

CUSTOMER EXPERIENCE

International MBA IMBA-EN SEP-2024 S-MBS

Area Marketing and Communication

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Term: Concentrations

Category: regular

Language: English

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Knu is an entrepreneur and versatile professional with over 15 years of experience in design, branding, creative direction, and photography. He co-founded Paracia, a footwear brand, where he currently oversees the design, branding, and various business aspects. Knu's educational journey includes obtaining a business degree from Handong University in Korea and earning an MBA from IE Business School in Madrid.

Knu's career began at LG International in Germany, where he focused on business development and corporate strategy. Following his MBA, he transitioned to a role as a Business Designer at Fjord, where he seamlessly integrated business acumen with design expertise. In addition to his professional commitments, Knu shares his knowledge as an adjunct professor at IE Business School and IE University.

Knu possesses a unique skill set that artfully combines creativity with analytical acumen and also nurtures his passion for photography.

Office Hours

Office hours will be on request. Please contact at:

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SUBJECT DESCRIPTION

“You’ve got to start with the customer experience and work back toward the technology, not the other way around.” — Steve Jobs

The primary objective of this course is to furnish participants with an extensive grasp of the fundamental concepts and applications of customer experience. A key aspect of the course is the emphasis on human-centered design within the broader context, integrating methodologies like design thinking. Participants will engage in exploring various methodologies, tools, mindsets, and outputs tailored to designing a compelling customer experience that aligns seamlessly with business objectives.

In this course, participants learn how to give another angle to looking at complex business challenges by putting the importance of placing people (customers, users, stakeholders) at the center of these challenges. This emphasis is on imparting the skills and insights necessary to bring a unique angle to problem-solving, emphasizing the significance of understanding and addressing the needs, expectations, and perspectives of individuals involved in or affected by the challenges.

LEARNING OBJECTIVES

1. Problem Definition and Reframing: Learn to identify and define problems effectively, refining them through research for precise problem-solving.

2. Understanding Human Needs through Research: Master in-depth ethnographic research to uncover profound human needs, informing empathetic solutions.

3. Insight Generation for Creativity: Develop skills to extract meaningful insights, laying the foundation for creative ideas to enhance user experience.

4. Tangible Service Concept Creation and Validation: Acquire skills to create and validate tangible service concepts through user feedback, ensuring alignment with user needs.

5. End-to-End Customer Experience Design: Explore the process of designing a seamless end-to-end customer experience, integrating touchpoints for a cohesive journey.

6. Backstage Construction and Success Measurement: Gain insights into constructing the backstage for optimal service delivery and measuring success through key metrics.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting
Lectures	20.0 %
Discussions	15.0 %
Exercises in class, Asynchronous sessions, Field Work	25.0 %
Group work	30.0 %
Individual studying	10.0 %
TOTAL	100.0 %

AI POLICY

Critical GenAI use is encouraged

In this course, the use of generative artificial intelligence (GenAI) is encouraged, with the goal of developing an informed critical perspective on potential uses and generated outputs.

However, be aware of the limits of GenAI in its current state of development:

-If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get good outcomes. This will take work.

-Don't take ChatGPT's or any GenAI's output at face value. Assume it is wrong unless you either know the answer or can cross-check it with another source. You are responsible for any errors or omissions. You will be able to validate the outputs of GenAI for topics you understand.

-AI is a tool, but one that you need to acknowledge using. Failure to do so is in violation of academic honesty policies. Acknowledging the use of AI will not impact your grade.

Suggested format to acknowledge the use of generative AI tools:

I acknowledge the use of [AI systems link] to [specify how you used generative AI]. The prompts used include [list of prompts]. The output of these prompts was used to [explain how you used the outputs in your work].

If you have chosen not to include any AI generated content in your assignment, the following disclosure is recommended:

No content generated by AI technologies has been used in this assignment.

PROGRAM

SESSION 1 (LIVE IN-PERSON)

What is Customer Experience?

In this session, we will delve into the essence of Customer Experience (CX), exploring its intricate connection with brand identity and tracing the historical roots that have shaped it into a distinct field. The session will mark the commencement of the team project, fostering collaborative work among participants. Additionally, we will articulate the course's objectives, establishing clear expectations for a successful journey. This discussion will extend to encompass class ethics, grading criteria, and essential rules to ensure a cohesive and productive learning environment.

In-session Activities:

- * Course objectives and guidelines for success
- * Introduction to Customer Experience
- * Distinctions: CX, UX, Branding
- * Introduction to remote collaboration platform

Post-session Activities:

- * Team Canvas

Article: What is CX? (mckinsey.com)

Article: Introduction to customer experience (accenture.com)

SESSION 2 (LIVE IN-PERSON)

Design Research

In the realm of customer experience, research tools serve as the indispensable means to comprehend users' needs, behaviors, and motivations while validating assumptions and solutions (source: "Complete Beginner's Guide to UX Research," UXBooth). Adopting a human-centered design methodology underscores the pivotal role of research, shaping every decision by integrating the user's voice into the design process. This session is dedicated to unraveling the significance of research in a user-centered framework and its pivotal role in fostering innovative success. Participants will receive an initiation into the concept of design research, equipping them with fundamental tools to navigate this methodology effectively.

