

Boston University School of Hospitality Administration
BU SHA HF150 | Introduction to Customer Experience Management

Summer 2025 Syllabus | Section A1

INSTRUCTOR: Jonathan Katz

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OFFICE HOURS: By appointment. Please email the instructor to setup a time for an in-person/Zoom meeting.

PREREQUISITES: None.

CREDITS: This is a four (4) credit course.

SYLLABUS OVERVIEW

This syllabus contains the policies and expectations established for this course that are intended to create a productive learning atmosphere for all students. Students should read the entire syllabus carefully and understand they will be expected to fully abide by these policies and expectations.

COURSE DESCRIPTION

Central to the hospitality industry is the provision of memorable, high-quality customer experiences across digital and physical touchpoints. This is the very foundation of most hospitality businesses.

But what if you could apply the principles and practices from the hospitality industry to every sector of the economy? What if the RMV, the bane of everyone's existence, could offer a hospitality-enhanced customer experience that delights its customers instead of treating them like a number to be processed? What about your experience at a hospital? Could that be improved through an infusion of hospitality? Or even education and the Boston University experience?

Grounded in the notion that hospitality is more than just an industry, but instead an approach to *Experience Innovation*, this course introduces students to the emerging domain of customer experience management (CEM)—the discipline of understanding and managing customer interactions with the organization to improve satisfaction, loyalty, and advocacy. CEM is a unique domain that draws on practices from the fields of architecture and design, marketing, branding, marketing research, behavioral economics, consumer psychology, technology and data science, and operations and service science, with the aim of understanding and improving customer experiences with the organization. Organizations of all kinds (companies, non-profit, governmental, etc.) are leveraging CEM to drive competitive advantage and superior organizational outcomes.

The course will cover the definitions and basic requirements of customer experience management and provide detailed frameworks and tools and techniques to allow students to gain proficiency in the language and practice of customer experience design and improvement. Key topics include customer segmentation and value assessment, the customer's journey and journey mapping, the relationship development process, managing touchpoints and transitions, the power of moments in creating memorable and impactful experiences, and career opportunities in customer experience management. The course will use a combination of lectures, assignments, and interactive in- and out-of-class activities and will use examples and content from hospitality and other service industries (healthcare, finance, retail, etc.). As such, the course will cover any sector of the modern service economy in which experiences play an important role. In fact, the course will emphasize the application of the principles and practices of hospitality to other sectors of the service economy.

COURSE OBJECTIVES

Upon satisfactory completion of this course, the student should have the ability to:

- Understand and appreciate the role of customer experience management as a competitive driver in the modern service economy.
- Apply key concepts, frameworks, and analytical tools, methods, and metrics in the emerging domain of customer experience management.
- Re-imagine the customer experience for a chosen sector of the service economy using principles of human-centered design.
- Evaluate opportunities in the emerging domain of customer experience management.

BU HUB LEARNING OUTCOMES

1. Social Inquiry II

Outcome 1

Students will develop an advanced application of concepts and methods to frame and address problems in the domain of customer experience management. This includes reflecting on and critically evaluating how researchers in hospitality and related experience-oriented fields formulate hypotheses, gather empirical evidence of multiple sorts, and analyze and interpret this evidence.

2. Creativity/Innovation

Outcome 1

The class will utilize IDEO's framework for human-centered design to provide the vocabulary and process for students to comprehend the key principles of creativity or innovation in customer experience management that they will be engaging with in the course.

Outcome 2

Students will produce original work as part of a team and will be offered opportunities for individual and group assessment and reflection on the creative process: facilitators, inhibitors, and moderators.

3. Digital/Multimedia Expression

Outcome 1

Harnessing the design thinking process to create journey maps and presentations, students will master the expression of responsible, considered, and well-structured arguments across a variety of physical and digital mediums that pertain to the domain of experience management.

Outcome 2

Students will be provided explicit instruction in one or more journey mapping programs as part of the class. In addition, teams will present their work in Microsoft PowerPoint. Students will be instructed on how to properly acknowledge all borrowed visuals and sounds and how copyright, permissions, and licenses work.

