

ENI 8101: Enhancing the Customer Experience

Spring Term 2021

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Class Location/Time: Zoom Meeting
<https://us02web.zoom.us/j/86346086757?pwd=QlIOeDNjbTFTbWcrR0RSeXM5Z0ZoUT09>

Meeting ID: 863 4608 6757

Passcode: 623773

Mondays from 4:30pm – 7:00pm

Office hours: on Zoom by appointment

REQUIRED AND RECOMMENDED MATERIALS

REQUIRED TEXTS:

- ***Customer Experience Management: How to Design, Integrate, Measure and Lead.*** Authors:Tavsan, Nihat; Erdem, Can
- <https://www.amazon.com/Customer-Experience-Management-Integrate-Measure/dp/1934690953>
- ISBN: 978-1934690956 – Any edition

NOTE: A computer notebook or tablet is required during each class.

OTHER COURSE CONTENT

- Aside from the required texts, additional course content including videos will be posted on the course iCollege site located at icollege.gsu.edu

CATALOG DESCRIPTION

The course deals with the application of a strategic entrepreneurship approach to dynamic business growth called Demand Creation. To prosper in today's intensely competitive business

environment, established organizations must effectively exploit current offerings/business models in ways that maximize customer demand for these offerings. Building on the foundation of ENI 8000 (previously named ENI 7101), the course focuses on the value enhancement side of Customer Experience – *identifying and exploiting the best opportunities to increase the demand for current products/services by raising customer value while simultaneously reducing the cost structure of the offerings (allowing price reduction without margin erosion)*. An organization can fulfill important and unsatisfied customer needs by extending current offerings to existing or new customers.

COURSE LEARNING OBJECTIVES

Upon successful completion of **ENI 8101**, students will be able to:

- Define what Customer Experience is and is not.
- Generally, understand and apply contemporary concepts, theories, methods, and tools such as Customer Journey Mapping for evaluating Customer Experience.
- Identify and evaluate opportunities to transform the customer experience.
- Effectively structure, pitch and defend a Customer Experience project that enhances the value of a current offering for an established program or organization.
- Prerequisites

The following courses, skills and requisite GPA are required as preparation to take this course:

COURSE PREREQUISITES

ENI 8000 (previously called ENI 7101)

COMPUTER SKILLS PREREQUISITES

You are responsible for having the following computing prerequisite skills. They will not be taught in class. Detailed descriptions of the computer skills can be found on the course iCollege site.

- CSP 1: Basic Microcomputing Skills
- CSP 2: Basic Microcomputing Spreadsheet Skills
- CSP 6. Word Processing and Presentation Skills
- CSP 7: Basic Internet Usage

COURSE DESIGN

The course is designed to deliver the stated learning objectives via a combination of online, self-paced learning and activity-based learning during class sessions. Instructor presentations/lectures and other course content are available on the iCollege Website in the form of videos, podcasts, papers, articles, etc. Students engage with the assigned weekly content as if they were investigative reporters, applying critical thinking skills to synthesize this content. By way of class discussion and team-based activities, this content is synthesized into more holistic knowledge and ultimately into entrepreneurial skills and capabilities.

CLASS SCHEDULE AND ASSIGNMENTS, READINGS AND ACTIVITIES

Class	Course Topics
Class 1	<p>Customer Experience is not Fluff</p> <ul style="list-style-type: none"> • Welcome, course syllabus overview • Expectations (instructor and students) and calibration • Defining Customer Experience • Why it matters
Class 2	<p>Starting with Empathy for the Customers</p> <ul style="list-style-type: none"> • Design Thinking • Learn the concepts that drive design thinking • Identify customer needs • Apply creativity • Set the stage for Design Doing • Individual Deliverable: Complete IBM's Design Thinking certificate – 2 hours. Access <p>link: https://www.youracclaim.com/org/ibm/badge/enterprise-design-thinking-practitioner</p>
Class 3	<p>What is Customer Experience? (Chapter 2)</p> <ul style="list-style-type: none"> • Defining Customer Experience • Customer Experience as competitive strategy • Harnessing your own experiences • Reviewing proposals for CX projects • Team exercise 1: Charter CX Project
Class 4	<p>A Wider Strategic Lens</p> <ul style="list-style-type: none"> • Understanding Business Models • The power of visualizing Business Models for Innovation • Customer experience driven Business Model Innovation • Identifying and prioritizing unsatisfied customer needs for related jobs • The Value Proposition Model and JTBD opportunity zones • Team exercise 2: Business Model Canvas + Value Proposition Model (JTBD)
Class 5	<p>Facets of Customer Experience (Chapter 3)</p> <ul style="list-style-type: none"> • Conscious vs. subconscious customer experiences • Brand experience vs. Product experience • Shopping experience vs. User experience • Price Experience vs. Delivery Experience • Consumption Experience vs. Disposal Experience • Online Quiz 1 opens

