

## CUSTOMER TRANSFORMATION DESIGN

|                                     |                                                                                                    |
|-------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Course code</b>                  | <i>MNG297</i>                                                                                      |
| <b>Compulsory in the programmes</b> | <i>Business Management and Marketing</i>                                                           |
| <b>Level of studies</b>             | <i>Undergraduate</i>                                                                               |
| <b>Number of credits</b>            | <i>6 ECTS (48 in-class hours + 6 consultation hours + 2 exam hours, 104 individual work hours)</i> |
| <b>Course coordinator</b>           | <i>Dr. Saeed Shobeiri</i>                                                                          |
| <b>Prerequisites</b>                | <i>None</i>                                                                                        |
| <b>Language of instruction</b>      | <i>English</i>                                                                                     |

### COURSE DESCRIPTION:

This course focuses on developing transformational offerings, i.e. products and services that may help individuals ameliorate different dimensions of their lives and consequently transform into better individuals. It shows how firms may choose to provide their customers with transformational benefits in order to enhance their value offerings. The course elaborates on four major types of customer transformation and describes strategies and methods that could help firms in designing each type of transformation.

### MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

| Course level learning outcomes (objectives)                                                                             | Degree level learning objectives         | Assessment methods                            | Teaching methods    |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------|---------------------|
| CLO1. Understand the concept of customer transformation as a new source of value proposition                            | BLO 1.1<br>BLO 4.1                       | Final Exam,<br>Individual Paper/Group Project | Lecture and Seminar |
| CLO2. Understand the evolution of marketing offers from commodities to transformations                                  | BLO 1.1<br>BLO 4.1                       | Final Exam,<br>Individual Paper/Group Project | Lecture and Seminar |
| CLO3. Classify the major types of customer transformation and identify the key differences between them                 | BLO 1.1<br>BLO 1.2<br>BLO 4.1<br>BLO 4.2 | Final Exam,<br>Individual Paper/Group Project | Lecture and Seminar |
| CLO4. Develop effective strategies to systematically design various types of customer transformation and integrate them | BLO 1.2                                  | Final Exam,                                   | Lecture and Seminar |

|                                                                                                                 |                                                                |                                                         |                        |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------|------------------------|
| into brand offerings                                                                                            | BLO 4.1<br>BLO 4.2<br>BLO 4.3                                  | Individual<br>Paper/Group<br>Project                    |                        |
| CLO5. Develop effective solutions to resolve potential barriers to the process of customer transformation       | BLO 1.2<br>BLO 4.3                                             | Final Exam,<br><br>Individual<br>Paper/Group<br>Project | Lecture and<br>Seminar |
| CLO6. Apply the concepts of gamification and storytelling to build inspiring transformational products/services | BLO 1.2<br>BLO 2.1<br>BLO 3.2<br>BLO 4.1<br>BLO 4.2<br>BLO 4.3 | Final Exam,<br><br>Individual<br>Paper/Group<br>Project | Lecture and<br>Seminar |
| CLO7. Prepare for the new horizons of customer transformation made possible by emerging technologies            | BLO 2.1<br>BLO 3.2<br>BLO 4.1                                  | Final Exam,<br><br>Individual<br>Paper/Group<br>Project | Lecture and<br>Seminar |

### ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

### COURSE OUTLINE

| Topic                                                                                           | In-class<br>hours | Supporting Materials |
|-------------------------------------------------------------------------------------------------|-------------------|----------------------|
| 1) Introduction to Customer Transformation: Scope, Opportunities and Challenges                 | 4                 | Case Study #1        |
| 2) Emergence and Evolution of Transformational Experiences as A New source of Value Proposition | 4                 | Case Study #2        |
| 3) Building Blocks of Customer Transformation: From Transient to Permanent Changes              | 4                 | Case Study #3        |
| 4) Designing Transformation Type I: Development of Mood-Changing Products                       | 4                 | Case Study #4        |

