ADV/PR 378   Immersive Strategy Business

07729/08269

Fall 2023

CLASS MEETS: M/W 3:30-5, Room: CMA 3.116

Instructor: Sean McDonald

Office: Office hours: M/W 2-3, and by appointment

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TA: [name and how you prefer to be addressed]

Office: Office hours:

Email: [time, days]

Phone: and by appointment

Course Description

UNIVERSITY CATALOG COURSE DESCRIPTION:

We are at the intersection of new **T**echnologies + shifting human **eX**periences and **B**usiness disruption all co-mingling but not always in alignment. We call this BXT (Business | Experience | Technology). This intersection is ripe for Immersive experiences. Humans, not business have always adopted New technologies first (Web 3.0, Metaverse, Crypto, NFTs are underway). Business asking what is next? What matters? How do I attract and retain the talent to design and build Immersive experiences that humans expect?

WHAT WILL I LEARN?

MAIN SKILLS AND ATTITUDES TO BE DEVELOPED:

- Gain an understanding of how a business can adopt and adapt Immersive experiences and technologies to delight customers and retain employees

- Introduction into the language of business – metrics, buzzwords, and organizational structures. De mystify the language of business without going to business school.

- Solve business problems by applying the BXT (Business | Experience | Technology) framework

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• Intro into emerging technologies. Explore the relevant Technologies, we will learn from other brands about their Immersive journeys, and we will respond to business questions that are relevant in 2023.

LEARNING OUTCOMES

Blooms Taxonomy	Class will accomplish:
Create	Design an Immersive Experience that will accomplish: Awareness and take a measured action(s). The immersive experience will require a strategy, a forecast/financial plan to deliver the experience; and overview of technology used to build/deliver/track the experience
Evaluate	Other classmate's recommendations exposed in class discussion and in project work. What constitutes an Immersive Experience? What is a Business strategy that as a student I can recognize with some different sectors and brands? Evaluate ethical standards in cases – i.e., what price is too high? Is this a sustainable solution? What are relevant Technologies that can be leveraged to design and deliver an Immersive experience?
Analyze	Build critical thinking skills by analyzing facts presented in multiple cases that brands face in delivering differentiating experiences. A combination of qualitative and quantitative data will be available to students for them to determine what is relevant and supports their recommendation(s).
Apply	Apply frameworks (BXT, Porter's 5 Forces model) and critical thinking to help evaluate design, data, and arrive at a defensible recommendation of your ideas/solutions.
Understand	It is never enough to have a killer design, or throw technology at a problem, or a defensible business strategy. You need to strike the right balance across the three elements (B, X and T). Within the B, numbers are the language of business. Students will gain confidence applying numbers to their designs/solutions. Together we will show how and where a business can adopt and adapt Immersive experiences with technology to delight customers and retain employees. Explore the relevant Technologies, we will learn from other brands about their Immersive journeys, and we will respond to business questions that are relevant in 2023.
Remember	Not much memorization is needed. I look more for applying the concepts.

HOW WILL I LEARN?

The course has multiple formats. Lectures, Case Studies, Guest Speakers, Simulations, Team project. Application of the learning will be demonstrated via class participation, written assignments, simulations, and team project.

PRE-REQUISITES FOR THE COURSE:

None

Please come prepared (accomplish the readings) to discuss, challenge, and build on the classroom discussion. Share your insight, not just the obvious summary of the readings or restate what another student has already communicated. Use your airtime wisely. Challenge the information/assertion, not your fellow students. Bring your imagination.

Course Requirements

REQUIRED MATERIALS

Course Assignments and Schedule: A tentative course schedule is included below. The final course schedule will be posted through modules on Canvas.

Required: Please purchase the digital course pack from HBS publishing using the link in the assignment on Canvas. Everyone must purchase their own copy of the course pack. Please do not share copies of the course pack as this is a violation of the author's copyright and you must have your license for the material. You will not receive exercise scores if you are not licensed for the materials on which those exercises are based.

Required: *The Art of Immersion,* by Frank Rose

REQUIRED DEVICES

Laptop for quizzes and simulations

CLASSROOM EXPECTATIONS

Class attendance Plan to attend every class in person. If you are unable to attend, then please follow the absence policy

Class participation Your individual contribution will be evaluated by the instructor based on your participation during class discussions.

Some of general criteria for evaluating effective class contribution during class discussions include but are not limited to the following:

• Does the student make quality points? Note that your grade will not be a function solely of the amount of airtime you consume. Concise and insightful comments backed by analysis are required for higher scores.

• Does the student participate? For others to learn from your experience, you must participate - which means actively offering your insights and constructive criticism.

If you do not feel adequately prepared to participate in the discussion and do not want to be called upon, please let me know at the beginning of the class.

Contribute via Chatter: Use the Chatter link in Canvas to expand on a comment you were not able to bring up in class or to earn class contribution credit for a missed class.