Outcome 3

One of the key outputs of this course will be the ability to produce visual journey maps that represent the customer experience. Students will be instructed in form/style and the technological skills necessary to create these maps. Students will also be instructed on how the analysis of the created journey maps allows experience professionals to devise an “ideal total customer experience” based on the principles of human-centered design.

METHODOLOGY

CEM is a rapidly evolving and broad area of study. As an introductory course in this domain, BU SHA HF150 will approach CEM from two inter-related perspectives that encompass the breadth of the domain:

Experience design

Students will understand and apply the principles of human-centered design and leverage experience management theory, methods (the stages of inspiration and ideation), and data (primary and secondary) to design total customer experiences.

Experience measurement and management

Students will understand the use of primary and secondary data for experience evaluation and improvement. The course will cover key CEM tools such sentiment analysis and key CEM metrics such as Net Promoter Score (NPS) and Customer Effort Score (CES), among others.

The course will utilize a variety of pedagogical approaches: workshops, lecture discussions, guest speaker presentations, “in-the-news” discussions, in-class activities, out-of-class experiences, and a variety of digital and multimedia presentations.

The pedagogical approaches adopted in this course rely entirely on an interactive and participative

classroom experience. This requires students to attend and thoroughly prepare for all class sessions. Critical analysis of and reflection on the material is central to success in the course. Students must be ready, willing, and able to present their analysis of course material in class, expose their thinking to their peers, and challenge the material to develop new and innovative ways of thinking about customer experiences.

COURSE EVALUATION AND EXPECTATIONS

Student performance in the course will be evaluated based on the following domains and assignments.

Assignment	Percentage of Course Grade
Participation	20%
Quizzes (2)	20%
Site visit summaries	20%
Team assignment: Experience Innovation Challenge	40%
TOTAL	100%

If students have questions about grades received on a particular assignment, they must raise them within two weeks of receiving their grade on that assignment (or before the instructor shares final grades for the class, whichever is earlier). Unless computational errors were made, final grades will not be altered. If students have grade-related considerations, they should raise these with the instructor as early as possible, so the instructor can help the students approach the course in a way that will support the best possible performance.

Participation

Be attentive and engaged during class. Full attention should be devoted to classroom activities during class. Please arrive ready to participate (answering questions, contributing to discussion, taking notes) and stay engaged. One way to judge your performance in this area is to ask yourself after every class or team meeting: “What value did I provide today?” If you have difficulty speaking in front of the class, please let me know. Our class is a safe space – all students are wanted and needed to create a successful learning environment. I will assist you in participating, if desired.

Team Exercises and Projects

You are expected to contribute to team exercises and projects. This often necessitates time in and outside of the classroom. Team members should share contact information, clearly define roles and responsibilities, adhere to agreed-upon deadlines, ensure quality work and contribute equally. Failure to do so can result in removal from the team and a grade of “F” for the assignment. Note, all team members will have the opportunity to provide peer evaluations and that grading for team projects is issued based on individual contributions – not everyone on the team necessarily receives the same grade.

Be sure to add value to your team and help encourage/facilitate the highest level of performance from all team members. Additionally, all team members will contribute to and sign an agreement that outlines agreed upon objectives, roles, and expectations. All team members are expected to fulfill their commitment to the agreement.

Communication:

I will send announcements and updates regularly by email using your official Boston University email address. You should check this account regularly.

Collaboration:

In all aspects of the hospitality industry, positive and productive collaboration is key. Professionalism is expected. In-class group discussion requires listening, critical thinking, collaboration, and participation.

Quizzes

Students will be required to complete two quizzes on Blackboard that test them on the content of the assigned readings. The quizzes cover content within The Ten Principles Behind Great Customer Experiences. Quizzes will be completed outside of class sessions and are due as indicated by the class schedule. Late submission of a quiz on Blackboard results in a zero. Note questions are randomized, there are 45 minutes to complete a set of 10 multiple choice questions, there's no backtracking and students are encouraged to take each quiz in a single session.

