

Section: 16472 (Tues / Thurs 4:00 – 5:50 PM Pacific Time)
Professor: Hank Wasiak
Zoom Meeting ID: 976 4228 9338
(Passcode posted under Blackboard Announcements)
<https://usc.zoom.us/j/97642289338>
Office: ZOOM – Palm Springs, CA
Office Hours: By appointment – Available any time
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NOTE: This class will be taught 100% ONLINE using Zoom on Tuesdays and Thursdays from 4:00 PM to 5:50 PM Pacific Time.

Zoom links will be provided before each class. Lectures will be recorded for those in different times zones in which their local time is outside of “reasonable learning hours” of 7:00 AM to 10:00 PM.

I will also keep the Zoom session open after class for an additional 30 minutes for any students that wish to chat. If that is inconvenient or you need a private discussion about anything, I will make myself available for a discussion at any mutually agreeable time.

Don’t be shy... I value and look forward to these discussions.

PERSPECTIVE

The essence and nature of marketing has evolved and is now going through a dynamic and profound period of change. Digital communications and empowered consumers are at the epicenter of these changes. Business and marketing have been digitally transformed. The explosion of social media, ubiquity of smart mobile connectivity and the resultant data deluge have transformed marketing communications. Today, all marketing—B2B, B2C, C2C—is in large part driven by digital. This digital transformation has made the importance of having a strong grounding in the core principles and practices of marketing more essential than ever—the critical cost of entry. This course will provide a thorough best practices marketing foundation brought to life through the lens and practice of doing business in the digital era.

COURSE DESCRIPTION

This course will provide an understanding of how to most effectively plan and develop an Omni-Channel Marketing Communications Program in today's digital and inter-connected world. This course examines the dynamics of these changes and will introduce and acquaint students with the power and potential of marketing communications in today's increasingly competitive, digital, mobile, and global marketplace.

Marketing communications have moved beyond Integrated Marketing Communications to the dynamic practice of Omni-Channel Marketing and delivering customer experiences as the path to building brands and creating sustainable businesses and organizations. The digital marketing environment has radically changed how effective communications plans are created and deployed and this will be covered in depth. At their core, however, Omni-Channel plans continue to be built on consumer insights that lead to incisive strategies, which enable powerful, creative ideas and executions. *Outstanding* plans also inspire differentiating creativity and ingenuity. Students will study the process by which programs are planned, developed, and executed to deliver outstanding performance and results.

In addition to class lectures, you will learn how to assess and evaluate the quality of marketing communications through monitoring current brand programs, employing social monitoring tools, case reviews, exercises, class discussions and interactions. You will also be challenged to problem solve, apply critical thinking, and use organizational, analytical, and creative skills to write and present an effective Omni-Channel Communications Plan.

COURSE OBJECTIVES

The following objectives are measurable marketing communications skills and areas of marketing knowledge that students will have mastered by the end of the course. They support the *Marshall School of Business Learning Goals*, as found later in this syllabus. The primary objectives of this course are for you to:

1. Become fluent in the use and understanding of marketing communications concepts.
2. Be able to apply marketing concepts to create/critique marketing communications plans.
3. Research and analyze consumers and identify target markets/consumers to create effective communications plans.
4. Develop a marketing communications plan based on a provided brief.
5. Be able to apply marketing concepts to create/critique marketing/advertising content.
6. Be able to employ critical thinking to make marketing communications decisions.
7. Spark creative thinking and encourage innovative solutions to business challenges and opportunities.
8. Create and deliver an outstanding, written Omni-Channel marketing plan for an existing or new product or service that you will be proud of and eager to share with the world.
9. Students will apply interpersonal communication strategies when working with their teams.

The above will be achieved through use of MARCOM best practice reference books (4), discussion of real-time current events/developments, lectures, creative discussion sessions, in-class inventions sessions, case reviews and creation of a marketing communications program that

will provide a firm understanding of marketing communications principles/theory and practice on both an individual and team basis.

LEARNING OUTCOMES

Students will be able to:

1. Develop a written Omni-Channel marketing plan by utilizing key advertising and promotion concepts and professionally presenting these recommendations in class.
2. Understand and appreciate the core components of the digital eco-system driven marketing mix and how to apply these principles to marketing communications.
3. Enhance critical thinking, creative and analytical skills.
4. Appreciate and embrace the importance of marketing communications as a core business practice.

