the university as a standalone facilities, also room for interpretation.

4.3 Student Data Warehouse

In order to achieve the objectives of the SRM, it is necessary relevant to collect data of the relationship management and save. In the model of the SRM it was the student data warehouse is defined as the physical location and described. The data in the student data warehouse are the basis of an SRM. Therefore, it seems important to identify the relevant data. This was in the survey realized by questions about the data content. Especially high is the relevance of student addresses and the addresses of strategic partners considered? The master data of students form the basis of the relationship. Without this the school is unable to contact the students. This may be analogous to the potential buyers and alumni will be used.

The importance of strategic partners and the network was already in marketing context discussed. Therefore it is logical that these data also in the student data Warehouse by relevance. Here, the student data warehouse rather than only data for pure student-designed database but all understood data relevant to the main university-specific and service processes affect designed.

On the other hand it is apparent that the student performance data such as notes, thesis topic will be considered only moderately important. The need for the collection of this data lies in the intention, the better students to know. The goal of "one face of the student" can only be achieved be, if relevant data are available. The distinction between data for marketing and data for teaching at this point are again visible. This difference in perception between the main and service processes can be made assessing recognize. Content which affect the management of universities are at this point a little higher than the rated data from the main teaching process. Another example of this is to assess the importance of demographic data of the speakers. At issue was the management of universities and apprenticeship in only been received?

Looking to the skills and abilities of students, they are also better used if the university an overall perspective - and these include the student performance data - the data subject has. The versatility of the relevant data and their significance for the SRM was ultimately also confirmed. The students' history is not considered particularly important in the measures of student support discussed. Therefore, the assessment at this point confirms the validity the ratings on each question out.

4.4 SRM implementation

The concrete implementation of an SRM project was the development of theoretical construct, not further treated. There were only supportive measures such as process optimization, IT support and social Engineering presented. So, it is not about a verification of an approach but

rather to the ability to execute from the perspective of experts is recorded. Although a theoretical model - such as the SRM - has high practical relevance is critical to the feasibility question.

Consent of all concerned is given, the possible implementation be. This is particularly important for the university as an organization with loose coupling. Only when the victims are made to participants, is a realization being conceivable. In other cases, the dependence of this form of organization of each other and bounded by the line, so that an authority hardly promising.
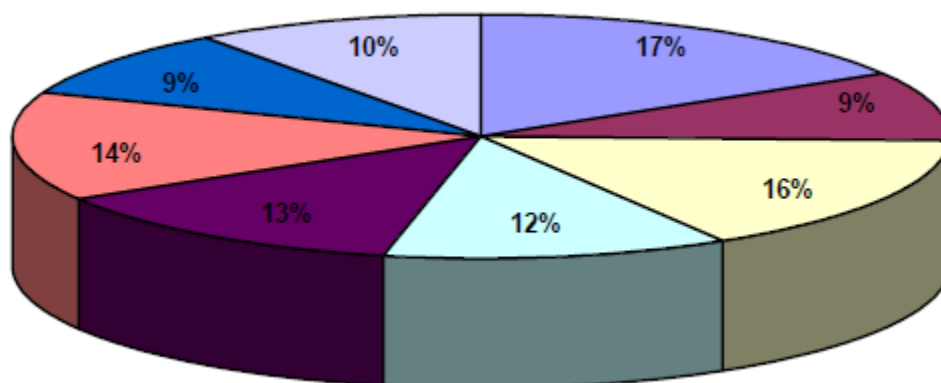
The SRM affected to different degrees the various therefore areas. It is important to grasp, seen some applications such as heavily involved in the SRM be. Since an immediate and full implementation of the SRM model resource reasons appear utopian, it is necessary to the most affected areas to identify. From above figure shows that in particular the quality management, complaint management, alumni, marketing and student administration relating to the SRM are considered important. Because the students are not only customers but also co-developer Therefore, the service quality management is not only an area of the internal processes of the college guides, but also the student orientation controls. Quality management is particularly interested in the students to know, since then; the university is better able to shaping

quality to assess the students in the service management process and to the college form. The quality management is closely complaint management linked. Only when the problems are uncovered, the university is in a position to improve the quality. Therefore, complaint management is an important tool for service and process optimization, and thus stands for the operationalization of the Customer focus at the university.

