

**MBA I604 – Creating Customer Value
Fall 2021 Course Outline**

**Information Systems and Marketing Areas
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

This course provides the foundations of how organizations create value for their customers by first understanding customers' decision-making processes, with focus on the impact of digital influences on the various stages of decision making. You will gain an understanding of how organizations can leverage data to provide rich customer experiences, while considering ethical aspects of such data use. Next, you will delve into fundamentals of developing a marketing strategy which includes decisions on price, promotion, product/service, distribution, and target market. Through case analyses, discussions and reports, you will be exposed to diverse real-world examples that directly apply and integrate theories from information systems and marketing disciplines.

INSTRUCTOR AND CONTACT INFORMATION

<p>Ms. Jodie Lobana Instructor weeks 1-5</p> <p>Sessional Faculty Member lobanaj@mcmaster.ca Office hours by appointment https://mcmaster.zoom.us/my/jodi lobana</p>	<p>Dr. Sash Vaid Instructor weeks 6-10</p> <p>Assistant Professor of Marketing vaids1@mcmaster.ca Office hours by appointment</p>
<p>Junyi Yang Teaching Assistant weeks 1-5</p> <p>Ph.D. Student in Info. Systems yangj263@mcmaster.ca Office hours by appointment https://mcmaster.zoom.us/j/4954378731</p>	<p>Vivian Sadeh Teaching Assistant weeks 6-10</p> <p>sadehv@mcmaster.ca Office hours by appointment: https://mcmaster.zoom.us/my/viviansadeh</p>

COURSE ELEMENTS

AVENUE: Yes	Leadership: Yes	IT skills: Yes	Global view: Yes
Participation: Yes	Ethics: Yes	Numeracy: Yes	Written skills: Yes
Evidence-based: Yes	Innovation: Yes	Group Work: Yes	Oral skills: Yes
Experiential: Yes	Guest speaker(s): No	Final Exam: No	Credit Value: 3

COURSE DESCRIPTION

This course is taught through a blend of the case-method with readings, lectures, videos and presentations. The materials used encompass a wide range of industries, businesses and issues in order to provide the greatest depth and breadth of experience. The customer-centric view of this course will discuss both strategic and tactical issues to create customer value. The first half of the course will focus on how to understand and provide value for customers. Customers generate vast amounts of data that can provide rich insights into their preferences and expectations. In today's digitally driven world, organizations must understand how to leverage these insights to provide their customers with rich experiences online and offline. The course also explores the ethical issues that abound in our digital age, with a focus on organizational responsibilities. The second half of the course will provide a foundation for understanding the importance and formation of a marketing strategy and plan. Any strategy to satisfy customers involves a specific choice of product, price, promotion, and distribution. And since no business can satisfy all of the people all of the time, a choice of target market is also crucial.

LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

1. Identify sources and trends for customer expectations to drive the organization's customer-centric value creation strategy;
2. Formulate a customer-centric marketing strategy while considering the organization's capabilities and environmental context;
3. Understand the opportunities and challenges associated with customer-centric online business;
4. Identify examples of social and ethical issues arising in the digital age;
5. Assume the role of the decision maker in various managerial situations in a variety of industries;
6. Identify the important opportunities and challenges facing a business and setting out a course of action for dealing with them; and
7. Detail an action plan that is operationally specific.

REQUIRED COURSE MATERIALS AND READINGS

- Avenue to Learn registration for course content, readings, and case materials (\$ FREE)
<http://avenue.mcmaster.ca>
- Weeks 1 – 5:
- <https://hbsp.harvard.edu/import/865255> (4 cases & 3 readings; \$40.85 USD)

Harvard Business Publishing Cases:

- AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey
- Building a "Backdoor" to the iPhone: An Ethical Dilemma
- Amazon.com (2021)
- THE YES: Reimagining the Future of E-Commerce with Artificial Intelligence (AI)

Harvard Business Publishing Readings:

- Creating Customer Value
- Customer Centricity
- Customer Management

Additional Required Readings:

- Principled Artificial Intelligence – Mapping consensus in ethical and rights-based approaches to principles for AI.
(website: <https://cyber.harvard.edu/publication/2020/principled-ai>)

- Weeks 6 – 10:
<https://hbsp.harvard.edu/import/850159> (4 cases; \$17 USD)
<https://hbsp.harvard.edu/import/850155> (3 core readings for 1 Quiz; \$23.85 USD)

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EVALUATION

Learning in this course results primarily from in-class discussion and participation of comprehensive business cases as well as out-of-class analysis. The balance of the learning results from the lectures on strategic concepts, from related readings, and from researching your cases and presentation.