Class 6	<p>The Customer Journey and the Customer Experience (Chapter 6)</p> <ul style="list-style-type: none"> • Customer success outcomes and the customer experience • Customer Value Metrics and Moments of Truth (MOTs) • Points of pleasure, pain and equity • Introduction to customer journey/experience mapping tools • Capturing real and perceptual time, emotional and social aspects of the customers' job-to-be-done in the customer journey/experience map • Team exercise 3: Customer Interviews and documentation • Online Quiz 2 opens
Class 7	<p>Customer Personas and Customer Segments (Chapter 6-7)</p> <ul style="list-style-type: none"> • Customer Centricity • Customer personas • Experiential segmentation • Experiential targeting • Online Quiz 3 opens
Class 8	<p>Hands-on CX project practicum.</p> <ul style="list-style-type: none"> • CX Team Project Presentations – Part I (Charter update) <ul style="list-style-type: none"> ○ Segmentation ○ Customer persona ○ Experience gap <p>May be moved to later in the semester as CX project requires.</p>
Class 9	<p>Designing Experiences (Chapter 9)</p> <ul style="list-style-type: none"> • Random, accidental and designed customer experiences • Experiential value proposition • Designing framework for offering • Online Quiz 4 opens
Class 10	<p>Behavioral economics (Chapter 10)</p> <ul style="list-style-type: none"> • Avoiding cognitive biases and blind spots in the context of exploiting opportunities to enhance customer value • Opportunities to integrate social and emotional dynamics • Team exercise 4: Illuminating blind spots
Class 11	<p>Customer Journey</p> <ul style="list-style-type: none"> • Understanding all the dimensions of the customer experience • The role of emotions in decision-making • Visualizing the customer journey • Quantifying impact of moments of truth in the customer journey • Team exercise 5: Customer Journey Map

Class 12	<p>Measuring Customer Experience (Chapter 12-14)</p> <ul style="list-style-type: none"> • Collecting, analyzing and reporting outcomes • Measurement scales • NPS • NRS • Online Quiz 5 opens
Class 13	<p>Leading a Customer Experience Initiative (Chapter 13)</p> <ul style="list-style-type: none"> • Putting it all together • CX Team Project Presentations – Part II • Feedback and recommendations for improvement plan.
Class 14	<p>Crossing the finish line</p> <ul style="list-style-type: none"> • CX Team Project Presentations – Part III • Course wrap up / Celebration

COURSE GRADING AND GRADED ITEMS

Each grading item (exercises, presentations, quizzes, exams) will be graded on a 0–100-point basis or an equivalent A+ thru F that are converted to a 100-point scale based on the “nominal value conversion table” provided below.

The grouping of the various items is shown below as well as the % contribution to your final grade:

<i>Graded Items</i>	<i>% Contribution to Final Grade</i>
<i>CX Team Project – Part I</i>	<i>15 %</i>
<i>In-Class Team Exercises (5)</i>	<i>15 %</i>
<i>Short Online Quizzes (5)</i>	<i>25 %</i>
<i>CX Team Project - Part III</i>	<i>30 %</i>
<i>IBM Design Thinking Practitioner Certificate</i>	<i>15 %</i>
<i>Total</i>	<i>100 %</i>

The course grading, as required by the College, will be on a +/- grading system. The final grade is determined by computing your total weighted score out of 100, rounding off to the nearest integer value. The final grade will be determined by computing your total weighted score out of 100, rounding off to the nearest integer value.

The percentage grade will be converted to a letter per the Georgia State grading system.

