

Structure of Document

To help structure and map out your course, while also maintaining important details related to delivery, this document is made up of three elements:

- *Course Details; and,*
- *Course Storyboard.*

Please navigate through all three elements as you work your way through the course development process.

Course Details

Please enter the details of your course in the table below, providing as much information as possible.

Course Title (as it is in Settings):	Customer Insights Amid Disruption 2024
Degree Program (i.e., AMBA/EMBA/HBA/MBA/MSc):	AMBA 2024
Academic Year:	2022-2023
Start and End Dates (e.g. Jan. 1, 2024 – Apr. 30, 2024)	Jan. 11, 2022 – Apr. 30, 2023
Course Summary	Every organization can benefit from a better understanding of customers. In Customer Insights Amid Disruption, students will learn the links between customers, marketing strategy, performance, and learn all of this in the context of digital and strategic disruption.
Link to Project OneDrive (if applicable)	Link to Project OneDrive
Course Leader/SME:	Miranda Goode
Other Course Leaders/Builders/Admin:	Lina Gallego, Philippe Wodnicki
Number Of and Names of Class List Groups (e.g. Learning Team 1, Learning Team 2, etc.; Total = 10 Groups)	Learning Team 1, Learning Team 2, Learning Team 3, Learning Team 4, Learning Team 5, Learning Team 6, Learning Team 7, Learning Team 8, Learning Team 9, Learning Team 10 Total = 10 Groups

Link to the Screen Recording of the Course in Panopto:

<https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=3e08545f-bd2b-49df-a963-b16a0151373a>

Course Overview (Syllabus)

Please input the items in the table below. If some items are not applicable, please remove the row from the table or leave it blank.

Course Introduction:	<p>Welcome to customer insights amid disruptions!</p> <p>Every organization can benefit from a better understanding of customers. In Customer Insights Amid Disruption, students will learn the links between customers, marketing strategy, and performance, and learn all of this in the context of digital and strategic disruption.</p>
Course Aims:	<p>The course objectives are:</p> <ol style="list-style-type: none">1. To understand the marketing opportunities provided by digital disruption and the availability of Big Data and to learn how to assess and value data as a strategic asset;2. To learn how to design and implement online content strategies to shift consumer behaviour;3. To understand various sources of customer intelligence and customer centricity, and how data analytics, machine learning, and other disruptive technologies allow marketers to succeed; and,4. To explore how digital disruption challenges traditional B2B business models, and shifts the dynamics between brands, retailers, and consumers in B2C markets.
Course Learning Outcomes:	<p>Understanding the strategic opportunities (and threats) from digital disruption for the firm's relationships with its customers.</p>
Contribution:	<p>All online activities will be considered in determining your course contribution grade. As well, all activities will close the Thursday at 11:59PM before each session's associated face-to-face class.</p> <p>Please note that any video submissions will be hosted on Dacast under an account controlled by insendi, our third-party software vendor.</p>
Course Outline:	<p>Please review the rest of the course syllabus in the document below.</p> <p>AMBA CIAD Course Outline 2024</p>

If you have any questions, please contact me by email.

Assignments

Please map out your assignments below and provide as much information as possible to ensure they are delivered correctly. Additionally, if possible, please organize them in this document according to how you want them organized in your course (e.g., if Assignment One is the first assignment, please put it as the first table).

Grading Component Scheme and Information:

I strive to evaluate all available information in order to arrive at a final grade that fairly reflects the student's demonstrated capability in dealing with and understanding the course content. Evidence of this capability comes through classroom contribution, online assignments, reports, and other vehicles that may be used throughout the course.

The grade in this course is a composite of contribution, individual assignments, and an integrated topic presentation. I will assign your grades for written and non-written work based on the following:

Assignments Overview:

Component	Weight (= 100%)
Individual Online and In-Class Contribution	35%
Assignment One: Individual Case Analysis – Marlow	20%
Assignment Two: Individual Simulation and Reflection: Customer Centricity	15%
Assignment Three: Team Presentation	30%
Total	100%

Assignment Name:

Online and In-Class Participation (35%)

Open Date:

N/A

Due Date:

N/A

Type of Assignment:

Participation grade

Shared Submissions (Y/N; in sendi only):	N
Special Instructions:	<p>Both your online and in-class contributions are graded on this course.</p> <p>You are expected to help build a social and collaborative learning environment. Please find the criteria against which you will be measured below.</p> <p>Outstanding Contribution (90-100%)</p> <ul style="list-style-type: none"> • Contributes at the highest levels to online and in-class discussions; • Contributions indicate thorough preparation; • Contributions reflect careful attention to the ongoing discussion; • Contributions include strong follow-up comments and questions; • Helps integrate concepts with other subjects; • Frequently explains difficult points or concepts; • Provides sustained strong support to enrich online and classroom learning; • Builds and develops outstanding arguments for a position. <p>Excellent Contribution (80-89%)</p> <ul style="list-style-type: none"> • Contributes frequently to online and in-class discussions; • Contributions indicate careful preparation; • Contributions reflect attention to and consideration of the ongoing discussion; • Explains difficult points and concepts; • Helps guide online and class discussions; • Regularly builds and develops strong arguments for a position. <p>Good Contribution (70-79%)</p> <ul style="list-style-type: none"> • Contributes fairly regularly to discussions, but primarily in the beginning of the in-class or online preparation sessions; • Contributions indicate consistent preparation; • Contributions reflect thoughtful responses to ongoing online or class discussions; • Raises questions that help focus on difficult points or concepts; • Occasionally builds reasonable arguments for a position.

	<p>Fair Contribution (60-69%)</p> <ul style="list-style-type: none"> • Contributes irregularly to online and in-class discussions; • Gives occasional indication of preparation; • Rarely builds on the ongoing online or in-class discussion. <p>Poor Contribution (50-59%)</p> <ul style="list-style-type: none"> • Contributes rarely to online or in-class discussions; • Gives little indication of preparation and thought; • Does not aid in providing a positive atmosphere for meaningful online or in-class discussion. <p>Unsatisfactory Contribution (0-49%)</p> <ul style="list-style-type: none"> • Almost never contributes to online or in-class discussions; • Gives minimal indication of preparation or thought; • Actively inhibits or impedes the course of online or in-class discussions; • Misses a significant number of class sessions.
--	--

Assignment Name:	Assignment One (20%): Individual Case Analysis – Marlow
Open Date:	N/A
Due Date:	Feb. 20, 2023 23:59
Type of Assignment:	File upload
Shared Submissions (Y/N; in sendi only):	Y
Special Instructions:	<p>‘Shared submissions’ toggled on; ‘Contribute first’ toggled on; ‘Allow reset’ toggled on; 150 Mb file size limit</p> <p>Activity explanation: Prepare a slide deck distilling your analysis and</p>

	<p>recommendation into an "elevator pitch". The slide deck should showcase the critical details of your comprehensive communication plan indicating which consumer groups Marlow should focus their efforts, the benefits that should be central in the communication messaging, and how the \$50,000 communications budget should be deployed to achieve a revenue goal of \$200,000.</p> <p>Share your recommendation, with analysis, using no more than three PowerPoint (or other presentation software) slides, uploaded as a PDF. Qualitative and quantitative analyses must be present in your report. The slides should be structured such that Marlow's investors would look forward to reading the full management report that Ladak is preparing.</p> <p>After you have submitted take some time to review each other's PowerPoint 'elevator pitch' slide decks.</p>
--	---

Assignment Name:	Assignment Two (15%): Individual Simulation and Reflection Grade
Open Date:	N/A
Due Date:	Mar 23, 2023 23:59
Type of Assignment:	File upload
Shared Submissions (Y/N; insendi only):	N
Special Instructions:	<p>'Allow reset' toggled on; 150 Mb file size limit</p> <p>Activity explanation: Think back on what you have learned from the simulation. What, if anything, would you do differently, and why? Focus on what you learned, overall, and avoid giving a play-by-play analysis of your decisions. Can you apply any of your learnings to your past or current work experiences?</p>

	<p>Your file upload should be no more than ONE page, single-spaced, 12 pt Times New Roman, in Word (.doc, .docx) or PDF format.</p> <p>The simulation reflection is part of your overall simulation grade.</p> <p>As well, you will be able to review your grades for the simulation here.</p> <p>You can find your grades for your participation in the simulation here. These reflect your performance in the simulation and your personal learning reflections.</p>
--	--

Assignment Name:	Assignment Three (30%): Team Presentation
Open Date:	N/A
Due Date:	Mar. 29, 2023 23:59
Type of Assignment:	File upload
Shared Submissions (Y/N; insendi only):	N
Special Instructions:	<p>'Group activity' toggled on; 'Allow reset' toggled on; 150 Mb file size limit</p> <p>Activity explanation: Instructions Overview</p> <ol style="list-style-type: none"> 1. As a Learning Team, select one journal article from the list provided in the threads below. Please choose an article that interests your Learning Team and/or that would be useful to your current/future work situations. 2. Select an article by commenting in the corresponding article thread that the article has been chosen by your Learning Team. Please also indicate your Learning Team number, found under the class list tab of insendi. Once you have an article, you cannot change your selection. Article selection happens on a first-come-first-serve basis. 3. Prepare and deliver a 10-minute presentation. Please upload your presentation

within this assignment, prior to our in-class session 6 class. Ideally, you will aim for one slide per minute, but please adapt this rule-of-thumb to maximize presentation impact.

For DETAILED instructions, please see document provided below.