Team Assignment: Experience Innovation Challenge (team project)

Students will be required to complete quantitative and qualitative market research as part of their team assignment. Based on the theory, concepts, and frameworks in experience management discussed and practiced in class, teams will be required to pick a service-based sector of the economy for which they will enhance the customer experience based on the methodology of human-centered design and the principles and practices of hospitality.

Teams will present their work in Microsoft PowerPoint. Students will be assessed individually in terms of their active participation in and contribution to the team project and for the team's collective performance. Students will be required to do in-class activities and out-of-class fieldwork to prepare them for the team project submission. Students will also be expected to consult with the instructor outside of class hours, as appropriate, for feedback and assistance on the team project. Please see the Experience Innovation Challenge guidelines for additional information.

Blackboard has been set so students cannot submit any assignments after a due date. Before you upload the assignment, be sure to check the assignment carefully to be certain it is formatted correctly and conforms to the length restrictions. Students are highly encouraged to have someone proof assignments to make sure the language and sentence structure make sense. Be sure your name (or that of your team) is on the assignments! Late work will not be accepted. In addition to the

quantity of your content, the quality of your writing matters. All work should be written in a professional tone.

All assignments must be submitted in the appropriate format requested by the instructor (PDF or otherwise). Points will be deducted for assignments not submitted as per instructions.



Grading Scale:

Grade		Meaning	GPA conversion
A	93-100%	Exceptional; superior effort	4.0
A-	90-92%	Excellent	3.7
B+	86-89%	Very good	3.3
B	83-85%	Good	3.0
B-	80-82%	Meets program standards	2.7
C+	77-79%	Requires slight improvement	2.3
C	74-76%	Requires moderate improvement	2.0
C-	70-73%	Requires significant improvement	1.7
D	60-69%*	Seriously deficient	1.0
F	< 60%*	Fail – Did not meet minimal course requirements	0

For BU School of Hospitality Administration students, final grades in SHA courses need to be C or above to constitute passing the course.

REQUIRED READINGS

- *The Ten Principles Behind Great Customer Experiences* (Watkinson, 2012)

RECOMMENDED READINGS

- *Unreasonable Hospitality: Unreasonable Hospitality: The Remarkable Power of Giving People More Than They Expect* (Guidara, 2022)
- *The Field Guide to Human-Centered Design* (IDEO.org): **Free to download** via <https://www.designkit.org/resources/1.html>
- *The Cult of the Customer* (Hyken, 2020):
Both books are available through the BU Bookstore and Amazon.

VISUAL ASSETS AND PROFESSIONAL PRESENTATIONS

Students are encouraged to seek resources to optimize the professionalism of their recommendations and presentations. Free stock photography libraries can be accessed including: <https://isorepublic.com/> and <https://unsplash.com/>. Note some free stock photography sites request acknowledging the photographer or artist.

DIVERSITY, INCLUSION AND MULTI-CULTURAL PERSPECTIVES

Identity and culture hold the potential to impact course content. Students are invited to share personal experiences and perspectives related to course content.

EXPERIENCE INNOVATION

This course puts BU SHA's definition of hospitality into practice (optimizing human interaction to help meet individual, organizational and societal goals). Hospitality is used as a problem-solving tool. This definition is rooted in the pillars of the hospitality industry (hotels, restaurants, travel and tourism), but can be applied to any scenario where people and profit matter including healthcare, sports and entertainment, retail, real estate and beyond.

COURSE POLICIES

SHA Classroom Professional Expectations:

SHA has formalized a set of Classroom Professional Expectations, which were designed to help create a comfortable, efficient learning environment for students and faculty. On behalf of the school administration, students are strongly urged to review these guidelines at their earliest convenience. The document is available at the following link:

https://www.bu.edu/hospitality/files/2018/05/SHA_Classroom_Professional_Expectations.pdf

Honesty

Cheating and plagiarism will result in a grade of F for the assignment/test for all parties involved. If students are ever in doubt about whether to cite a source, err on the side of caution and include the citation. Students must be familiar with Boston University's Code of Academic Conduct and the policy on issues such as plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions.