|                                                                                                  |                        |                |
|--------------------------------------------------------------------------------------------------|------------------------|----------------|
| 5) Designing Transformation Type II: Development of Habit-Changing Products                      | 4                      | Case Study #5  |
| 6) Designing Transformation Type III: Development of Direction-Changing Products                 | 4                      | Case Study #6  |
| 7) Designing Transformation Type IV: Development of Vision-Changing Products (Part I)            | 4                      | Case Study #7  |
| 8) Designing Transformation Type IV: Development of Vision-Changing Products (Part II)           | 4                      | Case Study #8  |
| 9) Beyond Individual Transformations: Collective and Dual Transformations                        | 4                      | Case Study #9  |
| 10) Gamifying Customer Transformation: Towards Serious Games                                     | 4                      | Case Study #10 |
| 11) Storytelling as A Trigger and Facilitator of Customer Transformation                         | 4                      | Case Study #11 |
| 12) Transformational Marketing in The Age of Emerging Technologies: Enhancing Customers' Avatars | 4                      | Case Study #12 |
|                                                                                                  | <b>Total: 48 hours</b> |                |
| CONSULTATIONS                                                                                    | 6                      |                |
| FINAL EXAM                                                                                       | 2                      |                |

#### FINAL GRADE COMPOSITION

| Type of assignment               | %          |
|----------------------------------|------------|
| <i>Group Components 30%</i>      |            |
| Group Project                    | 30         |
| <i>Individual Components 70%</i> |            |
| Individual Paper                 | 20         |
| Final Exam                       | 50         |
| <b>Total:</b>                    | <b>100</b> |

#### DESCRIPTION AND GRADING CRITERIA OF ASSIGNMENTS & EXAM

The final exam includes all topics covered during the lectures. The lecturer reserves the right to choose the form of the exam. Details about the structure of the exam and the grading policy will be presented during the first week of the lectures.

Details about the Individual Paper and Group Project will also be presented during the first week of the lectures and will be published online.

## **USE of AI TOOLS**

All course participants must comply with the ISM University of Management and Economics Artificial Intelligence Policy published on the e-learning platform. Generative AI may support students' learning and work, but it may not replace their own analysis, judgement and decision-making. Students remain fully responsible for the accuracy, quality and integrity of everything they submit or present.

### **Group Project (30%)**

Generative AI may be used to support the development of the group project, including exploring customer needs and transformation opportunities, generating and comparing product or service concepts, developing customer scenarios, applying gamification and storytelling ideas, exploring technology-enabled solutions, and preparing visual or presentation materials.

AI may be used to generate and challenge alternative ideas, but the selection and justification of the customer transformation opportunity, application of course concepts, design of the proposed offering and final recommendations must reflect the group's own analysis and judgement.

Students must critically evaluate AI-generated outputs and be able to explain and defend all major decisions during the presentation and discussion.

### **Individual Paper (20%)**

Generative AI may be used to support the research and writing process, including identifying relevant concepts and theories, generating search terms, exploring examples, organizing information, comparing perspectives, and improving the clarity, grammar and style of written English.

However, the analysis, application of customer transformation concepts, arguments, interpretations and conclusions must be the student's own work. AI-generated information must be verified against credible sources. Generative AI is not considered an academic source and should not be cited instead of the original source.

Students must not submit AI-generated text as a substitute for their own academic reasoning and writing and must be able to explain and defend the content of the submitted paper.

### **Final Exam (50%)**

The Final Exam is individual work. The use of generative AI tools, AI-enabled devices, browser assistants or any other form of automated assistance during the examination is **not permitted** and will be treated as cheating.

AI may be used when preparing for the examination, for example to clarify customer transformation concepts, generate practice questions, explore examples, compare different transformation types or support self-testing. The knowledge, analysis and reasoning demonstrated during the examination must be the student's own.