[insert [Team Presentation Instructions](#)]

Course Storyboard

Storyboard Key

Using the legend below, the Course Structure Map, and the outline above, begin to develop your storyboard in more detail. The legend below will help guide you with inputting elements throughout your course.

Note: *it is extremely important that you use this legend as accurately as possible. This will ensure that the building process is smooth and that the LEC understands all elements included in the course to be able to build it correctly.*

Narrative Text	This appears in black and should be present before and after any activity, video, or assignment. This is the “teacher talk” - the space where you can make connections, underscore key points, or guide learners through the material. The Learning Experience Designer (LED) will help guide this.
Developer Settings	These should be as detailed as possible and include: <ul style="list-style-type: none">- Minimum number of posts (students see x number of posts before all students get to see all submissions)- Dates specified (Start dates, end dates)- Shared submissions and contribute first (students contribute to see the other student submissions)- Word count limitations
Delivery or Pre-Delivery Notes	These could be notes for actions a faculty assistant might complete while the course is running. They might also note milestones which require support from delivery teams. These will appear in black, but you can often find them in video boxes or activity boxes.
Videos	These will appear with a blue header box. The Subject Matter Expert (SME) will work with the LED to script the videos and detail any media requirements in advance, allowing the SME to focus on the presentation skills during their time in the studio.
Instructions for Media	This will appear in red. The LED will help craft the media by indicating where animations, additional stock footage, graphics, or text should be inserted in videos.
Assignments	These will appear with a yellow header box and apply for assessed activities, in addition to stand-alone assignments. The LED will ask for any details regarding the assignment.

Activities	These will appear with a light green header box. The LED will ask how student activities should function in the course.
Readings/Cases/Extra Resources	These will appear with a red header box. The LED will record any specified materials that will require the help of Ivey Publishing or Western Libraries.
Bespoke Development Work	These will appear in a purple box. The LED will discuss and design options for innovative development work which is unique to any course.
@FACULTY	Directed and highlighted messages mean there are outstanding actions to address and resolve.
@LED	These are items that the LED must address.

Session 1: Big Data Disruption

1.1 - Introduction

Screen/Page Summary	Anticipated time
Students are introduced to the topics and learning outcomes for this session.	5 minutes

[title heading] Welcome to Customer Insights Amid Disruption!

In this first presentation, Professor Miranda Goode will outline the learning outcomes for this session.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=988a753b-fd26-4c7d-bb38-aedf010fb40c&start=0>

Video Code: 20211129-Miranda Goode-1.1-D02

Video Title: Introduction to Customer Insights and Disruption



Below are the learning objectives for this session. At the end of the session, we will return to these to reflect on your progress.

Activity Type: Learning outcomes

Title of Activity:

Developer Settings:

Delivery Notes:

Activity explanation: Please consider the learning outcomes for this session.

Question: By the end of this session, you will be able to:

- Understand the marketing opportunities provided by the disruptive availability of Big Data;
- Assess and value data as a strategic asset; and,
- Design and implement online content strategies to shift customer behaviour.

To begin, I'd like you to consider the impact of Big Data on your industry.

1.2 – Big Data and Disruption

Screen/Page Summary	Anticipated time
Students consider how Big Data currently disrupts both their industry and the marketing industry, as well as and possible future impacts and challenges.	35 minutes

[title heading] Big Data & Organizations

Let's start by thinking about what Big Data is and why organizations use it.

For many years, companies have been using the data gained from their customers in order to uncover valuable insights and trends. Why? If you can identify the preferences of your customers, then you can market in smarter and more directed ways and help your business innovate in line with their needs.

Big Data analytics step this up through the use of specialized systems and software. The increased speed and efficiency of gathering and analyzing vast amounts of data means that companies can work faster, stay agile and improve their competitive edge.

Please watch the following presentation where Professor Cotte examines Big Data in marketing and the challenges associated with it.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=ca5186d8-875c-408c-bd65-aedf010edf6b&start=0>

Video Code: CID02

Video Title: The Disruptive Nature of Big Data



Check out Tyler Vigen's [Spurious Correlations](#) (Spurious Media LLC) if Professor Cotte piqued your curiosity when talking about the issues with correlations.

On the next screen, the integration of traditional and newer functions in marketing and its potential problems are discussed.

1.3 – Agile in the Consumer-Goods Industry

Screen/Page Summary	Anticipated time
Students discuss the integration of traditional and newer functions in marketing.	30 minutes

[title heading] Encouraging Growth and Innovation

How can companies encourage growth and innovation whilst continuing to drive value? Many start-up companies have developed agile ways of working, with impressive results; however, it is important to adhere to some traditional roles, functions and capabilities.

Please complete the reading below. It addresses the balance required in order to successfully apply agile ways of working in the consumer-goods industry.

Activity Type: Reading
Developer Settings: Core
Pre-delivery Notes: Reading type: Article

[Raphael Buck, Alex Harper, Julie Lowrie, and Sara Prince, "Agile In The Consumer-Goods Industry: The Transformation Of The Brand Manager," McKinsey & Company \(April 2019\), accessed November 30, 2020, https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/agile-in-the-consumer-goods-industry-the-transformation-of-the-brand-manager](https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/agile-in-the-consumer-goods-industry-the-transformation-of-the-brand-manager)

Once you have considered the reading and its key points, take some time to reflect. Can you see any issues with the approach described?

On the next screen, the Customer Centricity Simulation will be introduced — a chance for you to start putting your ideas into practice in a realistic setting operating as a Chief Marketing Officer.

1.4 – Customer Centricity Simulation: Round One

Screen/Page Summary	Anticipated time
Students complete the first round of the Customer Centricity simulation.	40 minutes

[title heading] Customer Centricity Simulation

Below is an introduction to Peter Fader's Customer Centricity simulation, which you will engage with throughout these online preparation sessions. Please note, the simulation accounts for 15% of your overall grade for this course. Please take your time before submitting your work each round.

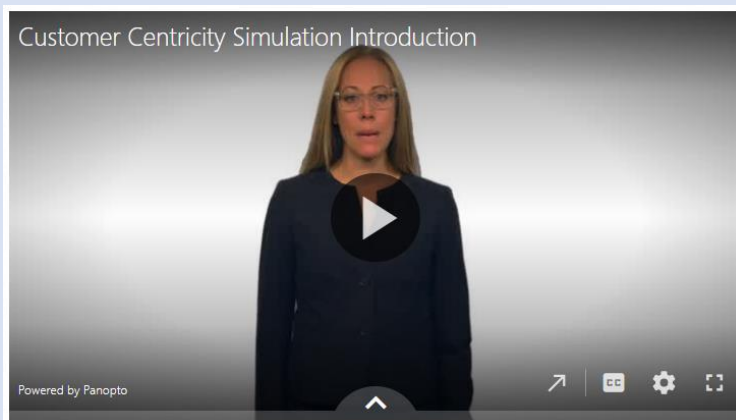
The simulation gives you the opportunity to apply the theories we discuss in a realistic and interactive setting. It is an immersive role-playing game, where you must put yourselves in the shoes of the Chief Marketing Officer of a struggling company and implement an effective customer centric business model.

Watch the presentation below for more details.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=59b51dde-a513-4717-bf24-aedf010fbddf&start=0>

Video Code: 20211129-Miranda Goode-1.4-D01

Video Title: Customer Centricity Simulation Introduction



Let's start with round one of the simulation! Keep in mind, you will be able to see the deadline on each simulation by checking the activity.

Activity Type: Explanatory text

Title of Activity: Customer Centricity Simulation Round 1

Developer Settings: End date: Jan 20, 2023 23:59

Delivery Notes:

Once you receive the link for the Players Prepare phase (posted in the Newsfeed), please follow the instructions to log in and look around. You will receive a second notice when it is time to make your first decision, that is, when we move into the Play and Debrief phase. I would recommend bookmarking this link in your browser.

Play the simulation using the link in the newsfeed post. Let's begin the simulation with playing round one. Players should read and view all of the information about the simulation before beginning, and read the news carefully each year before entering any decisions.

You will be graded on your overall performance in the simulation, plus the learnings you gained from it, as reflected in the individual reflection paper you will submit at the conclusion of the simulation.

Thank you for completing the first round of the simulation! On the next screen, you will explore the case, Gap Inc.

1.5 – Case Preparation

Screen/Page Summary	Anticipated time
Students will read the Gap Inc. case and prepare for the class discussion.	2 hours, 40 minutes

[title heading] Case Preparation: Gap Inc.

Now that you have had an overview of Big Data and methods to gain an edge in your company's market, consider a real case where Big Data has been used to take advantage of a rapidly changing industry.

Please read the case below.

Activity Type: Reading Developer Settings: Core Pre-delivery Notes: Reading type: Case
Ayelet Israeli and Jill Avery, Predicting Consumer Tastes with Big Data at Gap, (Boston, MA: Harvard Business School Publishing, May 30, 2017), 27. Product no. 517115.

Please prepare the case using the following questions as your guide to prepare for our face-to-face class (synchronously).

Activity Type: Information box Title of Activity: Developer Settings: Blue box Delivery Notes:
Case Preparation Questions: <ol style="list-style-type: none">1. Was Peck correct in firing his creative directors and replacing them with a Big Data-driven creative process? Why or why not?2. Does the Big Data approach work for all three of Gap Inc.'s primary brands (Old Navy, Gap, Banana Republic)? Why or why not?3. Should Peck allow Gap Inc.'s brands be sold on Amazon? Why or why not?4. What is your assessment of Product 3.0? How would you improve it?