Components and Weights

Weekly Reflections (individual) – Ms. Lobana (Weeks 1 – 5)	5%
Memo for Ms. Lobana (individual) – Pick one of the two memos:	10%
Memo 1: due Oct 14, 8 a.m. or Memo 2: due Oct 20, 8 a.m.	
Written Case Report for Ms. Lobana (group) – 15-page double-spaced report (group) Due Oct 25, 8 a.m.	25%
Group Presentation for Ms. Lobana (group) – 7-minute presentation per group Due in class Oct 27/28	10%
Quiz – Dr. Vaid (One, individual) Due <i>for all</i> : Dec 1 (cohorts 3 & 4); Dec 2 (cohorts 2 & 1)	35%
Case presentations – Dr. Vaid (One per group) Due <i>only</i> for assigned groups (see notes in course schedule below)	5%
Vlog – Dr. Vaid (One per group) Due <i>only</i> for assigned groups (see notes in course schedule below)	10%
Total	100%

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

Course Deliverables

WEEKLY REFLECTIONS (INDIVIDUAL) – Ms. LOBANA (WEEKS 1 – 5)

Weekly reflections are worth 5% of your final grade. Every week, you will have one or two discussion questions to reflect upon. The answers to the discussion questions are generally one to two paragraphs. Each reflection will be given a mark out of 3. The mark is based on the quality/depth/insightfulness of the reflection provided.

You have to enter your reflection in the discussion folder set up for the week within Avenue to Learn. Weekly reflections need to be submitted by **Friday 11pm of that week**.

MEMOS (INDIVIDUAL) – Ms. LOBANA (WEEKS 1 – 5)

The memo is worth 10% of your final grade. You can pick either Memo 1 or Memo 2. The company for Memo 1 is **Walmart**. The company for Memo 2 is **TD Bank**. If you pick Memo 1, your due date is Oct 14th at 8am, and if you pick Memo 2, your due date is Oct 20th at 8am.

Memo on the use of customer data to create value (focus on existing customers):

- What customer related data this company is collecting or should be collecting (consider available customer data/consider what competitors are collecting)?
- How can this company use this data to create value for its business and/or its customers?

In either case, you will submit a maximum **two-page** memo. The text should be single-spaced, and use 12-Font. You could present your answer in the form of free-flowing text, or present in a table format with two columns with one column addressing question (a), and the second column addressing the related question (b).

Your memo must be **submitted electronically via the course's Avenue site by 8:00 am on the date specified in the course schedule**. Failure to submit by this time will result in a mark of zero for that memo.

Memos will be evaluated based on the following criteria:

- Business Relevance
- Business Insights
- Practicality/Usability
- Creative or Innovative Ideas
- Compelling nature of arguments in support of the assertions made in the memo
- Correct English; Spelling & Grammar

WRITTEN CASE REPORT (GROUP) – MS. LOBANA (WEEKS 1 – 5)

The written case report is worth 25% of your grade (*THE YES: Reimagining the Future of E-Commerce with Artificial Intelligence (AI)*) and is due **Monday Oct 25th, 8am**. Your grade on this assignment will be based on how professional and comprehensive your case analysis report is. Reports are expected to be free of spelling and grammatical mistakes.

The maximum length for the case report is **fifteen double-spaced pages** (not including the Title Page, Table of Contents, References and Appendices).

Title Page: Identify the case, the course and the team members.

Table of Contents: Provide a detailed listing of section titles, tables, exhibits and appendices.

Problem: State the main issues of the case and indicate the urgency and importance of the issues. Make sure to distinguish between the issues as seen by the actors in the case and additional theoretical or practical issues perceived by you.

Analysis: Include tables and figures as appropriate. You may also use point form, as appropriate, as long as the reader is able to clearly understand your ideas/points.

You should use **at least one qualitative analysis tool** (at the company, industry or market levels). One example of such qualitative analysis is SWOT where you list the company's internal strengths and weaknesses as well as external opportunities and threats. Quantitative analysis should be included (as appropriate). **Be sure to include key takeaways** from your analysis that summarize your assessment.

Alternatives: Three or Four viable alternatives should be presented. For each alternative, indicate the pros and cons of this option. You may want to consider the financial implications of the various options. A decision matrix (that clearly ties back to the identified key issues) is required to assess the alternatives. The alternatives should be realistic & practical.