## **RETAKE POLICY**

If final (cumulative) mark of the course, including final exam score, is insufficient, students will be allowed to exercise their right of retake. The retake exam will cover all lectures discussed in class during the course. It will be held during the last week of the exam session and will replace the 50% of the grade allocated to final exam. Acquired scores from all assignments will be summed up and the final (cumulative) grade will be given. The lecturer reserves the right to choose the form of the exam.

## **ADDITIONAL REMARKS**

The required information and instructions for case studies would be shared by the instructor in class at the beginning of each case study.

Attendance and participation in the lectures and seminars are not obligatory but strongly recommended. Studying solely from slides/reading sources is not considered to be a sufficient preparation for the exam.

Bonus points: The instructor has the right to award active students with up to 0,2 extra (grade) points. These "bonus points" will be only be awarded to students whose (rounded) final grade would increase after all.

PowerPoint slides for each session would be available for download in advance.

All PowerPoint slides are intellectual property of the instructor and should absolutely not be distributed or duplicated by any person/party without the written consent of the instructor.

Works submitted after the deadline would be subject to a %15 delay penalty for each day of delay.

Due to the dynamic nature of the course content, additional material can be assigned during the course. The lecturer always tries to include actual and relevant materials; therefore the reading list may be subject to change.

In case of unforeseen events, the schedule will be adapted.

### **RECOMMENDED READINGS**

Pine, B. J. (2026). The transformation economy: Guiding customers to achieve their aspirations. Harvard Business Review Press.

Jauquet, C. (2024). Trends in the Transformation Economy: Where Health, Well-being & Happiness Matter Most. Belgium: Terra - Lannoo, Uitgeverij.

Fostering Consumer Well-Being: Theory, Evidence, and Policy. (2024). Switzerland: Springer Nature Switzerland.

Eyal, N. (2014). Hooked: How to Build Habit-Forming Products. United States: Penguin Group (Canada).

Culyba, S. H. (2018). The Transformational Framework: A Process Tool for the Development of Transformational Games. United States: Lulu.com.

Low, S. (2008). Transformative Design: Understanding the Principle, Processes and Products. United Kingdom: Lulu Press, Incorporated.

## DEGREE LEVEL LEARNING OBJECTIVES

### Learning objectives for the Bachelor of Business Management

*Programmes:*

*International Business and Communication,*

*Business Management and Marketing, Finance,*

*Industrial Technology Management*

| Learning Goals                                                    | Learning Objectives                                                                                                                                                                |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will be critical thinkers                                | BLO1.1. Students will be able to understand core concepts and methods in the business disciplines                                                                                  |
|                                                                   | BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions |
| Students will be socially responsible in their related discipline | BLO2.1. Students will be knowledgeable about ethics and social responsibility                                                                                                      |
| Students will be technology agile                                 | BLO3.1. Students will demonstrate proficiency in common business software packages                                                                                                 |
|                                                                   | BLO3.2. Students will be able to make decisions using appropriate IT tools                                                                                                         |
| Students will be effective communicators                          | BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations                                                    |
|                                                                   | BLO4.2. Students will be able to convey their ideas effectively through an oral presentation                                                                                       |
|                                                                   | BLO4.3. Students will be able to convey their ideas effectively in a written paper                                                                                                 |

### Learning objectives for the Bachelor of Social Science

*Programmes:*

*Economics and Data Analytics,*

*Economics and Politics*

| Learning Goals                                                           | Learning Objectives                                                                                                             |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Students will be critical thinkers                                       | ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines                          |
|                                                                          | ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements                   |
| Students will have skills to employ economic thought for the common good | ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving                                       |
| Students will be technology agile                                        | ELO3.1. Students will demonstrate proficiency in common business software packages                                              |
|                                                                          | ELO3.2. Students will be able to make decisions using appropriate IT tools                                                      |
| Students will be effective communicators                                 | ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
|                                                                          | ELO4.2. Students will be able to convey their ideas effectively through an oral presentation                                    |
|                                                                          | ELO4.3. Students will be able to convey their ideas effectively in a written paper                                              |