The technological implementation is based on selected Software. The database for the student data warehouse solution must technological conditions and the IT landscape of the university and in particular Terms of the interfaces to other existing databases into account and therefore need not only for the university developed software solution. though when asked about the SRM software-related functions such as should include campaign management, and course management, was majority advocated the need for special software for the university.
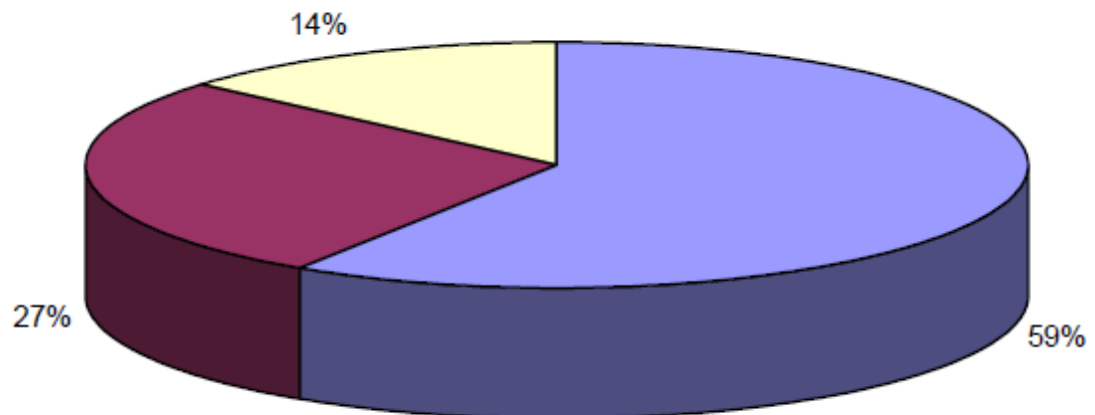
Respondents assume that the functions of a standard CRM software not fulfil the functions of an SRM can be sufficient. This is by the special, traditional business applications of the different requirements established. SRM has a pilot project on the University this confirmed.

An adaptation of the existing CRM software solution was imperative. Only with the adaptation of important applications are possible.

In contrast, high cost fears for the model and implementation, the internal barriers are mandatory requirement for the use of the SRM probably still need to be created. Not only the feared costs, but also the organizational units are more likely seen as problem areas. The tendency to mean value shows that this conflict points are seen, although not necessarily be seen as insurmountable barriers. Rather, the assessment indicates an existing awareness, creating a solid basis for implementation. Surprisingly low is the difference between the perceptions of the problem academic and administrative areas. This statement in turn mitigates the two of the university organizational issue already discussed in relation to the SRM. Although each area would be considered equal, but to further investigate how the interplay of these as a potential problem for the SRM is seen. However, this was not treated further in the questionnaire and therefore no statement to be made. It is striking that the more complicating factors have almost equal importance for the SRM. An emphasis on individual is therefore not necessary.

4.5 Assessment of Research Hypotheses

The following are based on the findings of the empirical presented hypotheses tested. Here again the hypotheses and the associated assessment:

First; a customer orientation in the academic training is necessary and must be operationalized.

Second; a focus on the relationship orientation is towards a training product orientation in importance given.

Third; the impact of the training market is in universities.

4th; the influence of clients on the training institutions of universities will continue in the future.

5th The SRM model can implement the above-formulated expectations.

Hypothesis 1 and 2 may be summarized. Customer and relationship orientation are also in the academic training in close context. Strengthening customer focus is the relationship management as a way of SRM hopes. Indicators for this were the importance of relationships for the students and the marketing student-related goals of the university.

The differentiated view of marketing activities indicated a confirmation the thesis on the influence of the training market. Marketing as a support for action on the market gains in academic training at significance. In particular, the individualization of Marketing measures and the use of Internet as marketing instrument indicate an intensification of competition on the training market down. Since the colleges in this competition must say it is looking for new opportunities and competitive advantages search. The SRM approach was more appropriate here than of the respondent's solution confirmed.

