The Community Playbook for Brands & Businesses
Units: 2
Spring 2021, Tuesdays, 3:00-4:50PM US-PT

Location: Online
Instructor: Tina Sharkey
Office: TBA
Office Hours: TBA
Grader and/or Classroom Assistant/s: TBA
Office Hours (if applicable): TBA
Contact Info: TBA

IT Help: https://iovine-young.usc.edu/ait/index.html
Hours of Service: 8:30am - 5:00pm
Contact Info: iyhelp@usc.edu, 213-821-6917

Pre-semester DRAFT syllabus
Catalogue Description
7 factors to architect a community that promotes a loyal following and scaling a business:
The Community Playbook

Course Description
In this course, students will learn the playbook for how to architect authentic communities and why it is fundamental to building a loyal following and scaling a business. They will learn why Community is the new omnichannel and the impact it has on building cost effective, loyal and differentiated brands and businesses. They will learn how to identify, nurture and scale purposeful, loyal relationships with customers, glean insights and practical skills on how to co-create your product, content, and brand narrative, and spotlight and engage your customers and employees. This class will prepare students for roles in startups and scaled enterprises alike. They will be able to apply the insights and lessons for roles in brand marketing, growth and product management, social and community management, entrepreneurship and much more.

Learning Objectives and Outcomes
Identify what specific, measurable skills a student will obtain and be able to demonstrate by the end of the course. Learning objectives should be both taught and assessed in your course. They are aligned with your assignments, assessments and learning materials.

By the completion of this course, all students will be able to:

- Understand and be able to apply the Community Playbook
  - The Loyalty Love Loop
  - Share your values and intentions
  - Nurture your tribe
  - Enable network effects
  - Collaborate and cocreate
  - Spotlight your people
  - Create experiences IRL
- Practice building effective teams and collaboration skills through playing to each other’s strengths
- Understand how to translate community and social integration into business acquisition retention
- Explore and brainstorm innovative ways to create communities both IRL and in a remote setting
- Present project concepts verbally, textually, and visually to diverse audiences
- Understand how to unlock a brand’s narrative and architect a word of mouth narrative
- Integrate purpose, meaning, and origin stories into the soul of a brand
- Identity, engage, and unlock your community’s co-creation potential

Required Readings and Supplementary Materials
All materials, articles, and videos will be posted in advance of the start and accessible to students enrolled on Blackboard.
Description and Assessment of Assignments

Midterm - Project 1: 30%
The midterm project will consist of completing a SWOT analysis of a chosen business within a group of fellow students. The team will create a presentation where they present recommendations on how this company can continue to create community and advance the business.

Final - Project 2: 40%
In the final project, students will continue using community building skills through a basic vertical company that is assigned to them. Using the skills developed in the midterm, they will build out the marketing and community for a company of their own and present on how they will effectively implement the 7 factors.

Quizzes (2): 20%
There will be two quizzes based upon prior material presented in class and readings. These are opportunities to demonstrate mastery of course concepts.

Participation: 10%
Students are expected to ask questions, comment, respond and engage during class discussions and lectures.

Grading Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>40</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm project</td>
<td>60</td>
<td>30%</td>
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<tr>
<td>Final project</td>
<td>80</td>
<td>40%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>200</td>
<td>100%</td>
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Grading Scale
Course final grades will be determined using the following scale
A     95-100
A-    90-94
B+    87-89
B     83-86
B-    80-82
C+    77-79
C     73-76
C-    70-72
D+    67-69
D     63-66
D-    60-62
F     59 and below
Academy Attendance Policy

The Academy maintains rigorous academic standards for its students and on-time attendance at all class meetings is expected. Each student will be allowed two excused absences over the course of the semester for which no explanation is required. Students are admonished to not waste excused absences on non-critical issues, and to use them carefully for illness or other issues that may arise unexpectedly. Except in the case of prolonged illness or other serious issue (see below), no additional absences will be excused. Each unexcused absence will result in the lowering of the final grade by ⅓ of a grade (e.g., an A will be lowered to A-, and A- will be lowered to a B+, etc.). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence.

Students remain responsible for any missed work from excused or unexcused absences. Immediately following an absence, students should contact the instructor to obtain missed assignments or lecture notes and to confirm new deadlines or due dates. Extensions or other accommodations are at the discretion of the instructor.