REQUIRED COURSE REFERENCE MATERIALS

Available on Amazon and USC Bookstore

There is no traditional textbook assigned for this course. We will use three best-practice reference books augmented by analysis and evaluation of real-time marketing program, current best-practice white-papers, industry-expert guest lectures, tropical industry analyses and my industry experience. In essence, we'll create our own "textbook" together.

- Solis, Brian (2015) *X: The Experience When Business Meets Design*, Wiley
<https://amzn.to/37v4OYi>
- Brogen, Chris, Smith, Julien (2019) *Trust Agents* (10th Anniversary Edition), Wiley
<https://amzn.to/3nDgnlK>
- Wasiak, Hank (2021) *From Mad Man to Happy Farmer*, W. Brand Publishing
<https://amzn.to/37ChM6J>
- Hasen, Jeff (2019) *The Art of Digital Persuasion*, Amazon <https://amzn.to/2KF9P7H>

REQUIRED SOCIAL MEDIA PARTICIPATION

Each student should have active Twitter, Facebook, Instagram, TikTok, and Snapchat pages and be registered on LinkedIn. Students must immerse themselves in today's digital communications platforms and tools.

Students are required to actively participate in our MKT 405 Class Twitter Newsroom and posting activity will be a factor in the Class Participation grade.

Each student must have an active Twitter account:

1. Follow me @hankwasiak
2. Follow/monitor #hwusc and post relevant content to discuss in class using #hwusc.

3. Each class will begin with a discussion of newsroom content posted by students.
(More information to follow.)

RECOMMENDED ADDITIONAL READINGS

- Advertising Age, Mashable, Tech Crunch*
- Selected Blogs and RSS Feeds**
- Stengel, Jim (2011) Grow**
- Access to Marshall Library's databases and resources.
- Access to industry and business publications such as Advertising Age and ADWEEK.com through the internet.

PREREQUISITES AND RECOMMENDED PREPARATION

- **Prerequisites:** BUAD 307, COMM 200, COMM 302, or PR 340 or MKT 385.
- **Blackboard:** Review the lecture slides (posted prior to each class) ahead of time.

BLACKBOARD

All course content will be added to Blackboard (<https://blackboard.usc.edu>) as the class progresses. In addition, all course assignments will be posted under "Assignments" on Blackboard for reference. I will also curate content folders on Blackboard containing informative articles, white papers, etc. to supplement class material and for future reference by students.

Slides for each lecture will be available on Blackboard prior to class.

Please contact x03000 (Marshall Help Desk) if you do not know your USC account name and password or if you have any trouble accessing material from this class. If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall Help Desk at 213-740-3000 or HelpDesk@marshall.usc.edu.

ATTENDANCE POLICY

Your ability to benefit from the course and contribute to the class is dependent upon your attendance—live and/or asynchronously.

Each student is expected to attend and actively participate in EVERY class in a positive and respectful discussion via verbally, using Zoom's chat function, and posting to the class twitter newsroom (#hwusc).

The quality and quantity of activity will be factored into the Class Participation grade. Also, if students have questions about any of the lecture material please contact me for discussion and clarification

ZOOM REQUIREMENTS

- This class will be taught exclusively on Zoom and the sessions will be recorded for those in time zones in which their local time is outside of “reasonable learning hours” of 7:00 AM to 10:00 PM.
- Students are to use their full names on Zoom.
- Students are required to be logged in for the entirety of each session and to have their cameras turned on (you may use a virtual background as long as it is not inappropriate).
- Students are required to be 100% engaged and not to be multitasking with diversions on any social media or assignments for other classes.
- To help inspire engagement, students will be randomly called upon, will be required to participate in polls, chat, breakout rooms, and will be required to provide reactions to marketing elements such as commercials. Quantity/quality of contributions counts toward participation.
- The chat function is for use when communicating to me or everyone; no private chat is allowed.
- Mute microphone when not speaking.
- If you have technical issues, contact support at HelpDesk@marshall.usc.edu or 1-213-740-3000.

All class information and slides will be posted to Blackboard and class sections will be recorded via Zoom for future reference.

