

## CASE STUDY

Tasks for Course:

DLMBBD02-01 – Application Scenarios and Case Studies

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## 1. TASKS

In this section, you can select one of the listed Tasks to work on (see sections 1.1, 1.2, 1.3). Each of these tasks is discussed in a relevant Case Study document which you will find on MyCampus just below this document. You can read these documents to have a better understanding of your selected topic.

When working on your case study, please consider the task described in the respective case study itself.

For this course, an agile development method such as Scrum, eduScrum, or Kanban is to be used as the project management framework to work on the case study. This requires the adherence to the methods suggested by the framework, i.e. the selection of a product owner, a scrum master, etc. as well as the creation of a backlog and an adequate sprint planning.

Please include documentation about the usage of the agile framework both in the submitted design document.

The following examples point to case studies related to the course. They serve as a guide on what a finished case study can look like.

### **Note on copyright and plagiarism:**

Please take note that IU Internationale Hochschule GmbH holds the copyright to the examination tasks. We expressly object to the publication of tasks on third-party platforms. In the event of a violation, IU Internationale Hochschule is entitled to injunctive relief. We would like to point out that every submitted written assignment is checked using a plagiarism software. We therefore suggest not to share solutions under any circumstances, as this may give rise to the suspicion of plagiarism.

#### **1.1 Task 1: Predicting Consumer Tastes with Big Data at Gap.** Israeli, Ayelet, and Jill Avery. Harvard Business School Case 517-115, May 2017.

Case study abstract: This case provides students with the opportunity to understand the marketing opportunities provided by the rising availability of big data and to learn how to assess and value data as a strategic asset. It provides an overview of how companies are using big data and predictive analytics to both sell existing products and develop new ones. Big data's role in new product development forms the heart of the discussion. Students will debate whether big data and the predictive algorithmic modelling, that uses it, can better help companies predict and plan for future consumer demand for their products. This core discussion allows students to uncover insights about consumers' preferences and answer important questions related to consumer behavior, such as: How do consumer preferences arise? Are consumer preferences stable across time? How well do a consumer's past purchasing history and/or expressed preferences predict future preferences?

**1.2 Task 2: Have Text, Will Travel: Can Airbnb Use Review Text Data to Optimize Profits?** Shea Gibbs, and Rajkumar Venkatesan. University of Virginia Darden School Foundation, Nov 2015.

Case study abstract: Hundreds of thousands of would-be hoteliers have been popping up all around the world, hoping to rent their own homes and apartments to complete strangers through a service called RentYourRoom (Airbnb). The goal of RentYourRoom's aspiring hosts was to use the company's website to attract guests who were willing to pay the highest rates to stay in their homes for a short time. For RentYourRoom, the goal was to improve customer review performance so it could, in turn, increase profits. How could the company achieve its goal? Enter text mining, a technique that allowed businesses to scour Internet pages, decipher the meaning of groups of words, and assign the words a sentiment proxy using a software package. In order for text mining to be useful for RentYourRoom, its marketing professionals first had to gain access to customer review data on the company's own website. The team then had to analyse the data to find ways to improve property performance. Was the team going to be able to leverage this large amount of data to determine a strategy going forward?

**1.3 Task 3: Big Data and Broadcasting Industry**

Case study abstract: In this case study, students learn how to choose the best application of the collected big data. Before the internet era, television and radio were the main sources of visual news. But with the rise of the internet and smartphones, the number of audiences of television and radio decreased drastically. Today, most people receive first-hand news from Twitter, Facebook or other platforms. Channel 4, a broadcasting tv and radio station have started to broadcast its program on various platforms such as Android and iOS phones, smart TVs, and video game consoles to retain current audiences and also gain young audiences. Through this new service, they can collect daily a massive amount of customers' data such as their interests, age, etc. How can Channel 4 increase its profit by analysing these data? What type of data should be collected in this regard? Which regulations should be considered?

## **2. ADDITIONAL INFORMATION FOR THE EVALUATION OF THE CASE STUDY**

When conceptualizing and writing the case study, the evaluation criteria and explanations given in the writing guidelines should be considered.

**Identification:** Introduces the problem and describes the core technology intended to solve the problem of the case study.

**Concepts:** Describes the technology used to solve the case study as well as aspects of the technology that are especially relevant. Describes the metrics used to measure success and failure.

**Analysis:** Detailed analysis of the core problem and its aspects. Explains how the core technology of the case study helped to solve each aspect. Gives an evaluation on how well the approach worked with metrics suitable for the case and shows successful and unsuccessful examples. Outlines potential obstacles, problems, and recommendations on how to handle them.

**Conclusion:** Summarizes the gained insights and outlines potential future ideas.

### **3. TUTORIAL SUPPORT**

Students have the option to make use of any one of several opportunities to get support for their case study analysis with the course tutor. Taking advantage of these opportunities is the responsibility of the student and the use of these services is voluntary. It is possible to contact the tutor regarding formal and general questions about working on the case study. Please note: a review of outlines and aspects of the presentation is not intended here, since the student's ability to work independently is part of the evaluation and counts as a part of the overall assessment. There are however general tips for developing the case study to help you getting started.