In-session Activities:

- * Introduction to design research (distinguishing design research from market research)
- * Exploring design research tools
- * Framing the right questions
- * How to develop an effective research plan

Post-session Activities:

- * Group Challenge Definition

Article: A Guide to Using User-Experience Research Methods (nngroup.com)

Article: Complete Beginner's Guide to UX Research (uxbooth.com)

SESSIONS 3 - 4 (LIVE IN-PERSON)

User interview

1-to-1 user interviews in design research are crucial for delving deep into the qualitative aspects of user experiences, uncovering unarticulated needs and building empathy. It also allows for customized probing, distinguishing them from surveys that excel at collecting quantitative data from a larger sample but may lack the depth of personal insights. Moreover, user interviews provide a nuanced understanding of the contextual intricacies shaping user perspectives, fostering iterative exploration and enabling researchers to adapt their approach based on real-time insights. In this session, students will gain the essential skills for preparing and executing successful user interviews, focusing on meticulous preparation to ensure effective engagement and meaningful insights.

In-session Activities:

- * Techniques for conducting effective 1-to-1 user interviews
- * User profiling and recruitment strategies
- * Identifying assumptions and questions through empathy mapping
- * How to define topics for exploration
- * Creating user interview script

Post-session Activities:

- * [Writing a user interview script by Session 5](#)

Article: What are user interviews? (interaction-design.org)

Article: User Interviews 101 (nngroup.com)

SESSION 5 (LIVE IN-PERSON)

Unveiling Insights

Insights Generation:

Design research yields a wealth of information around a given challenge, emphasizing the need to skillfully organize and distill this data into relevant topics. This process is pivotal for generating key insights that serve as the foundation for ideating effective solutions. During this session, students will master the art of analyzing and synthesizing qualitative data into meaningful insights.

In-session Activities:

- * Documenting research information
- * Understanding and crafting key insights

Article: How to Write Compelling User Research Insights in 6 Steps (dscout.com)

SESSION 6 (LIVE IN-PERSON)

Navigating Customer Journey

A customer journey serves as a visual narrative capturing the end-to-end experience of a customer with a particular service, product, or brand. This indispensable tool aids in pinpointing moments of gain, moments of pain, and gaps in the user experience, paving the way for the exploration of potential solutions to enhance that experience.

In this session, students will be introduced to customer journeys as a human-centered tool, delving beyond mere customer-company interactions to reveal the core steps of an experience (Source: "This Is Service Design Doing" by Adam Lawrence, Jakob Schneider, Marc Stickdorn, and Markus Edgar). The significance of understanding the customer journey "as-is" will be emphasized, along with strategies for identifying opportunity areas by integrating insights from other research findings.

In-session Activities:

- * Customer journey essentials
- * Persona & Mindset Segmentation
- * Defining the customer journey "As-Is"

Post-session Activities:

- * Assignment (Due by Session 7): Crafting an insights report and presentation.

The criteria for evaluation are detailed in the EVALUATION METHOD.

Article: How to design a customer journey map (uxdesigninstitute.com)

SESSION 7 (LIVE IN-PERSON)

Insights Report Presentation

Students will present their research findings to both their peers and the instructor, seeking valuable feedback. This collaborative discussion aims to identify potential areas for improvement and explore opportunities for further refinement in the upcoming stages of the design process.

SESSIONS 8 - 9 (LIVE IN-PERSON)

Ideation and Concept Building

Following the definition of opportunity areas through extensive research, students will delve into the exploration of innovative ideas aimed at enhancing the current customer experience or designing entirely new experiences. This creative process will be complemented by a series of hands-on exercises, facilitating the transformation of ideas into concrete concepts. These interactive sessions are designed to equip students with practical tools and methodologies essential for developing compelling solutions in the realm of customer experience.

In-session Activities:

- * Ideation exercises
- * Concept Building
- * Round Robin

Post-session Activities:

- * Refining and documenting the generated concepts. (3 concepts per group)

Article: Method Library (thisisservicedesigndoing.com)

Article: Introduction to the Essential Ideation Techniques which are the Heart of Design Thinking (interaction-design.org)

SESSION 10 (LIVE IN-PERSON)

Prototyping

The primary aim of this session is to cultivate a comprehensive understanding of prototyping, exploring its various forms and applications. This theoretical segment will delve into real-life case examples, showcasing different tools and methods for prototyping across diverse contexts, including services and products, both digital and physical. Additionally, the session will unravel the significance of creating prototypes and elucidate the concept of a "minimum viable product."

Design, as a discipline, thrives on continuous iteration. To avoid potential failures, obtaining user feedback and iterating on potential solutions stand out as fundamental design methods. Once students construct their prototypes, they will be guided on how to test their ideas and solutions with users, ensuring that the final presentations align with the needs and preferences of the intended audience.