[title heading] Session Review & Learning Outcomes Logistics

Great work on completing this session! AFTER we have our class together, please return to the next screen, Session Review & Learning Outcomes, and complete the Learning outcomes activity reflecting on both the online and in-class material. This will allow me to ensure you understood the learning outcomes of the session.

On the next screen, you will find a recap of the content covered in this session.

1.6 – Session Review & Learning Outcomes

Screen/Page Summary	Anticipated time
Students review the concepts explored in this session. Students complete the learning outcomes activity AFTER our in-class session.	5 minutes

[title heading] Session Overview

The effective use of Big Data is crucial to succeed in your target market. Not only will companies be able to make informed business decisions, they will also be able to stay in step with their customers by gaining insights into trends and rapidly evolving customer preferences.

To recap, in Session 1, we spent time understanding:

- How data works; how it can help us focus on customers, and how it can facilitate disruption.
- How the use of data has evolved in marketing and how this differs between business-to-business customers and consumers.

You should now have a clearer sense of the limitations and challenges of Big Data, but also a sense of the massive customer opportunities provided.

[title heading] Learning Outcomes

Please take some time to review the learning outcomes and consider your progress against them AFTER BOTH the online and in-class session.

Activity Type: Learning outcomes Title of Activity: Developer Settings: 'Feedback mode' toggled on; 'Ask if the estimated timings were accurate' toggled on; 'Ask if the estimated timings were accurate' toggled on Delivery Notes:
Question: Do you feel that you can now do the following? <ul style="list-style-type: none">• Understand the marketing opportunities provided by the disruptive availability of Big Data;

- Assess and value data as a strategic asset; and,
- Design and implement online content strategies to shift customer behaviour.

Feedback: Thanks for your submission.

In the next session, we will build upon what we have already learned by considering digital transformation and its effect on the behaviour of consumers.

Session 2: Digital Transformation and Customers

2.1 - Introduction

Screen/Page Summary	Anticipated time
Students are introduced to the topics and learning outcomes for this session.	5 minutes

[title heading] Introduction to Session 2

During this session, we will focus on a range of online content strategies and consider how they play a key part in shifting consumer behaviour.

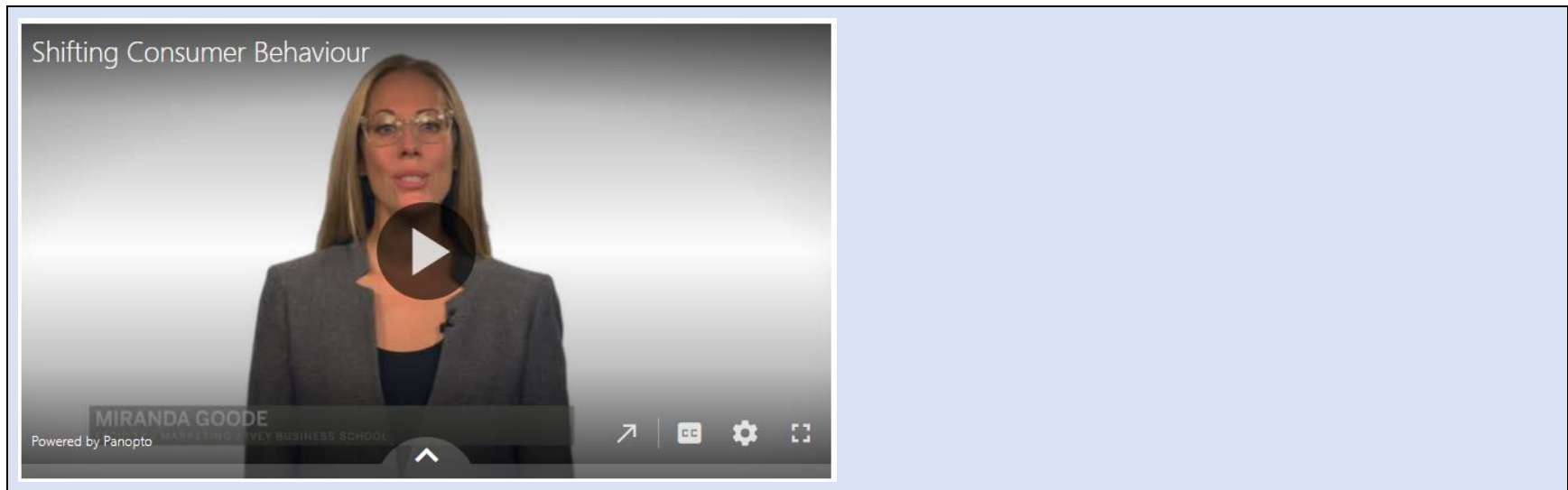
The online marketplace is extremely competitive. Businesses must understand the significant role that web experience components have in their customers' decision-making process in order to deliver the most attractive online presence.

In the next presentation, the main objectives for this session are outlined.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=73666541-ef40-4108-9b63-aedf010fc3cf&start=0>

Video Code: 20211129-Miranda Goode-2.1-D02

Video Title: Shifting Consumer Behaviour



Here are the learning outcomes for this session. Please take a moment to read through them to help direct your study time.

Activity Type: Learning outcomes

Title of Activity:

Developer Settings:

Delivery Notes:

Activity explanation: Please consider the learning outcomes for this session.

Question: By the end of this session, you should be able to:

- Understand how marketing strategies influence the behaviour of consumers; and,
- Understand and implement online strategies to shift consumer behaviour.

To kick off this session, take part in round two of the simulation.

2.2 – Customer Centricity: Round Two

Screen/Page Summary	Anticipated time
Students complete round two of the simulation.	35 minutes

[title heading] Simulation Round 2

Please complete round two of the simulation to build upon your experience gained in round one.

Activity Type: Explanatory text

Title of Activity: Customer Centricity Simulation Round 2

Developer Settings: End date: Jan 23, 2023 23:59

Delivery Notes:

Play the simulation using the link in the newsfeed post. Read all the CRM and other information you have and make a thoughtful decision about what to do next. Read the news carefully each year before entering any decisions.

What has changed since round one? Are you noticing any trends yet?

On the next screen, we will look closely at effective online strategies for customer engagement.

2.3 – Online Content Strategies

Screen/Page Summary	Anticipated time
Students learn about online strategies and techniques to create frictionless content.	15 minutes

[title heading] Online Content Strategies

In the following presentation, you will spend time once again with Professor June Cotte. She will discuss ineffective online content strategies and share her thoughts on why they are not successful using the metaphor of friction. This is a useful metaphor!

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=a34c9d30-fcb9-4b3a-8e36-aedf010ee6b3&start=0>

Video Code: CID06

Video Title: Online Content Strategies



On the next screen, we will go one step further by learning how to transform your research and insight about your industry's consumers into a perceptual model of customer beliefs.

2.4 – Consumer Belief Models

Screen/Page Summary	Anticipated time
Students learn about perceptual models before creating and submitting their own.	35 minutes

[title heading] Consumer Belief Models

Now that you have learned about collecting and interpreting data across all digital modes as a strategic asset, we will next explore methods of conveying complex information in clear models and frameworks. That is, once we have all this complex data about our customers online, we have to figure out a way to represent it and use it. To begin, please read the document below.

Activity Type: Reading Developer Settings: Core Pre-delivery Notes: Reading type: Article
Kimberly A. Whitler and Jude Hammerle, Exercise: Creating a Model of Consumer Beliefs, (Charlottesville, VA: Darden Business Publishing, December 19, 2016), 3. Product no. UVAM0893.

Now, create your own segmentation model relevant to your industry.

[highlight in yellow] **Please ignore the assignment questions in the reading.** Instead, choose a consumer product or a business-to-business product that you are familiar with.

Create a segmentation model depicting consumer segments/groups in your industry that uses two psychographic characteristics (such as a lifestyle, personality, etc.), not the easier — but sometimes less-useful — demographic characteristics. Or, to really challenge yourselves, use dimensions related to online customer preferences and behaviours.

Activity Type: Image tile activity Title of Activity: Developer Settings: 'Shared submissions' toggled on; 'Contribute first' toggled on; 'Allow reset' toggled on Delivery Notes:
Activity explanation: After you upload your submission, you will be able to view your peers' submissions.

Question: Upload your map here.

Feedback: Great examples everyone!

In the next screen, we will explore the Dollar Shave Club case.

2.5 – Case Preparation

Screen/Page Summary	Anticipated time
Students will read the Dollar Shave Club case and prepare for the class discussion.	2 hours, 40 minutes

[title heading] Case Preparation: Dollar Shave Club

In the following case, we will learn about a start-up that has disrupted the multi-billion dollar shaving industry. How did the Dollar Shave Club surpass 3.5 million members and generate more than US\$200 million by the end of 2016, with only 190 employees? Please read the case below.

Activity Type: Reading
Developer Settings: Core
Pre-delivery Notes: Reading type: Case

Jamie Anderson, Karin Kollenz-Quétard and Nader Tavassoli, Dollar Shave Club: Disrupting the Shaving Industry, (London, UK: London Business School, July 1, 2018), 12. Product no. LBS150.

Please prepare the case using the following questions as your guide to prepare for our face-to-face class (synchronously).