Recommendation and Implementation: Your chosen alternative should be clearly justified as the preferred recommendation for the company. Conceivably, you might recommend a combination of alternatives to cover shorter and longer planning horizons (if appropriate). Implementation is the action plan (what, when, who, where, and how) that puts the recommended strategy into effect. It should be clear and detailed so the decision maker knows how to proceed. It helps to create a timeline with defined steps/stages. Also include cost considerations (as appropriate), financial projections (as appropriate), and measures of success. Further, include a risk/contingency plan that indicates the nature of the risks, their likelihood and your mitigation tactics.

References: Necessary only if sources other than the case text or your own analysis are used. All external references should be properly cited.

Appendices: Place for long tables, complicated calculations, less important graphs, etc.

GROUP PRESENTATION (GROUP) – Ms. LOBANA (WEEKS 1 – 5)

This presentation is worth 10% of your final grade. Your group will present on a topic related to customer value generation. Topics will be determined in the week #3 of the course. Presentations will be **limited to 7 minutes in length** and not all team members are required to present. You need to upload the powerpoint used in the presentation to the specific folder assigned in the avenue to learn site by **5pm the evening before the presentation.**

Grading of the presentation will be based on (an aggregate basis) on the following criteria:

- Depth and Relevance of the information presented
- Real life examples from the business world
- New thoughts/ideas beyond existing research
- Confident presentation (showing strong hold on the topic being discussed)
- Creativity in presentation (both in slides and in delivery)
- Beyond words – gestures, body language etc.
- Use of audio visual
- Passion about the topic being presented
- New learning for the audience members
- Use of Humour
- Great teamwork
- Way the information is relayed (without much reading of the slides)
- Jaw dropping events/something that audience members found shocking

MARKETING QUIZ (INDIVIDUAL) – DR. VAID (WEEKS 6 – 10)

Quiz will take place in class during respective class hours over zoom separately for each of the cohorts; in effect, there will be **four different quizzes, each held separately.** This quiz may be shared with students as a word document or as a timed slide show. For in-person cohorts, three of these quizzes will be held *via zoom but in RJC.* Quiz is open book and may be structured as MCQs, very short answers (1-3 words) and/or short answers (30 words). It is *likely* that you may see, on average, 45-90 questions each worth 0.5%-1%. ***However, pls note that this section is still WIP. Thus, consider the above details as preliminary and indicative; precise details on timing, number of questions etc. can be discussed in class.*** Short answers (30 words) must be in your own words. You are NOT allowed to copy paste material from the readings. Answers must be specific to required readings. If you feel that you may not have done well on the quiz and may want to improve your quiz grade you can approach the instructor. The instructor, at his discretion, may plan a retake. ***Grades scored in the retaken comprehensive quiz will be the final quiz grade.***

Quiz will test you on the following lectures and readings. Lectures 1-3 will focus on the below REQUIRED readings:

- **Lecture 1: MARKETING READING: FRAMEWORK FOR MARKETING STRATEGY FORMATION**

Robert J. Dolan/ Pub Date: Jun 30, 2014(Revised: Dec 19, 2019)/ Product #: 8153-PDF-ENG

- **Lecture 2: MARKETING READING: SEGMENTATION AND TARGETING**
Sunil Gupta/ Pub Date: Jun 27, 2014(Revised: Dec 19, 2019)/ Product #: 8219-PDF-ENG
- **Lecture 3: MARKETING READING: PRICING STRATEGY**
Robert J. Dolan, John T. Gourville/ Pub Date: Jun 30, 2014/ Product #: 8203-PDF-ENG

Lectures are designed to only provide an overview and, obviously, cannot cover everything in these readings. Therefore, it is your responsibility to ensure that you go over these readings in detail before the quiz.

MARKETING CASE PRESENTATION (GROUP) – DR. VAID (WEEKS 6 – 10)

For presentation purposes, groups have already been assigned cases – see course schedule below. Once the instructor introduces the context of a given case, the assigned groups will make their respective presentations. These presentations will be limited to 15 minutes in length, the goal is to offer each team member an opportunity to present. Students will have the opportunity to ask questions from the presenting team only at the end of the presentation. Students not presenting a given case **MUST PARTICIPATE** - ask questions and engage. Pls designate one person to coordinate the presentation and to upload it to ATL. Grade matrix will be shared at the start of the course. Cases must be accessed through the course pack.