Automatically excused absences normally may not be used for quiz, exam or presentation days. Using an excused absence for a quiz, exam or presentation, such as in the case of sudden illness or other emergency, is at the discretion of the instructor.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodation. Accommodation may also be made for essential professional or career-related events or opportunities. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.
Course Schedule: A Weekly Breakdown
<table>
<thead>
<tr>
<th>Topics/Daily Activities</th>
<th>Readings and Homework</th>
<th>Deliverable/ Due Dates</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Introduction/Core Concepts and Team Formation</td>
<td>Personality Diagnostic</td>
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<td>Intention Ceremony</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td>Why is Community the new “OmniChannel”?</td>
<td>Oliver Chen Research reports on community businesses</td>
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<td>Community is Serious Business</td>
<td>Community driven Growth Anish Shah</td>
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<tr>
<td>Guest Speaker (TBD)</td>
<td><a href="https://mail.google.com/mail/u/0/#starred/FMfcgwxJWXStDGtDcKfFlLXRBLkwVSL?projector=1">https://mail.google.com/mail/u/0/#starred/FMfcgwxJWXStDGtDcKfFlLXRBLkwVSL?projector=1</a></td>
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<td><strong>Week 3</strong></td>
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<td>Neuroscience and Receptional Design</td>
<td>Tina SHarkey TEDx Hollywood Receptional Design</td>
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<tr>
<td>Guest Speaker</td>
<td>Neuroscience Talks/Readings</td>
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<td>Quiz: Business of Community</td>
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<td><strong>Week 4</strong></td>
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<td>Presenting the Midterm Project</td>
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<td>Release the assignment spec with list of companies that are diverse and have a community focus</td>
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<td><strong>Week 5</strong></td>
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<tr>
<td>Playbook Factor #1: Loyalty Love Loop</td>
<td>Marketers Need to Stop Focusing on Loyalty and Start Thinking About Relevance</td>
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<td><strong>Week 6</strong></td>
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<td>Playbook Factor #2: Shared Values and Intentions</td>
<td>Shared Value in Practice: TOMS Business Model</td>
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<td>Guest Speaker (TBD)</td>
<td>Brand Activism: Nike and Colin Kaepernick by Jill Avery and Koen Pauwels</td>
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<td><strong>Week 7</strong></td>
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<td>SWOT Presentations</td>
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<td>SWOT Analysis due</td>
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<td>Guest Speaker (TBD)</td>
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| Week 8 | Playbook Factor #3: Nurture your Tribe  
Guest Speaker (TBD) | How To Build A Tribe of Followers From Scratch  
https://medium.com/productivity-revolution/how-to-build-a-tribe-of-followers-from-scratch-b60c7620cfef | Food 52 The Balance Between Content and Commerce  
Sweetgreens Scaling Intimacy |  |
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<td>Week 9</td>
<td><strong>Midterm:</strong> Project 1 presentations</td>
<td>Project #1 submitted (updated community strategy from various perspectives)</td>
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| Week 10 | Playbook Factor #4: Enable the Network Effect  
Guest Speaker (TBD) | You Think You Understand Network Effects, But you Probably Don't  
https://medium.com/better-marketing/think-you-understand-network-effects-you-dont-800d79f2de50  
James Currier: The Network Effects Bible  
https://medium.com/@nfx/the-network-effects-bible-c6a06b8ae75b  
file:///Users/tinasharkey/Downloads/thenfxbible-finalsldeshare1-180501010522.pdf | Finish defining your company using Mad Libs |  |
| Week 11 | Quiz: All prior material  
Present Madlibs |  |  |  |
| Week 12 | Playbook Factor #5: Collaboration, co-create, content  
Guest Speaker (TBD) | Glossier: Co-Creating a Cult Brand with a Digital Community by Jill Avery  
https://store.hbr.org/product/glossier-co-creating-a-cult-brand-with-a-digital-community/519022 | Project Halfway Check In |  |
| Week 13 | Playbook Factor #6: Spotlight your people | Peloton  
The Network Effect: Why Peloton’s Community is its Secret Weapon amidst Competition  
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<tr>
<td></td>
<td>Guest Speaker (TBD)</td>
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| Week 14 | Playbook Factor #7: Create Unique Experiences IRL (in real life) and in the Virtual Setting  
Review Loyalty Love Loop | DJ Nice  
| | Guest Speaker (TBD) | |
| Week 15 | Team Working Period and Open Office Hours | Final Project Due |
| FINAL | Project #2 Presentations | Date: For the date and time of the final for this class, consult the USC Schedule of Classes at [classes.usc.edu/](https://classes.usc.edu/). |
Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)
213-740-9355 (WELL https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Relationship and Sexual Violence Prevention and Services provides immediate therapy services for situations related to gender- and power-based harm (e.g., sexual assault, domestic violence, stalking).

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086 equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

USC Policy Reporting to Title IX (213) 740-5086 https://policy.usc.edu/reporting-to-title-ix-student-misconduct/
The university encourages individuals to report prohibited conduct to the Title IX Office. Individuals can report to the university Title IX Coordinator in the Office of Equity and Diversity.

Bias Assessment Response and Support - (213) 740-2421 studentaffairs.usc.edu/bias-assessment-response-support
Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.
The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing
readers/notetakers/interpreters, special accommodations for test taking needs, assistance with
architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa
Assists students and families in resolving complex personal, financial, and academic issues adversely
affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity
Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in
which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.