Activity Type: Information box
Title of Activity:
Developer Settings: Blue box
Delivery Notes:

Case Preparation Questions:

1. What is Dollar Shave Club's value proposition? How does it differ from Gillette's?
2. In which ways is Dollar Shave Club's business model a disruptive one?
3. What are the strategic options open to Gillette in responding to Dollar Shave Club? Which would you pursue? Why?
4. Why would Unilever spend US\$1 billion to acquire loss-making Dollar Shave Club?

[title heading] Session Review & Learning Outcomes Logistics

Great work on completing this session! AFTER we have our class together, please return to the next screen, Session Review & Learning Outcomes, and complete the Learning outcomes activity reflecting on both the online and in-class material. This will allow me to ensure you understood the learning outcomes of the session.

On the next screen, there will be a recap of what we have covered in this session.

2.6 – Session Review & Learning Outcomes

Screen/Page Summary	Anticipated time
Students review the concepts explored in this session. Students complete the learning outcomes activity AFTER our in-class session.	5 minutes

[title heading] Session Overview

As you have seen throughout this session, particularly in the Dollar Shave Club example, it is possible for a start-up to become a dominant player in an industry. They are able to accomplish this by shaping a business model around shifting customer behaviour using online content and a smooth, totally digital customer experience.

In this session, we explored online strategies for gathering customer data and creating strategies to optimize the online customer experience. You should be starting to develop your own ideas/principles related to designing disruptive online customer experiences that deliver sustainable value.

[title heading] Learning Outcomes

Please take some time to review the learning outcomes and consider your progress against them AFTER BOTH the online and in-class session.

Activity Type: Learning outcomes Title of Activity: Developer Settings: 'Feedback mode' toggled on; 'Ask if the estimated timings were accurate' toggled on; 'Ask if the estimated timings were accurate' toggled on Delivery Notes:
Question: Do you feel that you can now do the following? <ul style="list-style-type: none">• Understand how marketing strategies influence the behaviour of consumers; and,• Understand and implement online strategies to shift consumer behaviour.
Feedback: Thanks for your submission.

In the next session, we will consider digital content strategies and the customer journey.

Session 3: Digital Content Strategies and the Consumer Journey

3.1 – Introduction

Screen/Page Summary	Anticipated time
Students are introduced to the topics and learning outcomes for this session.	5 minutes

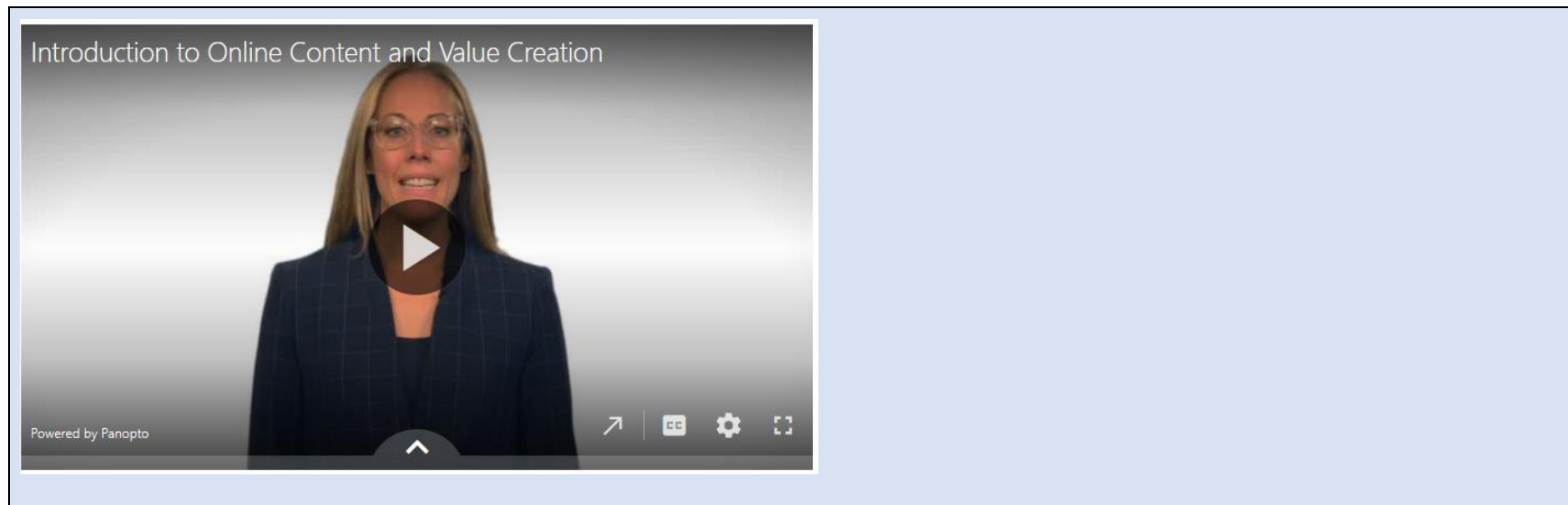
[title heading] Introduction to Session 3

In this session, we delve further into the consumer journey. Check out the introduction below to start this session.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=bd943420-94fa-4ec6-ae13-aedf010fced&start=0>

Video Code: 20211129-Miranda Goode-3.1-D01

Video Title: Introduction to Online Content and Value Creation



Now, please take a moment to read through the learning outcomes to help direct your study time.

Activity Type: Learning outcomes

Title of Activity:

Developer Settings:

Delivery Notes:

Activity explanation: Please consider the learning outcomes for this session.

Question: By the end of this session, you should be able to:

- Identify different types of online content and what they are best for;
- Utilize data-driven insights for digital marketing leadership; and,
- Understand how online content is critical to creating value at various points in the customer journey.

On the next screen, you will be completing round three of the simulation.

3.2 – Customer Centricity Simulation: Round Three

Screen/Page Summary	Anticipated time
Students complete round three of the simulation.	35 minutes

[title heading] Simulation Round 3

Please complete the next round of the simulation. Remember that this simulation contributes to **15% of your overall grade**, so please take your time before submitting.

Activity Type: Explanatory text
Title of Activity: Customer Centricity Simulation Round 3
Developer Settings: End date: Feb 16, 2023 23:59
Delivery Notes:

Play the simulation using the link in the newsfeed post. You should read the news carefully each year before entering any decisions.

Thank you for taking part in the third round of the simulation. On the next screen, we will explore the differences between data/facts and insights from those data, and some of the consequences of mistaking those two.

3.3 – Mistaking Facts for Insights

Screen/Page Summary	Anticipated time
Students learn how to avoid mistaking facts for insights when interpreting customer data.	30 minutes

[title heading] Fact vs Insight

Throughout this course so far, you have learned how data, particularly 'Big Data', can be used to disrupt the norms of an industry when a business effectively understands how their customers act and why, and when they can successfully model their customer beliefs. However, managers and researchers have sometimes made the mistake of interpreting facts for insights by failing to accurately analyze and evaluate the rich customer information they have gathered.

Please read the article below for a comprehensive examination of this issue.

Activity Type: Reading
Developer Settings: Core
Pre-delivery Notes: Reading type: Article

[Gerald Zaltman, "Are You Mistaking Facts for Insights?: Lighting up Advertising's Dark Continent of Imagination," Journal of Advertising Research 54, no. 4 \(2014\): 373-376.](#)

On the next screen, we will continue our simulation.

3.4 – Customer Centricity Simulation: Round Four

Screen/Page Summary	Anticipated time
Students complete round four of the simulation.	35 minutes

[title heading] Simulation Round 4

Please complete the next round of the simulation.

Activity Type: Explanatory text Title of Activity: Customer Centricity Simulation Round 4 Developer Settings: End date: Feb 19, 2023 23:59 Delivery Notes:
Play the simulation using the link in the newsfeed post. You should read the news carefully each year before entering any decisions.

Thank you for completing the next part of the simulation!

On the next screen, we will explore online content and the consumer journey.

3.5 – Online Content and the Consumer Journey

Screen/Page Summary	Anticipated time
Students learn about customer-driven insights using an example of a popular consumer product.	20 minutes

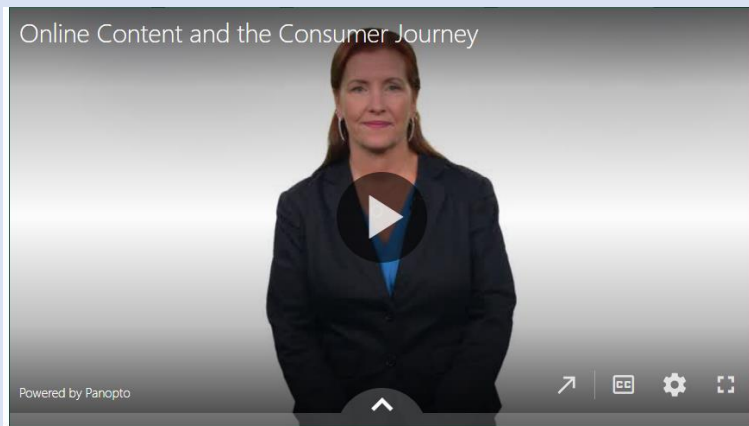
[title heading] The Consumer Journey

On this screen, we will investigate online content and the consumer journey. What can make online marketing more effective? Customer insights! Listen to Professor June Cotte's fantastic examples in the presentation below and the important questions she poses when discussing data and insights.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=31baddfa-4646-43a6-8fc2-aedf010eeebc&start=0>

Video Code: CID09

Video Title: Online Content and the Consumer Journey



If customer insights are going to underpin organization-wide decision making, what process can be undertaken to drive this change digitally? In the presentation below, Professor Cotte introduces a framework to begin addressing this question.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=35e7ad44-7697-4146-bd18-af08010a1945&start=0>

Video Code: CID22

Video Title: The Process of Integrating Digital Insights and Innovations



Do you feel confident that you are now equipped with the tools to identify potential disruptors in your industry? Let's put this to the test in the next round of the simulation.