Letter grade	Range	QP's		Letter grade	Range	QP's
A+	97+	4.3		C+	77+	2.3

A	93+	4.0		C	73+	2.0
A-	90+	3.7		C-	70+	1.7
B+	87+	3.3		D	60+	1.0
B	83+	3.0		F	< 60	0.0
B-	80+	2.7				

CLASS ATTENDANCE, PREPARATION AND PARTICIPATION

Attendance is expected and required for all classes. Students who are not present for in-class team exercises and team project presentations will not receive credit for these deliverables.

It is paramount that students be prepared to participate in synthesis discussions and in-class activities based on the assigned weekly content. To effectively accomplish this, students need to investigate the weekly content prior to class; making thoughtful notes on this content much like an investigative reporter makes notes from different sources in order to write a news story. These notes can then be used to inform thoughtful comments during class discussions. To be clear, students should not merely scan or review the content in a cursory manner. Rather, each student is expected to apply critical thinking to do their own synthesis of the assigned weekly content prior to each class.

IN-CLASS TEAM EXERCISES

There will be a team breakout exercise during most class sessions. Students will be rotated for every in-class exercise. Team exercises will involve 1) a brief discussion on some assigned issue/topic where the deliverable is a team decision or strategy relating to the assigned issue/topic; or 2) the application of a specific method/tool where the deliverable is a Business Model Canvas, a process model, a Lean/Six Sigma deliverable, a customer experience map, etc. The team will be graded on the quality of their deliverable. Each team member will receive the same grade. However, a team member that is absent for the class will not receive credit for the team exercise. Teams will upload their exercise deliverables via a dropbox for each assignment on the course iCollege site. Nine team exercises are scheduled, but only six will be graded (three may be dropped).

QUIZZES

There are six mini evaluations during the course (short online quizzes). Quizzes will consist of multiple choice and very short answer questions (enforced 15-minute time limit). The lowest quiz grade will be dropped. The quiz in a given week is always on the material from the previous weeks.

CX TEAM PROJECT

Student teams will structure, pitch, and defend a CX project that involves enhancing the value of a current product/service offered by an established organization. This can be an organization that employs one of the team members or any another organization that is willing to collaborate with the team on their project (the organization must be approved by the instructor).

To be clear, the team project cannot be based on a fictitious organization or a case analysis. The purpose of this project is to facilitate the development of entrepreneurial skills and capabilities. The team project serves as demonstrable evidence that these skills and capabilities have been sufficiently developed as defined by the learning objectives.

The CX team project is broken into two parts for grading purposes –

Part I of the team project involves investigating an offering of an organization that is not doing well and/or one that has greater profitable revenue potential. Using the concepts, theories, methods, and tools discussed in this course, propose a way to increase customer demand for this offering. Specifically, the team presentation will:

1. Describe the offering of an organization that the team will focus on. Describe the circumstances, perceptions and behaviors of customers and non-customers relating to the selected offering (informed by customer feedback). Describe all the competitive solutions.
2. Argue why the offering is not doing well and/or why the offering has greater potential from a CX perspective.
3. Prioritize pain points.

Part II of the team project involves articulating a *strategy and plan* to increase customer demand for the offering and what this would cost the company in time, effort and money.

Part III of the team project involves following through on the insights gathered during the earlier weeks to design a proposal and plan for the target CX offering (continuation of Part I):

1. Identify the best way(s) that the unsatisfied customer needs identified in Part I can be better fulfilled via improving/extending the target offering and explain the rationale for the team's approach.
2. Structure a CX project that will enhance the value of the target offering.

Part III of the team project involves following through on the insights gathered during the earlier weeks.

1. Design a proposal and plan for the target CX offering (continuation of Part I and Part II).
2. Make your case to key stakeholders and decision makers including why and how they could implement the change.