Behavior expectations

- Be respectful of everyone's contributions.

- No open laptop computers will be permitted during our class other than times when, as part of a class activity, we specifically request use of a computing device. You are welcome to use iPads, tablets, smartphones, and any device that lays flat on the table during class, but no laptop computers or other devices with a screen that rises above the desktop. This policy is based on a body of research showing that students have a better learning experience and higher satisfaction when they don't use laptop computers in class. Please contact your instructor to request an accommodation if you have a unique situation which requires use of a laptop in class.

  - Students arrive on time. On time arrival ensures that classes can start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.

  - Students display their name cards. This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.

  - Students are fully prepared for each class. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.

  - Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

  - Students do not confuse the classroom for the cafeteria. The classroom is not the place to eat your breakfast tacos, wraps, sweet potato fries, or otherwise set up for a picnic. Please plan accordingly. Recognizing that back-to-back classes sometimes take place over the lunch hour, energy bars and similar snacks are permitted. Please be respectful of your fellow students and faculty in your choices.

  - Students minimize unscheduled personal breaks. The learning environment improves when disruptions are limited.

  - Technology is used to enhance the class experience. When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced using technology in class. Faculty will let you know when it is appropriate.

  - Phones and wireless devices are turned off. We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

ASSIGNMENTS AND GRADING

1. **Assignment 1. Class Participation.** *(20% of grade)*

   a. *Attendance is 7 points. Speaking and coming prepared is 8 points. Adding insight is 9 points. Absence is 0 points.*

   b. *Cases -when we are discussing a case, we will have a student open the case discussion with short synopsis and then class builds on the opening with personal insights.*

2. *Assignment 2*. **Multiple Written Assignments** *(25% of grade)*

   a. *Written submission on questions from* The Art of Immersion *readings (due at beginning of class)*

   b. *Written submission of questions from cases (due at beginning of class).*

3. **Assignment 3. Team Project** *(40% of grade) Research and prepare an immersion product or service, leveraging BXT framework. Submit a written and oral presentation.*

4. **Assignment 4**: **Simulations** *(15% of grade). There are two simulations we will be doing this semester.*

COURSE OUTLINE

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at utexas.instructure.com. Check this site regularly and use it to ask questions about the course schedule.

CLASS SCHEDULE

This is a tentative class schedule. Use the modules in Canvas for readings and assignment deadlines as Canvas will be updated, but this schedule will not. Additional readings will not be discussed in class and are intended as additional content for students interested in taking their own deeper dive into the course concepts.to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Class	Date	Class Topic	Readings	Assignments Due (24 hours prior to class date)
1	8/21	Course Introduction (syllabus and BXT) and class ice breaker	None	None

2	8/23	Intro to the Case Method	1. What is the Case Method? What's in it for You? 2. Farmers Dog Superbowl commercial (watch the commercial and research any facts you can find online about the success/failure of the commercial and the media spend.	
3	8/28	**The X.** What is an Immersive Experience?	1. IDEO: Human Centered Design Service Design 2. Article: How AR is Redefining Retail in the Pandemic	Prepare your written responses to: 1. How would you define an Experience Economy? 2. We all buy experience. Agree/Disagree. What is your evidence? 3. The Experience is the most important element for me to spend money on a product or service – Agree/Disagree.
4	8/30	Continue with Immersive Experience	Chapters 1 and 2 (The Art of Immersion)	Written questions on Chapters 1-2
5	9/6	Experience and Brand Case Study	Chase Sapphire: creating a millennial cult brand	
6	9/11	Students example of an Immersive Brand	Chapter 3 and 4 (Art of Immersion)	Written responses to questions from Chapters 3-4 Students submit their example of an immersive brand and why they say it is immersive.
7	9/13	The T. Technology overview	Meta Wars The Future Today: Technologies Every Leader Should Know About	

8	9/18	Web 3.0	Chapter 5 and 6 (The Art of Immersion)	Written responses to questions from Chapters 5-6
9	9/20	Case study	Case: Panda Base: Digital Transformation for Wildlife Conservation	Submit questions for guest speaker
10	9/25	Interviewing (Role Play)		
11	9/27	Guest speaker on Texas Immersive?		
12	10/2	**The B.** Demystify Business (Numbers and Strategy)		
13	10/4	Simulation: The Five Forces		
14	10/9	Workshop: Cannes Commercials		
15	10/11	Workshop: Cannes Commercials	Chapter 7 and 8 (Art of Immersion)	Written responses to questions from Chapters 7-8
16	10/16	Case Study	Case: Pokemon Go and the rise of AR/TV Gaming	Submit questions for guest speaker
17	10/18	Guest Speaker on Careers		
18	10/23	Simulation: Food Truck		
19	10/25	Bringing it All Together (The B, X, and T)	Case: Camera IQ and the Metaverse	Written response to questions from Camera IQ and the Metaverse
20	10/30	Summary of The Art of Immersion	Chapter 9 and 10 (Art of Immersion)	Written responses to questions from Chapters 9-10
21	11/1	Lemonade Stand Presentations		Lemonade Stand assignment
22	11/6	Lemonade Stand Presentations		
23	11/8	Team Presentation		

