Name of the SUBJECT	ECTS Credits
2.2 CUSTOMER-ORIENTED ORGANIZATION	**10 ECTS (250 hours), COMPULSORY**

Duration, format and temporal location within the study plan.

This subject will be taught throughout the second year of the degree.

Requirements

None

Languages

English

Basic competences

BC1. Students demonstrate possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

BC3. Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

Transversal Competences

TC01 - COOPERATIVE - Knowing the values of the community in which they live, respecting and valuing them. Pride of belonging to the community and to the profession. To analyse the repercussion that the actions will have on the environment. Be supportive and generous, and sacrifice for their environment. (Believe in the dignity of all people and work to achieve it or to prevent it from being undermined. Participate in community work or activities that help to overcome unjust situations. To see others with the same value that one gives to oneself.

TC04 - LIFELONG LEARNING - To be aware of the importance of lifelong learning and have a high degree of self-knowledge to identify and set their needs and goals using appropriate learning strategies. To act with self-confidence, be curious and self-manage the necessary tools and resources. Be able to de-learn, changing the knowledge of always to learn new things.

TC06 - **RESILIENT -** To face the changes and uncertainties that exist in the professional world and in society in general with a flexible attitude to what may come, to accept them and face them adequately. To face difficulties with rationality, understanding that things are not achieved at the first attempt, and that it is initiative and perseverance what gives results.

General / Personal Competences:

GC3 Is able to cooperate to achieve a joint goal, actively seeking to build a personal and professional network

GC5 Takes initiative and enthusiastically assumes responsibilities and challenges, seizing opportunities for change as personal and professional development

Specific / Professional Competences:

SC2 Knows and applies the tools, processes and methodologies for the organization, management and direction of the commercial and marketing function.

SC 10 Self-awareness - Builds and applies learning strategies for personal and professional growth.

Learning Outcomes

LO3_1 Recognises their weaknesses and strengths in their team and network relationships,assuming shared responsibilities.

LO3_2 Participates actively in their teams and networks, sharing concerns and building contextsof trust.

LO5_2 Values the positive side of the situations he/she deals with and adapts flexibly to uncertainsituations.

LO9_2 Understands and understands tools, processes and methodologies for the organisation,management and direction of the sales and marketing function.

LO17_3 Adapts to different team situations contributing to learning in and from the team.

Brief summary of contents

Understanding the customer centric organization:
-Global macro trends for the next five years
-Lifestyle trends: How global macro trends shape customer experienceBranding:
brand positioning, brand identity and brand architecture

Designing a customer centric business model:
-Value proposition design: Matching the value map with the customer profile
-Business Model design: 8 building blocks of a successful business model
-Customer Persona: Characterizing a segment personality, motivations and goals
-Customer Journey: Designing the relationship model with the customer

Delivering value to the customer:
-Product: Defining the problems solved by the company solution. MVP design
-Price: Business Model Patterns, price setting process and value based pricing
-Place: Omnichannel definition and accessibility
-Promotion: Storytelling and nurturing long -term relationship with the customer

Selling the value:
-Sales Skills: How to be a customer centric seller: Attunement, Buoyancy, and Clarity. What to do: Pitchin improvise and serve.
-Sales Plan B2B: Defining a value based sales plan: From the knowledge of the customer to Custom Relationship Management
-Sales Plan B2C: Neuromarketing: The two system of the brain and the six stimuli of the first system

Learning from metrics
-How to measure the customer experienceLinking
-KPIs to business decisions
-Data visualization and dashboards

Relationships for collaboration
Team Identity, Statements and Statements, Judgments, Feedback, Action Coordination Cycle,Belbin Roles

Training activities - Tools - Methodologies - Computer tools

Assessment activities

Challenge: A real challenge presented by a company involving all the subject of the module: From designing the business model of the business idea to identifying the metrics that needs to be reviewed for future improvements. The work will be consolidated into a final deliverable and presented at a pitching event.

Exam: Students need to apply some of the design thinking tools seen on the module to a particularcase study

Tools Days: Students need to apply all the design thinking tools seen on the module on different workshops, and present the results and conclusions of their work.

Methodologies

Challenge-based learning (10%): A real company present a real world challenges that the studentsneed to solve. This challenge involves all the subjects seen on the module.

Problem-based learning (15%): Students learn about a subject by solving an open-ended problem focused on a new business idea. The students build an idea from scratch, solving problems relatedto the subjects seen during the module.

Role Playing (5%): Selling-related didactic units are mostly learned from experience. Students facereal-life situation via role playing.

Mind Mapping (10%): Students visualize their learning at the end of each subject, focusing on theirown key ideas written on their own words

Case study (10%): Students need to make an in depth and detailed examination of a particular case related to the subjects seen on the module.

Project manager meetings and sprints (20%): To ensure that the challenge is well understood andthat the learning process is significant, meetings are scheduled with the project managers (facultymembers) In these sessions, the student also receive concrete feedback about their work, lookingfor areas for improvement.

Pitching (5%): Learning activities to enable the student to present their ideas concisely and convincingly, always focused on the customer problem and their value proposition

Team Work (25%): Challenge-based Learning and Problem-based learning activities are worked on teams. Students have time to reflect on how they are fulfilling the acquired commitments.

Tools

Design Thinking Templates: Tools related to Customer Experience strategy: Customer Persona, Customer Journey, Value Proposition Canvas, Business Model Canvas, Golden Circle 4ps templates: Tools related to the 4ps: how to design the product, price setting steps, structureof storytelling and delivery channel selection.

110 steps of communication (Trademark of David JP Philips) Tools used to reflect on the required skills to design and execute a good pitching.

Computer tools

Animaker: DIY video animation software. It allows to create animated videos using pre-built characters and templates.

Piktochart: A cloud-based application that allows students to easily create infographics.

Mentimeter: An interactive presentation software to interact with the students using real time voting

Google Forms: A web based app used to create forms for data collection purposes.

Canva: A cloud-based application used on the module to create social media graphics

PowerBI: A data and analytics reporting tool that helps the student bring together their data into reporting dashboards

Evaluation system

All subjects will be evaluated through the continuous assessment system through which constant information is provided to both teachers and students of the learning process throughout the academic period. As an indication, the criteria that will govern the evaluation system of the degree are as follows:

- Those training activities oriented to the acquisition of knowledge and in which individual study predominates may be evaluated with oral and/or written tests that will correspond to a maximum of 40% of the final grade.

- On the other hand, those training actions aimed at the acquisition of practical skills of the subjects will be evaluated through the completion of different activities (work, cases, solving challenges, etc.) corresponding to at least 60% of the final grade.

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Building a Storybrand: clarify your message so customers will listen, Donald Miller (2017)

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Learning from metrics:

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Relationships for collaboration

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- Echevarria, Rafael. La empresa emergente.
- Kofman, Fredy. Metamanagement