COURSE INFORMATION: GRADING, ASSIGNMENTS, AND SCHEDULE

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target or curve, but rather on your performance. Historically, the average grade for this class is a B+. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Combined, these have a total of 400 points possible, as shown below:

<u>Assignments</u>	Type	Total Points	% of Grade	Due Date
Class Participation	Individual	40	10%	See Calendar
3 Invention Sessions	Teams	60	15%	See Calendar
2 Exams (Midterm + Final)	Individual	180	45%	See Calendar
MARCOM Plan	Formal Teams	80	20%	See Calendar
Certification Training	Individual	20	5%	See Calendar

Mini Case Analysis	Individual	20	5%	See Calendar
TOTAL		400	100%	

The Marshall School of Business Learning Goals

Emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Goal	Description	Course Emphasis
1	Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.	Moderate
2	Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social, and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace.	Low
3	Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem-solvers, and innovators.	High
4	Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders.	High
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.	High
6	Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.	High

Course Calendar/Class Sessions

Please refer to the Course Calendar below or click on the hyperlink.

Assignment Submission Policy

- All assignments (exams, projects, presentations) are due on the date assigned, before class starts, in the specified format(s).
- Assignments received after class starts, but before the end of the class period, will be penalized 10%.
- Assignments received after class, but on the same day (by 11:59 PM PT), will be penalized 20%.
- Late assignments after this point will be accepted if submitted before the next scheduled class period or within 48 hours of the due date with a 30% penalty.

ASSIGNMENT OVERVIEW

CLASS PARTICIPATION (40 pts / 10% of grade)

Each student is expected to attend and actively participate in every class in a positive and respectful discussion via verbally, using Zoom's chat function and being actively engaged in posting and commenting on the class Twitter newsroom (#hwusc). Your participation score will take into account the quality and quantity of all of the above.

NOTE: For students who live in time zones that are make the live class (6:00 to 7:50 PM U.S. Pacific Time) out-side the "reasonable learning hours" of 7:00 AM to 10:00 PM in their locale, participation can be achieved by sending a short email that comments on an interesting aspect of each lecture and/or posting on the class Twitter newsroom (#hwusc). Class contribution will be assessed based on the relevance, depth, and consistency of participation.

3 TEAM INVENTION SESSIONS (20 points each / 15% of grade)

Students will be placed into "Marketing Consulting Teams" in class comprised of 5-6 students per team. The teams will tackle 3 creative marketing challenges to invent new marketing approaches based upon the previous lectures. These sessions are designed to be concentrated work sessions with intense creative ideation. All but one invention session will be completed in-class so that students do not have to arrange out-of-class meetings. A very brief oral presentation of selected teams' "solutions" will occur at the end of class and a discussion will follow. I will provide any needed materials/forms. A student must be present to be awarded points given to his or her ad hoc team, so please make sure you are in class that day.

2 EXAMS (180 points / 45% of grade) (Dates Listed in Class Calendar)

There will be two exams (midterm and final) during this course worth 90 points each, representing 45% of your total grade. The tests will primarily focus on material covered in class lectures and in-class exercises. The tests are not directly cumulative, but knowledge about marketing communication acquired early in the semester is expected for the second test. Each test consists of multiple-choice questions and brief essays.

Students are expected to take tests at the scheduled times. Consistent with University policy, makeup tests will be given only to students who have written proof of illness or other emergencies. If you cannot take a scheduled test due to an official University activity, it is your responsibility to let me know at least one week prior to the scheduled test and have official documentation. If you fail to attend a test without prior notice and without a medical or other emergency excuse, you will receive a grade of zero for that test.

FORMAL TEAM MARKETING COMMUNICATIONS PLAN FINAL PROJECT (80 points / 20% of grade)

See [Appendix A](#) for complete assignment description.

This project is the formal team's effort to use the marketing communications principles discussed throughout the semester to develop a comprehensive marketing communications program. Full details will be provided in a separate assignment briefing document. This will include two components:

1. **Executive Summary (16 points):** A typed written one-page paper single spaced that provides highlights of the category, strategy, target audience, benefit to be delivered via the product/service components, and the financial implications. Basically, this is the topline for the CEO.
2. **Annotated Power Point + Presentation (64 points):** Deck to be delivered in a live 20-minute presentation that should include the “script” and/or amplification for each slide in the notes and can reference additional material included in the appendix.