1. **TELENOR: DIGITAL TRANSFORMATION OF THE CUSTOMER EXPERIENCE**
2. **AMAZON, GOOGLE AND APPLE: SMART SPEAKERS AND THE BATTLE FOR THE CONNECTED HOME**
3. **TAILOR BRANDS: ARTIFICIAL INTELLIGENCE-DRIVEN BRANDING**
4. **J.C. PENNY’S “FAIR AND SQUARE” PRICING STRATEGY**

MARKETING VLOGS (GROUP & INDIVIDUAL) – DR. VAID (WEEKS 6 – 10)

You’re all familiar with Vlogging! A *closed-captioned* video blog of your perspective. Each group is expected to present one 5-minutes long *closed-captioned* Vlog on marketing perspectives and experiences *in the context of that day’s readings/lecture* tying in your knowledge of marketing specific to lecture, readings etc. **Be creative but BE SAFE.** Grades will be split across:

- (a) fun (individual (2%); group (2%)),
- (b) creativity (individual (2%); group (1%)) and
- (c) relevance (individual (2%); group (1%)).

Each group must identify a coordinator who (a) brings together individual sections and produces the final version, (b) uploads the Vlog to ATL, (c) plays the Vlog in class.

A NOTE ON GROUP WORK

You have been grouped into teams of **five** or **six** people. This course has group deliverables where the group must work together to complete assignments/presentations. Groups are encouraged to set some ground rules and expectations early in the term and to have a short

feedback session following the completion of each assignment so that individuals are made aware if their input is less than expected by their team.

Past experience with groups has shown that most troubles arise because individuals do not respect the group process. The first group meeting should happen during the first week. At this meeting choose a group leader who will help facilitate the work. This is a good time to set the parameters for group work such as: when the group will meet, attendance at group meetings including punctuality, and preliminary assignment of tasks. You should also make a calendar of all “good” and “bad” times for the group (i.e., when group members have commitments to work, tests, major assignments, social commitments, holidays, etc.). The worst thing you can do is surprise your group with a long-standing commitment at the last minute.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean: <http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only four forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations
4. Submitting academic work for assessment that was purchased or acquired from another source.

This course will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of submitted work. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

MBA I604 may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), Zoom, MS Teams, TopHat, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ON-LINE PROCTORING

This course reserves the right to use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members,

whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, TopHat or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the Student Experience – Academic (MBA) office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide to Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the DeGroote website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience – Academic (MBA) office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by Student Experience – Academic (MBA).

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

A student who misses a final examination without good reason will receive a mark of 0 on the examination.

All applications for deferred and special examination arrangements must be made to the Student Experience – Academic (MBA) office. Failure to meet the stated deadlines may result in the denial of these arrangements. Deferred examination privileges, if granted, must be satisfied during the examination period at the end of the following term. There will be one common sitting for all deferred exams.

Failure to write an approved deferred examination at the pre-scheduled time will result in a failure for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript. Students receiving no credit for a required course must repeat the course. Optional or elective courses for which no credit is given may be repeated or replaced with another course of equal credit value.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Any student who is unable to write a final examination because of illness is required to submit the Application for Deferred MBA Final Examination and a statement from a doctor certifying illness on the date of the examination. The Application for Deferred MBA Final Examination and the McMaster University Student Health Certificate can be found on the DeGroote website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/> Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. Students who write examinations while ill will not be given special consideration after the fact.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within five business days of the missed examination.

Special examination arrangements may be made for students unable to write at the posted exam time due to compelling reasons (for example religious, or for part-time students only, work-related reasons):

- Students who have religious obligations which make it impossible to write examinations at the times posted are required to produce a letter from their religious leader stating that they are unable to be present owing to a religious obligation.
- Part-time students who have business commitments which make it impossible to write examinations at the times posted are required to produce a letter on company letterhead from the student's immediate supervisor stating that they are unable to be present owing to a specific job commitment.

In such cases, applications must be made in writing to the Student Experience – Academic (MBA) office at least ten business days before the scheduled examination date and acceptable documentation must be supplied.

If a student is representing the University at an academic or athletic event and is available at an overlapping scheduled time of the test/examination, the student may write the test/examination at an approved location with an approved invigilator, as determined by the Student Experience – Academic (MBA) office.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within ten business days of the end of the examination period.

