Designing Customer Experiences

EGRMGMT 590.01
Greg Twiss

A. Background

In a rapidly changing and competitive global market, businesses must address complex cross-discipline questions such as "how do I successfully distinguish my business from competitors?" to remain relevant. Increasingly, the quality of a business' "user experience" offerings provide the key to securing loyal customer relationships and sustainable market differentiation.

Companies such as Apple Computer, Starbucks, and Amazon understand that compelling customer experiences are not just the physical products they create but also hinge on complementary customer interaction and services. Effective customer experiences are not created by chance - **they are designed**. This endeavor requires systematic observation, evaluation, visualization, planning, prototyping, and principled iteration to be successful.

In this course, students receive an introduction to foundational design techniques and use case study discussions, readings, and hands-on projects to form a personal framework and 'toolkit' for designing and communicating compelling customer experiences. In addition, students flesh out their framework through project-based assignments and presentations applying design thinking, human factors, design for usability, and interaction design principles to analyze, create, and present effective customer experience solutions.
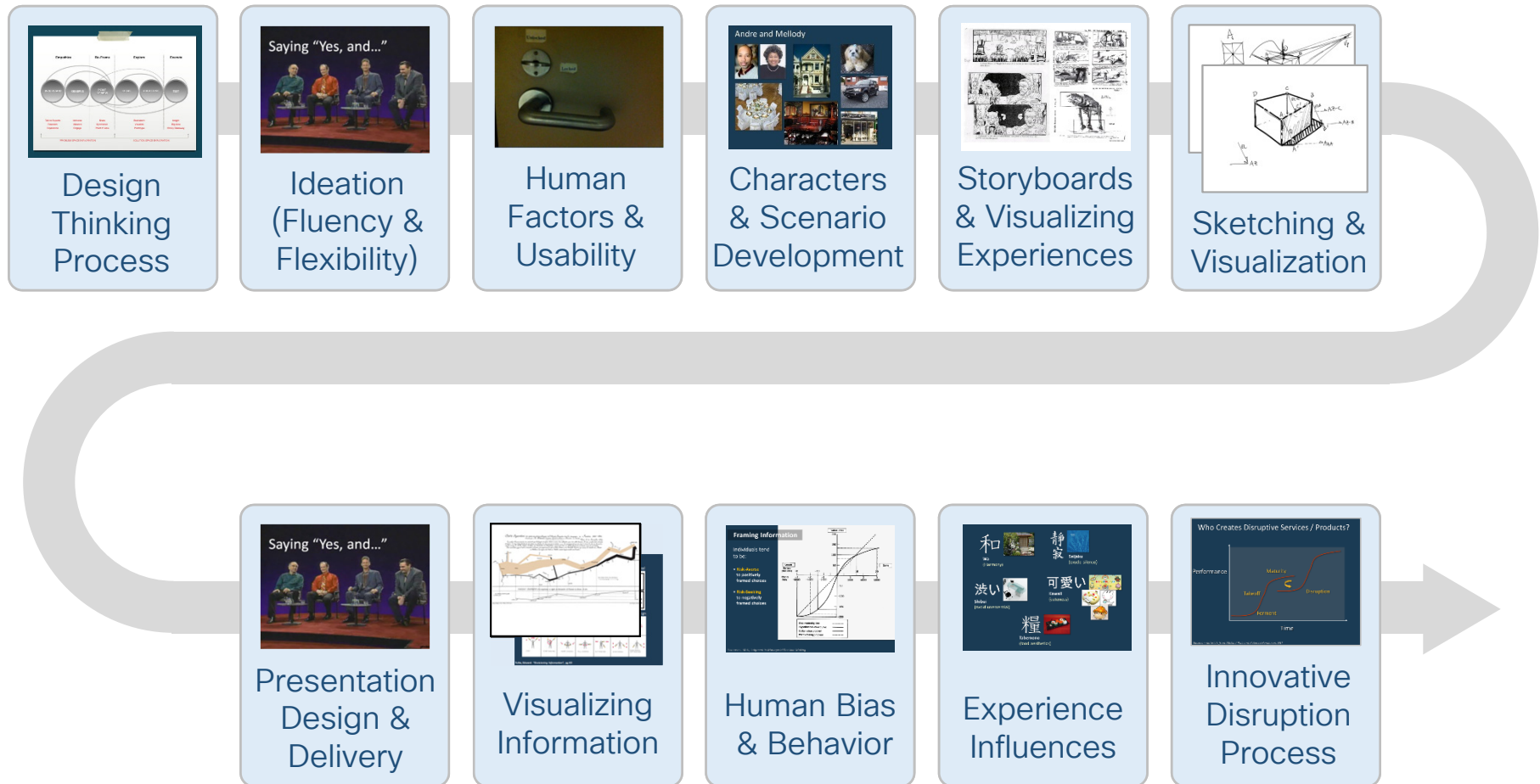
B. Organization

The course is presented in a lecture and discussion format and group participation is integral and vital to course success. Students should come to class prepared to discuss the topic subject matter (including case studies and readings) throughout the semester.