3.6 – Customer Centricity Simulation: Round Five

Screen/Page Summary	Anticipated time
Students complete round five of the simulation.	35 minutes

[title heading] Simulation Round 5

Please complete the next round of the simulation.

Activity Type: Explanatory text
Title of Activity: Customer Centricity Simulation Round 5
Developer Settings: End date: Feb 19, 2023 23:59
Delivery Notes:

Play the simulation using the link in the newsfeed post. You should read the news carefully each year before entering any decisions.

[highlight in yellow] The simulation will pause after this fifth round. A just-in-time debriefing will be prepared and posted in 3.7 and in the Newsfeed, so stay tuned!

Given that you are at the halfway point in the simulation, have you noticed your strategy changing as you experiment with and learn more about the different ways to build a profitable customer base? Give this some consideration as you will need to prepare and submit a reflection paper [hyperlink to the screen with the reflection assignment] at the end of the simulation.

3.7 – Simulation Debrief

Screen/Page Summary	Anticipated time
Students are presented with the results of the first five rounds of the simulation.	15 minutes

[title heading] Future Video Update

Interested in seeing how your results compare with the results of the other students? After every student has completed round 5, I will share an overview of the results and provide some commentary on the simulation. Check the newsfeed for my video update!

On the next screen, we will explore the AccorHotels case.

3.8 – Case Preparation

Screen/Page Summary	Anticipated time
Students will read the AccorHotels case and prepare for the class discussion.	160 minutes

[title heading] Case Preparation: AccorHotels

In this case, we will look at the hospitality industry, specifically focusing on AccorHotels as they faced new competitors that presented digital challenges. As the digitally-savvy Airbnb reached a market capitalization that rapidly outperformed established chains like Hilton, and consumer behaviour started evolving around travel planning, AccorHotels realized the importance of rethinking their approach.

Please read the case and materials below.

Activity Type: Reading Developer Settings: Core Pre-delivery Notes: Reading type: Case
<ol style="list-style-type: none">1. David Dubois, InYoung Chae, Joerg Niessing, and Jean Wee, AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey, (Fontainebleau, FR: INSEAD Publishing, August 26, 2016), 25. Product no. IN1251.2. AccorHotels D1b competitive ranking XLSX3. AccorHotels Digital D3 local examples PPTX4. AccorHotels Digital D4 questionnaires PDF5. Dataset D1a XLSX

Please prepare the case using the following questions as your guide to prepare for our face-to-face class (synchronously).

Activity Type: Information box Title of Activity: Developer Settings: Blue box Delivery Notes:

Case Preparation Questions:

SVP Customer Experience and Satisfaction, Olivier Arnoux, has two weeks to formalize a plan on how to integrate online content into Accor's organization.

Develop and be prepared to share a comprehensive plan on how online content should be managed at Accor.

Make sure you:

1. Consider Accor's customers carefully with a focus on understanding why and how they might access and/or generate online content.
2. Glean insights from the datasets, D1 A, D1 B when formulating your plan.

[title heading] Session Review & Learning Outcomes Logistics

Great work on completing this session! AFTER we have our class together, please return to the next screen, Session Review & Learning Outcomes, and complete the Learning outcomes activity reflecting on both the online and in-class material. This will allow me to ensure you understood the learning outcomes of the session.

On the next screen, there will be a recap of what we have covered in this session.

3.9 – Session Review & Learning Outcomes

Screen/Page Summary	Anticipated time
Students review the concepts explored in this session. Students complete the learning outcomes activity AFTER our in-class session.	5 minutes

[title heading] Session Overview

Congratulations, you are now halfway through this course!

Undoubtedly, your knowledge of customer insights has progressed from basic to understanding how to harvest more sophisticated insights from digital data in a way that drives value creation for a firm.

We learned what digital leaders do to generate valuable disruptions in industry and observed the role that both customer and company-created online content can play in value creation.

[title heading] Learning Outcomes

By now, you should understand from our in-class and online work, how and why digital disruption can be successful and how and why online content strategy is so important for an organization.

Please take some time to review the learning outcomes and consider your progress against them AFTER BOTH the online and in-class session.

Activity Type: Learning outcomes

Title of Activity:

Developer Settings: 'Feedback mode' toggled on; 'Ask if the estimated timings were accurate' toggled on; 'Ask if the estimated timings were accurate' toggled on

Delivery Notes:

Question: Do you feel that you can now do the following?

- Identify different types of online content and what they are best for;
- Utilize data-driven insights for digital marketing leadership; and,
- Understand how online content is critical to creating value at various points in the customer journey.

Feedback: Thanks for your submission.

Thank you for all of your hard work in this session! Next session, we will be looking at customer intelligence and data analytics.

Session 4: Customer Intelligence and Data Analytics

4.1 – Introduction

Screen/Page Summary	Anticipated time
Students are introduced to the topics and learning outcomes for this session.	5 minutes

[title heading] Introduction to Session 4

In this session, we look at Customer Relationship Management (CRM) and consider the impact of digital data and data analytics on consumers.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=921da484-d517-4e32-944d-aedf010fd614&start=0>

Video Code: 20211129-Miranda Goode-4.1-D01

Video Title: Introduction to Customer Intelligence and Analytics



Here are the learning outcomes for this session. Please take a moment to read through them to help direct your study time.

Activity Type: Learning outcomes

Title of Activity:

Developer Settings:

Delivery Notes:

Activity explanation: Please consider the learning outcomes for this session.

Question: Do you feel that you can now do the following?

- Understand how we obtain and analyze data working directly with survey data;
- Explain a commonly used marketing research technique that collects primary data from consumers which can augment and explain the patterns in web analytics and other data sources; and,
- Identify ways to improve customer relationships with customer intelligence and data analytics.

Before we delve further into this session, complete round six of the simulation on the following screen.

4.2 – Customer Centricity Simulation: Round Six

Screen/Page Summary	Anticipated time
Students complete round six of the simulation.	35 minutes

[title heading] Simulation Round 6

Please complete the next round of the simulation.

Activity Type: Explanatory text Title of Activity: Customer Centricity Simulation Round 6 Developer Settings: End date: Feb 23, 2023 23:59 Delivery Notes:
Play the simulation using the link in the newsfeed post. You should read the news carefully each year before entering any decisions.

Thank you for completing the sixth round of the simulation. On the next screen, you will learn how uncertainty and market risk can be minimized through data analytics.

4.3 – Data Analytics and CRM

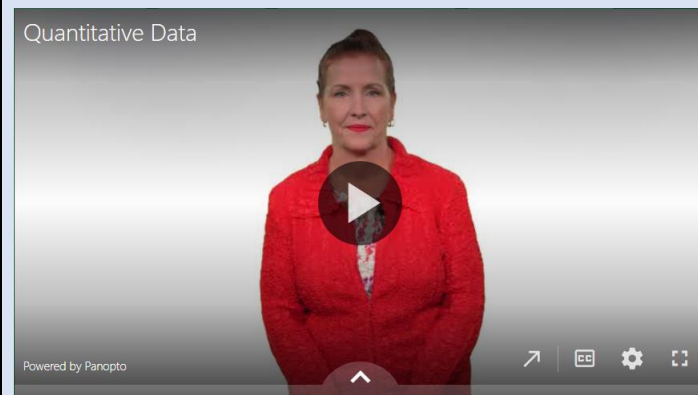
Screen/Page Summary	Anticipated time
Students learn about how uncertainty and market risk can be minimized through data analytics.	15 minutes

[title heading] Data Analytics & Risk

The business world is full of risk. You will have all heard of situations where a major company has collapsed due to unforeseen (or poorly planned for) fluctuations in market demand or market conditions. Some risks are very difficult to prevent or predict, however, it is possible to minimize risk in rapidly-moving global market conditions by the effective implementation of data analytics.

In this presentation, Professor June Cotte discusses this further with examples of risks faced by well-known industry leaders.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=d0f17107-3e49-4017-9c1f-aedf01339201&start=0>
Video Code: CID13
Video Title: Quantitative Data



On the next screen, immerse yourself in another case study to complete assignment 1.

4.4 – Assignment One: Individual Case Analysis – Marlow

Screen/Page Summary	Anticipated time
Students will read the Marlow case and prepare for class discussion. Students will also complete assignment one.	210 minutes

[title heading] Assignment Case Preparation: Marlow

Read the case, 'Marlow: Disrupting the \$50B Menstrual Product Market', where Nadia Ladak, Co-Founder, must devise a comprehensive launch plan for an innovative menstrual product and subscription service. Ladak has data on several consumer groups along with data critical to informing the company's communications budget and plan.

Activity Type: Reading
Developer Settings: Core
Pre-delivery Notes: Reading type: Case

Nadia Ladak, Miranda Goode. Marlow: Disrupting The \$50 Billion Menstrual Product Market (London, ON: Ivey Publishing, January 2020), 15. Product no W30123.

[title heading] Assignment One: Marlow

Below you will find the instructions for assignment one, as well as the submission area. Please read over the instructions carefully. I hope you enjoy the activity!