Use of Artificial Intelligence for Assignments

For all assignments, particularly for WRITING HUB courses: SHA allows the use of spell check, Grammarly, and CHATGPT, Open AI Playground, or other forms of Artificial Intelligence (AI) to assist with writing assignments. Learning to use AI is an emerging skill, and students should learn how to work with Large Language Models (LLM). What is required, to retain the integrity, authenticity, and use of data points and information in all our writing are the following:

- A. All content obtained through AI must be fact-checked for accuracy. Technology's tendency toward hallucination (i.e., deceptive data) results in student accountability for the AI output.
- B. AI content used must be cited properly, acknowledging the AI source.
- C. The student's tone of voice/personal writing style must be reflected in the content to not sound robotic or machine produced.

When in doubt, speak with the instructor for further guidance.

Team Exercises and Projects

Students are expected to contribute to team exercises and projects. This often necessitates time in and outside of the classroom. Team members should share contact information, clearly define roles and responsibilities, adhere to agreed-upon deadlines, ensure quality work and contribute equally. **Failure to do so can result in removal from the team and/or a grade of F for the assignment.**

Communication Between Students and Faculty

Communication between students and faculty at SHA must be managed through Boston University-supported platforms. Email is the preferred mechanism for communications between faculty, staff, and students. All students and faculty must check emails periodically for effective communication and dialogue. In times when email does not suffice, faculty can enable Pronto through the class Blackboard and will notify students accordingly. Phone calls or text messages/What's App between faculty/administrators and students - directly to cell phones - are to be used as a last resort, and only in case of emergency.

Course Support and Accommodations:

The Office of Disability Services is the only office that may grant accommodations for students. When a student needs a short-term release from an academic requirement and there is no clear disability involved, students may request clemency from their professors.

When students miss classes for legitimate reasons, instructors should try to make accommodations within reason. Clinicians at Student Health Services generally do not write excuse letters or emails advocating for a student who is requesting release from an academic requirement. Clinicians will provide a business card to the students as proof of a visit if needed.

According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day, shall be excused from any such examination, study, or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school.

BU Notice of Nondiscrimination

Boston University prohibits discrimination and harassment on the basis of race, color, natural or protective hairstyle, religion, sex or gender, age, national origin, ethnicity, shared ancestry and ethnic characteristics, physical or mental disability, sexual orientation, gender identity and/or expression, genetic information, pregnancy or pregnancy-related condition, military service, marital, parental, veteran status, or any other legally protected status in any and all educational programs or activities operated by Boston University. Retaliation is also prohibited. Please refer questions or concerns about Title IX, discrimination based on any other status protected by law or BU policy, or retaliation to Boston University's Executive Director of Equal Opportunity/Title IX Coordinator, at titleix@bu.edu or (617) 358-1796. Boston University's full Notice of Nondiscrimination is available at <https://www.bu.edu/policies/boston-university-notice-of-nondiscrimination/>.

Subject to Change Statement:

At the discretion of the professor, content and evaluation methods contained within this syllabus may be changed to accommodate the progress of the class. Please check Blackboard routinely for updates.

BU Paris Attendance Policy

Our study abroad program is subject to French student visa laws where an active student status is mandatory. As the sponsor of your visa, Boston University has the legal obligation to ensure that you comply with visa requirements. If you do not attend classes or your internship as required, you will be in breach of your visa and can be deported. Any student who does not comply with this policy may be sent home from the program at the discretion of the program director, and may, as a result, forfeit credit and program costs for part or all the semester.

Absences, tardiness and failure to complete assignments on time will impact your course participation grade.

ABSENCES

Please, be aware that this is an **intensive program** and that any absence means missing a substantial amount of a course, thus potentially penalizing your success in the course and impacting the course organization.