The Executive Summary, Power Point deck, and presentation will be graded and contribute to the overall final project grade.

CERTIFICATION TRAINING (20 points / 5% of grade)

The purpose of this course element is to supplement learning from the class with practical hands-on training in a key MARCOM skill. This will be accomplished by the use of best-practice knowledge-based training provided by two leading industry resources—*Google* and *HubSpot*. Both offer free training and certification that will build your expertise and your resume.

The courses are self-paced and must be completed by April 15 and you must submit certification via the survey link posted on Blackboard.

Listed below are 3 course offerings from which you can chose—SELECT ONE—that interests you the most and/or which would be helpful in your career. Complete the training, get certified, build your resume, expand your knowledge base, and earn 3% for your final grade. How good is that? Completing the certification is required to earn the grade points.

- **HubSpot Social Media Marketing / Content Marketing Training and Certification**
HubSpot is a well-known inbound marketing and sales platform, and they offer training and certification for various digital marketing promotion strategies. You will complete the HubSpot Academy training and certification for either *Social Media Marketing* OR *Content Marketing*. Information about the training and certification available at the following link: <https://academy.hubspot.com/certification-overview>.
- **Google Ads Search Training and Certification**
Google Ads is the premium paid ad platform online. You will complete the Google Ads Search training and certification exam on your own. Information about the training and certification found at the following link: <https://skillshop.exceedlms.com/student/path/18128-google-ads-search-certification>.

MINI CASE ANALYSIS (20 points / 5% of grade)

Cases serve as examples of real-world business challenges and opportunities. They are vehicles for developing analytical skills as well as applying concepts and frameworks introduced in readings and lectures. Some cases demonstrate success while others illustrate failure... we learn as much from both. Learning from a case occurs in two steps:

1. Reading the case.
2. Applying the appropriate analysis and thinking about the questions/issues in the case and subsequent class discussion.

We will use “mini-cases” involving relevant, current marketplace events. These will be quick-read content with suggested questions and issues for discussion. Each student will be assigned a case and required to provide a concise, well-presented response in the form of a document (350 words or less) or video (3 minutes or less). Class discussion of each case and student responses to follow. Details of cases, specific case assignments, due dates, etc. will be provided separately on Blackboard.

CLASS NOTES & MATERIALS POLICY

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student’s membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated, or in any way displayed for use in relationship to the class, whether obtained in class, via email, or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code and may subject an individual or entity to university discipline and/or legal proceedings.

No recording and copyright notice. No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic, or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including in class exercises and worksheets, study guides, summaries, PowerPoint’s, case paper questions and analysis, project formats, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made during the semester only for students who have made prior arrangements with DSP and me.

ADDITIONAL INFORMATION

Add/Drop Process

If you are absent six or more times prior to the last day to withdraw from a course with a grade of “W,” I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Retention of Graded Coursework

Final exams and all other graded work which affect the course grade will be retained for one year after the end of the course **if** the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

Technology Policy: Important. Be “Present” In Class.

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

USC STATEMENT ON ACADEMIC CONDUCTION 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” <https://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, <http://policy.usc.edu/scientific-misconduct>.

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies

Course Advisory

Students need to be flexible and open to the learning process. Additional readings and/or assignments may be added at the discretion of the professor. Furthermore, unforeseen circumstances may arise which mandate changes in the content and/or structure of the course.

COURSE CALENDAR/CLASS SESSIONS*

The following class schedule provides the thought flow and topic agenda for the course. The course will draw heavily on real time events to add texture and practical application learning. It is likely that the schedule could change and topics rearranged subject to marketplace events and class discussions.

Almost all of the classes will be a hybrid format – synchronous class session with asynchronous lecture material (pre-recorded video/PDF/content links) provided in advance of the class. **This content will be used for class discussion/work sessions/breakout rooms, etc. so it is important that you view and absorb the asynchronous materials before class.**

You will get the most out of this course if you stay current, immerse yourself in the internet, digital tools and participate in class discussions. The detailed course calendar follows.