In-session Activities:

- * Understanding the Prototype
- * Differentiating Lo-Fi, Hi-Fi Prototypes, and MVP
- * Designing Storyboards
- * Crafting Lo-Fi Prototypes

Post-session Activities:

- * User testing using the Lo-Fi prototypes

Article: Low-fidelity prototyping: What is it and how can it help? (figma.com)

Article: What is Minimum Lovable Product? (medium.com)

SESSION 11 (LIVE IN-PERSON)

User Testing

Design, as a discipline, thrives on continuous iteration. To avoid potential failures, obtaining user feedback and iterating on potential solutions stand out as fundamental design methods. Once students construct their prototypes, they will be guided on how to test their ideas and solutions with users, ensuring that the final presentations align with the needs and preferences of the intended audience.

In-session Activities:

- * Understanding concept validation through user testing
- * User testing case studies
- * User testing vs Usability testing

SESSIONS 12 - 13 (LIVE IN-PERSON)

Service Blueprint & Objectives and Key Results

Effective service design involves meticulous planning, utilizing service blueprinting as a crucial tool to visualize and analyze the entire service journey. This method illuminates backstage activities necessary for the brands to provide the desired customer experience. Simultaneously, clear objectives and key results (OKRs) are essential for measuring the success of design initiatives.

This session provides a comprehensive understanding of service blueprinting and the significance of OKRs in design and evaluation. Through real-world examples, participants will gain insights into practical applications and the strategic role of OKRs, specifically in shaping successful outcomes for customer experiences.

In-session Activities:

- * Service Blueprint Overview
- * Customer Journey TO-BE
- * Backstage mapping
- * Understanding Objectives and Key Results (OKRs)
- * Case Examples of OKRs in Design

Post-session Activities:

- * Service Blueprint Design

Article: Service Blueprints (nngroup.com)

Article: 30+ Real OKR Examples for Different Teams (quantive.com)

SESSIONS 14 - 15 (LIVE IN-PERSON)

Final Presentation

In this session, students will present the conclusive outcomes of their project work. The proposed solutions will be subjected to in-depth discussion within the class, involving both the professor and peers.

The criteria for evaluation are detailed in the EVALUATION METHOD.

Summary

Following the presentations, we will delve into the key tools and methodologies used throughout the course. This will be followed by a reflective discussion on the significant learnings gained during the duration of the course.

EVALUATION CRITERIA

A. CLASS PARTICIPATION (20%):

Three main criteria will be used in reaching judgment about your class participation:

- Depth and Quality of Contribution: The most important dimension of participation concerns what it is that you are saying. A high quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism.
- Moving Your Peers' Understanding Forward: Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.
- Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of "airtime", quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to "go looking for you". You should be attempting to get into the debate on a regular basis.

B. QUIZ (20%):

Multiple-choice questions and written answers that assess the content covered up to that point.

C. GROUP ASSIGNMENT - INSIGHTS REPORT (30%)

This group assignment involves collaborative work outside of scheduled sessions. Each group is expected to submit a document summarizing key insights derived from the research conducted.

Evaluation criteria (15 points, 5 points each):

1. Quality & quantity of insights
2. Supporting materials (quotes, images, videos, audios)
3. Storytelling & in presentation quality

D. FINAL GROUP PRESENTATION (30%)

You are also expected to complete a final project with your group and present it face to face at the last session. The project will give you the opportunity to reflect on what you have learnt in class and apply it to some practical problems. More details of the project will be provided by the start of the course.

Evaluation criteria (30 points, 5 points each)

1. Key Concepts: Are the concepts clearly explained and effectively applied to the new customer experience?
2. Customer Journey(s): Is the customer journey well-defined and does it reflect a deep understanding of user touchpoints and needs?
3. User Persona(s): Are the user personas relevant to the proposed customer journey?
4. Backstage Actions: Have the necessary backstage processes been clearly identified, and do they support the proposed customer journey?
5. Presentation Quality: Is the presentation clear, engaging, and professional, with a logical flow of information?
6. Time Management: Does the presentation stay within the time limit while effectively covering all key aspects?

criteria	percentage	Learning Objectives	Comments
Class Participation	20 %		Attendance, participation in sessions, group work, and any other course engagements
Individual work	20 %		Quiz
Group Assignments	30 %		Group assignment and peer evaluation
Final Presentation	30 %		Final presentation in group and peer evaluation

FAILING GRADE AND REASSESSMENT

When students receive a Fail in a course, they have the opportunity to present themselves for reassessment in order to earn the necessary credits toward graduation.

The reassessment of students should be scheduled between 5 and 10 working days after the review session takes place.

Grades for the reassessment are limited to a Low Pass and Fail.

Both, the initial Fail as well as the grade of the reassessment remain on the transcript. For the purpose of calculating the GPA however, only the grade of the reassessment is to be considered. Students receiving a failing grade in the reassessment of a course will not be able to continue in the program.

BIBLIOGRAPHY

Compulsory

- Adam Lawrence, Jakob Schneider, Marc Stickdorn, and Markus Edgar. *This Is Service Design Doing*. O'Reilly Media, Inc. ISBN 1491927186 (Printed)

Recommended

- Jakob Schneider and Marc Stickdorn. *This is Service Design Thinking*. Wiley. ISBN 9781118156308 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