Activity Type: File upload
Title of Assignment: Assignment One (20%): Individual Case Analysis – Marlow
Assignment Weight: 20%
Due Date and Time: Feb 20, 2023, 23:59
Developer Settings: 'Shared submissions' toggled on; 'Contribute first' toggled on; 'Allow reset' toggled on; 150 Mb file size limit
Pre-delivery Notes:

Prepare a slide deck distilling your analysis and recommendation into an "elevator pitch". The slide deck should showcase the critical details of your comprehensive communication plan indicating which consumer groups Marlow should focus their efforts, the

benefits that should be central in the communication messaging, and how the \$50,000 communications budget should be deployed to achieve a revenue goal of \$200,000.

Share your recommendation, with analysis, using no more than three PowerPoint (or other presentation software) slides, uploaded as a PDF. Qualitative and quantitative analyses must be present in your report. The slides should be structured such that Marlow's investors would look forward to reading the full management report that Ladak is preparing.

After you have submitted take some time to review each other's PowerPoint 'elevator pitch' slide decks.

Feedback: I hope you found this case interesting and the assignment useful. Communicating recommendations and supporting analysis persuasively in an 'elevator pitch' slide deck can be humbling, but communicating efficiently is an important skill best developed with continuous practice.

Thank you for all your hard work on this screen! I hope reviewing the PowerPoint submissions from your classmates also helped make you aware of the many different perspectives possible with this case.

On the next screen, you will learn about conjoint analysis.

4.5 – Conjoint Analysis & Customer Centricity Simulation: Round Seven

Screen/Page Summary	Anticipated time
Students learn how to conduct conjoint analysis and complete round seven of the simulation.	40 minutes

[title heading] Simulation Round 7

In this part of the course, you will learn about a survey-based statistical technique known as conjoint analysis. In short, this method of data collection and analysis is used in market research to determine how consumers value different attributes. For additional explanations of this powerful technique, watch the below presentation by Professor June Cotte.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=04d0bdad-ea64-4740-8be7-aedf010f4270&start=0>

Video Code: CID14

Video Title: Conjoint Analysis



Please complete the next round of the simulation. Remember that this simulation contributes to **15% of your overall grade**, so please take your time before submitting.

Activity Type: Explanatory text
Title of Activity: Customer Centricity Simulation Round 7
Developer Settings: End date: Feb 26, 2023 23:59
Delivery Notes:

Play the simulation using the link in the newsfeed post. You should read the news carefully each year before entering any decisions.

Thank you for completing round seven of the simulation! In the next screen, we will explore the Air Liquide Case.

4.6 – Case Preparation: Air Liquide

Screen/Page Summary	Anticipated time
Students will read the Air Liquide case and prepare for the class discussion.	160 minutes

[title heading] Case Preparation: Air Liquide

In 2018, Air Liquide made the decision to improve their customer centric approach through a digital transformation and venture into home healthcare.

Activity Type: Reading Developer Settings: Core Pre-delivery Notes: Reading type: Case
David Dubois, Cornelius Grupp Fellow, and Jean-Michel Moslonka, Air Liquide-Airgas Merger: Digitally Powered Customer-Centricity in the Industrial Gas Sector, (INSEAD Publishing, 2019). Product no. IN1553

Please prepare the case using the following questions as your guide to prepare for our face-to-face class (synchronously).

Activity Type: Information box Title of Activity: Developer Settings: Blue box Delivery Notes:
Case Preparation Questions: 1. Compare and contrast Airgas and Air Liquide in terms of their broad organizational structures (and how these have changed over time); and how they stay close and interact with their customers (and how this has changed over time). Are these organizations customer-centric?

[title heading] Session Review & Learning Outcomes Logistics

Great work on completing this session! AFTER we have our class together, please return to the next screen, Session Review & Learning Outcomes, and complete the Learning outcomes activity reflecting on both the online and in-class material. This will allow

me to ensure you understood the learning outcomes of the session.

On the next screen, you will find a recap of the content covered in this session.

4.7 – Session Review & Learning Outcomes

Screen/Page Summary	Anticipated time
Students review the concepts explored in this session. Students complete the learning outcomes activity AFTER our in-class session.	5 minutes

[title heading] Session Overview

Well done for completing this Session!

In Session 4, we explored the various ways that we can obtain and analyze data. Hopefully, you can see that it is not about the data per se but about the insights that astute executives can glean from the data. The introduction into conjoint analysis was to demonstrate just one of the many ways that companies can collect primary data to help augment and explain the patterns observed with web analytics and other Big Data sources of customer knowledge.

[title heading] Learning Outcomes

You should now know a considerable amount about improving customer relationships with customer intelligence and data analytics.

Please take some time to review the learning outcomes and consider your progress against them AFTER BOTH the online and in-class session.

Activity Type: Learning outcomes

Title of Activity:

Developer Settings: 'Feedback mode' toggled on; 'Ask if the estimated timings were accurate' toggled on; 'Ask if the estimated timings were accurate' toggled on

Delivery Notes:

Question: Do you feel that you can now do the following?

- Understand how we obtain and analyze data working directly with survey data;
- Explain a commonly used marketing research technique that collects primary data from consumers which can augment and explain the patterns in web analytics and other data sources; and,
- Identify ways to improve customer relationships with customer intelligence and data analytics.

Feedback: Thanks for your submission.

See you in the next session!

Session 5: Going to Market with Disruptive Innovations

5.1 – Introduction

Screen/Page Summary	Anticipated time
Students are introduced to the topics and learning outcomes for this session.	5 minutes

[title heading] Introduction to Session 5

In this session, we will look at go-to-market strategies available to disruptive technology start-ups and you will complete the next round of the Customer Centricity simulation.

Let's get started with our introduction presentation!

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=35e9f780-bbca-4ca1-8730-aedf010fdc34&start=0>

Video Code: 20211129-Miranda Goode-5.1-D02

Video Title: Going to Market with Disruptive Innovations



Here are the learning outcomes for this session. Please use them as a guide throughout this session.

Activity Type: Learning outcomes

Title of Activity:

Developer Settings:

Delivery Notes:

Activity explanation: Please consider the learning outcomes for this session.

Question: By the end of this session, you should be able to:

- Analyze and optimize go-to-market strategies available to disruptive technology start-ups; and,
- Recognize new innovations in analytics and AI, and what they mean for understanding customers.

On the next screen, you will complete the penultimate round of the Customer Centricity simulation!

5.2 – Customer Centricity Simulation: Round Eight

Screen/Page Summary	Anticipated time
Students complete round eight of the simulation.	35 minutes

[title heading] Simulation Round 8

You have almost finished the Customer Centricity simulation! Remember that this simulation contributes to **15% of your overall grade**, so please take your time before submitting.

Activity Type: Explanatory text
Title of Activity: Customer Centricity Simulation Round 8
Developer Settings: End date: Mar 16, 2023 23:59
Delivery Notes:

Play the simulation using the link in the newsfeed post. You should read the news carefully each year before entering any decisions.

On the next screen, you will learn about the appropriate application of AI and will also participate in a group discussion.

5.3 – Responsible AI

Screen/Page Summary	Anticipated time
Students learn about the appropriate application of AI and participate in a group discussion.	45 minutes

[title heading] Responsible AI

Artificial Intelligence (AI) is rapidly becoming a key tool for driving profitability for a variety of organizations, but how can we ensure that its integration does not cause significant harm? Find out how in the following article.

Activity Type: Reading
Developer Settings: Core
Pre-delivery Notes: Reading type: Article

[Roger Burkhardt, Nicolas Hohn and Chris Wigley, "Leading Your Organization to Responsible AI," McKinsey & Company \(May 2019\), accessed November 30, 2020, https://www.mckinsey.com/business-functions/mckinsey-analytics/our-insights/leading-your-organization-to-responsible-ai#.](https://www.mckinsey.com/business-functions/mckinsey-analytics/our-insights/leading-your-organization-to-responsible-ai#)

Taking into account the points covered in the above article, as well as your own knowledge and experience of AI, take part in a discussion below to consider the key issues surrounding this subject.

Activity Type: Forum discussion
Title of Activity: The Use of Artificial Intelligence
Developer Settings: 'Word limit' toggled on and set to 250 words; End date set to March 30, 2023 23:59; 'Allow students to delete' toggled on; Whole class discussion
Delivery Notes:

Share your views with the class in 250 words or less. Please make sure to take the time to read your peers' submissions and respond to their answers.

Of the issues surrounding AI use in companies, which do you find the most problematic, and why?

Thank you for completing the discussion! It is great to find out all your different views on this subject. On the next screen, you will learn about using AI for analytics and the pros and cons associated with it.