**All details in this schedule are subject to change with adequate notice.*

Date	Topic	<u>Reading/Material</u>	Synchronous/Hybrid
1/19	Introduction to Class & Marketing Communications	MMHF Intro – CH 1; Solis 1 & 2.1; Brogan CH 1	X
1/21	Digital Transformation, Marketing Core, Pandemic Effect; FINAL PROJECT DISCUSSION	MMHF CH 2; Hasen CH 13	X
1/26	Integrated Brand Planning & Architecture; ASSIGNMENT OF CASES	Hasen CH4	X
1/28	IBP Overview, Industry Structure; PROJECT TEAMS IDENTIFIED		X

2/2	Consumer Ground Zero		
2/4	Consumer Personas, Brand Value & Values Proposition	MMHF CH 5 & 11; <i>Solis</i> 3.0–3.2	X
2/9	INVENTION SESSION 1		X
2/11	Brand Positioning – Power of Purpose	MMHF CH 4, 7, 17, & 18; <i>Hasen</i> CH 10; <i>Brogan</i> CH 3	
2/16	GUEST SPEAKER – BRIAN SOLIS		
2/18	The Marketing Plan/Brand Architecture	MMHF CH 8; <i>Hasen</i> CH 12	X
2/23	Go To Marketing Planning/Strategy		X
2/25	Path to Purchase – Direct to Consumer	<i>Hasen</i> CH 1, <i>Solis</i> 5.0, <i>Brogan</i> CH 6	X
3/2	Delivering Omni-Channel Experiences; PROJECT CHECK-IN	<i>Hasen</i> CH 5, <i>Solis</i> 5.1	X
3/4	MIDTERM EXAM		
3/9	Creative Strategy, Creative Brief	MMHF CH 3 & 14; <i>Solis</i> 4.0	X
3/11	INVENTION SESSION 2		X
3/16	Creating Brand Experiences & Magnetic Content	MMHF CH 14 & 15; <i>Hasen</i> CH 9	X
3/18	GUEST SPEAKER – JEFF HASEN (Digital Ecosystems)		
3/23	WELLNESS DAY		
3/25	Media Planning & Strategy – The Power of Search	<i>Hasen</i> CH 3	X
3/30	Social Media, Influence Marketing, Public Relations	MMHF CH 16; <i>Brogan</i> CH 5; <i>Hasen</i> CH 14	X

4/1	CASE DISCUSSIONS		
4/6	Experiential/Event Marketing, Promotion & Point of Sale	<i>Hasen</i> CH 6	X
4/8	GUEST SPEAKER – CHRIST BROGAN		
4/13	INVENTION SESSION 3		X
4/15	What's Next, Twitter Newsroom Wrap-Up; CERTIFICATIONS DUE	MMHF Epilogue; <i>Hasen</i> CH 15; <i>Brogan</i> CH 9	X
4/20	MARCOM PLAN FINAL PROJECT DUE ; Team Presentations		X
4/22	WELLNESS DAY		
4/27	Team Presentations		X
4/29	Last Team Presentation(s); Class Wrap-Up; Test Review		X
5/6	<u>FINAL EXAM</u> 4:30 – 6:30 PM PT		

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Appendix A
MKT 405 – Professor Wasiak
Final Assignment: Marketing Program (Team Project)
80 Points – 20% of Total Grade Points
Spring 2021

TEAMS

Students will form teams of six. Each team should designate a team leader to serve as the primary communications interface with me during development. Names of team members must be provided to me by **Session 4 on 1/28/21**. If students are finding it difficult to join/form teams let me know and I will designate a team.

ASSIGNMENT DETAILS

The final assignment is your team's effort to utilize marketing communications management principles discussed throughout the semester to invent a product/brand concept for a company, or for a new enterprise/brand, and to outline its marketing elements. The business/category selected can be B2B or B2C. The team submission will be in two parts: (1) An executive summary word document and (2) A detailed Marketing Communications Plan and in the form of an annotated PowerPoint deck designed to be delivered in a live 20-minute presentation. This plan should address and include the components shown below. The executive summary and PowerPoint content and presentation will be graded.