Note: A fee of \$50 will be charged for a deferred exam written on campus and a fee of \$100 for deferred exams written elsewhere. In cases where the student's standing is in doubt, the Graduate Admissions and Study Committee may require that the student with one or more deferred examination privileges refrain from re-registering until the examination(s) have been cleared.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may

occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructors and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA I604 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

Pls pay special attention to academic dishonesty guidelines as detailed [here](#) and above.

COURSE SCHEDULE

C03 – MON. 8:30 - 10:20 A.M.; WED. 8:30 - 10:20 A.M.

C04 – MON. 11:30 - 1:20 P.M.; WED. 11:30 - 1:20 P.M.

C02 – TUES. 8:30 - 10:20 A.M.; THURS. 8:30 - 10:20 A.M.

C01 – TUES. 11:30 - 1:20 P.M.; THURS. 11:30 - 1:20 P.M.

Week	<u>Class 1 (Monday/Tuesday)</u>	<u>Class 2 (Wednesday/Thursday)</u>
27-Sept-21 (Lobana)	LECTURE 1: COURSE OVERVIEW & INTRODUCTION TO CUSTOMER VALUE	LECTURE 2: GENERATION OF CUSTOMER VALUE #1 PRE - READING: CREATING CUSTOMER VALUE
04-Oct-21 (Lobana)	LECTURE 3: GENERATION OF CUSTOMER VALUE #2 PRE - READING: CUSTOMER CENTRICITY	CASE 1: ACCORHOTELS
11-Oct-21 (Lobana)	LECTURE 4: USING DATA TO SUPPORT OR GENERATE CUSTOMER VALUE PRE - READING: CUSTOMER MANAGEMENT NOTE: OCT 11TH MONDAY SESSIONS WILL BE HELD ON OCT 15TH FRIDAY (AT THE SAME TIMES) DUE TO THANKSGIVING HOLIDAY.	LECTURE 5: CREATING CUSTOMER VALUE USING AI & OTHER DIGITAL TECHNOLOGIES RESEARCH: DO RESEARCH BEFORE CLASS AND BRING TO CLASS EXAMPLES OF AI-BASED VALUE CREATION. Oct 14, 8am: Memo 1 due
18-Oct-21 (Lobana)	LECTURE 6: ETHICAL ISSUES IN THE DIGITAL AGE PRE - READING: PRINCIPLED ARTIFICIAL INTELLIGENCE	CASE 2: BUILDING A “BACKDOOR” TO THE IPHONE Oct 20, 8am: Memo 2 due
25-Oct-21 (Lobana)	CASE 3: AMAZON.COM (2021)	Oct 27th/Oct 28th - GROUP PRESENTATIONS Oct 25, 8am – Written Case Report Due

01-Nov-21	EXAMS AND FIRST YEAR MBA CASE COMPETITION	
8-Nov-21 (Vaid)	DISCUSS COURSE OUTLINE, SCHEDULE, PARTICIPATION, EXPECTATIONS, SAMPLE VLOG, & CLASS REP	LECTURE 1: MARKETING STRATEGY (LEARN/SHARE/RECONCILE)
15-Nov-21 (Vaid)	LECTURE 2: SEGMENTATION STRATEGY (LEARN/SHARE/RECONCILE)	CASE 1: <u>TELENOR</u>
22-Nov-21 (Vaid)	LECTURE 3: DISTRIBUTION AND PRICING STRATEGY (LEARN/SHARE/RECONCILE)	<u>CASE 2: J.C.PENNY</u>
29-Nov-21 (Vaid)	LECTURE 4: PRODUCT STRATEGY (LEARN/SHARE/RECONCILE)	<u>DUE IN CLASS: QUIZ (INDIVIDUAL)</u>
6-Dec-21 (Vaid)	CASE 3: <u>TAILOR BRANDS</u>	CASE 4: <u>AMAZON, GOOGLE AND APPLE</u>

NOTE (*assigned groups may change*):

- a) Vlog **only for assigned group** is due in class on following days
 - a. Groups 1-2 (lecture 1)
 - b. Groups 3-5 (lecture 2)
 - c. Groups 6-7 (lecture 3)
 - d. Groups 8-10 (J.C. Penny)
- b) Case presentation **only for assigned group** is due in class on following days
 - a. Groups 9-10 (Case 1:Telenor)
 - b. Groups 7-8 (Case 2:J.C. Penny)
 - c. Groups 4-6 (Case 3: Tailor Brands)
 - d. Groups 1-3 (Case 4: Amazon, Google, & Apple)