5.4 – AI and Analytics

Screen/Page Summary	Anticipated time
Students learn about Artificial Intelligence and analytics.	10 minutes

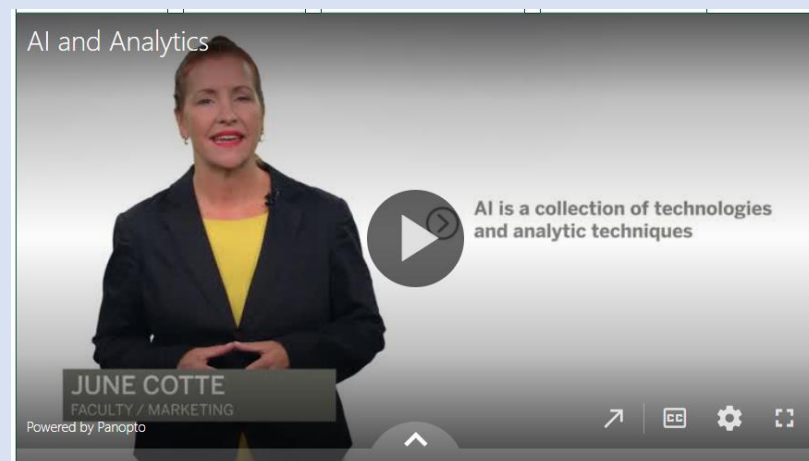
[title heading] AI & Analytics

With consumer expectations constantly evolving as technology presents us with more possibilities, it is crucial that businesses are able to adapt and ensure that a flawless consumer experience is maintained. In the presentation below, Professor June Cotte examines the benefits and challenges of using AI as a tool for analytics.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=e002bd11-6f86-46b5-8476-aedf010f1fd6&start=0>

Video Code: CID18

Video Title: AI and Analytics



Please move on to the next screen, where you will complete the final round of the Customer Centricity simulation.

5.5 – Customer Centricity Simulation: Round Nine

Screen/Page Summary	Anticipated time
Students complete round nine (final round) of the simulation.	35 minutes

[title heading] Simulation Round 9

It's time for the final round of the Customer Centricity simulation!

Activity Type: Explanatory text Title of Activity: Customer Centricity Simulation Round 9 Developer Settings: End date: Mar 19, 2023 23:59 Delivery Notes:
Play the simulation using the link in the newsfeed post. You should read the news carefully each year before entering any decisions. This is your final play period of this simulation.

[title heading] Assignment: Simulation Reflection

Thank you for completing the simulation! You may now begin crafting [your simulation submission](#) [hyperlink to the assignment]. Remember, this reflection is worth **15% of your overall grade for this course**. You may also access the simulation reflection submission through Coursework - Assignments Grades & Feedback - Simulation Grades.

Having now completed the simulation, I hope you now have an idea of the advantages, as well as the challenges, that arise as a result of shifting from a product-centric to a customer-centric business model. The following are concepts that we have learned over the course of the simulation:

- Understand how to invest in customer acquisition, retention, and development methods.
- Practiced harnessing CRM and data analytics.
- Identified the most valuable customers.
- Recognized the relationship between market valuation and customer equity.

I look forward to sharing a debrief with you in-class so that you can compare your results against those of your classmates. What are

the key differences and why?

On the next screen, we look at a case that explores a retail company's success arising from the combination of intelligence from customer insights and predictive decision making.

5.6 – Using Analytics to Win Over Customers

Screen/Page Summary	Anticipated time
Students complete a reading before taking part in a discussion.	25 minutes

[title heading] Vineyard Vines

By completing the Customer Centricity simulation, you have gained some insight into the key features of a successful business model with a customer-centric focus. Please read the following article to see how Vineyard Vines kept pace with their rapidly evolving customer base whilst staying true to their principles on methods of communication.

Activity Type: Reading Developer Settings: Core Pre-delivery Notes: Reading type: Article
Dave Sutton, "How Vineyard Vines Uses Analytics to Win Over Customers," Harvard Business Review, June 2018, 2-6.

In the next screen, we will explore the DayTwo case.

5.7 – Case Preparation

Screen/Page Summary	Anticipated time
Students will read the DayTwo case and prepare for class discussion.	160 minutes

[title heading] Case Preparation: DayTwo

Please read the following case about DayTwo - a gut microbiome precision medical start-up. DayTwo already had in place: AI machine learning, a unique platform, a comprehensive database, and was receiving a positive response from customers. However, they wanted to move forward and needed to, therefore, devise a go-to-market strategy.

Activity Type: Reading
Developer Settings: Core
Pre-delivery Notes: Reading type: Case

Ayelet Israeli and David Lane, DayTwo: Going to Market with Gut Microbiome, (Boston, MA: Harvard Business School Publishing, March 1, 2019) 21, Product no. 519010.

Please prepare the case using the following questions as your guide to prepare for our face-to-face class (synchronously).

Activity Type: Information box
Title of Activity:
Developer Settings: Blue box
Delivery Notes:

Case Preparation Questions:

1. What should Lihi Segal do? Provide concrete next steps and rationale for your arguments. Your marketing plan should include all recommendations, from the target market to marketing mix decisions.

[title heading] Learning Outcomes Logistics

Great work on completing this session! AFTER we have our class together, please return to the next screen, Learning Outcomes, and complete the Learning outcomes activity reflecting on both the online and in-class material. This will allow me to ensure you

understood the learning outcomes of the session.

Great work completing Session 5, one last session to go.

5.8 – Learning Outcomes

Screen/Page Summary	Anticipated time
Students complete the learning outcomes activity AFTER our in-class session.	5 minutes

[title heading] Learning Outcomes

Please take some time to review the learning outcomes and consider your progress against them AFTER BOTH the online and in-class session.

Activity Type: Learning outcomes Title of Activity: Developer Settings: 'Feedback mode' toggled on; 'Ask if the estimated timings were accurate' toggled on; 'Ask if the estimated timings were accurate' toggled on Delivery Notes:
Question: Do you feel that you can now do the following? <ul style="list-style-type: none">• Analyze and optimize go-to-market strategies available to disruptive technology start-ups; and,• Recognize new innovations in analytics and AI, and what they mean for understanding customers.
Feedback: Thanks for your submission.

See you in our final session!

Session 6: Bringing It All Together – Transformation in the Face of Disruption

6.1 – Introduction

Screen/Page Summary	Anticipated time
Students are introduced to the topics and learning outcomes for this session.	5 minutes

[title heading] Introduction to Session 6

Welcome to our final online session of this course! Please make sure that you are confident with what we have covered so far before moving forward.

Watch the presentation below for an overview of the session's objectives.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=462f1935-c3de-4ab8-aba0-aedf010fe978&start=0>

Video Code: 20211129-Miranda Goode-6.1-D01

Video Title: Introduction to Digital Disruption



While completing this session, please keep the learning outcomes below in mind.

Activity Type: Learning outcomes

Title of Activity:

Developer Settings:

Delivery Notes:

Activity explanation: Please consider the learning outcomes for this session.

Question: By the end of this session, you should be able to:

- Recognize how digital disruption is challenging B2B ecosystems and traditional business models, and how incumbent players are responding;
- Describe how digital channels redefine the curator's role; and,
- Explain how digital disruption shifts the dynamics between brands, retailers, and consumers in B2C markets.

On the next screen, learn about consumer decision-making online and the most effective decision support tools.

6.2 – Consumer Behaviour Online

Screen/Page Summary	Anticipated time
Students learn about consumer decision-making online and the most effective decision support tools.	25 minutes

[title heading] Understanding Online Consumer Behaviour

Technology is everywhere. When we consider purchasing a product, we are more likely to hunt for it online than head to our nearest shop. Consumers are now faced with hundreds of different options and have an abundance of information at their fingertips. The vast range of choices can be overwhelming. Therefore, it is important that businesses are able to understand the different types of online behaviour if they are to help their customers navigate toward the best choices.

To stimulate your thinking further on this topic, please read the following article.

Activity Type: Reading
Developer Settings: Core
Pre-delivery Notes: Reading type: Article

[Dilip Soman, Melanie Kim and Jessica An, "Consumer Behaviour Online: A Playbook Emerges," Rotman Management Magazine \(Spring 2018\), 37-41.](#)

Now, share your thoughts on this article by answering the following question.

Activity Type: Poll
Title of Activity:
Developer Settings: 'Shared submissions' toggled on; 'Contribute first' toggled on; 'Students can select' set to 'One answer'; 'Select the chart to visualise all the students' answers' set to 'Pie chart'; 'Ask for student's reasoning behind the answer' toggled on
Delivery Notes:

Question: Which of the three effects do you feel has the most influence on your own decisions? Why do you think that is?

Answer 1: Screen Effect

Answer 2: Choice Engine Effect

Answer 3: Connectivity Effect

Feedback: Thanks for your responses.

How do your answers compare?

On the next screen, we will delve into digital disruption and marketing strategy.

6.3 – Digital Disruption and Marketing Strategy

Screen/Page Summary	Anticipated time
Students learn about digital disruption and marketing strategy.	10 minutes

[title heading] Digital Disruption

Let's visit with Professor June Cotte one last time, as she considers digital disruption in the context of marketing strategy. By mapping out consumer value chains and breaking them down into individual services, modern companies are able to create consumer value-driven business models. Embracing digital disruption, rather than resisting it, means businesses are able to connect with their consumers.

Let's explore this further.

Video Link in Panopto: <https://ivey.ca.panopto.com/Panopto/Pages/Viewer.aspx?id=5dc58908-bdd5-41d6-a103-aedf01338cb7&start=0>

Video Code: CID21

Video Title: Digital Disruption and Marketing Strategy



On the next screen, complete a team project that involves considering a real example of a company that is in the midst of transforming its business model while trying to stay connected with and managing its portfolio of consumers. Digital disruption provides a dramatic backdrop for challenging growth decisions in this case.

6.4 – Team Presentation

Screen/Page Summary	Anticipated time
Students select an article and complete their Team Presentation.	210 minutes

[title heading] Learning Team Presentation: Working with Insights at the Forefront of Digital Marketing & Consumer Analytics Research

Please select an academic journal article as directed below. For this assignment, you will upload a Learning Team presentation and then present it live in class. This Learning Team project **contributes 30% of your final grade**, so take your time before submitting the slides and in preparing your presentation for class.