Each team will present the results of their initial investigation in no more than 15 minutes. The instructor will evaluate the team presentation using the following criteria:

- Rigor: Depth and quality of Steps 1-5 - weight 70%
 - Data-driven customer insights
 - Originality: To what extent does the presentation reflect original thinking; Vs. merely re-stating/summarizing other documents or Websites (AKA: a book report)?
 - Value of innovation (not just a gimmick)
 - Effectiveness (analysis is insightful, prioritization is substantiated, solutions are targeted and adapted to the organizational context).
- Persuasiveness of presentation pitch (Step 6) – weight 30%
 - Relevance: Leveraging CX course concepts, tools, and models
 - Data visualization
 - Organizational alignment
- Bonus points (Leverage for A+)
 - How can this business leverage CX and innovation to create **sustainable competitive advantage?**

Each team will pitch their Customer Experience project in-class. The instructor will act in the capacity of the organization's CEO and will be the ultimate decision maker (translated to a project grade based on grading criteria). However, class peers, acting in the capacity of other managers of the organization, can influence the CEO with their recommendations (peer influence on team project grade).

Each team will develop a slide deck and then present it to the management of the organization (instructor and peers). Each team has up to 30 minutes to make their case. A written version of the project (the actual proposal) must be submitted to the instructor along with the slide deck for evaluation immediately after the team presentation. The presentation will be followed by a Q&A session (up to 30 minutes). Management (instructor and peers) will likely ask questions and/or make objections that are informed by cognitive biases, dominant logic, and blind spots. The presenting team will need to handle such questions/objections and effectively defend their recommendation during the Q&A.

A **Customer Experience Team Project Guide** (available on the course iCollege site) specifies in greater detail the required structure and process of the project.

COURSE CONDUCT, POLICIES AND PROCEDURES

DISABILITIES OR SPECIAL NEEDS STUDENTS

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought. Please let me know if you have a disability or special need that requires accommodation.

CELL PHONE AND LAPTOP POLICY

Please make an extra effort to turn off your cell phone prior to entering class. Ringing cell phones are a distraction to both you and your classmates. You may bring your laptop to class, but use is restricted to classroom assignments.

CLASSROOM TIMELINESS

Related to attendance is being on time. While travel on Atlanta's thoroughfares can be vexing at times, you're expected to plan your departure and arrival times so that you arrive to class at or before it begins.

RULES OF CONDUCT FOR THE COURSE

Any and all email from me to you will be sent to the student's @student.gsu.edu account. It is the student's responsibility to ensure that he/she is able to regularly read and use this account.

All correspondence to course instructor is to be sent to the instructor's GSU email address provided at the beginning of this syllabus.

Computer tablets and notebook computers may be used during selected class sessions. This provides a strong temptation to check email, update Facebook, keep current with fantasy football, etc. That is also a distraction to others seated around you. Please be professional and refrain from doing this.

Needless to say, cellphone usage won't be tolerated. If you're expecting an important message, then put it on vibrate and leave the room. Ditto for texting.

Disruptive student behavior during class or between classes will not be tolerated. All students are expected to conduct themselves in a professional manner befitting a University environment.

This means being respectful to fellow students and the instructor. If a student should have a grievance with a fellow student or the instructor, there are established procedures for resolving this grievance in a fair and proper manner. Among other things students will not send inappropriate emails to fellow students and/or the instructor. For more detail on this, see section IV - A (“Disruptive Student Conduct in the Classroom or Other Learning Environment”) in the GSU Student Code of Conduct and Administrative Policies located at <http://codeofconduct.gsu.edu/>

LATE WORK POLICY

Late work is strongly discouraged and may or may not be accepted for grading.

ACADEMIC HONESTY

(Abstracted from GSU’s *Student Handbook* Student Code of Conduct “Policy on Academic Honesty and Procedures for Resolving Matters of Academic Honesty”)

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

Students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Here are some examples and definitions that clarify the standards by which academic honesty and academically honorable conduct are judged at GSU.

Plagiarism. Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or “crib sheets” during an examination (unless specifically approved by the faculty member) or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one’s own examination and collaboration before or after an examination if the faculty member specifically forbids such collaboration.

Unauthorized Collaboration. Submission for academic credit of a work product, or a part thereof, represented as it’s being one’s own effort, which has been developed in substantial collaboration with assistance from another person or source, or computer honesty. It is also a violation of

academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

For more detail, please refer to the student Code of Conduct (<http://codeofconduct.gsu.edu/>)

CX Team Project Guidelines

STEP 0: BACKGROUND (Part I)

- Briefly describe the company and the service and/or product offering. Create business model canvas.
- Explain your selection.
- Consider comparing them to key competitors – Choice – competitive advantage.
- Identify customer profile – Who is the customer?
- Understand the vision of the leadership team.
- Understand who is important. Who is most likely to leave and who will recommend you? How do we get them to spend more money? These are the company's priorities.