You are required to attend all your academic and professional obligations, which include:

- General Program sessions.
- Scheduled or rescheduled in-class sessions and mandatory outings.
- Internship workshops.
- EUSA meetings.
- Professional interviews and internship working hours.

If you cannot attend any of those:

- You should **notify buparis@bu.edu**, as well as your professor, EUSA and/or your internship supervisor **at the latest on the morning of your absence**.
- **You are fully responsible** for catching up on the information you missed, either by consulting online information, or by asking your classmates (***not your professor***).

ASSIGNMENTS

You are required to complete all assignments on time.

You will not get credit (grade for the assignment = 0/F) for:

- ***Unsubmitted*** written work.
- ***Absence*** for an exam or an oral presentation. *
- Written work submitted ***more than a week late***.
- Written work submitted ***after final exams***.
- ***Plagiarism***.

The penalty for late written assignment will be 1 point per day (including weekends) on the assignment grade.

** We leave it to the professor's discretion to decide whether you may reschedule the exam or presentation or replace it with a written assignment to be completed no more than two days after the absence.*

TARDINESS

- Both **arriving late and leaving class** before it ends are considered as tardiness.
- The professor reserves the right to **not admit** a tardy student to class.

There are **no withdrawals** from classes, the internship nor the internship course. **Students who do not complete a course on time will be given an F.**

PROPOSED CLASS CALENDAR

Classes will meet either at the BU Classroom or On-Site Locations. (Locations to be provided on Blackboard with updated schedule.) There will be a one-hour break for lunch during each class.

Class	Date & Time	Location	Class Content	Assignments Due	Project Milestones
1	Monday, May 19 10:30 am-4:30 pm	BU classroom.	Course overview and introduction to CEM.	Start reading The Ten Principles Behind Great Customer Experiences (chapters 1-3).	
2	Tuesday, May 20 10:30 am-4:30 pm	BU classroom morning. Afternoon site visit: possibly Chateau de Versailles.	Human-centered design and Experience Innovation.	Finish reading The Ten Principles Behind Great Customer Experiences (chapters 1-3).	

3	Wednesday, May 21 2:00-5:00 pm and 7:00-9:00 pm	BU classroom and evening site visit: possibly Les Chaises.	CEM mindsets, journey mapping, empathy mapping. CEM challenges.	Complete Quiz 1 on The Ten Principles Behind Great Customer Experiences (chapters 1-3). Site visit summary.	CEM challenge assessment.
4	Thursday, May 22 2:00-5:00 pm and 7:00-9:00 pm	BU classroom and evening site visit: possibly Raffles Royal Monceau.	Market research overview and in-class workshop time.	Start reading The Ten Principles Behind Great Customer Experiences (chapters 4-13). Site visit summary.	CEM challenge assessment.
5	Friday, May 23 10:30 am-4:30 pm and 6:00-9:00	BU classroom, evening site visit: possibly Hotel Plaza Athenée.	CEM challenge advancement.	Continue reading The Ten Principles Behind Great Customer Experiences (chapters 4-13). Site visit summary.	CEM market research.
6	Friday, May 30 1:30 pm-4:30 pm	BU classroom morning, site visit afternoon: possibly La Cuisine Paris.	CEM ideation and importance of prototyping and iteration.	Complete Quiz 2 on The Ten Principles Behind Great Customer Experiences (chapters 4-13). Site visit summary.	CEM ideation.

7	Friday, June 6 1:30 pm-4:30 pm	BU classroom morning, site visit afternoon: possibly Ritz Paris.	Building an experience-centric organization.	Site visit summary.	CEM refinement.



8	Friday, June 13 1:30 pm-4:30 pm	BU classroom.	Presentation skills and prep.		Presentation refinement.
9	Friday, June 20 1:30 pm-4:30 pm	BU classroom.	Rehearsal, presentation and course reflection.	Final CEM Challenge documentation.	