Please read over the instructions below carefully.

Activity Type: File upload
Title of Assignment: Assignment Three (30%): Team Presentation
Assignment Weight: 30%
Due Date and Time: Mar 29, 2023 23:59
Developer Settings: 'Group activity' toggled on; 'Allow reset' toggled on; 150 Mb file size limit
Pre-delivery Notes:

Activity explanation: Instructions Overview

1. As a Learning Team, select one journal article from the list provided in the threads below. Please choose an article that interests your Learning Team and/or that would be useful to your current/future work situations.
2. Select an article by commenting in the corresponding article thread that the article has been chosen by your Learning Team. Please also indicate your Learning Team number, found under the class list tab of insendi. Once you have an article, you cannot change your selection. Article selection happens on a first-come-first-serve basis.
3. Prepare and deliver a 10-minute presentation. Please upload your presentation within this assignment, prior to our in-class session 6 class. Ideally, you will aim for one slide per minute, but please adapt this rule-of-thumb to maximize presentation impact.

For DETAILED instructions, please see document provided below.

[insert [Team Presentation Instructions](#) PDF]

Feedback: Thank you for your submission!

Please find the selection of articles below for your assignment.

Activity Type: Discussion

Title of Activity: Article Selection

Developer Settings: All threads are 'Group contribution'; All threads say "You may find the article attached below." with PDFs of the articles in the following folder: [Team Presentation Articles](#)

Delivery Notes:

Activity explanation: Instructions

This article section contains 15 articles for you to select from for your assignment. As a Learning Team, please decide on ONE article by commenting on the corresponding article thread. Please note that no reservations may be made to hold articles. Once a selection has been made, a topic cannot be switched. [highlight in yellow] This selection is on a first-come-first-serve basis.

To Note

You may see if an article has been selected already by checking if there are messages in the thread. Please carefully look through all of the articles by scrolling through the full set of pages below. At the launch of this assignment, there are 15 articles available to choose from. This choice set will reduce as your classmates make their selections.

The picture below depicts a quick way to check if an article has already been selected. If an article has been selected, it will say 1 unread (until you have checked the thread).



Attribute Embedding: Learning Hierarchical Representations of Product Attributes from Consumer Reviews

0 Unread



Thumbs Up or Down: Consumer Reactions to Decisions by Algorithms Versus Humans

0 Unread

Thread 1: Attribute Embedding: Learning Hierarchical Representations of Product Attributes from Consumer Reviews
Thread 2: Thumbs Up or Down: Consumer Reactions to Decisions by Algorithms Versus Humans
Thread 3: Bayesian Consumer Profiling: How to Estimate Consumer Characteristics from Aggregate Data
Thread 4: Identifying Market Structure: A Deep Network Representation Learning of Social Engagement
Thread 5: A Semantic Approach for Estimating Consumer Content Preferences from Online Search Queries
Thread 6: Extracting Features of Entertainment Products: A Guided Latent Dirichlet Allocation Approach Informed by the Psychology of Media Consumption
Thread 7: Extremity Bias in Online Reviews: The Role of Attrition
Thread 8: Measuring the Real-Time Stock Market Impact of Firm-Generated Content
Thread 9: From Social to Sale: The Effects of Firm-Generated Content in Social Media on Customer Behaviour
Thread 10: Identifying Customer Needs from User-Generated Content
Thread 11: Influencer Marketing Effectiveness
Thread 12: The Impact of Subscription Programs on Customer Purchases
Thread 13: Prominent Retailer and Intrabrand Competition
Thread 14: When Words Sweat: Identifying Signals for Loan Default in the Text of Loan Applications
Thread 15: Virtual Reality in New Product Development: Insights from Prelaunch Sales Forecasting for Durables

[title heading] Learning Outcomes Logistics

Great work on completing this session! AFTER we have our class together, please return to the next screen, Learning Outcomes, and complete the Learning outcomes activity reflecting on both the online and in-class material. This will allow me to ensure you understood the learning outcomes of the session.

Great work! Congratulations on making it this far!

6.5 – Learning Outcomes

Screen/Page Summary	Anticipated time
Students complete the learning outcomes activity AFTER our in-class session.	5 minutes

[title heading] Learning Outcomes

Please take some time to review the learning outcomes and consider your progress against them AFTER BOTH the online and in-class session.

Activity Type: Learning outcomes Title of Activity: Developer Settings: 'Feedback mode' toggled on; 'Ask if the estimated timings were accurate' toggled on; 'Ask if the estimated timings were accurate' toggled on Delivery Notes:
Question: Do you feel that you can now do the following? <ul style="list-style-type: none">• Recognize how digital disruption is challenging B2B ecosystems and traditional business models, and how incumbent players are responding;• Describe how digital channels redefine the curator's role; and,• Explain how digital disruption shifts the dynamics between brands, retailers, and consumers in B2C markets.
Feedback: Thanks for your submission.

Thank you for joining me on this course. I wish you the best of luck for the future!

Session 7: Assignments, Grades, and Feedback

7.1 – Simulation Reflection Submission & Grades

Screen/Page Summary	Anticipated time
Students submit their simulation reflection and access their grades for the simulation here.	5 minutes

Below you will find your simulation submission area, as well as the section where your grade will be posted.

Activity Type: File upload Title of Assignment: Assignment Two (15%): Individual Simulation and Reflection Grade Assignment Weight: 15% Due Date and Time: Mar 23, 2023 23:59 Developer Settings: 'Allow reset' toggled on; 150 Mb file size limit Pre-delivery Notes:
Activity explanation: Think back on what you have learned from the simulation. What, if anything, would you do differently, and why? Focus on what you learned, overall, and avoid giving a play-by-play analysis of your decisions. Can you apply any of your learnings to your past or current work experiences? Your file upload should be no more than ONE page, single-spaced, 12 pt Times New Roman, in Word (.doc, .docx) or PDF format. The simulation reflection is part of your overall simulation grade. As well, you will be able to review your grades for the simulation here. You can find your grades for your participation in the simulation here. These reflect your performance in the simulation and your personal learning reflections.
Feedback: Thanks for your submission.

On the next screen, you will be able to access your online and in-class contribution grades.

7.2 – Online and In-Class Participation

Screen/Page Summary	Anticipated time
Students access their participation grades.	5 minutes

Your contribution mark in this course includes contribution towards class discussions and online activities through the demonstration of adequate knowledge of the assigned readings and course materials. Your grade will be released below.

Activity Type: Participation grade
Title of Assignment: Individual Online and In-Class Contribution
Assignment Weight: 35%
Due Date and Time: N/A
Developer Settings:
Pre-delivery Notes:

Activity explanation: Both your online and in-class contributions are graded on this course. You are expected to contribute to developing a vibrant learning community. Please find the criteria against which you will be measured below.

Outstanding Contribution (90-100%)

- Contributes at the highest levels to online and in-class discussions;
- Contributions indicate thorough preparation;
- Contributions reflect careful attention to the ongoing discussion;
- Contributions include strong follow-up comments and questions;
- Helps integrate concepts with other subjects;
- Frequently explains difficult points or concepts;
- Provides sustained strong support to enrich online and classroom learning;

- Builds and develops outstanding arguments for a position.

Excellent Contribution (80-89%)

- Contributes frequently to online and in-class discussions;
- Contributions indicate careful preparation;
- Contributions reflect attention to and consideration of the ongoing discussion;
- Explains difficult points and concepts;
- Helps guide online and class discussions;
- Regularly builds and develops strong arguments for a position.

Good Contribution (70-79%)

- Contributes fairly regularly to discussions, but primarily in the beginning of the in-class or online preparation sessions;
- Contributions indicate consistent preparation;
- Contributions reflect thoughtful responses to ongoing online or class discussions;
- Raises questions that help focus on difficult points or concepts;
- Occasionally builds reasonable arguments for a position.

Fair Contribution (60-69%)

- Contributes irregularly to online and in-class discussions;
- Gives occasional indication of preparation;
- Rarely builds on the ongoing online or in-class discussion.

Poor Contribution (50-59%)

- Contributes rarely to online or in-class discussions;
- Gives little indication of preparation and thought;
- Does not aid in providing a positive atmosphere for meaningful online or in-class discussion.

Unsatisfactory Contribution (0-49%)

- Almost never contributes to online or in-class discussions;
- Gives minimal indication of preparation or thought;
- Actively inhibits or impedes the course of online or in-class discussions;
- Misses a significant number of class sessions.

Thank you for all your work on this course.

Session 8: Live Classes/File Uploads

8.1 – Live Classes/File Uploads

Screen/Page Summary	Anticipated time
Class schedule and post-class files from live class sessions.	N/A

Activity Type: Live class

Title of Activity:

Developer Settings:

Class (1 of 6): Customer Insights Amid Disruption

Friday, February 10th from 12:30PM – 3:30PM

Class (2 of 6): Customer Insights Amid Disruption

Saturday, February 11th from 12:30PM – 3:30PM

Class (3 of 6): Customer Insights Amid Disruption

Friday, March 3rd from 4:00PM – 7:00PM

Class (4 of 6): Customer Insights Amid Disruption

Sunday, March 5th from 8:30AM – 11:30AM

Class (5 of 6): Customer Insights Amid Disruption

Friday, March 31st from 4:00PM – 7:00PM

Class (6 of 6): Customer Insights Amid Disruption

Saturday, April 1st from 8:30AM – 11:30AM