STEP 1: CUSTOMERS' JOB TO BE DONE (Part I)

- Describe **the job to be done** i.e., the job that these customers are hiring the service to do and the success outcome(s) for the job.
- Create a customer job map.
- Determine the customers' important and unsatisfied needs with regard to the company's service offering. These are the customers' priorities.

STEP 2: MEMORABLE EVENTS (part I)

- Interview a few customers (5 to 10) to peg the baseline **customer experience**.
Alternatively, this can be a description of customer complaints.
- Characterize (and measure if you can) the **experience gap** (where and how).

STEP 3: SERVICE NARRATIVE (Part I)

- Interview some of people (performers) who work in the service-process engine to understand performer roles, human and IT activities, workflows, decision points, workarounds, and customer interactions.
- From the interviews, create a written **service narrative** that describes how the service works on the customer facing side – front stage process(s), service interface(s), and **moments of truth** (customer touchpoints).
- Note lead times, complexity, and variation in the front-stage process(s). These should relate to the customer complaints about the service.

STEP 4: CURRENT STATE PROCESS MODEL (Part I)

- From the **process narrative**, create a current state process model for the front-end service that delineates how the service works now – *the good, the bad, and the ugly*.
- Create **customer journey map**

STEP 5: OPPORTUNITIES TO IMPROVE THE SERVICE-PROCESS ENGINE (Part II)

- **Pain points** are often related to excess time, complexity, and variation in the service-process engine. Use this lens to prioritize the needs of your client and identify ways to decrease time, complexity, and variation in the service-process engine (pull the “slack rope” out) *such that the service better satisfies customers’ priorities* (including the use of technology).
- The result will be to help your client deliver better on customer’s expectations. It may look like reducing/eliminating pain points for customers by making the service simpler, easier, and/or faster AND lowering the cost structure for the service provider.

STEP 5: FUTURE STATE PROCESS MODEL (Part II)

- Create a future state **process model** that depicts what the service front-end would look like if the improvements identified in **Step 4** were implemented.
- Project how the future state improvements better satisfy customer priorities and increases service productivity.
- Specify and substantiate the payoff i.e., the tangible benefit to the business.
- Consider suggesting ways to measure change and impact (**business analytics**).

STEP 6: PROPOSAL TO KEY STAKEHOLDERS (Part II)

- Pitch your team’s proposal to improve the value of the target service (the instructor will assume the role of the of the company CXO).
- Optional (consider having 2 valid options to select from based on difficulty to implement or innovativeness/magnitude of impact).
- Argue how the proposed improvements will simultaneously improve the customer experience and increase service productivity.
- Consider the change management aspects. What would it take to implement and make the change stick?
- Estimate the time and cost of implementing the proposed improvements.
- The presentation should include a summary of Steps 1 through Step 5. Imbed the current state and future state process models in the presentation.
- The presentation should be no more than 15 minutes. 15 minutes will be allocated for Q&A with the company CXO (your instructor).

STEP 7: PRIME TIME - PROPOSAL TO DECISION MAKERS (Part III)

- After Pitch your team's proposal to improve the value of the target service (the company CEO).
- The presentation should be no more than 15 minutes. 15/30 minutes will be allocated for Q&A with the company CEO (The actual business owner/gatekeeper).

GRADING CRITERIA

- **Rigor: Depth and quality of Steps 1-5 - weight 70%**
 - Data-driven customer insights
 - Value of innovation (not just a gimmick)
 - Effectiveness (analysis is insightful, prioritization is substantiated, solutions are targeted and adapted to the organizational context).
- **Persuasiveness of presentation pitch (Step 6) – weight 30%**
 - Leveraging CX course concepts, tools, and models
 - Data visualization
 - Organizational alignment
- **Bonus points**
 - How can this business leverage CX and innovation to create sustainable competitive advantage?

DEADLINES

Part I (steps 0-5) due by March 1st during class.

Part II (presentation) is on April 12th during class.

Part III (optional) is on April 26th during class time but potentially during final's week at client's discretion.