There is also an emphasis placed on experiential team-based 'learn-by-doing' assignments. Projects are generally weighted towards (1) practical application, and (2) forming a personal viewpoint through observation and analysis versus a purely theoretical research focus.

C. Goals and Outcomes

1. Raise the level of awareness and appreciation for the importance of actively designing positive, compelling, and memorable user experiences

2. Provide an action framework for managing and solving ambiguous and incompletely posed human-centered design problems

3. Populating a foundational personal toolkit towards becoming a thoughtful and creatively confident experience designer

4. Further build design confidence through hands-on team-based opportunities for observing, creating, analyzing, delivering, and communicating experiences

D. High-Level Topic Flow

Design Thinking Process

Ideation (Fluency & Flexibility)

Human Factors & Usability

Characters & Scenario Development

Storyboards & Visualizing Experiences

Sketching & Visualization

Presentation Design & Delivery

Visualizing Information

Human Bias & Behavior

Experience Influences

Innovative Disruption Process

E. Assignment Flow

Design Challenge Projects

DC1
Experience Consumer

DC2
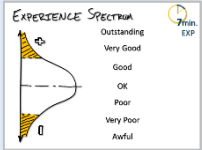Observations & Viewpoint

DC3
Design Duke Experience

DC4
Extreme Makeover

DC5
Experience Disruption
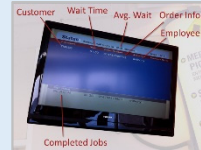
Supplemental Assignments

Experience Spectrum

Your Personal Storyboard

Something Meaningful

Personal Research Project

7min.
Experiences

F. Text & Readings

1. <u>The Design of Everyday Things</u>, Donald A. Norman, (1990)

2. <u>Emotional Design: Why We Love (or hate) Everyday Things</u>, Donald A. Norman (2004)

3. <u>Presentation Zen: Simple Ideas on Presentation Design and Delivery</u>, Garr Reynolds, (2008)

4. Case Study Readings – assigned periodically throughout semester

G. Grading

Graded coursework consists of (1) Five team-based "design challenge" projects and (2) a Personal Research Project that serves in lieu of a course final exam. Course Participation and Peer Feedback scoring are also important grade components.

Design Challenge 1	Experience Consumer	0%
DC 2	Observations and Viewpoint	15%
DC 3	Designing a Duke Experience	20%
DC 4	Extreme Makeover	20%
DC 5	Experience & Disruptive Innovation	20%
Personal Research Project		15%
Participation / Peer Feedback		10%
		100%

H. Class Etiquette = Mutual Respect

General principle: please treat lectures and team project assignment commitments with the courtesy and respect that you would expect for an important business or client meeting.

What this means to you more specifically is:

1. NO electronic devices (cell-phones, iPods/iPads, or laptops) should be in operation during class,

2. For planned absences, please notify the instructor by email at least one week in advance,

3. For unplanned absences, please notify the instructor AND your current assignment team of your situation, planned return, and arrangements for covering assigned work,

4. Please be punctual for class - Instructor will start and end class meetings on-time

I. Audit Policy

Given the team- and project-based nature of the course, an audit option is not offered. Various audit arrangements have been tried in the past and we have found consistently that a registered-students only policy provides the best instructional outcome value.

The following individual accommodations are offered, however, if there is student interest:

(1) Access to all Sakai course materials and recorded lectures, and

(2) Attendance and participation in lecture (space-permitting)

J. Fuqua Enrollment Info

(1) Fill out an [MEMP Registration Form](#).

(2) Send MEMP form via. email to MEM administrator Stacey Flur (stacey.flur@duke.edu), and copy instructor stating your intent to register.

(3) Fill out a [Non-Fuqua Course Permission Form](#)

(4) You may use an email from instructor to serve as official approval (required by both Pratt and Fuqua admins) to register for the course.

(5) Note from former Fuqua students who have taken DCE:
 - The course is only offered in the Fall each year
 - Keep in mind that courses at Pratt last for Fall 1 and Fall 2, but you only get 3 credits