24	11/13	Team Presentation		
25	11/15	Team Presentation		
	11/20-25	Fall Break/No Classes		
26	11/27	Team Presentation		
27	11/29	Team Presentation		
28	12/4	Last day of class Course debrief		

Policies

CLASSROOM POLICIES

STATEMENT ON LEARNING SUCCESS

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person if you would like.

GRADING POLICIES

After receiving a score for anything in the course, you have 7 calendar days after the score is posted on Canvas to email a written request for review of the score to the instructor. Your request for scoring review must include your original submission and a detailed explanation as to specifically what you would like reviewed and why it should be reviewed. Scoring reviews may result in an increase or decrease in your score or no change. Any grade review pertaining to a team score must be submitted by the team based on consensus within the team and any score increase or decrease based on a review of a team score will apply to all team members. PLEASE do not ask for extra credit the last day of class – it won't happen.

Assessment will be awarded as follows:

1. **Assignment 1. Class Participation.** *(25% of grade)*

    a. *Attendance is 7 points. Speaking and coming prepared is 8 points. Adding insight is 9 points. Absence is 0 points.*

    b. *Cases -when we are discussing a case, we will have a student open the case discussion with short synopsis and then class builds on the opening with personal insights.*

2. *Assignment 2. **Multiple Written Assignments** (20% of grade)*

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LATE WORK

No Late work please. For emergencies/very special circumstances confer with Prof McDonald

ABSENCES

The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you know you will be absent in advance of a class, please inform the professor two weeks (or more) in advance.

RELIGIOUS HOLY DAYS

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

USE OF ARTIFICIAL INTELLIGENCE (AI)

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or

summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. You are fully responsible for the information you submit based on a generative AI query (such that it does not violate academic honesty standards, intellectual property laws, or standards of non-public research you are conducting through coursework). Your use of generative AI tools must be properly documented and cited for any work submitted in this course.

Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

SHARING OF COURSE MATERIALS IS PROHIBITED

Sharing of Course Materials is Prohibited: No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

FERPA AND CLASS RECORDINGS

Any class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

STUDENT RIGHTS & RESPONSIBILITIES

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. • Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT**. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise, you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: deanofstudents.utexas.edu/conduct

UNIVERSITY RESOURCES FOR STUDENTS

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

SERVICES FOR STUDENTS WITH DISABILITIES

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). diversity.utexas.edu/disability/about

COUNSELING AND MENTAL HEALTH CENTER

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. cmhc.utexas.edu/individualcounseling.html

STUDENT EMERGENCY SERVICES:

If at any time you experience an emergency that necessitates your absence from a class requirement (e.g., attendance, assignment submission, or exam), please report your circumstances and absence via the Student Emergency Services website: deanofstudents.utexas.edu/emergency

IMPORTANT SAFETY INFORMATION

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, operations.utexas.edu/units/csas
Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: emergency.utexas.edu

YOUR PROFESSOR

Sean McDonald

Sean has reinvented himself every few years. Sean began his career (1986) in the US Navy, where he attained the rank of Lieutenant serving in the first Gulf War and humanitarian missions in post-Soviet era. Sean was recognized for his innovation and leadership with the Navy Achievement Medal and the Navy Commendation Medal. Sean left the US Navy and returned to The Universiry of Texas at Austin to pursue a MBA.

After completing his MBA, Sean spent 12 years as an executive with Dell, Inc. He was pioneer in Dell's consumer market and help grow the business to $4B and gain #1 market share . Sean grew his digital skills in Dell.com, operating new commerce and support technologies to deliver a richer user experience. Sean led Dell's product marketing teams across desktops and laptop brands.

In 2009, Sean left Dell to start Ant's Eye View, a boutique customer experience consulting practice. After 3 years, PwC purchased Ant's Eye View to establish a hybrid digital/creative practice.

From 2012-2023 while at PwC, Sean was a partner in the Experience Center, the combination of Business, Experience, and Technology – all applied to solve today's challenges across industries in areas of marketing and customer experience. Sean retired from PwC in June 2023 to focus on teaching at The University of Texas at Austin, and establish a solo private consulting practice (8 Days LLC).

Sean received his BBA (Finance/Intl Business) and MBA (Marketing, Entrepreneurship) from The University of Texas at Austin. Sean is married to Liz Rescia, and have called Austin home since 1993. Sean enjoys travel, fine dining/wine, The Beatles, and Batman.

linkedin.com/in/seanmcdonald