Connected with the market impacts are also the customers of educational institutions - as 4th Hypothesis - The importance win. Importance of customer can be confirmed by customer orientation and relationship is. The only question still is, to what extent this influence takes place. From today's perspective, the experts see this primarily in the area of service processes of

the university and not in the main processes such as teaching are clearly shown on the learning management system in the survey. A direct Influence on the doctrine is recognized but not clearly. Although the implementation of some uncertainties have been recognized by the general consent of both the basis of theoretical considerations as well as on the individual tasks that model are confirmed. The remarkably high approval of the SRM shows not only a high demand for such a concept, but also confirmed the specific concept.

Chapter 5 Conclusion

SRM is a management approach for universities that an adaptation of the CRM aspires to academic training. The use of the SRM model calls for the Universities on economic and industry-specific technological potentials exploit. The academic training as an element of the training market takes part in the competition of the market. One option in the market-oriented training model is the alignment of processes and services of training to the customer. The present work has this customer orientation guiding principle for the development of the SRM model considered. This customer focus is highly touted in the literature, solutions such as customer orientation in the academic training is to be realized, but remained still largely use.

A concept of customer orientation of business enterprises has been in the past decade by the CRM model developed. The CRM as an integrated approach Customer management requires a strong customer orientation, integration of cases, and the alignment of business activities on customer value. Through the use of information technology, CRM is in position large quantities to capture customer data, evaluate, and from the findings of new measures to and develop implement in this study the generic CRM model presented. By adapting the CRM model to the needs and limitations academic training, the SRM model as a solution proposal for a customer focus in this particular segment developed. In particular, the importance of relationship duration on the customers of higher education, not least in relation to lifelong learning could be worked out of this approach developed by student life time management shows the different phases, customer needs, tasks and measures of Implementation University. The SLM is the realization of a proposal to support the customer loyalty to time. The CRM is based on profitable customer relationships and attempts to consolidate. The term profitability in the context of academic

training is misleading. For a pure monetization of government activities universities would again speak to the company commissioned by the universities and their targets as a non-profit organizations can appear open to doubt. For this Reason we developed a rating system of client relationships, in addition to the profitability, other important factors to take into consideration.

To make such assessments, the collection and analysis of customer or student-related data is necessary. The Student Data Warehouse serves as a physical location and is the basis of a lie SRM. The relevant data before, these analytical tools such as data mining by are evaluated. This is the task of the analytical SRM. The analytical SRM forms the basis of the SRM model. In this section merge the data and analyzed. In a next step, concrete customer-related activities in the operational plan SRM. The implementation of this action then takes place in the area of collaborative SRM. Thus, the three- stage model of the CRM and SRM.

By the empirical evidence was the need for an integrative customer management for the academic training to be confirmed. The evaluation of training experts ensures anchoring of the theoretical construct in practice. The problems identified as important to the implementation findings are used in the implementation. Here, a phased implementation of the SRM model at universities proposed. The SRM design covers all areas of training and management meets the requirements of the customer orientation in the academic training. Universities are given the opportunity, a customer orientation in the organization to operationalize. Further impetus for the future development of the SRM could technological developments in the integration of media provides. The Integrated communication between prospective students, alumni, so the customers and the training institutions of higher education on any channel will be in the future is a key factor for a successful SRM and requires therefore further investigations.

Not only the integrated channels but also the integration between academic and administrative staff should be promoted in the future be. Only when an institution is capable of both service and align key processes to customers, SRM will lead to success. The same applies for the continuing education management and teaching. Only when the two successive are matched, the claim of "one face to the student" will be implemented. A further analysis and an implementation proposal were also important. The demand of the holistic view of student relationships will only be possible if the integration of relevant customer data from the various systems of the college is possible. In particular for the introduction SRM is an essential and this needs improvement.

In the methodology part, not all questions are answered. Intensive dealing with the topic of complaint management in academic training should be promoted and the impulses and processes complaints management for the university to be further investigated. Some measures, such as for example the software selection process were in the context of this work is not treated, but are for the implementation of particular importance. This deficit the model is through more detailed work in the near future be resolved. Finally, it remains to be noted that the standardization of functions and responsibilities of SRM from both the theoretical and from the practical point of view of universities, software houses and counselling staff would be desirable. Thus could the objective of Training experts, a real industry software solution in the academic continuing use, are possible.

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