Designing Customer Experiences

EGRMGMT 578
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, a business' "user experience" offering quality provides 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 interactions 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 across multiple domains. 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

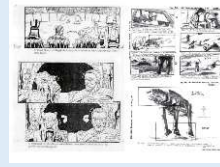# D. High-Level Topic Flow

Design Thinking Process

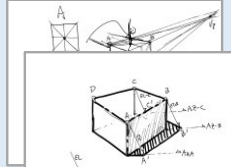Ideation (Fluency & Flexibility)

Human Factors & Usability

Characters & Scenario Development

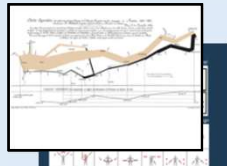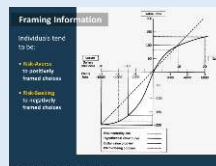Storyboards & Visualizing Experiences

Sketching & Visualization

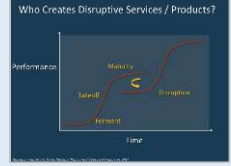
Presentation Design & Delivery

Data Storytelling

Visualizing Information

Human Bias & Behavior

Experience Influences

Innovative Disruption Process

E. Assignment Flow

Design Challenge Projects

DC1
Experience
Consumer

DC2
Observations
& Viewpoint

DC3
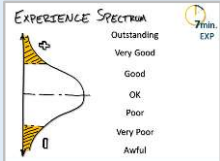Design Duke
Experience

DC4
Extreme
Makeover

DC5
Experience
Disruption

Supplemental Assignments

**Experience
Spectrum**

**Your
Personal
Storyboard**

**Something
Meaningful**

**Personal
Research
Project**

7min.
Experiences

F. Text & Readings

1. **The Design of Everyday Things**
   Donald A. Norman

2. **Emotional Design: Why We Love (or hate) Everyday Things**,
   Donald A. Norman

3. **Slideology**
   Nancy Duarte

4. **Case Study Readings** – assigned periodically throughout semester

G. Grading

Graded coursework consists of (1) Five team-based "design challenge" (DC) 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.

DC 1	Experience Consumer	5%
DC 2	Observations and Viewpoint	10%
DC 3	Designing a Duke Experience	15%
DC 4	Extreme Makeover	25%
DC 5	Experience & Disruptive Innovation	20%
Personal Research Project		10%
7-Min Experiences (mini-assignments)		5%
Participation / Course Engagement		5%
Peer Teamwork Feedback		5%
		100%

H. Class Etiquette = Mutual Respect

General principle: please treat both 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, i.e., cell-phones, iPods/iPads, or laptops, should be in operation during class (you won't need them) unless directed by instructor,

2. Course attendance expectation is 100% for the semester
    *   You have one allowed absence to use at your discretion anytime in the semester (for an interview, conference attendance, etc.)
    *   For planned absences, please notify TAs and instructor at least one week in advance. Also coordinate with your current assignment team for coverage and to manage expectations.
    *   Illnesses to be excused need note from Duke clinic

1. Please be punctual for class – the 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 and value.

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

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

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

J. Fuqua Student Enrollment Info

(1) Hold an introductory discussion with the instructor stating your desire to register and gain verbal permission to proceed.

(2) Fill out a Pratt/MEM **Course Registration Permission Form**

(2) Send the completed Permission form via. email to MEM administration

(3) Fill out a **Non-Fuqua Course Permission Form** and submit to Fuqua administration

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

(5) Note from former Fuqua students who have taken an MEM course in Fall term:
- Keep in mind that courses at Pratt last for Fall 1 and Fall 2, but you only get 3 credits