



ADV 378 Immersive Strategy Business

UNIQUE NUMBER

Spring 2023

CLASS MEETS: TBD

Instructor: Sean McDonald

Office:

Office hours: TBD

Email:

[time, days]

Phone: 512.983.4321

and by appointment

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, buzzword bingo, 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
- 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.



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LEARNING OUTCOMES

- Explore and apply BXT (Business | Experience | Technology) framework to evaluate and plan your Immersive project
- Critical thinking
- Comfort with numbers, the language of business, to justify your recommendations

HOW WILL I LEARN?

The course has multiple formats. Lectures, Case Studies, Guest Speakers. Application of the learning will be demonstrated via class participation, team project, and final exam.

PRE-REQUISITES FOR THE COURSE:

None

HOW TO SUCCEED IN THIS COURSE:

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 air time 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: *Art of Immersion*, by Frank Rose

REQUIRED DEVICES

None

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.



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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 are able to 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. Much of the learning in the Texas MBA program takes place during classroom discussions. 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.
 - Students attend the class section to which they are registered. Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience and safety.



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- 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 by the use of 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

1. **Assignment 1 Class Participation.** (35% of grade)
 - a. *Book club, every week, a student will present a chapter of The Art of Immersion*
 - 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*
 - c. *Attendance*
 - d. *Bingo Card exercise*
 - e. *Occasional quiz*
2. **Assignment 2** (Team project. Research and prepare an immersion product or service, leveraging BXT framework. Submit a written and oral presentation.
Description (40% of grade)
3. Assignment 3: Final Exam (25%)

GRADING FOR THIS COURSE

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

| Assignments | Point Possible | Percent of Total Grade |
|-------------|----------------|------------------------|
|-------------|----------------|------------------------|



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|---|--|-----|
| 1. Class participation - active discussion on cases, and team presentations, occasional quiz, book club | | 35% |
| 2. Team project | | 40% |
| 3. Exam | | 25% |

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. A key to the readings follows this schedule. 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 | Day | Class Topic | Readings | Assignments Due |
|-------|------|-----|---|---|------------------------------------|
| 1. | | | Course Introduction and Class ice breaker | | |
| 2 | | | The X. What is an Immersive Experience? | Chapter 1 (Art of Immersion) | |
| 3 | | | The Art of the Case Study | Lemonade Case. Chapter 1 What is the Case Method? | |
| 4 | | | Lemonade Presentations | | |
| 5 | | | Legacy Brands going Immersive | TBD | |
| 6 | | | Case study of Immersive Brand | Chapter 2 (Art of Immersion) | |
| 7 | | | The T. Technology | TBD | |
| 8 | | | Digital Currency/NFTs | Chapter 3 and 4 (Art of Immersion) | |
| 9 | | | Blockchain/DAO | Chapter 5 and 6 (Art of Immersion) | |
| 10 | | | Tech Case study | | Submit questions for guest speaker |
| 11 | | | Guest speaker | TBD | |
| 12 | | | The B. Demystify Business | Chapter 7 (Art of Immersion) | |



| | | | | |
|----|--|---|--------------------------------------|------------------------------------|
| 13 | | Profit v. Social (how will Immersive help?) | Chapter 8 and 9 (Art of Immersion) | |
| 14 | | Case Study of the B | TBD | |
| 15 | | Bringing it All Together (The B, X, and T) | Chapter 10 and 11 (Art of Immersion) | Submit questions for guest speaker |
| 16 | | Guest Speaker on Careers | Chapter 12 and 13 (Art of Immersion) | |
| 17 | | Team Presentation | | |
| 18 | | Team Presentation | | |
| 19 | | Team Presentation | | |
| 20 | | Team Presentation | | |
| 21 | | Team Presentation | | |
| 22 | | Final Exam | | |
| 23 | | Course debrief and Career Discussion | | |

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.



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Assessment will be awarded as follows:

1. Classroom participation on cases and topic discussions (includes verbal and written contributions) -35%
2. Team project - write and present Immersive plan - 40%
3. Exam - 25%

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 in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

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 well 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.



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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



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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.



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- 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.

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 progressive digital practice.

Over the 10 years at PwC, Sean is 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 received his BBA (Finance) 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](https://www.linkedin.com/in/seanmcdonald)