1. **EXECUTIVE SUMMARY** – This is the topline for the CEO/decision makers. It is read before review of the plans and recommendations. Make it succinct and smart and no more than one page. It is a brief synopsis of the program that provides highlights of the category, strategy, target audience, benefit to be delivered, financial/business implications, etc. Most importantly it captures the “why” of the recommendation. Spend time crafting it...make every word count. **(16 Points)**
2. **MARCOM RECOMMENDATION (ANOTATED POWERPOINT DECK)** – This will provide all the pertinent details of the recommended program in as much detail as is felt necessary. The annotations will be used in-lieu of a companion word document. They should succinctly describe and/or ad relevant context to explain the slides. You can also provide an appendix for more detail, creative executions, etc. **(64 points)**

Situation/Strategic Analysis – A brief overview of the most critical aspects of the current industry (e.g., trends, consumers, the company, competition, unmet needs). Identify the key challenges and opportunities and can include a SWOT analysis if helpful. Where will the product or service fit in the competitive set.

Product/Service – Describe the product/service, its attributes, packaging, etc. Is it a one-off product/service, part of a line and/or brand extension?

- **Distribution**: What are the key intermediaries? Is there a unique distribution point of difference? Is there any relevant information about sales force requirements?

- Pricing: What is the price and how was it derived? Does it reflect your overall strategy and how it fits in the competitive framework?

MARCOM Program – Provides the strategic and implementation details of your plan and recommendations.

- Marketing Objectives. Should reflect Strategic Analysis.
 - Examples: Achieve X% awareness, trial, repeat and sales.
 - Might also be related to what you want your customers to do (e.g., buy for the first time, buy more, buy during a new day part, buy for a new use, change their perceptions, etc.).
- Target audience(s): Beyond demographics. Create persona(s).
- Positioning: What is the unique benefit (emotional/rational), what are the key support points and competitive advantage. Define the brand purpose and include a positioning statement.
- Creative Brief: The key document that directs all creative content development.
- Creative Content and Contact Strategy & Execution:

Content Plan – Describe the overall creative Big Idea. Provide creative examples/executions that describe and demonstrate the various elements...bring the idea to life. (i.e. print ads, videos, social media posts the format and level of finish is up to each team to decide. **IMPORTANT: The content will be judged on the quality and strength of the idea and creative content, not the degree of finish or production values of the executions.**

Contact Plan – What are the proposed delivery platforms (e.g., Digital/mobile, tv, print, radio, social media, pr, direct, sales promotion etc.) and the role each will play in the communications plan. What is the MARCOM budget based upon your revenue/financial objective (below)? It will be difficult for teams to develop precise spending budgets and allocations. However, the recommendations reflect the realities of the business plan and media marketplace.

Goals and Measurement – Indicate what secondary and primary research you should initiate in order to track/confirm/refine and make key marketing decisions regarding your various recommendations.

KEY DATES

January 28	Formal project teams formed
February 3	Product/services identified
On-going	Progress check-ins
April 20	Executive Summary, Annotated PowerPoint, & Presentation due (submit via Blackboard)
April 20, 27, 29	Plan Presentation

POTENTIAL QUESTIONS TO BE ADDRESSED WHEN DEVELOPING YOUR CONCEPT

Some thought starters and possible discussion points that teams can use as in the development of the product/service concept. A guide that can help teams stay focused and on-point.

- What is your product or service offering?
- Why is there a market for this?
- Who are you reaching and why?
- What are its key benefits and values?
- What are your points of differentiation?
- How can you answer the question “Why Buy Me?”
- How can/will you effectively compete and grow.
 - Price
 - Service Offerings
 - Quality
 - Customer Service
 - Convenience
 - Client Services
 - Other
- What is the current state of the industry in which you are competing?
 - Is it growing and expanding, and if so why?
 - What are the key successes or reasons?
 - Is it stagnant or shrinking, and if so why?
 - What are the challenges or problems?
- Who are your existing and forecasted competitors?
 - What are their key successes and challenges?
- What successful advertising and promotional campaigns are prominent in this category?

WRITE YOUR SHORT AND SWEET ELEVATOR PITCH

This is a very short and focused statement about your product/service idea. Think of meeting a big-time potential investor in the elevator and you have that short ride period of time to peak his or her interest and prompt the response, “Call me, I’m interested in learning more.” This is not a graded component of the project, but it will be helpful in developing recommendations and plans.

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